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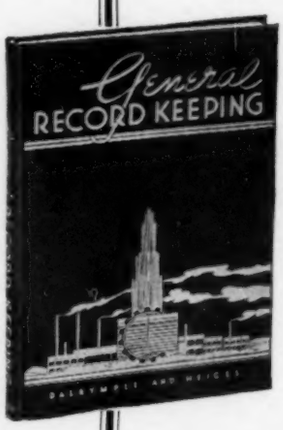

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JOY ELMER MORGAN, Editor | VOLUME 28, NUMBER 8 | H. A. ALLAN, Business Manager

Between Editor and Reader

AMERICAN EDUCATION WEEK (November 5-11), this year in its nineteenth annual observance, has become a mighty force for the safeguarding and improvement of the schools. Related this year to the work of the Educational Policies Commission, the week has more than usual significance and power. It focuses attention upon the purposes of American life and education. The following statement of the theme of the week is from a small leaflet—published by the NEA—which during Education Week will be sent thru the children into hundreds of thousands of homes:

Education for the American Way of Life

WHAT IS THE AMERICAN WAY OF LIFE?

It is a free way, allowing one to live according to his own conscience.

It is a peaceful way, settling differences by elections and courts.

It is a friendly way, judging success by happiness and growth.

It is a cooperative way, emphasizing service to the common good.

It is a democratic way, based on human brotherhood and the Golden Rule.

AND WHAT IS EDUCATION FOR THE AMERICAN WAY?

It is universal, opening its doors to all the people.

It is individual, helping each person to make the most of his talents.

It is tolerant, seeking truth thru free and open discussion.

It is continuous, knowing that learning is a lifelong necessity.

It is prophetic, looking always toward a better civilization.

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AMERICAN EDUCATION *and the* WAR *in* EUROPE

THE FOLLOWING STATEMENT was adopted by the Educational Policies Commission at Washington, D. C., on October 2, 1939:

The declaration of a state of war by several European nations confronts American education with certain new conditions and problems. A statement dealing with these conditions and problems must recognize that the situation in Europe is not fully clarified. An armed truce is a possibility at the moment. Whether or not the declared war evolves into large-scale combat, a struggle has been initiated which is likely to continue in one form or another for a considerable period. Whatever form that struggle may take, it will certainly influence American education, and the problems discussed in this report will remain of urgent concern to the American people.

Statements issued by the Educational Policies Commission represent the results of investigations, the combined judgment and the sincere convictions of the members of the Commission. In this spirit, we urge the discussion of this document by the teaching profession, by boards of education, and by the general public, with a view to making use of it in the development of appropriate local educational policies in every part of the United States. Any statement of national policy such as this will require intelligent application in terms of local problems.

During the years 1914-16, educational literature contained little or no reference to the bearing, upon American educational policy, of the war then being fought in Europe. A study of the literature reveals that, with few exceptions, neither the American people in general nor the teaching profession in particular seemed aware of the responsibilities placed on them by the European conflict.

Today the situation is different. Due in part to the improved means of transport and communication, and in part to our experience between April 1917 and November 1918, war in Europe seems and is closer to us than in 1914. All elements of the American public, including the teaching profession, are seeking eagerly for means whereby the interests of the American people and of humanity may be safeguarded in the period of strain thru which the world is passing.

The policies recommended here rest upon the fact that the United States is at present a neutral nation. It is the conviction of the Commission that under present conditions the American people will make their greatest contribution to the protection and survival of democratic values by refraining from military participation in the struggle in Europe. All future decisions affecting American neutrality should be reached by full use of democratic methods. These methods, which are in fact the essentials of the educational process, include full access to the facts, unfettered discussion, tolerance for conflicting opinions, and concern for the general welfare. Our foreign policy should not be one of drift, but of deliberate action growing out of democratic procedures. At the present time, America can make no greater contribution to the wellbeing of humanity than to place before the world the stirring example of a democracy in action in a crisis.

While the recommendations developed here are directed chiefly toward the schools and colleges, they apply with equal force to the other great agencies of public enlightenment. The cooperation of all agencies is needed in order that the American people may solve their problems in the American way. To develop such cooperation, where necessary, is one of the responsibilities of leaders in public education.

STUDY and Discussion of Problems Relating to the War Is a Responsibility of Education—Probably no events in the past quarter-century have so profoundly stirred the American

EDUCATION FOR A DAY OF PEACE

THOSE who are commissioned by society in the service of education should be the last to capitulate to the forces of hatred, greed, and fear. With the darkness of war falling upon half the world, the United States becomes more than ever a reservoir of hope for a humane and democratic order among men. When peace comes again, as come it must, the people of the United States ought to be prepared to play their part—sanely, bravely, and generously, in the process of rebuilding a world order from which the threat of war and violence may be removed. Those who are to fulfill that mission can approach their task best if their hands are unstained by blood, their spirits uncorroded by hatred, and their minds uncrippled by months or years of wartime regimentation.

people as those connected with the present European war. Youths and adults are eager to share in appraising the significance of these happenings, anticipating their outcomes, and developing a policy for the American people with reference to them.

In such circumstances there are several courses of action open to those in charge of the educational program. One possibility is to forbid discussion of such issues in the school and in other activities under the control of the teacher. Another possibility is to give free rein to the discussion of this question with neither guidance nor stimulation on the part of the teacher.

An adequate sense of professional responsibility will not approve either of these extremes. Neither repression of discussion nor abdication of responsibility is an appropriate policy for American education. At such a time as this, the schools should serve as centers of community deliberation with reference to the pending issues. They should not evade any question which is pertinent to a better understanding of the international situation and of America's relation to it. The education of a free people should know no undebatable propositions. Confusion, ignorance, and indifference are not the same as impartiality.

This is not to say that every class every day must discuss international trends or that the emotions of little children should be harmfully overstimulated by contemplation of the horrors of modern warfare. So to disrupt the orderly processes of education is neither desirable nor necessary. But in classes dealing with such subjects as contemporary social and economic problems, current events, geography, history, foreign languages and literature, due provision should be made for a sane and realistic use of present events as material for study, illustration, and analysis. Literary and debating societies, forums, assemblies, lecture courses, history clubs, and the like should also be active in this field.

Discussion Should Be Kept on an Educational Basis—In this field, as in others, the central task for teachers and other educational workers is to change conflict of opinion into a search for truth and for a wise course of action. The first requirement in this process is to provide that, with due regard to the maturity and interests of the learners, all viewpoints receive a hearing before an attentive and openminded audience.

More important still, the resources of scholarship should be drawn upon to lend depth and significance to discussions of international questions by youths and adults. For example, the modern concepts of nationalism, the political and economic aspects of modern warfare, the question of population pressures in relation to economic resources, the historical roots of the present conflict, and similar questions are seldom fully appreciated by the general public. The peculiar function of education is to place beneath the headlined surface of current events a background of knowledge which will check irrational prejudices, enrich discussion, and lead to wise decisions.

Discriminating Judgment Is Essential—All individuals and governments involved in the war are naturally anxious to be absolved before the world of responsibility for starting and continuing it. The claims presented by both sides, on these and other issues which will arise as the war progresses, should be submitted to rigorous examination. They should be checked for accuracy, completeness, and bias. Reference and reading materials should be abundant and diversified. At such a time as the present the schools can be of great usefulness to the country in teaching adults and children to make that distinction between "mere rumor" and "verified fact" which the President of the United States recently urged upon the American people. This requires some insight into the way in which news is gathered, written, and transmitted; censorship; national propaganda; and the reliability of various writers and their sources of information.

The time has come to equip the individual citizen in the democratic state with reasonable defenses against the pressures of mass thinking and feeling exerted nowadays thru billboard and poster, press, radio, and film. A healthy measure of skepticism about social data should reinforce an aggressive search for reliable information.

The ability to detect propaganda and to deal effectively with it is always an important qualification for the citizens of a democracy. At this juncture the absence of this ability may easily change the course of human history for the worse. The task of the teacher here is delicate, for he must steer a course between the dangers of gullibility and the equal hazard of a despairing cynicism which believes nothing and refuses to make an effort to deal with the situation in a bold and realistic fashion. Believing nothing may become as harmful as believing everything.

The Interests of the American People Are Paramount—Those in charge of the education of American youth and adults should guide all discussion of international issues consistently toward the supreme question of their bearing on the longterm welfare of the American people. This welfare cannot be narrowly conceived. The American people inhabit one part of an interdependent world. While everyone is entitled to an opinion regarding the rights and wrongs of the present European struggle, the public schools and other educational agencies of the United States have no obligation to defend the interests of either side. They do have an obligation to be concerned unremittingly with the meaning of that conflict for the longterm security and happiness of America.

In carrying forward a program such as has been described, it should be made clear by word and action that the schools are not partisan. They are carrying out their proper, *normal,* democratic function of supplying the processes and materials upon which a prudent public opinion can be formed.

Minority Rights Should Be Respected—American schools enrol students who are descended, immediately or remotely, from the people of all the warring nations. Children of Polish and German descent, for example, sit side by side in American classrooms. These young American citizens have often acquired, from their parents and from various cultural groups, definite opinions and perhaps strong prejudices with reference to the present international conflict. Nor are prejudices and opinions by any means lacking among other children or among adults.

Teachers and school administrators should see to it that no pupil is treated unfairly or excluded from school activities because he happens to belong to an

unpopular minority. Persecution of individuals because they deviate from the majority in their sympathies is entirely foreign to the spirit of tolerance and fair play which American schools are obligated to foster.

Problems of Preparedness Need Calm Examination—Under the existing international stress, it is natural that the thoughts of the American people should turn to questions of preparedness for the defense of their own country. In considering this question, however, it is necessary to avoid hysteria and to retain a sense of proportion. Our policy in the Orient, in South America, and in Europe determines to a large degree the extent and nature of the military and naval establishments that are necessary. It is a particular opportunity of the educational profession to help the American people in developing a consistent foreign policy which will contribute most to our safety and wellbeing. With that policy the question of preparedness is inseparably linked.

Teachers cannot forget, nor allow others to forget, that the ultimate line of national defense is to be found in the loyalty, intelligence, health, technical skill, economic efficiency, morale, and character of our citizens. The schools, therefore, should continue and intensify their efforts to develop citizens who willingly and effectively participate in the processes of democracy, to banish economic illiteracy, to establish a sense of civic responsibility, to develop habits of healthful living, to encourage appreciation for the intelligent conservation of the nation's natural resources, and to improve the technical and vocational skills of all the people. In its contribution to such purposes, the American public school is to be regarded as an indispensable agency of national defense.

Civil Liberties Require Continuous Vigilance—The war situation need not become an excuse for thoughtless or deliberate invasion of the civil liberties promised by our Constitution and by our democratic traditions. Experience indicates that in times of stress it is necessary to guard these liberties with unusual care and that members of the teaching profession in particular are often subjected to unjustified attacks at such times.

A body of proposed legislation has been prepared for immediate enactment by the Congress on "M-Day," that is to say on the day when the government of the United States may at some future time mobilize itself for war. The drafting of such legislation is an entirely proper activity for those charged with responsibility for national defense. Meanwhile, the remainder of our people need not abdicate their rights in this respect. Now is the time for the American people to examine with care all of the consequences for civil liberty which are likely to precede and follow the entrance of our nation into war.

Cooperation with Humanitarian Causes Is In Order—Conditions growing out of the war will probably increase the demands upon the Red Cross and other humanitarian organizations. These agencies may look to the schools for cooperation. The Commission recommends that schools provide reasonable opportunity for pupils of appropriate ages to hear appeals for assistance of this type, provided that such appeals come from nonpartisan American sources and are not couched in terms which involve a judgment respecting the rights and issues of the present conflict. It is preferable, under ordinary circumstances, that actual collections of funds be made elsewhere than on the school premises. Special pleading for financial support from interested parties in connection with the actual prosecution of the war has no place in American schools.

A program of Research and Publication Is Needed—We believe that it would be instructive and helpful if the experience of American education with reference to a similar situation twenty-five years ago were systematically studied and analyzed. We recommend that some competent research agency survey the literature and evidence for the years 1914-1917 and make its conclusions available to the teaching profession and to the general public.

The time is especially appropriate for careful study in schools and in adult education centers of what happened to us in the World War, how we became involved in it, what the consequences were, and what kind of a peace ensued. The object of this study would not be to keep us out of the present war or to plunge us into it. But a careful study of the course of events from 1914 down thru 1920 and even later is important for the American people and should constitute a significant part of the program of the schools in dealing with this situation. More material on these subjects, suitable for general reading, is needed.

Rapid and recent changes in the world situation create a definite need for reliable, factual material concerning the present international conflict. We urge that such materials be prepared by appropriate professional organizations and by local school systems, widely disseminated, and used in schools and adult education. Higher educational institutions, thru their extension departments or otherwise, may well provide special inservice training on this topic for teachers of the social studies in highschools. Such material should include: The facts of physical and human geography which set the stage for the world drama as it unfolds; the distribution of the world's economic resources and the share of the United States in that allotment; the other economic factors associated with war (e. g., competition for markets, raw materials, and trade routes, foreign investments, war profits and profiteering, depression and unemployment); the rise and nature of modern nationalism; the available mechanisms of arbitration and mediation and the reasons for their apparent weakness; the recent foreign policy and practices of the United States (e. g., President Wilson's fourteen points, Versailles, the League of Nations, war debts and reparations, the London economic conference, the armament race, Latin-American relations, the Arms Embargo); and other materials which will help the American people to understand the present situation and to protect their interests in it.

Foreign Policy Should Not Displace Attention to Domestic Problems—Above all, let us take care that excitement over foreign affairs does not distract attention from the urgent and continuing problems which must be solved soon if our American democracy is to endure and to advance. It would be folly to use an unsettled international situation as a flimsy excuse for deferring consideration and action upon these basic problems of domestic policy. Our problems will not solve themselves with the passage of

time or with the coming of peace—indeed, in many cases they are likely to become increasingly acute. The solution of these problems is not the exclusive prerogative of any professional group; it is a responsibility shared by all of the people of the United States. Every agency of public discussion and enlightenment, including the press, the church, the home, social and political organizations, the radio, and the cinema, as well as the school, has an important part to play in equipping the American people to deal with domestic, as well as with foreign, issues.

The unsolved problems of democracy are the greatest menace to the institutions and ideals we seek to perpetuate. These internal dangers may be successfully avoided only thru the active cooperation of schools, colleges, and the innumerable other agencies of education. Education, in schools or elsewhere, should develop first an understanding loyalty to democratic principles, and second, an increasing competence to deal with poverty, unemployment, insecurity, inefficient government, and the other social and economic problems of our day. Education, in short, must bend anew to the double task of helping the American people to define their ideals and then to reduce these ideals to the working rules of governmental and economic relations.

In these tasks, public-school education must be concerned not only with children and youths, but to an increasing degree with the entire population of every age and circumstance of life.

Cultural Values Should Be Recognized and Protected—The schools and other educational institutions should do everything possible to prevent the disastrous activities which occurred during the last war when some reputable scholars joined with uneducated demagogs in a mad rush to decry and malign the cultural contributions of entire peoples. All the belligerent nations have made significant cultural and human contributions to American life. These contributions should be emphasized in the discussion of appropriate topics. For example, it is unwise and unfair to undervalue the contributions of a nation to music, art, literature, and science merely because the government of that nation is waging an unjust war.

A negative policy, however, is not sufficient. The history and geography of the European struggle combine to place upon the American people in general, and upon American educators in particular, certain peculiar responsibilities. We are a relatively wealthy nation, separated from the conflicts in Europe and Asia by great oceans, and living on terms of peace and friendship with our neighbors in the Western Hemisphere. Our culture, tho derived for the most part from Western Europe, includes important contributions from all the peoples of Europe, Asia, and Africa. These facts being so, it is possible for us to preserve a certain degree of detachment from the emotions of the war. We have, then, a peculiar opportunity and a special duty for the conservation of the great values that constitute the heritage of mankind at peace.

We should also continue to promote, at as nearly a normal level as possible, the cultural contacts between the peoples of the United States and of the other nations of the world. Sources for the exchange of scientific and learned publications should be maintained. Participation of the government of the United States with other governments in agencies of international intellectual organization should be extended. The American people should be prepared to lend their influence, even more actively than in the past, toward development of those cultural ties among nations which are prerequisite to an enduring peace.

American educators should, by word and deed, give assurance to their colleagues in all countries of the world, belligerent as well as neutral, that whatever dark days may lie ahead for humanity as a result of the international conflict, they will do their part in keeping the torch of culture and of civilization alight.

The lamps of learning were kindled long ago. They have burned in caves and log cabins, as well as in great buildings erected by wealth and power. We may be sure that no barbarism, new or old, can extinguish them forever. Should society enter upon an age of scorn and neglect, even should the wrath of men tear down the very walls of school buildings, as it burned the library of Alexandria, should one or all these lamps be put out, some hands will rekindle them, and will defend them for a better day.

I Did NOT Like To Be a Principal

I DID NOT like to be a principal because I like children. I like them so well that I am sick at heart when I see them come to school sparsely clad against the chill of winter winds. I see their thin bodies and a thought strikes me like a whip across the face. If I earned as little money as the fathers of these children earn, my children would be poorly dressed and undernourished just as these children are.

I like children so well that in the boom years before 1929 I collected clothing and shoes from the homes of the rich and took them to the children on the other side of the tracks so they could go to school. By 1932 these children were coming to school without breakfast and staying thru the noon hour because there would be no lunch at home for them. I liked these children well enough to beg oatmeal, milk, and sugar to feed them once a day. This was only a stopgap procedure because it treated effects, not causes. I thought it was the work of an educator because I imagine that to study must be difficult with the pangs of hunger gnawing one's stomach.

Later I was principal of a school where the children of the welltodo attended. I did not like to be principal of this school either, because I like children. I like to see children confident but not overbearing, counseled and cared for by their parents, not by housemaids, and anxious to learn how to make their way in the world, not expecting to get by because their parents are rich. Sometimes I wonder which of the two groups of children was the more unfortunate.

I did not like to be a principal because the school makes no serious effort to remedy fundamental economic and social conditions. Oh yes, I know teachers talk about such matters and even pass resolutions about them, but they are not really interested in trying to do anything to remedy the situation.

I did not like to be a principal because I liked the people with whom I worked. I sympathized with the girl looking for her first position and who, finding the ranks overcrowded, was not able to secure employment. I resented the teacher who was employed because she

had some family or political connection which was much more important in getting the place than were her qualifications. It always made me sad to see a young teacher full of ideas and determination to make a contribution to teaching, slowly but surely have the enthusiasm crushed out of her by dry-as-dust teachers meetings, unnecessary routine, supervision, and community prejudice. My heart went out to the middle-aged teachers who had lived a life of frustration and insecurity, now coming toward the end of their period of service with little or no means because of inadequate salaries, and looking forward to retirement on a pittance from a pension fund on the verge of bankruptcy. I liked the janitors, too, but it made me furious to know that every year they had to make "certain arrangements" with local politicians to hold their jobs. I liked the parents of the children and often wished that my efforts had been more successful to help them understand children and the problems of school.

I did not like to be a principal because I think children should be well-housed in school. In rural communities near where I was a principal, children spent their days in schools that were not fit for human habitation. Some of the buildings had to be propped up to keep them from falling over. Often there were no electric lights; furniture was old and unsightly; and library and shop equipment just did not exist. Many of the new buildings in the city were outstanding examples of what selfinterest will do. It always seemed strange to me that politicians were so anxious to erect buildings when there were other places where the money was much more needed. I suppose, tho, that the urge for building came out of a love for the little children. Surely there could not be any hope of individual profit in building materials or contracts. I did not care so much for the furnaces which kept the buildings warm because they were fed by the dirty coal furnished by some friend of a political henchman.

—WILLIAM A. MILLER, Illinois member of the NEA Representative Assembly, 1939, who recently resigned after fourteen years as a school principal. Mr. Miller's statement was prompted by the article, "I Like To Be a Principal," in the September JOURNAL.

What Do You Know about Your NEA?

The EFFECTIVE WORK of its COMMITTEES

AMY H. HINRICHS

PRESIDENT, THE NATIONAL EDUCATION ASSOCIATION

IT WOULD obviously be impossible in the confines of a short article to detail the purposes and accomplishments of some thirty NEA committees. We shall not even name them all. Rather we shall attempt, by way of illustration, to group some under certain general headings and then discuss the committees so grouped.

Since the NEA is the great national professional organization of the teachers of the United States, it is fitting that we mention first those committees specifically concerned with our status as a profession and with teacher welfare. Listing them alphabetically, these are the committees on: Academic Freedom; Code of Ethics; Cooperatives; Credit Unions; Equal Opportunity; National Council on Teacher Retirement; Necrology; Salaries; Supply, Preparation, and Certification of Teachers; Tax Education; and Tenure.

Perhaps you are not familiar with the practice of having "core committees." It is ideal from the standpoint of having many points of view represented to have at least one member from each state on every committee; but it would be out of the question for the Association to pay the travel expenses for such a large committee to get together for a meeting. A number of years ago it was decided to have five members on a "core committee" of each committee, who could get together for a meeting once in the year, and at least one member from each state as the "advisory members" on each committee. These advisory members can render most effective and valuable service by correspondence, at the conference meetings of all members of the particular committee present at winter or summer convention, and thru personal contact with chairman or core members. It would be a mistake to think that core committees alone could do the work.

We shall briefly review the work and significance of this first group of Association committees:

The Committee on Academic Freedom exists to defend the right of every qualified teacher to teach without dictation from any outside source as to just what he shall teach or how or under what circumstances he may teach it or what point of view he may or may not present. Teachers are professional people. The American public need have no fear that classrooms will become scenes of wild or unseemly harangues because the NEA has a committee on Academic Freedom. American teachers can be relied upon for taste and judgment and appreciation of professional privileges.

Every profession should have not only a tradition of ethical relationships, but a clearly expressed *Code of Ethics,* that can be handed as such to its members—for review by the "oldsters" and for the instruction and inspiration of "novitiates." Such a *Code* needs to be revised from time to time, as conditions change or as styles in language make the revision desirable. The committee on this subject is at present engaged in code revision.

The Committee on Cooperatives is young, and has as yet done exploratory rather than definitive work. It has to do with organization and successful functioning of consumers' buying groups.

The Committee on Credit Unions is another concerned with the economic welfare of teachers. Any teachers organization or group of teachers that tries a credit union will never again want to be without it. The credit union is not only a means of borrowing; it is a means of investment for teachers.

The Committee on Equal Opportunity is working toward the elimination of the prejudices that make a teacher's salary and professional recognition or advance less because she is a woman, not a man; or because of considerations of race or religion; or because he or she happens to live outside of a particular city, county, or state; or because the economic level of the family is low—or high; or because the woman teacher marries.

The National Council on Teacher Retirement of the NEA was formed several years ago by the merging of the Committee on Retirement Allowances of the NEA and the National Council of Teachers' Retirement Systems. Thirty-one states, the District of Columbia, Canal Zone, Hawaii, and Puerto Rico now have statewide teacher retirement systems. The increase has been slow but steady thru the years, accelerated lately. The statistical and promotional services of the Council are recommended to the teachers of those states that have not as yet established retirement systems.

I have included the Necrology Committee in this listing because it is fitting that we pay tribute to our departed fellow-workers as they pass on.

The services of the Committee on Salaries, in giving information, statistical and otherwise, and by way of organization and legislative help in the field, have been immeasurable and are always available on request to our affiliated teachers associations, state or local.

The Committee on Supply, Preparation, and Certification of Teachers was called into being by the depression, when the supply of persons certificated for teaching positions so far exceeded any possible demand that scientific study of the whole problem was indicated, including the need of increased preparation on the part of those desiring to teach and the improvement of certification laws and procedures. This committee has made a very good initial attack on a very complicated problem. Its work in the coming year promises to be of great interest.

There is no more important committee in our whole setup than that on Tax Education. Public education is the very foundation of an enlightened citizenship. Good schools depend on adequate financial support. That support must come from taxation in some form. The public must be led to appreciate the fact that money appropriated for public education is not in any sense an extravagant gift, but the wisest kind of investment—an investment in good citizenship.

No one of our committees is more directly concerned with teacher welfare than the Tenure Committee. Like the Retirement Council, it has seen its objectives established by law in state after state. Thirty-three states now have tenure laws. Most of these laws owe their origin to the research work done by this committee; not a few of them owe their being also to the field service, given state or local teachers associations on request to this committee, whose members have been veritable apostles for tenure. There have been numbers of outstanding cases in which the Tenure Committee has been largely responsible for bringing to successful conclusion for the teacher or teachers concerned investigations or litigation caused by violation of tenure laws.

The second group of committees to which we shall give brief mention consists of five related directly to the annual convention in June-July. They are the Committees on Appraisal, on Bylaws and Rules, on Credentials, on Publishing, and on Resolutions. It is the interesting and stupendous task of the Appraisal Committee to "appraise" each convention, to the end that good features may be conserved or extended, less desirable but necessary ones reduced to a minimum, objectionable ones eliminated.

The Committee on Bylaws and Rules has done much to clarify our bylaws and to systematize our convention procedure.

The Committee on Credentials is responsible, at the beginning of each convention, for the certification of delegates.

The Committee on Publishing certifies the accuracy of the record of convention proceedings before it is printed in the official annual volume of *Proceedings*.

The Committee on Resolutions is the chief means thru which NEA members from all sections of the country may have a part in the formulation of NEA policies. The members of the committee, one from each state, are elected by the delegates at the annual convention. The committee discusses all suggestions and makes its decisions thereon in the democratic atmosphere of general meetings of all its members, held the first few days of the convention. It names an editorial subcommittee of five, including the chairman. After the subcommittee has made its last report to the general committee, the proposed resolutions are distributed in printed form to the delegates the day before the last of the convention. They are voted on at the closing session of the Representative Assembly. The resolutions adopted take their place among the recognized policies of the NEA. Thus the convictions of the membership make themselves felt thru an effectively functioning democratic process. Many major objectives of the NEA today had their origin in the resolutions of past years. Persons desiring a copy of the Association's platform and resolutions may send a stamped, selfaddressed envelop, asking for Personal Growth Leaflet 52.

The NEA has four committees of cooperation in educational matters with other great organizations interested in education. These committees are those to cooperate with the American Legion, the American Teachers Association, the American Library Association, and the National Congress of Parents and Teachers.

The Committee on Health Problems in Education is a joint committee with the American Medical Association. The joint committee has in hand at present four studies: A revision of its 1930 published report on *Health Education;* an interpretation of the functions of school nurses; a mental hygiene report; and the formulation of a statement on *Suggested School Health Policies.*

The Committee on Individual Guidance, a newer committee, has as its purpose to make available to teachers findings in the mental hygiene field to aid in detecting significant individual differences and in guiding each individual toward the fullest possible development of his particular personality and abilities.

The work of the International Relations Committee is of special significance in these troubled times. Its most recent report contains the sentence, "Teachers should have a constructive part in building better world understanding." The better world understanding that will undoubtedly some day be achieved can be hastened thru education in appreciation of the contributions of all nations to civilization and in tolerance for all races and conditions of men. Our International Relations Committee suggests ways of "implementing" such education.

We could write a book each on the work of the Educational Policies Commission and of the Legislative Commission. This mere mention must suffice since the work of the Policies Commission was commented on in the preceding article of this series and the term "Legislative Commission" is selfexplanatory. Mere mention must suffice, too, for two committees recently created: those on Affiliated Associations and on Induction into Citizenship.

NEA, the TEACHERS' CANDLE

Daisy Lord

TEACHER, WATERBURY, CONNECTICUT; NEA STATE DIRECTOR FOR CONNECTICUT

ON DARK NIGHTS as travelers cross the deserts of our West the tall cluster of white blossoms of the yucca seem like kindly candles lighting them on their journey. The Indians refer to the yucca as God's candle. So it is with our National Education Association. When teachers need help and cheer, if they are wise they seek the teachers' candle—our own NEA.

Many times the work of our national Association seems remote as we observe at firsthand the work of our local organization and at secondhand the accomplishments of our state organizations. Many educators fail to realize the assistance given by the national Association. It is the NEA thru its powerful committees, excellent staff, and efficient research experts, that furnishes the material with which our local and state associations work. When our salaries need adjustment, we get the latest salary schedules from the NEA. When our state endeavors to pass a retirement law, or to improve an existing one, we send to the NEA and receive not only all the printed material available, but many times a member of the retirement committee or of the NEA staff comes to assist the state committee. If we are preparing a tenure bill, an expert on tenure may be sent to assist us. Several times when tenure has been violated, the entire steering committee of six members has been sent. If we need advice on curriculum construction or teaching methods the National Education Association gives us the assistance we require. The following story tells how the Association helped Waterbury.

During the summer of 1938 a company of "research and survey experts" was hired by the City of Waterbury to survey all departments and to make recommendations in the interests of economy.

On October 13, 1938, the evening newspapers carried with first-page headlines the main recommendations of the company of "research and survey experts" along with the action of our board of education in rejecting the recommendations and asserting it would continue its policy of strict economy of the previous six years. The main and most vital curtailments suggested were:

[1] Dismissal of 30 teachers; "figures" showed we had that number too many.

[2] Combining grammar schools under one principal and placing the children of the ones eliminated in classrooms; locations not considered.

[3] Nine assistant kindergartners removed.

[4] All highschool department heads eliminated, as well as some other positions.

[5] We had been working with a 10 percent waiver of salary since June 1938, and it was recommended that this be made a permanent deduction and in addition that highschool teachers be given an extra 5 percent cut and grammar school teachers an extra 3½ percent cut, both permanent.

On that very afternoon the Waterbury Teachers' Association was holding a regular meeting. We made it a short meeting, but passed two votes:

[1] Thanking our board of education and approving its action.

[2] Empowering the president of the Teachers' Association to name a committee of five with full power to act.

This committee of classroom teachers was increased by a committee of three principals and we started work. Altogether we held twenty-seven meetings, the shortest about two hours in length, and several allday meetings on Saturdays and Sundays. We had many subcommittees. The newspapers gave us plenty of space. They published our reports and news items and also gave us several editorials favorable to the schools.

On October 17, the committee decided to seek the assistance of our great national organization—the NEA. Early the next morning, we telephoned to Secretary Givens and at that moment the defeat of the report started. Secretary Givens held a meeting of his research people and called us back within an hour to ask several questions and request a copy of the report, which was sent. This was Tuesday, and early Thursday morning a representative of the NEA Research Division arrived in Waterbury and spent the day in the schools collecting material.

In the meantime, the statistical staff and others in the Research Division at NEA Headquarters had been taken off other jobs to work for Waterbury. On Sunday (airmail special) the first answer to the report arrived, and Monday evening our newspapers carried it, with front page headlines. We had called upon the greatest educational authority we had in the country, our national organization, whose facts were truthful and whose comments were authoritative. Other reports from the NEA followed and were willingly published and eagerly read. These were supplemented by articles and reports edited and released by our committees, representing different parts of the school system.

We had saved the day thru the help of the National Education Association. Not one recommendation offered by the company of "research and survey experts" was included in the school budget for 1939 as approved by the school and city authorities.

We were complimented for our dignified campaign and envied by other departments for having such a strong national organization. The members of the police and fire departments feel that we saved them, as ours was the first department report which was released to the public.

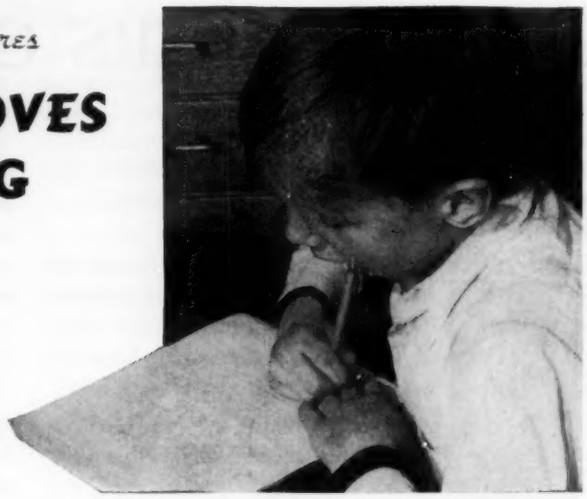
Leaders in organization work have long contended and rightly, that if the one million educators of the nation belonged to the National Education Association, the power for good the Association would exercise would be untold. At present, its work is remarkable, but imagine what might be accomplished with five times the number of members and five times the amount of revenue.

Just as the traveler wishes there were more yuccas across the desert so we wish there were more members of "the teachers' candle."

Pedagogy thru Pictures

WILBUR IMPROVES HIS READING

THIS PICTURE STORY on remedial reading was submitted by Van Burd of Flint, Michigan. The pictures were posed by Wilbur Merrill and Mary Lou Prevost in the English workshop at Whittier Junior Highschool.



Wilbur takes a standardized test to diagnose his reading difficulties and finds he needs improvement.

He wants to learn about the mechanics of reading. He is told to roll his eyes about—just to prove he has eye movement control.

Mary Lou counts the average number of eye movements he uses per line. Notice how high Wilbur holds the book.

Now she watches him in the mirror to study any regressions, long fixations, and other errors, and records them.

Wilbur hopes to read more smoothly by moving his eyes in rhythm with the metronone ticking in the center of the group. About 120 movements per minute is normal.

Mary Lou thinks perhaps Wilbur reads with his lips. He may not move them outside, but she can't be fooled with her fingers on his throat muscles.

Wilbur inspects his score card. Knowledge, practice, and frequent testing will make him a better reader. All boys and girls want to be!

Growth of INSTITUTES *on* PROFESSIONAL RELATIONS

LARGE GROUPS, small groups, in the open air, in college classrooms, on a May morning in Tennessee or a July noon in Oregon—somehow, somewhere, during the past summer more than 12,000 teachers and laymen (scattered in eleven states from the Pacific to the Atlantic) have taken active part in thirty-three informal "Institutes on Professional Relations." Four states made widespread use of these institutes: Kentucky held eight; West Virginia, seven; Oregon, six; and Tennessee, five. North Carolina, South Carolina, Utah, Oklahoma, Nebraska, Arkansas, and Montana held one each.

Springing from a single institute in 1938 to a third of a hundred in 1939, the number appears destined for still another great increase in 1940; for the majority of colleges and universities sponsoring such conferences last summer intend to repeat next year, and numerous other states—among them Michigan, Ohio, Mississippi, Iowa, Washington, Texas—are seeking help on organization plans.

Adding impetus to the movement is the fact that the National Education Association at San Francisco in July indorsed by resolution "the move for Institutes of Professional Relations to train teachers in the following relationships: [a] Teacher-student, [b] teacher-profession and [c] teacher-public." In the wake of this lead, President Elphe Smith, of the Department of Classroom Teachers, is strongly encouraging sponsoring of institutes next summer by regional directors of the department.

These conferences—an attempt to reach the 300,000 teachers who each year gather in summer schools over the country and to awaken them to their professional needs—are noteworthy for the cooperation inherent in their conception. The National Education Association, the state association, the sponsoring institution, and sometimes the state department of public instruction and other educational groups, united forces in planning and execution.

Representing the NEA in the conferences were in many cases one or more officers or members of the headquarters staff, including: Reuben T. Shaw, president, 1938-1939; Willard E. Givens, executive secretary; Joy Elmer Morgan, director, Division of Publications; Lyle W. Ashby, assistant director, Division of Publications; and Charl Ormond Williams, director, Division of Field Service. Miss Williams, thru correspondence and visits, was the guiding force in the organization of the institutes.

The executive secretary and often the president and other officers and leaders represented the respective state associations. But, as is understandable, the burden of organization and program planning fell on the sponsoring institution; and to the hard work of directors and cooperating faculties and those teachers enrolled for summer work goes credit for inspiring results.

According to Miss Williams, the purpose of the institutes is to further the goals: a unified profession, a democratized profession, a profession vocal on its own problems. Members of the teaching group, often ignorant of the humble origin of other professions, have sometimes despaired that teaching would ever attain professional rank. In these institutes, members of the learned professions, invited to participate, manifested great interest in efforts of educators to elevate their status and recounted with frankness and humor details of those days when "lawyer and liar" were deemed synonymous and when not only the medicine man but the barber and others dealt in the standard remedy, bloodletting. From chronicles of the long years of tedious development behind the present high standing of certain other professions, thousands of teachers the land over have this year taken fresh heart and, measuring themselves against the yardstick of all professions, gained a knowledge of strong points, and weak, of the teaching group.

Too, in this endeavor, representatives of the socalled "levels" of the profession, along with invited lay people, have met around the conference table to discuss probems of the profession; most successful were those conferences that had democratic participation of summer school students, the majority of whom were classroom teachers.

Two years ago a noted lecturer who travels extensively wrote Miss Williams:

> "I have been in contact with forty teachers institutes—city, county, state—in the last two years. It has been of concern to me that the teacher groups are the only silent groups I meet. Business and community groups ask questions and discuss, but teachers sit mute. I've come to the conclusion that they are cowed—afraid of their jobs, of their freedom."

George Peabody College for Teachers probed somewhat into the truth of this allegation in its Second Annual Institute on Professional Relations. Following the general theme, "Desirable Professional Relations in a Democratic School Program," one group heard teachers fearlessly charge that the schools are so autocratically run that they kill all initiative on the part of well-trained, ambitious, professionally-minded classroom teachers, while superintendents argued that all administrative duties should be in the hands of the superintendent. After heated discussions the Peabody groups concluded that democracy must not be merely talked but actually practiced in administrative procedures and in the entire school program.

In West Virginia and North Carolina, the institutes have led to the formation of definite professional programs for the entire year. In North Carolina the contribution of a classroom teacher led to the making of the statewide plan. State magazines have directed their attention to definite steps in the professionalization of teachers, and many educational groups, notably those of Kentucky, are planning work on this line at fall and winter meetings.

At least one institution, Peabody, already contemplates a comprehensive professional course on the problems of organization, administration, and support predicated on the belief that all teachers must contribute intelligently toward the solution. But most important of all, national, state, and local education associations have focused on summer schools as a natural and logical place for consideration of problems which beset the entire profession.

—LUCILE WATKINS ELLISON, NEA Division of Field Service.

MOTIVE-CENTERED *EDUCATION*

HAROLD SAXE TUTTLE

The College of the City of New York

TWO COLLEGE-TRAINED MEN were caught in an attempt to kidnap a relative of a wealthy merchant. In their confession they stated that they had studied criminology with this kidnap project in mind.

A popular student body officer, supported in his campaign by leading faculty members as an exemplary and promising young man undertook the year after graduation to organize an elaborate "racket." He is serving out a prison term.

Boys and girls from the "best families" in large numbers are among those appearing in juvenile courts. Thousands of broken-hearted parents attest the fact that our education is inadequate in conduct training.

Is this an indictment of college, school, and home? No. It is a recognition that our emphasis is misplaced. We give instruction, assuming that knowledge is dynamic. When well-informed individuals misbehave we call them perverted, forgetting that their motives, as truly as their beliefs, are products of education. We assume that knowledge is power, when in fact knowledge is but the machinery thru which the power of motive operates.

If we wish to improve conduct we must focus our efforts on motives at least no less than on facts and logic. We must shift from emphasis on *knowing about means* to at least equal emphasis on *caring about ends*. If the human race can be induced to care enough about ends having social worth, it will be motivated to find the needed means more effectively than at present. Policies and methods rotate about desires. Knowledge is subservient to motive.

A century ago Herbart recognized the importance of interests. But he assumed that interests grew out of knowledge, and built his curriculum around information. His error has been recognized in theory, but has not been corrected in practice. Lester Ward, pioneer sociologist, insisted that the emotional life was the dominant factor in behavior. Yet he placed major stress on the intellectual life of the student.

In 1918 the National Education Association announced its "seven objectives." In these famous "seven," adequate lip service was rendered to the effective side of life. *Worthy* home membership, *good* citizenship, and *ethical* character were included in the list; yet in the two decades that have passed, most of the curriculums that have been planned are overwhelmingly intellectual. Even the courses that claim to be built on one of the seven objectives rely primarily on information as frankly as did Herbart. Motives are essential, we say; then we proceed to construct factual curriculums and to test school success in terms of knowledge.

In their practices the mental hygienists and the experimental education group have set up methods favorable to the development of social motives. They are the pioneers who have opened the way to a psychology which can revolutionize education. As the psychology which supports their practices is more clearly understood, it will rapidly spread into education in general.

In the school where motive is recognized as the goal, and knowledge as the means of attaining it, every step will be tested in terms of the outcome aimed at rather than the mere means. At present too many teachers ask, "Will this step help my pupils to pass the examination?" In the new school the teacher will ask, "Will this step lead my pupils to want social welfare more strongly? Will it cultivate tastes and interests which will enrich their personalities, and in turn enrich the society of which they are a part?"

More information will be imparted than at present; for there will be more desire to solve problems. But for every item of information the test will be, "Can this information contribute to the realizing of ideals which the children are forming?" Whatever is included in the content of the curriculum will be selected because and only because it promises to aid in the expression of wholesome interest on the part of the children.

Geography will center around people, not around mountains, oceans, and rivers. The several industries will be centered around the lives and happiness of the people who carry on those industries. Geography will be a moving drama to every child, because it is a moving drama to those who enact it. Such a study will reveal to the children the fact that there are giants in the earth in every country. It will bring them to understand sympathetically some of those things which are now amusing peculiarities.

Because of the nature of curiosity *science* is richly rewarding. But apart from the sheer joy of understanding one's universe, science would—for all students as it has for certain professions—become the means of improving the conditions of living. To the public-school pupil science must be dominantly a means of getting better control of those forces which make for weal or woe in society. If motives for human betterment were strongly cultivated, there would be no need of a Regents' examination to stimulate the study of science. The motive of human welfare should be the center of all science teaching. Knowledge should constantly be made the servant of that motive.

For a long time the better teachers of *history* have recognized that their subject is not a series of facts for pupils to remember but a series of human experiences to be interpreted. For those who hold learning to be concerned chiefly with motives, history will be, beyond that, a series of experiences thru which to see the farreaching effects of human choices. The blunders of those in charge of public affairs will be seen as tragedies

to the thousands of people affected. The selfishness of men in high places and the ignorance of those in low will not be looked upon merely as explanations of events but as causes of untold misery. History is human drama; however, it will be studied not for the sake of enjoying the drama alone, but for the sake of cultivating social goodwill, and changing tragedy into celebration.

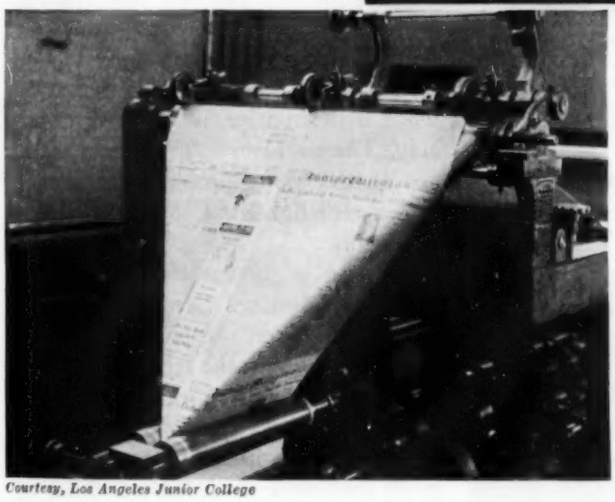
Language under the new interpretation will not be taught as a series of exercises in vocabulary or drills in verb endings; rather language will be thought of as a means of discovering the inner life of races as yet little understood. When one begins to think in a foreign language he can begin to think in terms of the emotions and problems of the people who speak it. Literature, whether in one's own or a foreign tongue, offers opportunity of understanding men and women of insight who have interpreted life.

When literature yields insipid pleasure it has not really been taught at all; only when it leads the student to be more neighborly and to help others live more graciously has it fulfilled its true function.

A rigid curriculum made in advance, which the school must transfer to the mind of the child is utterly impossible in the thought of one who recognizes that the chief task of education is to build up motives for human conduct. The dietitian thinks of food as means to the health and vigor of the eater; the details of a reforesting project are all planned with reference to the conservation of water in the hills; it is no less necessary for the educator to keep in constant view the conduct of the child for whose training education is planned. Of all the wasteful policies of which the American people are guilty the most indefensible is to impart to children under threat of penalties ten thousand facts the use of which neither teacher nor child knows. Education is devoted altogether too exclusively to imparting facts, leaving the cultivation of social motives either to chance or to some mysterious process, which, because of its mystery is called "concomitant learning." For this there is no longer any excuse. Data regarding the laws of motivation are now available.

Courtesy, Salem (Oregon) Public Schools

Courtesy, Evansville (Indiana) Public Schools



Courtesy, Los Angeles Junior College

THE test of a school newspaper, as of other educational practices, is, "Will it lead students to want social welfare more strongly? Will it cultivate tastes and interests which will enrich their personalities, and in turn enrich the society of which they are a part?"

Social betterment in any field depends upon more than social intelligence. It depends equally on social motive. Not until individuals are conditioned in scores of specific social habits, integrated into a higher social ideal, is there hope of applying the information already at hand to make a better world.

The psychology that puts motivation at the center and treats intelligence as a tool may be revolutionary; but it is the kind of revolution which everyone will like because, when so conditioned and integrated, everyone will prefer the better order.

Courtesy, New York Public Schools

Children WANT to BEHAVE

An interesting approach to an old problem, by

HARLAN L. HAGMAN

SUPERINTENDENT OF SCHOOLS,
WARRENVILLE, ILLINOIS

VERBS.

Active. Passive. Neuter.

DO NOT READ this article if you have never attempted to teach what you termed "unruly" children, or if you do not know of some teacher who has "disciplinary" troubles, or if you are not concerned by fine distinctions between what constitutes "good" and "bad" behavior.

The problem of control in the classroom doubtless is the beginning teacher's greatest problem. Probably more teachers fail because of disciplinary troubles than for any other reason. It is true that many teachers of considerable experience find control a major problem. That so little has been written recently on this problem is possibly due, first, to belief that knowledge of child psychology will make the teacher competent to meet her problems and, second, fear that discussion of discipline will mark the participant as a hopeless reactionary in a progressive profession.

The importance of sound knowledge of child psychology cannot be minimized. But successful application of principles of psychology to classroom situations depends upon experience with children in school. One might study an instruction book on how to drive an automobile, yet find that skill in driving comes with experience behind the wheel. Tho the time required to learn to drive may be reduced by pre-study, no amount of study will provide all knowledge needed.

Recently, there came to my office a questionnaire from the college from which one of our teachers is a graduate. Among other items listed in an attempt to rate this teacher was this: "Control of the Learning Situation." Here in polite terminology was an old friend. Where once the administrator might have spoken of "Discipline" or "Making Children Behave," now he may speak in the broader terms of "Control of the Learning Situation." Schools have come a long way from the period when a teacher's success was rated upon his ability to wield a birch rod. Discipline has a harsh sound reminiscent of military control or the "Toe the mark!" of schools of an earlier day. The means and type of control have changed from the day of the Hoosier Schoolmaster and yet the *end* is theoretically the same —the setting-up of a classroom situation conducive to learning. Opinion as to what that situation is varies considerably. The problem is as contemporary as any educational problem, tho viewed in different light than it was a generation ago.

Children ought to behave. But *how* should they behave? Obviously, what is good behavior on the playground may be bad behavior in the schoolroom. The class participating in a social science discussion exhibits a type of conduct perfectly proper in itself but reprehensible in an arithmetic drill. Schools differ in philosophy and thereby differ in setting up standards of pupil conduct. Confusion may exist in the child mind when his behavior meets approval at one time and disapproval at another. Failure of novice teachers to make the transition clear to the pupils often results in classroom disturbances seemingly uncalled

for. Children *want* to behave, but to their confusion behavior is good or bad as adult thinking makes it so.

Before the teacher can make standards of conduct clear to the pupils, he must form some clear conception of what he himself thinks of pupil conduct. A philosophy of pupil conduct ought to be formed by each teacher. Necessarily, no one philosophy will serve for every school. The following are suggestive rather than complete.

[1] Such order should prevail that learning may take place in an atmosphere conducive to study. [2] The teacher should be at all times in complete control (inconspicuously) of his group of pupils. [3] Unnecessary disturbances should be minimized. [4] An attitude of courtesy and respect should prevail among pupils and between pupils and teachers. [5] An air of purposeful activity should be apparent. [6] The pupils should be enjoying themselves in a quasi-democratic society where the restraints are the restraints of ordinary good breeding.

Assuming that these suggestions are indicative of a desired conduct situation, responsibility for control lies with the teacher. The school office, the dean, the counselor, the home-room teacher are at best supplements, tho often valuable. Assistance is many times desirable but shifting the responsibility is sometimes simply running away from the problem which is certain to recur. The personality of the teacher is the final cause of the existence of good or poor control of the learning situation.

To help beginning teachers find procedures for correcting difficulties and for analyzing difficult situations the following are offered:

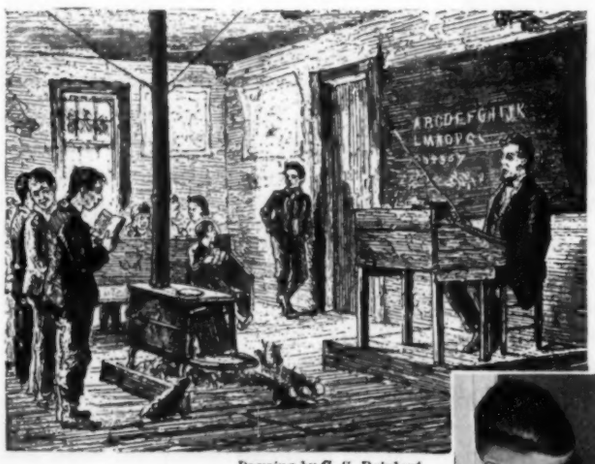
POSITIVE

Be friendly, but not familiar.
Be approachable and understanding.
Be able to laugh at yourself.
Be impersonal in reproof.
Be impartial to the "nth" degree.
Calm yourself.
If you have your favorites, keep the fact to yourself.
Be interested in children's personal problems.
Be professional. (This implies much.)
Love children.
Fit your reproof to the seriousness of the offense.
Reprimand briefly and to the point.
Have your lessons well-prepared.
Sense coming difficulties, and prevent their occurrence.
Be courteous if you expect courtesy.
Be well-poised.
Ignore, when possible, slight offenses which may be annoying to you but not disturbing to others.
Carry dignity but avoid stiffness.
Use a well-modulated, well-pitched voice.
Reprove in private.
Be generous and fair.
Provide interesting functional activities.
Be interested in your work.
Hold friendly, private conferences.
Exhibit your confidence in the child.
Discuss your problems with others in the profession, *but* assume complete responsibility for your work.
Win respect by displaying good breeding.
Be firm, but not unbending.
Be a democrat.

NEGATIVE

Don't jump to conclusions.
Don't protract reproof or punishment.
Don't harbor resentments.
Don't fear to apologize.
Don't blame the children for conditions arising from your own indisposition.
Don't punish by using school tasks.
Don't omit praise when praise is due.
Don't deny children the respect due them as persons.
Don't punish or scold many for one person's offense.
Don't forget your own childhood.
Don't promise rewards or penalties you can't inflict.
Don't create martyred students. Make your justice apparent.
Don't set yourself up as an authority beyond question.

An American school should both teach and put into practice the principles of democracy which characterize our ideology. Pupils of grades and high-schools should be participants in a community where participation is a privilege of worthy citizenship. Laws are controls in a democracy as well as in any social order. Most children behave themselves. Disciplinary control in the schoolroom can be democratic and yet be existent. Responsibility must carry authority with it. But school children should learn by experience the controls of a democratic society.



Drawing by C. S. Reinhart

The question of discipline is as contemporary as any educational problem, tho viewed in a different light than in the days of the district schoolmaster.

The drawing on the opposite page is from "The Little Grammarian," reproduced in "Old Time Schools and School Books" by Clifton Johnson (Macmillan and Peter Smith).

Courtesy, Minneapolis Public Schools

Teaching the Pledge of ALLEGIANCE

CARL JOSEPH TIVEL, *Granada School, Alhambra, California*

Courtesy, Indianapolis Public Schools

THAT THE Pledge of Allegiance is one of the least functional aspects of American education is scarcely to be denied. What sort of attention does it receive? Little, if any, and that of an adverse sort: A few pupils have refused to make the pledge; the California legislature has attempted to legislate patriotism. The real seriousness escapes the attention of pupils, legislators, teachers alike: Thousands of children daily run thru the form of the Pledge without thinking of what they are saying.

With so much oath-taking being done abroad under pressure and with so much being done all over in a poll-parroty manner, there is a real need of reviewing the implications of our Pledge. Too many teachers believe in the synonymity of repetition and understanding.

Interpretation of the Pledge ought to be functional in intent, permeating in the lower grades, in its more obvious meanings, the whole idea of good citizenship, and in the upper grades tying in importantly with the social studies, infusing a new type of meaning and redefining direction.

It is hoped that the teacher will further explore the implications of the Pledge in the following paragraphs and that he will encourage and discuss the explorations of his pupils. Every child ought to have the opportunity and the encouragement necessary for a critical discussion of that which he repeats from memory so frequently.

Obviously the terms of the Pledge, *allegiance, indivisible, liberty,* and *justice,* do not hold at all times and in all places the same implications. The embryonic concept of allegiance is still too often a martial one, "my country right or wrong," the citizen with a national chip on his shoulder. But the concept is maturing, and allegiance is more frequently thought of as bearing a solid implication of service toward the progress of humanity. Nor do we now call cowardice the service of working to prevent war. Our modern concept of allegiance as service embraces a new set of heroes as patterns—those who have lessened the suffering of man, the great doctors; those who have lessened the drudgery of man, the great inventors; those who have widened and deepened the spirit and thinking of man, the great teachers; those who have taught that "a man's reach should exceed his grasp," the great musicians, poets, and painters.

As in allegiance, the emphasis on indivisible is changing. Currently, the stress goes on the desire for unity of spirit, aims, and purposes rather than on the narrower interpretation of the term during periods of stress in our national history. The implications are positive rather than negative.

Liberty and justice are terms not so easily dealt with. Certainly liberty consists of more than legal rights. The great majority of decisions involving liberty are quite removed from the law's jurisdiction. They are our numerous, daily decisions and, as such, affect the happiness of our associates immediately and of the nation ultimately. By mistaking license for liberty, contribution is made to dangerous precedents, which if they reach any extent are often opposed by violence and suffering. True liberty is compatible only with selfmastery. Thus, we cannot consider liberty without also considering justice and, conversely, were there no liberty, justice would be much limited in meaning.

Concretely, the child ought to have uppermost in his mind, when he makes his Pledge, the idea of service. It will be a type of service fitted to him and to his environment. Certainly it should include selfdevelopment to the utmost—mentally, physically, spiritually; an appreciation of the progress of mankind and of the glories of science and art and teaching; continuous development of a fine inner sense of right and wrong; a passion for defending, sustaining, and promoting that which he knows to be good; a compelling desire to participate in democratic procedures and within such framework to solve the problems of school and community.

That the Pledge must be related to problems both at home and abroad is an inescapable conclusion. Since the finest allegiance, or service, demands the best perspective, the pupil should see the worth of interested and unbiased observation and evaluation of other ways of living and thinking. The best type of citizen never identifies intellectual boundaries with political boundaries or shows prejudice against the first because of the latter.

Especially thru the appreciation of problems that are pertinent because they remain unsolved in our several communities, it is hoped that the child may be led to an awareness and consideration of problems wider in scope and more difficult of solution as they move away from the concrete and external to the limitations in the minds and hearts of individuals. Thus, ultimately, thru a thinking consideration of the Pledge, the child may be brought to view the world as extraordinarily complex—a world with few answers, only relatively intelligent approaches; a world in which the need of zeal for responsibility to match the eternal zeal for liberty is acute and insistently demanding.

A BOOK FAIR

Esther Bahls

COMMODORE SLOAT SCHOOL,
SAN FRANCISCO, CALIFORNIA

Heigh-ho! Come to the fair!
All the stalls on the green are as fine as can be!
With trinkets and tokens so pretty to see.
So it's come, then, maidens and men,
To the fair in the pride of the morning.

THE MERE MENTION of a fair holds almost as much attraction for children as does that of a circus, for visions of gayety, color, and music come to mind. Imaginations picture booths and stalls where fascinating things are sold, a stage where dramatic scenes are acted, displays of choice articles, and good things to eat and drink.

Deciding to use this rich vein of natural interest, the child librarians in our elementary school planned a *Book Fair:*

[1] To display to better advantage some of our collections of picture and story books, so that children and parents might know the wealth of material available.

[2] To awaken and stimulate a new interest in books by showing book binders at work, mending and re-binding old and worn copies.

[3] To earn money for the purchase of new books for the library, especially for two new sets of encyclopedias needed in the reference room.

While the entire school was interested and eager to participate, most of the actual planning and work was done by the fifth and sixth graders, for we felt that *too* many cooks might spoil the broth. In a smaller school, *everybody* could help. The inevitable orange and apple crates came into their own as booths, making very acceptable ones when nailed together in rows of five or six, with a long box on each end to give height. In some cases, laths were fastened to these, forming a framework at the top from which all kinds of fancy articles and decorations were hung.

Other counters were made of cardboard boxes piled in modernistic fashion on low tables; some were constructed of laths fastened in lattice effect over higher tables. Each type was decorated with crepe or tissue paper, flowers, or an appropriate background.

In general, the booths could be divided into two classes—cultural and commercial. In the former were:

[1] *The Hawaiian Booth,* where picture and story books on that tropical land were displayed among ukuleles, grass skirts, and leis. Children in costume played the instruments and called attention to the literature on display.

At the Old Pioneers' Booth

[2] *The Dog Booth,* where over 250 toy dogs of all shapes and sizes, brought from the children's collections at home, vied with their counterparts in picture and story. This was one of the most popular displays.

[3] *The Bookbinders' Corner,* presided over by highschool students who were especially clever in the bookbinding class. They brought all their equipment along, as well as some finished products in beautifully tooled leather. They mended and bound books and answered questions asked by interested observers.

[4] *The Old Curiosity Shop*—here were exhibited models of the first telephones, lamps tracing the history of lighting from earliest times, samplers, first editions, the very oldest volumes the children could find at home, rare pewter and silver, old clocks, "crazy" quilts, and a trundle bed!

[5] *The Story-Telling Room*—a small storeroom off the auditorium where a few children were admitted at a time, sitting on mats on the floor to hear their favorites. We were fortunate in securing a talented librarian, who donated her services to the cause.

The commercial or money-making attractions were as follows:

[1] *Old Pioneers' Booth,* decorated with skins, guns, and books on pioneer life. Children in hunting garb sold Johnny cake, popcorn, and popcorn balls, all made by themselves.

[2] *The Fish Pond*—where everybody wanted a chance. It cost little to stock, since among the "catches" were leather book marks, marble-ized paper book jackets, pen wipers, and other articles made by the children.

[3] *A Flower Stand*—this, too, was quickly sold out, for the bouquets and corsages of fresh flowers were attractive and reasonably priced. Large containers filled with water kept the blossoms in good condition.

[4] *The Ice Cream Booth*—bars and cups went like magic from a cotton-covered Eskimo hut, and the children waiting on the counter were kept more than busy.

[5] *The Candy Shelf* contained homemade products as well as grab bags and chocolate bars. It was attractively trimmed in pink and white.

[6] *The Silver Tea,* served at small tables by the children, in costume. People who were generously inclined left as much as fifty cents for tea, sandwiches, and small cakes.

[7] *Home-made Cake Booth*

[8] *Handiwork Booth*

[9] *White Elephant Booth*—the latter three were made and stocked by the mothers, who found that their contributions were greatly in demand. They could have sold twice the amount they displayed.

The fair was held in the school auditorium, gayly decorated with colored paper pennants made by the children. Directly in front of the stage, one hundred and fifty chairs were placed in the shape of a triangle, the widest part at the front, thus giving space at the rear of the room for the tea tables. People who bought tickets at ten cents each could sit to watch the stage show, while those in other parts of the auditorium could see it, but not so comfortably. Buglers announced the program, which consisted of Spanish dances by six little girls, a skit from *Tom Sawyer* by the children, and some Indian ceremonial dances. These last were executed by two college boys who had made a study of certain tribes among the Indians of the Southwest. Their authentic interpretations, aided and abetted by gorgeously colored costumes, captivated young and old alike.

A few of the factors that made the undertaking a success were these: Attractive, colored announcements, designed by the children, were sent to each home, and gay posters were placed in the halls at school. Admission was free, but each child had to be accompanied by an adult; and since the fair was held from three to five o'clock, we were assured of a large crowd. Finally, because the theme and purposes touched the interests of every child in the school, the enterprise was a truly cooperative one, resulting in satisfaction to all.

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A Message from PRESIDENT ROOSEVELT for AMERICAN EDUCATION WEEK

THE WHITE HOUSE
WASHINGTON

October 2, 1939.

TO THE PATRONS, STUDENTS, AND TEACHERS OF AMERICAN SCHOOLS:

Let us take note, as we again observe American Education Week throughout our Nation, that education in our democracy teaches the practice of reason in human affairs.

I refer not only to education that may come from books. I include education in fair play on the athletic field and on the debating platform; I include education for tolerance through participation in full, free discussion in the classroom. Practice in the scientific method by our young people may be more important than learning the facts of science. From kindergarten through college our schools train us to use the machinery of reason; parliamentary practice; the techniques of cooperation; how to accept with good grace the will of a majority; how to defend by logic and facts our deep convictions. This is education for the American way of life.

Our schools also bring us face to face with men and women with whom we shall share life's struggles. In their lives and ours, struggle will never be absent; the struggle of every individual against the stream of life; the struggle and competition among individuals, groups, institutions, States, and nations. To the resolution of conflicts and struggles of life, democracy supplies no easy answer. The easy answer, the quick but incomplete answer, is force; tanks and torpedoes, guns and bombs. Democracy calls instead for the application of the rule of reason to solve conflicts. It calls for fair play in canvassing facts, for discussion, and for calm and orderly handling of difficult problems. These vital skills we Americans must acquire in our schools.

In our schools our coming generations must learn the most difficult art in the world — the successful management of democracy. Let us think of our schools during this American Education Week not only as buildings of stone and wood and steel; not only as places to learn how to use hand and brain; but as training centers in the use and application of the rule of reason in the affairs of men. And let us hope that out of our schools may come a generation which can persuade a bleeding world to supplant force with reason.

Franklin D. Roosevelt

The cartoon at the left, by Ben Rubinsky, student, Polytechnic Highschool, San Francisco, received First Honor Award in the Nationwide Highschool American Education Week Cartoon Project for 1939

SCHOOL PURPOSES *vs.* TEACHER LOAD

In cooperation with affiliated organizations, the NEA Research Division distributed 10,000 questionnaires among groups representing 50,000 teachers in city school systems in 40 states. The 4000 replies are summarized in the November 1939 NEA *Research Bulletin,* upon which this article is based.

Why Study Teacher Load?—Why does the teacher load question merit attention at this time? The first reason is the improvement of the health and happiness of teachers themselves. It seems a bit absurd to talk of "health, adjusted personalities, and tolerant attitudes" as goals of instruction if teachers themselves are ruining their health because of excessive responsibilities. To substantiate the claim that health hazards are found in teaching, it is only necessary to cite the volume, *Fit To Teach,* the 1938 yearbook of the NEA Department of Classroom Teachers.

A second reason is the trend toward new social and community duties. In many communities during the recent depression years, not only has there been an increase in the number of pupils per teacher, but teachers have been called upon to help with relief and welfare problems.

A third reason is to be found in the currently accepted goals of public education. Altho some studies show that children can acquire certain information and habits as well in large as in small classes, who today is satisfied with such a meager return? Consider the recent report of the Educational Policies Commission, *Purposes of Education in American Democracy.* No person acquainted with the problems of instruction would think for one minute that such goals can be obtained by teachers burdened with excessive loads.

A fourth aspect of the background to teacher load is the declining school enrolment. Here is both a hazard and an opportunity. Some will say: "Let us dismiss teachers and save money." This policy is obviously shortsighted. So far as enrolment has declined (and it has, in many metropolitan centers), we should avail ourselves of the opportunity to adjust the educational program to the goals of education and to conserve the vital energies of teachers.

What Teachers Think—The question of teacher load is as old as public education. In the early days attempts were made to meet the problem thru such simple plans as assistant teachers and thru more complicated procedures such as the monitorial schools. Recent years have seen many studies of the possibilities of various sizes of class. Formulas have been developed by administrators and accrediting agencies designed to bring some reasonable relationship between teacher load and acceptable academic standards. Little or no attempt has been made to discover what classroom teachers themselves regard as the sources of heavy load.

It is apparent from the present study that teachers are concerned primarily with finding time to know and to understand the individual pupils. As one puts it, "I could do so much more for my pupils, the bright and the dull, if I had more opportunity for individual work. What might be done haunts me." Another writes, "Teaching to me is an individual thing. But there is no time in my crowded program to make personal adjustments for pupils. They must be treated as a mass."

How many pupils can a teacher handle successfully? In practice today, the average elementary-school teacher has thirty-four pupils enrolled; secondary teachers have on the average thirty-one. Some teachers seem to be able to teach larger classes than others. But there does appear to be a point where, as one teacher puts it, "one must choose between the informal procedures and goals of modern education and the mass technics of the past."

Teacher load is not exclusively a problem of the number of students. Acute pressure upon health and efficiency may develop from crowded rooms, class interruptions, clerical work, and committee assignments. Secondary teachers refer frequently to the extensive paper work required in social studies and English classes; teachers of special subjects are handicapped by lack of equipment. To these pressures are often added a "no-failure" program, extraschool activities, emphasis on pupil guidance, and the demand for participation in community affairs.

Most previous studies of teacher load have neglected or minimized the cumulative aspects of the problem. As one respondent wrote: "There seems to be a constant increase in the number of special requests. Each new obligation is imposed with the statement, 'This will not take much time,' but cumulatively it all amounts to a real drag on the conscientious teacher."

What To Do—There is still another side to the problem—that of the administrator. He has to reconcile the total cost of the school program with the available financial resources. His task is complicated by the insistence of schoolboards on efficiency, the demands of taxpayers for increased services at lower tax rates, and the expectation of the teachers that they shall have security of employment, adequate salaries, and sufficient materials of instruction.

Obviously the situation calls for cooperative action, for an attempt to understand all phases of the problem, and for a realization that a practical rather than a Utopian solution must be sought. A few steps in this direction are:

[1] The questionnaire and procedure used in the present study could be used with profit in many local school systems. What classroom teachers think about the local teacher load situation should be considered in any effort to maintain a reasonable balance between load as measured in number of pupils and the goals of education in the local school system.

[2] School principals and other administrators should give thought to the many annoying practices exemplified by the great number of class interruptions. Many administrators inadvertently complicate matters by not seeing the problem from the angle of the classroom.

[3] Upon all teachers falls a cooperative responsibility for interpreting education to the public. If the public wants a modern system of schools, it must be willing to provide a teaching personnel sufficient in numbers and qualified in preparation so that an intelligent adjustment may be made between the available human resources and the hoped-for outcomes of education.

—Frank W. Hubbard, Associate Director of Research, National Education Association.

A SCHOOL DENTAL CLINIC

By
G. E. MATTHEWS
Vicepresident, Central Section New York State School Boards Association, and president, Board of Education, Greece Central School, Rochester, New York.
and
B. W. KINSELLA
Viceprincipal, Greece Central School, New York

The dental hygiene teacher inspects and cleans the teeth of the pupils. While doing this she gives "dental pointers" to each child, helping him to become dentistry conscious.

The dental hygiene teacher keeps an accurate record of the dental defects and corrections. This record is valuable both to the dentist and to the school in its followup work with parent and child.

The dentist and the dental hygiene teacher work in cooperation in accomplishing the aims of the school dental clinic.

THE CARE of a child's health is of major importance in a community —a common interest for parents, teachers, doctors, and nurses. When the need for community cooperation is shown sufficiently, it is probable that the people will respond.

This statement is well supported by the action of the people of the town of Greece, adjoining Rochester, New York. It was found that there was great need for dental care for children in the schools. When the county dental-hygiene teacher examined and cleaned the teeth of the public-school children several years ago, 90 percent needed dental care. Parents of many of these children had neither the inclination nor the financial means to correct the situation.

Public-spirited and health-minded citizens of the town, representing churches, parent-teacher organizations, and town officers, perfected an organization to meet the need of giving dental care, the nucleus for what later developed into the Greece Dental Clinic. Civic groups held card parties and similar affairs to provide money for the first dental clinic.

The Men's Republican Group donated a dental chair. The Democratic Group gave the instruments and the original quantity of supplies. Two resident dentists of the town donated a foot power drill and a sterilizer.

By this time a Dental Committee was working under the Greece Health Service. A chairman arranged the time when various groups would use the dental chair. The chairman and her committee also aided in establishing new dental clinics or in developing to a greater extent the older organizations.

School trustees, seeing the value of these clinics, responded to the request that the district help in financing the work. Each child pays twenty-five cents per treatment. The difference in the amount received from these fees and the amount paid the dentist is supplied by the school district. The Greece Town Board supplies the materials needed. The Town Board also purchased an electric drill to replace the foot drill after a year of use.

Each child is examined by the school health officer at the beginning of the school year. Oral defects are recorded on the health cards, as are the other defects. Cards recommending treatment

MONROE COUNTY VOCATIONAL EDUCATION AND EXTENTION BOARD
DEPARTMENT OF DENTAL HYGIENE
CLEANSING CARD RECORD

School _____ Date _____ 19__
" _____ 19__
Name _____ " _____ 19__
" _____ 19__
Address _____ " _____ 19__
" _____ 19__
Age _____
Grade _____

Dear Parents:

The County Dental Hygiene Teacher, after cleaning your child's teeth, reports that dental care is needed.

The Greece Central School clinic will open on December 10, 1938.

Kindly check below in the space provided, whether you wish your own dentist to do the work, or whether you wish to have the work done at Greece Central School at 25¢ for each visit to the school clinic.

My own dentist will do the work._____

The school clinic may do the work._____

_____ (Child's name)

_____ (Parent's signature)

Types of record cards: Above, permanent cleansing card; below, parents' consent card.

are sent to the parents. The county dental hygiene teacher then cleans and closely examines the teeth. She talks to each child while she is cleaning the teeth, giving suggestions as to diet and care of teeth. When cases are urgent, the hygiene teacher talks the situation over with the parent. Her findings are recorded on cards for use of the dentist.

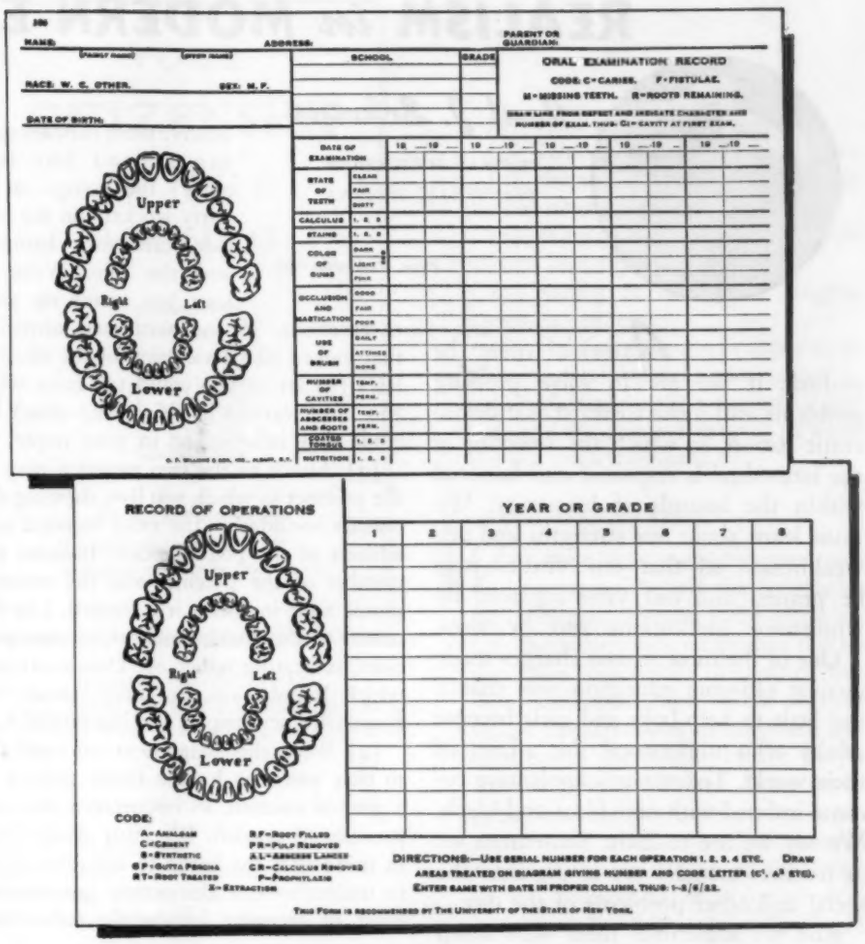
Arrangements are made with the dental chairman by the school principal for use of the dental chair and materials. Mimeographed letters of information concerning the work are sent to each parent. Blanks are also sent which are to be filled in and returned to the school, as a legal precaution, providing the necessary permission to give dental care to the child. The parent also agrees to pay twenty-five cents for each treatment. If the parent of a child is on welfare relief, the fee is taken care of by that agency. If, however, the child has no means of paying, the work is done without charge. The work is usually conducted during several mornings of each week. A complete record on each case is filed on permanent record cards.

In 1938 our dental clinic opened on January 11 and closed during the first week in February. One hundred sixty-nine children received treatment during this period. Many had one or two fillings, while others had six or seven. The greater number of urgent cases was in the lower grades where some of the children had not had previous care. Children in the upper grades who had been having their teeth cared for during previous years at the clinic had few cavities. There has been a marked decline in the percentage of urgent cases in the upper grades since the clinic was started.

In 1935-36 18 percent of the pupils failed to care for their teeth, while during 1937-38 only 3 percent had no work done. There was also a decrease in the number of extractions, indicating that preservation goes with care of the teeth.

The dentist worked fifteen mornings, receiving $112 for his services. Between 1934 and 1938, dental work was completed at a cost of less than $700 to the school district, which would have cost about $3500 outside of a clinic.

Some feel that it would be better to have each child go to his private dentist. But many children have no dentist and unless some means are provided, the child's teeth go uncared for. In other instances parents wait until summer to have the child's teeth cared for, and a great amount of injury to teeth can happen during this period of waiting. One of the strongest arguments for conducting a dental clinic in a community is that it causes both parents and children to become dentistry conscious. With most of the children having their teeth examined and treated by a clinic, it is only natural that those who would usually place little value on dental care will join in the movement.



Front and reverse of permanent clinic record

What does the private dentist think of the practice of establishing clinics of this type? He is in accord with the ideals leading to the establishment of the clinic. In general, however, he feels that only those for whom the clinic is established should take advantage of it. We agree. The school authorities urge that the child have his teeth cared for by a private dentist, but in case the work would otherwise not be done, to go to the clinic set up within the school. Dentists are opposed to misuse of facilities offered thru a clinic. They do approve of the practices and attitudes developed in the child toward proper care of the teeth. A child who has built up a desire to have his teeth cared for and has gained confidence in a dentist may return to that dentist even after school days are over. Possibly the dentist thru his willingness to cooperate in such an excellent project now has built up a clientele for the future. In that case, we shall have attained our aim of having the child continue in the care of his teeth thruout his life.

The results of the clinic may be stated briefly as better health; better attendance; better school work; an aroused interest by the child and the parent in the value of preventive and corrective dentistry; an economical saving to the taxpayers of the school district; and less likelihood of future citizens' becoming community charges as a result of illness caused by teeth infection in their youth.

REALISM *in* MODERN EDUCATION

Paul J. Scheips

CENTRAL HIGHSCHOOL
EVANSVILLE, INDIANA

Photo, Washington Post

AMERICA must be realistic if we are to solve pressing problems and move forward as a democratic nation, in which the freedom of the individual is respected and honored within the bounds of humanity. We must learn about our strengths and our weaknesses, so that our virtues may be praised and our vices replaced by wholesome institutions and practices.

One of the most serious charges made against old-time education was that it did little to help boys and girls become adults who understood the affairs of their world. Today our schools have become imbued with new ideas and ideals. We say we are realistic. Sometimes we as teachers actually try to dig into the social and other problems of the day.

And we sometimes meet with sharp rebuffs. If we are sincere, of course, we take them on the chin. Perhaps we change our tactics a little, but we always come back for more. Often these setbacks point out to us clearly that we are on the right track, that the understandings we are trying to give our future citizens are basically important.

Last November my three classes in highschool freshman citizenship spent two days discussing elections, their significance and importance in a democratic country, and in going over some of the Indiana election laws. We outlined the procedure an honest voter follows in casting his ballot, the necessity of first going by the party challengers, and the like. It was hoped that the students would carry home at least part of the story and thus stimulate their parents to cast their ballots. The following assignment was then made:

[1] Write about 300 words on, "The Importance of Voting in a Democratic Country like the United States." Use your textbook and other citizenship books in the classroom library.

[2] Either before or after school Tuesday visit the polls in your precinct, and observe there (always staying a good fifty feet away) the goings on of party workers on the outside, cars with banners, and the like. Write at least 300 words on your observations. If you witnessed anything that looked like a violation of the election laws (so far as you could tell from what you have learned in citizenship class) include that information in your paper.

[3] Attach to the two papers a map of the precinct in which you live, showing the outside boundaries, the exact location and address of the polling place. Indicate the number of the precinct and the councilmanic zone in which it is located. List the names of the election officers in your precinct, indicating which are Democrats and which Republicans. For help consult the Evansville newspapers for November 6.

[4] Work this assignment out carefully, so that you may have a better picture of a general election, its importance, and improvements needed. We must always bear in mind that the battle to improve—even to maintain—our democratic government must, of necessity, involve the ballot box.

More than 10 percent of the parents would not permit their children to visit the polls. Among the notes sent me by parents were these:

I consider Geraldine to young to visit the Polls, referring to last Tuesday's election.

To whom this may concern:—Ruth had no opportunity to go to the polls. Kindly excuse her. [By a prominent minister!]

Mr. Scheip. I did not permit Carol Mae to go to the voting Polls because I didn't think it was the proper place for her to go Her Sister

To whom this may concern:—Ruth was absent from the polls, because I do not think it was a just place for a young girl of her age at present.

Will you please excuse Thelma from her assiment because I don't think it is any place for children.

Mr. Scheips, we do not approve of Marilyn going to the voting polls.

Mr. Scheip. Please excuse our girl Theresa for not having her subject on election, we did not think it proper for a girl her age. to be at such a place, as you yourself know conditions of things at such a place at that time. Thanks.

To Home it May Cocern:—I dont think at the poles Is No place for young girls as I dont go there my self Yours truly

Mr. Scheip—Unless it were—or had been publicly announced previous to students visiting voting booths I prefer Virginia not to be present at these place since there would perhaps be a tendency of their presence being questioned—Respectfully

Mr. Scheips. Am sorry to say, Henriettas Father & Myself think children her age, should not be at the Polls, as they only would be in the way of people that are old enough to vote, and dont see what she could learn by going think it a very foolish to ask them to go, as for any of my children they will not go to, or near the Polls on Election day till they are 21 years old than I'll insist on them going to vote,

Dear Mr. Shieps—The reason we do not like to have Jean visit the poles because the poles are usually in an undesirable neighborhood in this precinct. Usually in colored or cheap rooming houses. The men and women that usually congregate around the poles are the drinking and loose type. with no reflections on the workers as we have found them ladies and gentlemen therefor we did not think it would be a good place for a young girl like Jean to associate with ahalf hour. Sincerely Yours

I think it is obvious that these parents are acting in what they sincerely believe to be the best interests of their children. The notes, which I have copied without editing, indicate that the majority of these parents are fairly unlettered. They probably do not think deeply on social and political problems. We need adult education in America today. Children from such homes start life under an intellectual handicap. It is difficult to solve our problems when many of our people are ignorant and many others are wishful thinkers who pale in the face of reality.

When people hold that the polls are sink holes of sin and iniquity, then the ballot itself cannot be sacred. If the ballot *is* sacred, something needs to be done to make of the place in which it is cast a governmental shrine, a place of honor which parents can hold up to their children as a model of democratic efficiency and honor. Future citizens should know about the *status quo* that as adults they may work for a better order of society.

YOUR CITIZENSHIP IN THE MAKING

PERSONAL GROWTH LEAFLET NUMBER SIX

By Joy Elmer Morgan
EDITOR, JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Your Many-Sided Life

THE COMMUNITY is your larger self. You cannot be your best without helping to improve the community, which widens out from your home and neighborhood to include all mankind. You have many parts to perform. First, you assume responsibility for your own life and determine to make the most of it. Next, you share in a rich and happy family life. Then you take your part in the neighborhood, which is the larger family. Then comes the city or the state. Above the state stands the nation. Without good government in them all, the neighborhood and the family suffer. Beyond the nation is the world at large, so tied together by science that the fate of one nation affects all the others. You live in a world of human brotherhood. By doing your part well you help to lift and ennoble the common enterprise of humanity.

Your Character the Foundation

YOU CANNOT separate your citizenship from the rest of your life. Your aspirations, interests, ideals, tastes, and habits influence the performance of your civic duties. If you are generous, kindly, and intelligent, your civic life will add sweetness and light. If you are contentious, noisy, and selfish, your citizenship will add to the confusion. If you are dishonest in your thinking and indifferent to the wellbeing of others, these qualities will degrade the public life. The world today needs you at your best with such qualities as these:

A determination to earn your own way in the world by useful service.

A personal interest in human welfare that seizes every opportunity to help others improve their lives.

A deep concern for good government combined with sustained study and action.

Begin Your Citizenship in the Home

THE FOUNDATIONS of your whole life—physical, emotional, and mental—are laid in the home. The well-ordered home based on love, mutual helpfulness, and intelligent cooperation is the highest achievement of mankind. It is the cradle of civilization. By living and working together in the home we acquire the virtues, habits, and skills needed for the highest success in life. By doing your part in the tasks about the home; by helping to keep it clean, orderly, and beautiful; by seeking to make it a peaceful, friendly, and happy place, you learn to think, to plan, and to work with others in ways that will help you to perform well your part in school and community. Exalt, enrich, and beautify your home. It is the foundation of your life and happiness; the first school of citizenship and democracy.

PERSONAL GROWTH LEAFLETS

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

Your Life in the Making
Your Mind in the Making
Your Health in the Making
Your Home in the Making
Your Personality in the Making
The Planning of Your Life
Shall I Go to College?
Learning To Be a Leader
Franklin's Plan of Selfimprovement
A Parliamentary Primer
The Code of the Good American
Student Selfgovernment

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The National Education Association
Washington, D. C.

Improve Your Home Citizenship

MAKE A LIST of things which you can and will do to contribute most to the welfare and happiness of everyone in the home, including such items as:

[1] Keeping your own clothes and room in order. Being on time for meals.

[2] Setting or clearing the table, washing or wiping the dishes, or helping with the cooking.

[3] Taking care of the furnace.

[4] Taking care of lawn or flowers.

[5] Helping to care for young children or older people in the home.

[6] Being careful not to use the radio when it will disturb others.

[7] Joining in the family singing, games, or reading.

[8] Helping to maintain cheerful, interesting, and helpful conversation.

[9] Maintaining the democratic attitude and the cooperative spirit in working out home problems.

Your Heritage the School

WISE EDUCATION multiplies every natural power. It lays the foundation for intelligent direction of the entire life. Our forefathers who established this nation upon foundations of equality, freedom, and justice, saw in the common school the surest way to safeguard government of the people, by the people, for the people. Without taste, intelligence, and integrity, democracy degenerates into mob rule. The common school is maintained by all the people for the advancement of all the people; it is as symbolic of America as the flag. It lays the foundation for selfgovernment, develops the skills which make industry possible, and conserves the ideals of all the ages. To maintain and improve our schools is one of your first duties as a citizen. To improve the quality of citizenship is a first duty of every school.

Improve Your School Citizenship

MAKE A LIST of things which you can and will do to contribute most to the welfare and happiness of everyone in the school, including such items as:

[1] Being punctual and regular in attendance and study.

[2] Being quiet, neat, orderly, honest, trustworthy, and friendly.

[3] Helping to care for and beautify the school property.

[4] Taking part in worthy projects for the good of the school.

[5] Helping younger students to get acquainted and to get started.

[6] Helping to maintain the good name of the school by your own conduct and speech wherever you are.

[7] Helping to maintain a public sentiment in favor of high standards of personal conduct in and out of school.

[8] Helping to maintain a wholesome and active school spirit.

Your Heritage of Selfgovernment

THE MOVEMENT for selfgovernment has its roots in the brotherhood of man and in the golden rule. The road from despotism to freedom, equality, and mutual helpfulness is a long, hard road, and humanity, even in the more advanced countries, has gone but a part of the way. Democratic selfgovernment is not easy. It requires a high degree of intelligence, patience, tolerance, integrity, sacrifice, and willingness to labor for the common good. But the promise of democracy is bright. People learn and grow by assuming responsibility for their own welfare. Civilization has been at its best at the very points where it has been most democratic. A selfgoverning people may make mistakes, but they are in a position to correct them in the light of experience. Mistakes are often the growing points in life.

Improve Your Community Citizenship

MAKE A LIST of things which you can and will do to contribute most to the welfare and happiness of all in the community, including such items as:

[1] Keeping the premises about your home clean, orderly, and beautiful.

[2] Obeying traffic rules.

[3] Taking an active interest in government and public affairs.

[4] Taking part in religious, civic, and cultural activities.

[5] Maintaining a friendly and cooperative attitude toward members of all races and creeds.

[6] Helping to free the community from influences that weaken and degrade the lives of the people.

[7] Voting when you are of proper age and encouraging others to vote for officers who will honestly and efficiently serve the interests of all the people.

Your Political Citizenship

YOUR CITIZENSHIP in the political community is made effective thru voting, public sentiment, legislation, and public administration. The two points which are most weakened thru neglect are the government of the locality and the primary election. If people do not take an interest in and learn to control and to manage honestly and efficiently local political affairs, which are nearest them, they will not know how to manage well the larger affairs of state and nation. Political bosses gain control for their own selfish interests by concentrating on the primary, where a few votes often control the result. If they can nominate candidates favorable to them on all tickets in the primary, they have already won the election. Attend first therefore to local government and the primary election.

Working at Civic Problems

THE POINTS of tension in civic life are usually the points at which growth is taking place. Some new need or better way develops to challenge the old order. Interests conflict. Gradually people get their bearings and chart a new course. Note down eight or ten of the most pressing public problems. Arrange them in order of importance. Consider what you know about each; where to go for reliable information; where your representatives in the legislature or in Congress stand and why. Talk these problems over in your family, your school, and in other groups. Try to find the truth and to create an informed public opinion. Look out for dishonest propaganda. Consider what you can do to improve government. Do not expect to win reforms over night. Whatever is worthwhile is worth years of effort to achieve.

How To Build Influence

BY CONSTANT OBSERVATION, study, and thought, one establishes a sense of values. The good citizen compares possible choices and learns to stand for the best things. He maintains an impartial and judicial attitude of mind. He refuses to be a partisan and admits doubt when he does not know. He stands with courage in the face of opposition for what he believes to be right. He makes himself an authority on important public questions—gathers all the facts he can, talks with others, and listens carefully. He remains ever on his guard against powerful selfinterest which seeks to misinform and mislead the public. He cannot be bought by gifts and favors nor will he use these means to dominate others, preferring that his influence shall rest upon truth and merit. Thus is influence built.

The Government of Industry

IN THE DAYS when each man owned his farm or shop, people did not need to give much thought to the government of industry. They thought only of political government. With the coming of large corporations, people came to see that their lives, liberties, and happiness were involved in the industrial community as much as and sometimes more than in the political community. In what ways may you have a part in the government of industry? First, thru your political citizenship you can give attention to the charters which create the corporations and the laws and commissions which regulate them. Second, thru organization as a worker you can encourage justice and fair play. Third, as a consumer, you can patronize only industries which play fair and perform a useful service; and you can join other consumers in the cooperative movement.

Toward World Citizenship

THE WORLD is being drawn closer and closer together by modern communication and transportation. Races with different ideals, religions, customs, and languages see more of each other. Trade interests cross and often conflict. Dictator countries disturb the peace of neighbors. These wider interests must in some way be brought under law and order. Their nature must be better understood. Public sentiment must be created on behalf of the ideal of fair play. Ideals of mutual respect and helpfulness must be developed. World machinery must be perfected to deal with world issues. This will require creative thinking and courageous action. Considering what we now have to work with, the problems presented are no greater than those associated with the preparation and adoption of the Constitution of the United States.

There is Power in the People

DICTATORS have discovered the physical force of great masses of people. Democracies must discover and release the intellectual and moral force that resides in the people—in their energy, in their aspirations, in their purposes, in their experience, in their love of neighbors and dear ones. Jesus built a religion out of the wisdom of plain people. He turned their homely experience into devotion, faith, hope, and good works. The founders of America instituted the greatest Republic of all time on the conviction that people could rule themselves better than kings could rule for them. Horace Mann laid the foundations of the world's noblest school system on the ambition of the common people to improve themselves. Release the power that is in the people and out of a great people will come an abundance of inspired leaders.

[*Second printing. Total copies to date 247,000*]

AID *from the* AIR

THE RADIO becomes an increasingly useful classroom tool. Additional thousands of teachers each year find a way to use it. Employment of educational radio programs with school classes was demonstrated by skilful teachers at both the New York and San Francisco conventions of the National Education Association. Sessions devoted to that purpose attracted capacity audiences. Hundreds of letters have arrived at NEA Headquarters asking for further information. During the current school year the Association is well equipped to aid those who are making use of radio. The published materials for this purpose are free as well as the radio broadcasts themselves.

The *Radio Calendar* is a bi-annual publication of the American Association of School Administrators and lists educational radio programs that have been carefully culled from the nationwide schedules on the basis of the technical excellence exhibited in their production and the soundness of their value as classroom aids.

Columbia's American School of the Air is an 84-page teacher's manual and classroom guide published by the Columbia Broadcasting System giving advance information about each presentation of the American School of the Air together with a suggested lesson plan and appropriate reading references. The National Education Association cooperates with the Columbia Broadcasting System in four of these educational productions per week. An attractive illustrated poster has been prepared for classroom and school bulletin boards as a convenient and effective reminder of the time to tune in for these programs. The *Radio Calendar*, the teacher's manual, and the bulletinboard poster may be obtained from the National Education Association without cost in such quantities as may be needed.

Adjustments in the time schedule of the American School of the Air will make it available this year to hundreds of schools which formerly were unable to adapt the school program schedule to the broadcasting time. The broadcasts may be heard each day of the school week at the hours indicated in the respective time zones:

Eastern—9:15-9:45 AM
Central—2:30-3:00 PM
Mountain—1:30-2:00 PM
Pacific—2:30-3:00 PM

PROGRAM OUTLINES

FOLK MUSIC OF AMERICA—*Every Tuesday*

For upper elementary grades and junior and senior highschools, this program includes literature as well as music. It points to the foreign origins of American music, illustrating with the CBS Symphony Orchestra, Bernard Herman, directing. Its repertoire ranges from cowboy songs, sea chanties, and Negro spirituals to outlaw ballads. Schedule of current programs follows:

November 14—Songs of the Gold Rush Period
"Sweet Betsy from Pike"
"The Sioux Indians"
"The Days of Forty-Nine"
"The Dreary Black Hills"
November 21—Forecastle Ballads
"The Greenland Whale Fishery"
"The Boston Come-All-Ye"
"The Beaver Island Boys"
"The Bigler"
"The Erie Canal"
November 28—Lumberjack Songs
"The Jam on Gerry's Rocks"
"The Ram of Derby"
"Brennan on the Moor"
"The Roving Shanty Boy"
"The Little Brown Bulls"

NEW HORIZONS—*Every Wednesday*

A geography and science program (Roy Chapman Andrews, director) presenting other noted explorers on weekly visits to different halls of the American Museum of Natural History. Includes much history as well as natural science and geography. Adapted to elementary grades and junior highschools. Schedule of current programs follows:

November 1—Spaniards Cross America
November 8—The Seven Cities of Cibola
November 15—Men against the Rivers
November 22—The Land of the Cod
November 29—Canada Joins the Map

TALES FROM FAR AND NEAR—*Every Thursday*

A program of literature for the elementary grades presenting modern children's stories of many lands with famous authors and story tellers as guests. Schedule of current programs follows:

November 2—The Merry Adventures of Robin Hood
November 9—One-String Fiddle
November 16—The White Stag
November 30—Look-See with Uncle Bill

THIS LIVING WORLD—*Every Friday*

For the upper elementary grades and junior and senior highschools, dramatized in the March of Time manner with commentary and forums on significant events in the world's news. Forums are composed of highschool students. The schedule of current programs follows:

November 3—Public Relief
November 10—Protecting the Nation's Health
November 17—Social Security

The teacher's free manual of the American School of the Air lists the programs which will be broadcast thruout the entire school year. Write for free materials to the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

AMERICAN EDUCATION WEEK—A special program in observance of American Education Week sponsored by the American Legion and the NEA will be presented from the House of Burgesses in the restored State Capitol of Virginia at Williamsburg, over the red network of the National Broadcasting Company, Wednesday, November 8, 6:00 PM EST as the first of a 1939-40 series by the National Education Association in cooperation with the National Broadcasting Company.

—BELMONT FARLEY, NEA Director of Publicity.

Learning *To* SEE, *To* HEAR, *To* UNDERSTAND

Anne Hoppock

HELPING TEACHER, WARREN COUNTY, NEW JERSEY

FOR A NUMBER of years the county I represent has had underway a program of curriculum development. We have approximately 110 rural teachers working in forty small schools. These teachers, on the whole, have fine professional attitudes. They feel responsible for continually improving the curriculum. Working voluntarily in small groups, they meet together frequently to report, share, plan, and observe. Accounts of successful projects are mimeographed and distributed. We are not working toward a written course of study, but rather toward developing the kind of teacher who, using all help available, intelligently plans the best possible program for the children in her care.

These teachers believe there are two aspects to curriculum development: First, what are the needs of the children we are to serve? Second, how may these needs best be met?

Our teachers begin by studying the needs of their children. They visit homes and become well acquainted with the out-of-school environment. They observe the children in the schoolroom, on the playground, in contact with other children. They study doctors' and nurses' records. They establish close friendly relations with individual children. You know as well as I the kinds of needs which teachers discover:

Children with defective sight, hearing, or tonsils. Children with poor posture and awkward carriage. Children who are dirty and ill-groomed. Children who are malnourished as a result not only of want but of ignorance. Children who are shy, ashamed, inarticulate, afraid, unloved, unsuccessful. Children who cannot learn from books. Children who have special aptitudes which are degenerating from lack of use. Children who live in bare ugly homes. Children who have no time to play. Children who have never been more than a mile or two from home.

There is no end to this kind of list. Consider children with needs like these being fed upon a diet of fifteen minutes of history—maybe Greek architecture; fifteen minutes of geography—maybe the products of the New England states; fifteen minutes of health—maybe the names of the parts of the eye. How utterly ridiculous this seems and I'm afraid it isn't entirely an outworn practice.

Having discovered what our children's needs are—a painstaking and never-ending job—we ask: What shall the school do, upon what resources shall we draw, to aid the children in the improvement of their living?

The rural environment is rich in resources for improving the living of children. It is a tragic thing that rural children should be starved mentally, spiritually, socially, when all about them is a wealth of beauty and wonder, when within their simple community are to be found all the threads that go to make up the universal pattern of natural and human living. Many of us who teach children are too busy with textbooks and chalk even to be conscious of the actual world about us—the gully which the rain is washing; the Polish man who can play folk tunes on his accordion; the playground which may be a thing of beauty instead of ugliness.

There is no end to this list either. Our teachers study the communities in which they teach to become familiar with geology and topography, plant and animal life, work of the people, historical background, human and material sources of help. They also study resources in nearby towns and cities. Then they go to work to build the school program. This program becomes a thing which calls for wide use of books, but we also find children going out to people to get help and information. We find children on hikes and trips by bus and car. We find them outside, building and gardening and caring for animals, and observing natural phenomena. School isn't a little walled building any more. It's as wide and far as feet and motor and radio and newspaper will take eager children, and that's surprisingly far.

Children plan and manage many projects concerned with their school living—redecorating the schoolroom, landscaping the schoolground, conducting school banks and newspapers, managing thru clubs most of the routine of the school.

Children plan and conduct social affairs, serving tea to parents and guests, carol singing thru the neighborhood at Christmas, visiting with or entertaining neighboring schools, giving plays, puppet shows, musical or folk dance festivals for the community.

Children make contributions to less fortunate people, making toys and books for children in hospitals, remembering sick schoolmates, giving entertainments at homes for old people.

Children study local ways of living, visiting farms, banks, newspaper offices, CCC camps. An older group studying agricultural problems, visited farm agent, state agricultural college, nearby soil conservation camp, a farm experimenting with terracing, and interviewed many farmers.

Children observe and study at all seasons of the year in nature plots of their own choosing. Several groups have wild flower gardens at school.

Children study local history, getting information from people.

Children go to the city to museums and other places of interest. Small children take train trips to nearby places.

Children study the homelands of foreign people in the community with the help of the foreign people.

We are far from having the kind of schools we envision but every year increases our conviction that the crying need is to know our children intimately and to help them develop for use in their everyday living what has been well called "the seeing eye, the hearing ear, the understanding heart."

"THE TEACHING OF READING IN THE ELEMENTARY SCHOOL" *is the title of this Personal Growth Leaflet (Number 110) by Eleanor Craven Fishburn, member of* THE JOURNAL *staff.*

Growth thru Reading

DID YOU EVER stop to think what your life would be if you could not read? The power to read was once a luxury of the privileged few; now it is the necessary tool of the many. The school accomplishes nothing more vital for democracy than to put this tool into possession of every citizen. The dictionary defines reading as the ability *to perceive the meaning, to discover or understand.* Clearly, reading is associated with all our activities in school and thruout life. Every teacher is a teacher of reading, helping young people to find information quickly, to discriminate between truth and propaganda, to love noble ideas and beautiful expression. Failure in reading usually brings discouragement, insecurity, and warped personalities. Hence research is constantly seeking to improve methods of teaching reading.

What Research Tells Us

APPROXIMATELY one-fourth of all failures in our elementary schools are due to failure to read well.

From 10 to 40 percent of the children in the first grade fail to be promoted.

From 8 to 15 percent of the entire school population have varying degrees of reading disability.

A large percent of the retarded readers have normal or superior intelligence.

Among the favored activities of highschool pupils, reading is seldom mentioned. More than half our college students do no optional reading of books; 16 percent occasionally read unassigned newspapers and magazines.

Studies of the voluntary reading of adults indicate preferences of relatively low quality. Fifty percent of the adult population does not enjoy reading.

Five Growth Periods

ALTHO CHILDREN VARY widely in reading progress, the following stages of growth outlined by the National Society for the Study of Education serve as helpful teaching guides:

[1] *The preparatory period* (kindergarten and early part of Grade I) to provide background experiences and activities for learning to read.

[2] *The period of initial instruction* (Grade I) in which the child is introduced to reading as a thought-getting process.

[3] *The period of rapid improvement* in reading attitudes, habits, and skills (normally Grades II and III).

[4] *The period of wide reading* to develop a variety of reading interests (Grades IV, V, and VI).

[5] *The period of refinement* of specific reading attitudes and tastes (junior and senior highschool).

An Ounce of Prevention

SUCCESSFUL TEACHERS are emphasizing prevention of reading difficulties rather than correction. They are grouping children in terms of readiness for a given reading program on any of the levels of growth. They study each child, seeking answers to such questions as: "Does he like to read? What are his hobbies, skills, vocational ambitions? What reading materials will be most closely related to his present activities and needs?" Teachers are stressing correction of physical and emotional handicaps. They attempt to provide a cheerful, inviting room rich in books and in learning situations, and with movable chairs to facilitate grouping. They give well-deserved praise for achievement to prevent fear of failure. Thus they are reducing the number of remedial cases in highschool.

When Shall Reading Begin?

WHY DO SO many primary children fail in reading? As in walking and talking, children vary in the ages at which they read. Forcing them to read before they are ready often creates a dislike of reading which persists thruout life. A child from a cultured home may already have keen interest in words and stories when he enters school. Another child, equally intelligent, is still a "baby" physically and emotionally. Several good tests of reading readiness are available. Intelligence tests are helpful in determining mental maturity. Research tells us that the child should not be introduced to reading until his mental age is from six to seven years. During the pre-reading period, he learns to speak with ease; he shares in experiences which he will later read about in books; he acquires a genuine desire to read.

Diagnosing Pupil Difficulties

IN ANY READING SITUATION, the teacher may first give a general survey test to determine the ability of the pupils. She then studies each child, diagnosing his reading needs as the doctor diagnoses his health needs. She considers the home background of the pupil, since unsatisfactory home conditions frequently cause failure in school. Physical handicaps such as defects in vision or hearing often cause failure in school. The undernourished, fatigued child cannot make the sustained effort required. Emotional factors, such as dislike of subject, unhappy relations with schoolmates or teachers, delay progress. The teacher creates an atmosphere of mutual trust in which the pupil regards her as a counselor and friend. [See *Individual Guidance thru the Schools,* Personal Growth Leaflet 53.]

Remedial Programs

MANY REMEDIAL PROGRAMS are being carried on successfully by classroom teachers who do not have access to clinics or special equipment. Essentials of a remedial program include:

[1] Revise the pupil's reading activities at the first sign of failure.

[2] Gain the child's confidence. Invite him to share in cooperative activities which his own needs determine.

[3] Organize small groups where each can progress at his own rate.

[4] Provide varied and attractive materials at a level of difficulty suited to the child's ability.

[5] Provide materials not too long or difficult to be completed so that the pupil may enjoy success.

[6] Give frequent informal tests. En-

courage pupils to keep individual progress charts. Give generous praise for achievement.

Silent Reading

IF YOU WILL review your activities during a single day, you will be surprised at the number of situations which call for silent reading. No matter what the activity or hobby may be, reading will inevitably be involved in its development. Because of the universal need of rapid silent reading, successful teachers take great care to develop this ability. The importance of speed and comprehension—as well as ability to discriminate between what is worth reading and what is not—is apparent when we realize the vast amount of books, newspapers, and magazines now available. Ways to improve comprehension include: [1] Always read for a specific purpose; [2] practice reading for a variety of purposes; [3] improve the reading vocabulary; [4] practice finding the central thought, following directions, answering questions, and organizing ideas gained from reading.

Increasing Speed in Reading

MOST OF US are spendthrift readers. Owing to faulty reading habits we waste from ten to thirty minutes of each hour of reading. Speed of reading can be increased thru the development of larger reading vocabularies, thru the elimination of vocalization, line following, and other faulty reading habits. A few simple rules are: [1] Force yourself to read more rapidly than feels comfortable. [2] Do not read by syllables or even by words, but by groups of words, phrases, and sentences. [3] Do not allow the eye to break its forward sweep by wandering back to pick up something you have missed. [4] Do not pronounce the words as you read or even allow your lips to move silently, as this slows up reading. [5] Discriminate among types of reading. Some materials can be hastily scanned; others deserve careful study.

What about Oral Reading?

ALTHO MORE ORAL READING is done in the first grade than in later grades, practice in oral reading should not be neglected. Oral reading develops a good speaking voice, and correct enunciation and pronunciation. Thru informal dramatization, children share material they have read independently. The full beauty of poetry and drama can best be appreciated when they are read aloud. Effective citizenship in the community demands that young people be able to speak or read portions of material aloud. Emphasis on public speaking can also be related to the movement for community forums. Reading aloud in the family circle contributes much to home life. Choral speaking and "verse choirs," long popular in Europe, are beginning to develop in America as a part of community recreation.

Encouraging Wide Reading

CHILDREN like to find things for themselves. They will search thru many books in their work on a school project, often discovering new hobbies for leisure hours. The successful teacher gives instruction on how to use books and libraries in home, school, and community. She explains the parts of a book, title page, contents, and index. She shows how books and magazines are organized in libraries so they can be quickly found. She calls attention to the wealth of charts, maps, pamphlets, and other material obtainable from government and community sources, which the children may write for and file in the classroom or school library. [See *Teaching Materials for Rural Schools,* Personal Growth Leaflet 73.] Above all, the teacher allows young people time to "browse" and explore books in their own way.

Reading for Enjoyment

WHAT do people read? Studies of the reading tastes of adults show a marked preference for romance and five- or ten-cent detective magazines. An immense amount of low-quality material is available to children as well as adults in books, magazines, newspapers, radio, and movie. One of the best ways to develop discriminating habits and tastes is thru generous provision of good books and magazines in home, school, and community. Children enjoy reading material that is read under pleasant, comfortable conditions. They enjoy poems or stories that a well-liked teacher herself enjoys. In building habits of reading for lifelong enjoyment, surround children with tempting things to read, take their likes and dislikes into account, and guide them in the selection of the best of the world's literary heritage.

Providing Good Materials

SUCCESSFUL TEACHERS read widely in the vast field of children's literature, and also consult guides like those given below in selecting the right books for the individual child. They give reading lists to the children to aid them in choosing books at the library. Parents frequently ask teachers for help when beginning libraries for their children or when selecting books as gifts.

[1] *The Right Book for the Right Child.* John Day Company, New York. Revised edition 1936, $2.50. Titles are graded for age, sex, reading ability, and interest.

[2] *Graded List of Books for Children.* American Library Association, Chicago, Illinois, 1936, 176p. $1.75. Over 1600 titles for first grade thru junior highschool.

[3] *Bibliography of Books for Young Children.* Association for Childhood Education, NEA Building, Washington, D. C. 1939, 64p. 50¢.

[4] *Inexpensive Books for Boys and Girls.* American Library Association, Chicago, Illinois, 1938, 44p. 50¢. Over 900 titles in good editions costing $1 or less.

For Further Study

SUGGESTIONS in this leaflet have been taken from the sources below:

[1] *Better Reading Instruction.* Research Bulletin, National Education Association, Washington, D. C. 1935, 56p. 25¢. The best summary available of research and successful practice.

[2] *Newer Practises in Reading in the Elementary School.* 17th Yearbook, Department of Elementary School Principals of the National Education Association, Washington, D. C. 1938, 500p. $2. Practical suggestions for all teachers.

[3] *Reading: A Tool for Learning,* compiled by Nila B. Smith. Bulletin, Association for Childhood Education, NEA Building, Washington, D. C. 1938, 32p. 35¢. Points of view by five authorities.

[4] *The Teaching of Reading: A Second Report.* 36th Yearbook, National Society for the Study of Education. Public School Publishing Company, Bloomington, Illinois, 1937, 328p. $1.75. Brings uptodate the important 24th Yearbook which is still a classic on the teaching of reading.

[*First printing. Total copies 237,000*]

This Personal Growth Leaflet, Number 75, "Supervised Correspondence Study for Highschools," is by T. W. Thordarson, state director of correspondence study, North Dakota Agricultural College, Fargo, North Dakota. Send selfaddressed, stamped envelop for latest complete 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.

Equalizing School Opportunity

IT IS four years since the citizens of North Dakota spoke thru the legislature by passing a law for the purpose of equalizing school opportunities for all the people. The law was based on the known fact that only half of the rural children of the state were receiving benefits from highschool training; that the curriculums of its regular highschools were narrow and entirely inadequate to meet individual needs of the students in order to prepare them for a useful life in a democracy; and that the school system was not reaching the disabled who were shut in at home or in healing institutions without benefits of any kind of training. Instead of speeches, a program was put into operation, with an initial appropriation of $40,000 to solve these problems in an economical and practical manner for the entire state.

Provisions of the State Law

THE ACT provided, first, that rural children, when unable to attend an organized highschool, should have the opportunity to continue their education by attending their rural schools, where they would be given a desk and permitted to study highschool subjects thru supervised correspondence lessons. These students should attend school regularly and be under the supervision of the local teacher. Second, that disabled children who were unable to attend school because of sickness or other causes, should be allowed to study supervised correspondence courses in their homes under the direction of some member of their families. Third, that students attending regular highschools should be given opportunity to study supervised correspondence courses in subjects not offered in the regular classes of their school. They were to be assigned definite periods each day for studying their correspondence lessons under the supervision of a regular teacher.

The law also provided that the program should be state-supported and that instruction should be free, but that students should procure their own books and pay a registration fee of one dollar per subject to their teacher, which was the only extra compensation the supervisor could derive from the project. It was made compulsory for every school to provide space for the correspondence study pupils who were placed under the regulations of the local school system. A Study Center was established at the North Dakota Agricultural College at Fargo, where a staff of well-qualified specialists was employed to develop individualized instruction under the program.

Highschools To Meet Students' Needs

THE PROGRAM thus provides an economical solution to the problem of enriching school opportunities. It aims:

[1] To make highschool available to all farm boys and girls.

[2] To provide highschool training for disabled young people.

[3] To increase the number of subjects available in highschool.

[4] To meet the individual needs of all students.

[5] To care for bright as well as dull pupils.

[6] To provide vocational and specialized subjects.

[7] To provide worthwhile courses for postgraduates and adults.

[8] To reduce the teaching load of overloaded teachers.

[9] To equalize educational opportunities for all the people of the state.

Administering the Program

AFTER THE ESTABLISHMENT of the state study center, a small curriculum was organized the first year. An announcement was broadcast that any rural boy or girl who was unable to attend a regular highschool could have the privilege of studying highschool subjects in his nearest rural school. Every town superintendent was notified that students in his schools might use this service to study courses not available in their regular curriculums. Disabled people were also informed of their opportunities. Every enrollee was required to be in school fulltime either in a rural school, in a town school, or in a classroom at home. In every instance the student was under supervision of a local teacher and was directed in his studies by a specialist at the state Study Center.

The State Study Center

AT THE PRESENT TIME thirty-five persons at the state Study Center are devoting their entire time to vitalizing individual instruction for more than 7000 enrolments from every county in the state. As soon as new material is prepared it can thus be made available immediately to hundreds of local communities. All textbooks, lesson materials, and equipment are worked out and selected in such a way that an average child can learn to educate himself under the supervision of a local teacher, supplemented by the expert technic of a specialized faculty at the Study Center. Reports on every lesson come to the Study Center where each student is given individual help by the written method. To make the courses still more purposeful, a testing and guidance department with a rental reference library has been made an integral part of the state program.

Preparing the Curriculum

THE MOST IMPORTANT problem facing any study center is the preparation of every part of the program to meet the highest standards of the profession. First, the directions and lessons must be of the best type from every standpoint. Second, the people who teach by this method must be selected with even greater care than classroom teachers because their work is recorded for the use

of hundreds of teachers thruout the state. This type of individualized instruction thru written words demands accuracy, conciseness, and originality. Poor penmanship, grammar, or spelling stand out like sore thumbs for both student and teacher. Third, the program should have a philosophy aimed at helping the school system to meet individual needs of students and to prepare them for useful lives in a democracy.

Over a Hundred Courses Offered

DURING the four years in which the program has been in operation, the Supervised Correspondence Study curriculum has been expanded to include over a hundred courses, comprising subjects like blacksmithing, carpentry, radio servicing, retail store management, piano playing, violin playing, harmony, gas engines, Diesel engineering, farm courses, home economics, geology, and chemistry. For those who have any scruples about the name "Correspondence Study," it is well to explain that in this program "correspondence" refers to the method of conveying reports between students and teachers. Otherwise the method of learning and teaching is a type used in many of our best highschools under the name of "contract plan," "laboratory method," or "individualized instruction."

A Senior Who Liked To Draw

SEVERAL EXAMPLES will make clearer the nature of the enrichment program. A certain boy was a senior in a small highschool. He liked to draw but he had never had an opportunity to take a course in art. During his last year in school he enrolled in supervised correspondence study in art. This work became part of his regular school course. He was under supervision of one of the teachers, studying the subject by himself not less than eighty minutes a day. A great aptitude and interest in art was discovered in the boy. As a result he enrolled the following year in a large art institute where he developed into one of the best students the institute has ever had. His family says that if it had not been for his correspondence course in art, he would most likely have gone thru life aimlessly without discovering his great talent.

A Boy Who Hated Bookkeeping

THEN THERE WAS the lad who refused to conform to a stereotyped school program. He was unhappy and restless. He enrolled in bookkeeping, among other subjects, in his junior year. After four weeks of instability and trouble-making, he came to the superintendent and said he would quit school in spite of his parents and teachers because bookkeeping was the last straw. He hated it and school work had no interest for him. The superintendent replied, "I am sorry that I have no other subject to offer you, but let's think this problem thru." It was apparent that the boy was interested in making farming his life work. He was permitted to drop his bookkeeping and to substitute a correspondence course in agriculture. From then on he was not a problem case; he was interested in his work and graduated from highschool with honors.

Rapid Growth of the Program

THE GROWTH and success of the program have been outstanding. The first year 2087 enrolments were received; the second year, 4569; the third year, 5043; and the fourth year, 6132. Out of a total of 600 highschools, 50 used the service for enriching their curriculums the first year; 150 the second year; 300 the third year; and almost 400 the fourth year, or two-thirds of all highschools in the state. The completion rate averaged almost 80 percent and the attendance record has been better than 92 percent. The public, students, and teachers have become completely sold on the value of this program and the state legislature has increased the appropriation for it at each session, making it $100,000 last winter in spite of the fact that almost all other appropriations had to be reduced.

The Plan in Other States

OTHER STATES are endeavoring to work out similar programs. Montana passed a state law last year. Pennsylvania, Utah, Florida, Iowa, and Ohio plan such programs for the coming year. The University of Nebraska has been a pioneer in the development of supervised correspondence courses. The Study Centers at the University of Nebraska and at North Dakota Agricultural College are both happy to cooperate with new centers in developing materials. States which already have a supervised Study Center include: Massachusetts Department of Education; University of Michigan, WPA project in the Extension Division; also the Benton Harbor Highschool in Michigan; Oklahoma State University; Phoenix, Arizona, Highschool; and the California State Department of Education program for CCC camps.

In Other Countries

THE SPARSELY settled provinces of western Canada and Australia and New Zealand have developed the supervised correspondence method of instruction to a high degree of efficiency. Outlying districts in these countries have been dependent entirely on this program for education of their children from first grade thru highschool. Harold C. Etter, superintendent of education, Manitoba Province, Canada, and secretary of the Second International Conference on Correspondence Education, says that "it is safe to assume that a method which in so many countries and specific situations is serving effectively under public aegis to bring education to thousands who might otherwise have access to little at all, or to those for whom the quality is at present inferior, merits wide recognition among educators today."

For Further Study

BULLETINS and information may be secured from the Study Centers already named. The following references are also helpful:

[1] *Economical Enrichment of the Small Secondary-School Curriculum.* Department of Rural Education, NEA, Washington, D. C. 1934, 50¢.

[2] *High-school Instruction by Mail. A Potential Economy,* by Walter H. Gaumnitz. U. S. Office of Education Bulletin 13, 1933 Government Printing Office, Washington, D. C. 10¢.

[3] *Good References on Supervised Correspondence Study in High Schools.* U. S. Office of Education Bibliography 54, 1937, Washington, D. C. Single copy free.

[4] *Directed Correspondence Study in the Field of Secondary Education,* Department of Public Instruction Bulletin 291, 1938, Harrisburg, Pa. Single copy free.

[5] *Preparation of Supervised Correspondence Courses,* by Platt and Gibson. University of Nebraska, Extension Division, Publication 107, Lincoln, 1934.

[*First printing. Total copies 237,000*]

☆ ☆ ☆ TEACHER-EDUCATION SERVICE ☆ ☆ ☆

"Who Dares To Teach Must Never Cease To Learn"—is the quotation over the main entrance to the New Jersey State Teachers College at Newark.

"One Hundred Years of Teacher Education," a booklet prepared for use in connection with American Education Week, is one of the many helpful items in the AEW packet for teachers colleges. The booklet alone is worth the packet price of 50¢. Order this packet from the National Education Association, Washington, D. C.

There are 169 teachers colleges and 62 normal schools in the United States. In 1936 these institutions had an enrolment of 145,467.

Essentials of a Good Teachers College—Edwin R. Embree, president of the Julius Rosenwald Fund, describes the perfect teachers college of the future as having:

[1] Rigorous selection of students.
[2] Sound general education as the base on which to build the professional studies.
[3] Understanding of the arts and sciences underlying the profession: Psychology, child growth and development, technics of teaching, the social structure of which the school is a part.
[4] A wisely planned interplay of theory and practice, learning and experience.
[5] Continued study and experiment to increase knowledge and understanding in the field.

Current Controversies in Higher Education—In his challenging new book, *The College Charts Its Course,* (McGraw-Hill, 1939, $3) R. Freeman Butts cites the following differences of viewpoint to illustrate the conflicting opinions of educators active in shaping college policies in the United States today: Culture versus cash; the ivory tower versus the watchtower; intellectualism and book-mindedness versus intelligence and personality; discipline versus freedom and interest; the great tradition versus experimental naturalism; traditional studies versus modern studies; artistocratic versus democratic conception of the college; religious versus secular conception of the college; general education versus specialization; elective system versus prescribed curriculum.

For Orientation Courses in Teachers Colleges—Personal Growth Leaflets offer a new resource for orientation courses. They are inexpensive, flexible, vital, and can be used to round out texts in existing courses or to develop new types of courses. A packet of the following twenty-five leaflets is available from the National Education Association for 25¢. Ask for Special Leaflet Offer Number Two.

For personal orientation:

Your Life in the Making
Your Mind in the Making
Your Health in the Making
Your Citizenship in the Making
Your Personality in the Making
Franklin's Plan of Selfimprovement
The Growing Teacher

For professional orientation:

The Story of the National Education Association
NEA Platform and Resolutions
The Challenge of a United Profession
Future Teachers of America
The American Plan of Education
John Dewey's Pedagogic Creed
The Story of American Education Week

For civic orientation:

Education for the American Way of Life
Education for Democracy
The Code of the Good American
True Americanism
Seven Adventures in Pioneering
Community Forces and the School

For cultural orientation:

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

Traffic Safety Course—A dual control car is being used at the Kansas State Teachers College, Pittsburg, for a three-credit course in driver education.

Teachers Must Talk—Pointing out that speech is one of the major factors in a teacher's work, *The College Eye* (published by students at Iowa State Teachers College, Cedar Falls) suggests that there is a place in the teachers college speech program for training in informal round table and radio forum discussions.

Future Teachers Biography Project—*Purpose:* To encourage the study of biography as a guide to living and to develop for use by Future Teachers and others an inexpensive biographical literature around the lives and work of leaders who have made significant contributions to the cause of education.

The Plan: This project is open to any member of a chartered FTA club or chapter and may be undertaken at any time, the manuscripts to be submitted to the National Committee as soon as ready.

Subjects: These may be either living or dead and may include such personalities as Horace Mann, Charles B. Aycock, Frances E. Willard, Susan M. Dorsey.

Length: Sufficient to fill 14 pages of a Personal Growth Leaflet—22 lines to each page, an average of 38 letters and spaces to each line.

Publication: In local periodicals or as Personal Growth Leaflets.

Tying the Interests of Teachers College, Rural School, Child, and Parent Together—The State Teachers College at Mayville, North Dakota, teaches its students to use a small soil testing kit with which they can, when they go into rural communities as teachers, determine how much potash, phosphates, etc., the soil lacks. The mechanics are so elementary that a child in the intermediate grades can learn the operation. Inasmuch as the problem of soil conservation is of vital significance to citizens of the state, parents as well as children are interested in the demonstration.

"The Improvement of College Teaching" is one of the main themes this school year within the faculty of the Central Missouri State Teachers College, Warrensburg, Missouri. All members of the faculty were on the campus one week before the opening of the school year for faculty and council meetings at which were considered such professional problems as student personnel service, college curriculum, library service, and improvement of faculty service.

Teachers College Faculty Members, Future Teachers, and others are invited to submit items for this page.

☆ ☆ ☆ NOTES AND ANNOUNCEMENTS ☆ ☆ ☆

New Life Members

CALIFORNIA—Minnie Townsend
FLORIDA—J. Clarence Hill
ILLINOIS—Fairy Alene Graves, Robert M. Mannschott, Linda K. Miller, Arthur H Steinhaus
KANSAS—Donald A. McConnell
KENTUCKY—Archie Riehl
LOUISIANA—Loretta R. Doerr
NEW YORK—Esther Marion Nelson
TEXAS—Mrs. Marie H. Spence
VIRGINIA—John David Meade
WASHINGTON—Arthur Bonney, Alfred B. Loop
WEST VIRGINIA—T. Smith Brewer

At Thanksgiving Time

For all good things in which I share—
For wind and rain and sunshine fair,
For snow and sleet which shroud the earth,
For moon and stars, for each day's birth—
Let me give thanks.

For precious thoughts of former days,
For grief which still my spirit flays,
For heights of joy which I've surveyed,
For pastures green in which I've strayed—
Let me give thanks.

For ties of home, for tender care,
For love which shields me from life's glare,
For little fingers pressed in mine,
For all 'round whom my hopes entwine—
Let me give thanks.

For friends with whom my lot is cast,
For each kind act that holds me fast,
For health and strength, for daily fare,
For sleep and rest which bind up care—
Let me give thanks.

For work to which I've set my hand,
For mind to do the tasks I've planned,
For will to meet life's daily call,
For faith in Him who knoweth all—
Let me give thanks.

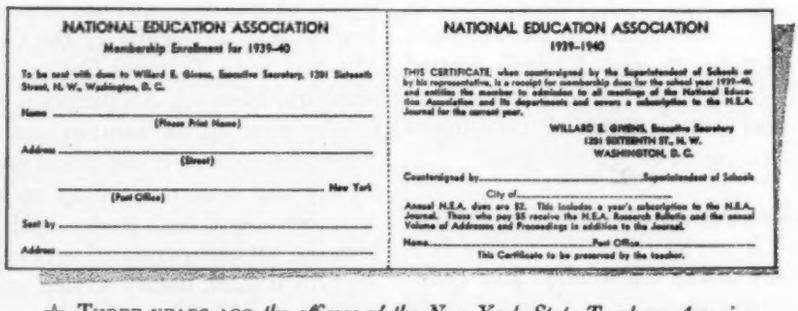
—CHARLES G. REIGNER.

Raymond J. Kelly, National Commander of the American Legion

COMMANDER KELLY will represent the American Legion in the presentation of a special American Education Week radio broadcast from historic Williamsburg, Virginia, sponsored jointly by the Legion and the NEA, Wednesday, November 8, 6:00 PM EST on the red network of the NBC.

Home Economics Program for American Education Week

☆ THE DEPARTMENT of Home Economics of the NEA has prepared a special program for use during American Education Week. The theme is "Home Economics Education and the American Way of Life." The four skits included in the program show contributions of home economics to the four main areas of educational objectives identified by the Educational Policies Commission: Education for selfrealization, for human relationships, for economic efficiency, and for civic responsibility. The bulletin containing this program is now ready for distribution and will be mailed immediately to those who enrol in the Department for 1939-40. Nonmembers may purchase the bulletin by sending 25¢ to Clara Lee Cone, Girls Highschool, Atlanta, Georgia. Home economics teachers may enrol in the Department by sending annual dues of one dollar to the treasurer, Nell M. Waddington, Wichita Highschool East, Wichita, Kansas.



NATIONAL EDUCATION ASSOCIATION
Membership Enrollment for 1939-40

To be sent with dues to Willard E. Givens, Executive Secretary, 1201 Sixteenth Street, N. W., Washington, D. C.

Name _____
(Please Print Name)

Address _____
(Street)

_____ New York
(Post Office)

Sent by _____

Address _____

NATIONAL EDUCATION ASSOCIATION
1939-1940

THIS CERTIFICATE, when countersigned by the Superintendent of Schools or by his representative, is a receipt for membership dues for the school year 1939-40, and entitles the member to admission to all meetings of the National Education Association and its departments and covers a subscription to the N.E.A. Journal for the current year.

WILLARD E. GIVENS, Executive Secretary
1201 SIXTEENTH ST., N. W.
WASHINGTON, D. C.

Countersigned by _____ Superintendent of Schools

City of _____

Annual N.E.A. dues are $2. This includes a year's subscription to the N.E.A. Journal. Those who pay $5 receive the N.E.A. Research Bulletin and the annual Volume of Addresses and Proceedings in addition to the Journal.

Name _____ Post Office _____

This Certificate to be preserved by the teacher.

☆ THREE YEARS AGO *the officers of the New York State Teachers Association approved a cooperative enrolment plan by which the state association prints and distributes an NEA enrolment card similar in form to the card employed for the enrolment of teachers in the state association. This adaptation of the "allinclusive" enrolment plan has been a significant factor in helping New York State achieve the largest NEA membership enrolment of any state in the Union. The enrolment card is reproduced above.*

Newbery Medal Book

☆ THIMBLE SUMMER, written and illustrated by Elizabeth Enright, is the latest Newbery medal book, the award being made each year for "the most distinguished contribution to American literature for children." *Thimble Summer* [Farrar & Rinehart, New York, $2] is a jolly book about Garnet Linden, halfway between nine and ten. Her home is a Wisconsin farm. The story of her family and friends, their work and recreation, particularly her own escapades, makes lively, enjoyable reading. A ten-year-old boy, when he finished *Thimble Summer,* said, "I wish I had two more like it!" The illustrations are line drawings [see drawing below] and several full page pictures in color. See page A-164 for a complete list of the 18 Newbery medal books.

Caldecott Medal Book

☆ THE CALDECOTT MEDAL is awarded annually for the most distinguished picture book for children. *Mei Li* by Thomas Handforth [Doubleday Doran & Co., New York, $2], which received the award in 1939, is the second to be given this honor; *Animals of the Bible* by Dorothy P. Lathrop [Stokes, New York], being the first. The artist, Thomas Handforth, has lived in the Orient since 1931. While working in Peking, he discovered Mei Li, a little Chinese girl living in the next compound. His picture book tells the story of the way Mei Li and her brother celebrated New Year's day. The beautiful lithographs in this book are gay, full of life and humor [see below].

Protection in Sticking Together

☆ "WHEN the banana leaves the bunch, its gets skinned. Better stick with the bunch."—Slogan of [*Cont. on page A-160*]

☆ ☆ ONE HUNDRED PERCENT ENROLMENTS ☆ ☆

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

Completed Enrolments

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

TWENTY-ONE YEARS

IOWA—*Sioux City*, Hopkins
OHIO—*Kenton*, Entire System

NINETEEN YEARS

INDIANA—*Hammond*, Wallace

EIGHTEEN YEARS

ILLINOIS—*East St. Louis*, Rock Jr. High
INDIANA—*Wabash*, Entire System
IOWA—*Sioux City*, Cooper, Franklin, McKinley
NEW JERSEY—*New Brunswick*, Lord Stirling No. 1
OHIO—*Greenfield*, Entire System

SEVENTEEN YEARS

ARIZONA—*Jerome*, Building C, Clark St., Jerome High
ILLINOIS—*Princeton*, Princeton Twp. High
IOWA—*Sioux City*, Whittier
KANSAS—*Chanute*, Alcott, Cross, Lincoln, Murray Hill, Roosevelt, Royster Jr. High, Senior High, Webster
SOUTH DAKOTA—*Mitchell*, Eugene Field, Longfellow; *Sioux Falls*, Irving
WISCONSIN—*Kenosha*, Weiskopf
WYOMING—*Worland*, Worland Grade

SIXTEEN YEARS

ARIZONA—*Flagstaff*, Entire System
CONNECTICUT—*Darien*, Baker
DELAWARE—*Townsend*, Townsend School Dist. No. 81
IDAHO—*Idaho Falls*, Eagle Rock, East Side, Riverside
KANSAS—*Cherryvale*, Entire System
MASSACHUSETTS—*Brookline*, Lawrence Elementary
NEW JERSEY—*Fair Haven*, Entire System
NEW YORK—*Oneida*, Washington Ave.
OHIO—*Tiffin*, College Hill; *Warren*, Elm Rd.
SOUTH CAROLINA—*Laurens*, Ford High

FIFTEEN YEARS

COLORADO—*Fort Lupton*, Entire System
IDAHO—*Idaho Falls*, Entire System
KENTUCKY—*Louisville*, John B. McFerran
MASSACHUSETTS—*Gloucester*, Forbes
NEW JERSEY—*Montclair*, Grove St.
OHIO—*Middletown*, Entire System
PENNSYLVANIA—*Slippery Rock*, State Teachers College
WYOMING—*Laramie*, Nellie Iles

FOURTEEN YEARS

ILLINOIS—*Shabbona*, Entire System; *Wood River*, Entire System
MINNESOTA—*Minneapolis*, Cavell
NEVADA—*Carson City*, Entire System
NEW YORK—*Rome*, Gansevoort
PENNSYLVANIA—*Berks County*, Entire System
SOUTH CAROLINA—*Walterboro*, Entire System
TENNESSEE—*Knoxville*, Oakwood
UTAH—*Alpine District*, Entire System
VIRGINIA—*Ocean View*, Norfolk, Ocean View
WISCONSIN—*Two Rivers*, Entire System

THIRTEEN YEARS

ARIZONA—*Holbrook*, Entire System
ILLINOIS—*Oak Park*, William Beye, Emerson, William H. Hatch, Hawthorne, Oliver W. Holmes, Washington Irving, Lincoln, Henry W. Longfellow, Lowell, Horace Mann, John Greenleaf Whittier
INDIANA—*Fort Wayne*, J. N. Study
IOWA—*West Liberty*, Entire System
KANSAS—*Lawrence*, Lincoln, Woodlawn
TEXAS—*Texarkana*, Grim, Texarkana Jr. College
UTAH—*Logan*, Entire System

TWELVE YEARS

KANSAS—*Lawrence*, Pinckney
MARYLAND—*Westernport*, Hammond St.
MASSACHUSETTS—*Leominster*, Pierce
OHIO—*Dayton*, Jefferson Twp.
SOUTH DAKOTA—*Pierre*, Entire System
TEXAS—*Texarkana*, Akin

ELEVEN YEARS

CALIFORNIA—*Fortuna*, Fortuna Union High; *Soledad*, Soledad Union Grammar
DELAWARE—*New Castle*, Minquadale School No. 47, Rose Hill School No. 47; *Odessa*, Odessa; *Saint Georges*, Commodore MacDonough School Dist. No. 53
KANSAS—*Lawrence*, Lawrence Jr. High
MASSACHUSETTS—*Malden*, Pierce
MICHIGAN—*Lansing*, West Junior High
MISSISSIPPI—*Yazoo City*, Entire System
NEVADA—*Sparks*, Kate M. Smith
NORTH DAKOTA—*Fargo*, Jefferson

TEN YEARS

DELAWARE—*Eastern New Castle County*, Entire System
GEORGIA—*Atlanta*, Davis Street
ILLINOIS—*Hillsboro*, Edison
INDIANA—*Dunkirk*, Entire System; *Indianapolis*, Charity Dye School No. 27; *Terre Haute*, Warren
IOWA—*Council Bluffs*, Abraham Lincoln High
MASSACHUSETTS—*West Medford, Medford*, James A. Hervey
MICHIGAN—*St. Clair*, Entire System
NEW MEXICO—*Albuquerque*, Monte Vista
NORTH DAKOTA—*Fargo*, Agassiz, Agassiz Jr. High
OHIO—*Middletown*, McKinley Jr. High; *Worthington*, Entire System
PENNSYLVANIA—*Pike County*, Entire System

NINE YEARS

GEORGIA—*Macon*, Charles H. Bruce
IOWA—*Ottumwa*, Adams, Agassiz, Douglas, Fairview, Franklin, Garfield, Hedrick, Irving, Jefferson, Lincoln, Orchard, A. W. Stuart
KANSAS—*Hutchinson*, Grandview; *Lawrence*, McAllaster, New York
MASSACHUSETTS—*Wellesley Hills*, Alice L. Phillips Jr. High
MISSOURI—*Boonville*, Entire System
NEW JERSEY—*Highland Park*, Lafayette School No. 1
NEW YORK—*New Paltz*, State Normal
OHIO—*Van Wert*, Ridge Twp.

EIGHT YEARS

CALIFORNIA—*San Gabriel*, Potrero Heights
ILLINOIS—*Freeport*, First Ward, Junior High, Lincoln, Union; *Peoria*, Greeley
IOWA—*Cherokee*, Entire System
MASSACHUSETTS—*Paxton*, Paxton Center; *Reading*, Lowell St.
NEW JERSEY—*Westfield*, Grant
NEW YORK—*Corning*, Public School No. 2
OKLAHOMA—*El Reno*, Irving
PENNSYLVANIA—*Buckingham*, Buckingham Twp. High
SOUTH DAKOTA—*Wakonda*, Entire System
TEXAS—*Texarkana*, Highland Park
WEST VIRGINIA—*Athens*, Concord Training
WISCONSIN—*Milwaukee*, U. S. Grant

SEVEN YEARS

ILLINOIS—*Freeport*, Center; *Peoria*, Garfield
INDIANA—*Indianapolis*, Washington Irving School No. 14
KANSAS—*Lawrence*, Cordley
KENTUCKY—*Paris*, Entire System
MASSACHUSETTS—*Beverly*, Centerville; *Malden*, Belmont; *Wellesley Hills*, L. Allen Kingsbury; *Winchester*, Noonan
MICHIGAN—*Berkley Dist No. 7*, Entire System; *Dowagiac*, Entire System
MINNESOTA—*Minneapolis*, Penn
MISSOURI—*Kansas City*, Frances Willard
NEW YORK—*Southampton*, Entire System; *West Nyack*, Clarkstown School No. 7
OHIO—*Elida*, Entire System; *North Olmsted*, Butternut Ridge
SOUTH DAKOTA—*Mitchell*, Entire System; *Sioux Falls*, Riverside, Whittier Jr. High
TEXAS—*Burkburnett*, Entire System
UTAH—*Salt Lake City*, Woodstock

SIX YEARS

ILLINOIS—*Aurora (Eastside)*, Indian Creek; *Chicago*, Van Vlissingen; *Mendota*, Lincoln; *Sterling*, Central, Lincoln School Dist. No. 11.
INDIANA—*Bloomington*, Fairview
IOWA—*Ottumwa*, Entire System
KANSAS—*Anthony*, Entire System; *Lawrence*, Entire System; *Valley Falls*, Entire System
MASSACHUSETTS—*North Adams*, Houghton; *Wellesley*, Hunnewell
MICHIGAN—*Holland*, Junior High; *Marshall*, Entire System
MISSOURI—*St. Louis*, Adams
NEBRASKA—*Kearney*, Kearney Jr. High
NEW YORK—*Hudson Falls*, Entire System
OHIO—*Bay Village*, Parkview Sr. High; *Miamisburg*, Entire System; *Middle Point*, Hoaglin-Jackson; *Nashport*, Nashport; *North Olmsted*, North Olmsted Sr. High
OKLAHOMA—*Okmulgee*, Entire System
SOUTH DAKOTA—*Lennox*, Entire System

FIVE YEARS

ALABAMA—*Atmore*, Entire System
CALIFORNIA—*Berkeley*, Columbus; *Colusa*, Colusa *Union High*
DELAWARE—*Delaware City*, Delaware City High
GEORGIA—*Atlanta*, Highland; *Cochran*, Entire System
ILLINOIS—*Palestine*, Entire System
INDIANA—*Indianapolis*, Public School No. 20; *Noblesville*, Third Ward; *Vincennes*, Harrison, Tecumseh; *Wolcottville*, Wolcottville Cons.
IOWA—*Estherville*, Entire System; *Muscatine*, Grant; *Sioux City*, Hawthorne
KANSAS—*Blue Rapids*, Entire System
KENTUCKY—*Maysville*, Entire System
MASSACHUSETTS—*Arlington*, Locke

KENTON, OHIO, SCHOOLS HAVE BEEN 100 PERCENT IN NEA MEMBERSHIP SINCE 1919

This $300,000 new highschool building in Kenton will be ready for occupancy the last of December. "Along with practical education," writes superintendent L. E. McKinley, "we aim to hold up scholarship to the highest standards."

NEBRASKA—*Kearney*, Entire System
NEVADA—*Overton*, Educational Dist. No. 1
NEW JERSEY—*Ridgewood*, Union St.
NEW YORK—*Mount Vernon*, Longfellow
OHIO—*Bluffton*, Entire System; *Columbus*, Siebert St.; *Gratis*, Entire System; *Mansfield*, Prospect; *Youngstown*, Harrison
OREGON—*Milwaukie*, Wichita
PENNSYLVANIA—*Wyncote*, Thomas Williams Jr. High
TEXAS—*Texarkana*, Whitaker
VIRGINIA—*Newport News*, John Marshall
WEST VIRGINIA—*Charleston*, Mt. Ovas
WISCONSIN—*West Milwaukee*, Pershing; *Sheboygan*, Jefferson

FOUR YEARS

ALABAMA—*Tuscaloosa*, Entire System
CALIFORNIA—*Miranda*, South Fork Union High; *San Francisco*, Douglas
DELAWARE—*Delaware City*, Entire System; *Lincoln*, Lincoln (White)
DISTRICT OF COLUMBIA—*Washington*, Dent
GEORGIA—*Atlanta*, J. Allen Couch
ILLINOIS—*Bridgeport*, Seed, Tracey; *Edwardsville*, Edwardsville Jr. High; *Galena*, Entire System; *Waukegan*, Washington
INDIANA—*Indianapolis*, Public School No. 24; *Muncie*, Blaine Jr. High; *Vincennes*, Clark, Clark Jr. High, James Whitcomb Riley
IOWA—*Ames*, Entire System
KANSAS—*Dodge City*, Dodge City Jr. High; *Olathe*, Entire System; *Sedan*, Entire System
KENTUCKY—*Louisville*, James Russell Lowell
MASSACHUSETTS—*Union of Erving, Leverett, Shutesbury, Wendell*, Entire System; *Malden*, Faulkner; *Norwood*, Shattuck
MICHIGAN—*Holland*, Entire System; *Inkster*, Entire System
MINNESOTA—*Minneapolis*, Tuttle
NEW HAMPSHIRE—*Center Sandwich*, Quimby
NEW JERSEY—*Perth Amboy*, Middlesex Co. Voc. School No. 2
NEW YORK—*Blodgett Mills*, Blodgett Mills School No. 11; *Mattituck*, High School Dist. No. 9; *Wantagh*, Entire System
OHIO—*Bay Village*, Entire System; *Beaverdam*, Beaverdam Village; *Crestline*, Jefferson Cons.; *LaFayette*, LaFayette-Jackson Sr. High; *Lima*, Perry Rural; *Lowellville*, North Side, South Side; *McConnelsville*, Malta-McConnelsville High; *Mowrystown*, Whiteoak Rural; *North Robinson*, North Robinson Cons.; *The Plains*, The Plains Public; *Warren*, Garfield; *Youngstown*, Harding
PENNSYLVANIA—*Johnstown*, Cypress Ave.
VERMONT—*Fair Haven*, Fair Haven Graded
WEST VIRGINIA—*Norton*, Norton; *Proctor*, St. Joseph
WYOMING—*Casper*, Jefferson; *Rock Springs*, Roosevelt

THREE YEARS

ALABAMA—*Lexington*, Lexington High
ARKANSAS—*Blytheville*, Lange
CALIFORNIA—*Santa Cruz*, Grant; *Spadra*, Spadra
DELAWARE—*Clayton*, Clayton School Dist. No. 119; *Delaware City*, Delaware City Elem.; *Frederica*, Frederica School Dist. No. 32
ILLINOIS—*Waukegan*, Jackson
INDIANA—*Atlanta*, Atlanta High; *Evansville*, Stringtown; *Marion*, Fremont; *Terre Haute*, Thompson
IOWA—*Davenport*, Buchanan, Fillmore, Garfield, Johnson, Monroe, Oral Deaf, Sudlow
KANSAS—*Chanute*, Entire System
KENTUCKY—*Campbell County*, Entire System; *Fayette County*, Entire System; *Stearns*, Entire System
LOUISIANA—*Avoyelles Parish*, Entire System
MAINE—*Castine*, Castine High
MARYLAND—*Jessup*, Jessup
MASSACHUSETTS—*Hanover*, Salmond; *Swampscott*, Machon; *Wellesley*, John D. Hardy; *Wellesley Hills*, Annie F. Warren
NEW JERSEY—*Belmar*, Entire System
NEW YORK—*East Hampton*, Entire System; *Hicksville*, East St. Elem.; *LeRoy*, Entire System; *Oneida*, Elizabeth St.; *Valley Stream*, Union Free School No. 13
OHIO—*Cincinnati*, Central Fairmount; *Collinsville*, Collinsville; *Lima*, Shawnee Rural; *Milford*, Entire System; *Millersport*, Walnut Twp. Cons.; *Tontogany*, Washington Twp. High
OREGON—*Eugene*, Washington
PENNSYLVANIA—*Cheltenham*, Geo. K. Heller, Rowland; *Edge Hill*, Edge Hill; *Elkins Park*, Entire System; *Glenside*, Glenside; *La Mott*, La Mott
SOUTH CAROLINA—*Columbia*, Hamrick, Logan, Fannie C. McCants, A. C. Moore, Schneider, F. C. Withers; *Lexington*, Entire System; *Warrenville*, Entire System
UTAH—*Monticello*, Monticello
VERMONT—*Fair Haven*, Entire System; *Wells*, Wells
VIRGINIA—*Portlock, Norfolk*, Portlock High; *Portsmouth*, Deep Creek
WEST VIRGINIA—*Charleston*, Lincoln; *Danese*, Danese
WISCONSIN—*Green Bay*, Chappell

TWO YEARS

ALABAMA—*Leeds*, New Hope; *Montevallo*, Montevallo Elem., Montevallo High; *Pelham*, Pelham; *Shelby*, Shelby; *Shelby County*, Entire System; *Vandiver*, Vandiver; *Vincent*, Vincent Elem.; *Wilsonville*, Wilsonville; *Wilton*, Wilton
COLORADO—*Longmont*, Columbine
CONNECTICUT—*East Lyme*, Entire System
FLORIDA—*Suwannee County*, Entire System
GEORGIA—*Augusta*, James L. Fleming
IDAHO—*Arco*, Entire System
ILLINOIS—*Havana*, Riverview; *Libertyville*, Entire System; *Shirley*, Ben Funk Cons.; *Sterling*, Entire System
INDIANA—*Peru*, Holman; *South Bend*, Wagner; *Washington*, Walnut St. Grade; *Wolcottville*, Entire System
IOWA—*Davenport*, Dept. of Education Administration Office, Young Intermediate
KANSAS—*Fredonia*, Entire System; *Ness City*, Entire System
KENTUCKY—*Harlan*, Central Elem., Harlan Sr. High; *Livermore*, Entire System
LOUISIANA—*Bienville Parish*, Entire System; *New Orleans*, McDonogh School No. 23.
MASSACHUSETTS—*Pembroke*, Central
MICHIGAN—*Detroit*, Dubois
MINNESOTA—*Mankato*, Franklin Grade
MISSISSIPPI—*Belzoni*, Four Mile Cons.; *Fernwood*, Fernwood High
MONTANA—*Turner*, Turner Public
NEBRASKA—*Hemingford*, Entire System
NEW HAMPSHIRE—*New Market*, Primary
NEW YORK—*Oneida*, Seneca St.; *Pelham*, Hutchinson
NORTH CAROLINA—*Mount Airy*, Bannertown
OHIO—*Allen County*, Entire System; *Defiance*, Entire System; *Greensburg*, Greensburg; *Greenhills*, Greenhills; *Jefferson Village School District*, Entire System; *Lowellville*, Entire System; *Sycamore*, Sycamore Cons.
PENNSYLVANIA—*Pinegrove*, High
SOUTH CAROLINA—*Columbia*, Arden, Taylor, Watkins
TENNESSEE—*Clifton*, Frank Hughes High; *Knoxville*, McCallie; *Summertown*, Summertown Sr. High
TEXAS—*Amarillo*, Alice Landergin
VERMONT—*Graniteville*, Lower Graniteville
WISCONSIN—*Clintonville*, Clintonville; *Monroe*, Lincoln Jr. High
WYOMING—*Sheridan*, Hill, John S. Taylor

CURRENT YEAR

ALABAMA—*Tarrant*, Jefferson Co. High
CALIFORNIA—*Santa Ynez*, College
COLORADO—*Longmont*, Bryant
CONNECTICUT—*Taftville*, Taftville
FLORIDA—*Paola*, Wilson
ILLINOIS—*Aurora*, Abraham Lincoln; *Freeport*, John W. Nemey; *Galena*, Central, Galena High, Junior High, Seminary Hill; *Peoria*, Whittier; *Springerton*, Springerton; *Sullivan*, Sullivan Twp. Sr. High; *Warrensburg*, Warrensburg Sr. High.
INDIANA—*Atlanta*, Atlanta Cons. High; *Indianapolis*, Public School No. 77, Christian Park School No. 82; *Lynn*, Entire System; *Muncie*, Royertown; *Peru*, South Peru; *Tell City*, Troy Cons.; *Terre Haute*, Sandison
IOWA—*Davenport*, Grant, Jackson, Lincoln, Pierce, Special, Taylor, Washington; *Oskaloosa*, Webster
KANSAS—*Elsmore*, Entire System
KENTUCKY—*McLean County*, Entire System; *Madison County*, Entire System
LOUISIANA—*Lincoln Parish*, Entire System; *Marksville*, Red River; *Moncla*, Moncla; *Moreauville*, Kleinwood; *Reeves*, Reeves High; *Woodside*, Woodside
MAINE—*South Portland*, Edward C. Reynolds
MARYLAND—*Waldorf*, Waldorf Cons.
MICHIGAN—*Holland*, Board of Education, Supervisors of the Board of Educ.; *Muskegon Heights*, Central Grade, South Park
MISSISSIPPI—*Louise*, Louise Cons.
MISSOURI—*Joplin*, South Jr. High; *Shelbina*, Shelbina Sr. High
NEW JERSEY—*Haddonfield*, J. Fithian Tatem
NEW MEXICO—*Tucumcari*, Tucumcari Sr. High
NEW YORK—*Elmont*, Elmont; *Millbrook*, Entire System
OHIO—*Caledonia*, Caledonia Cons.; *Cleveland*, Lawn; *Mansfield*, Carpenter; *Mentor*, Mentor Elem.; *North Olmsted*, Coe; *Willshire*, Willshire Village
OKLAHOMA—*Seiling*, Entire System
PENNSYLVANIA—*Carnegie*, Rosslyn Farms; *Honesdale*, Lincoln Bldg.; *Pottsville*, County Supts. Office
SOUTH CAROLINA—*Blythewood*, Blythewood; *Columbia*, Bowman, Jamison, McMaster, North, Woodford; *Eutawville*, Eutawville; *Rowesville*, Rowesville High; *Wagener*, Sawyerdale
SOUTH DAKOTA—*Miller*, Entire System
TENNESSEE—*Newport*, Sunset Gap
TEXAS—*Falfurrias*, Falfurrias; *Waco*, Dean-Highland
UTAH—*Millard County*, Entire System
VIRGINIA—*Triplet*, Triplet
WEST VIRGINIA—*Dunbar*, Dunbar Third Ward; *Wheeling*, Washington Jr. High
WISCONSIN—*Cudahy*, Washington; *Green Bay*, Bayview School Dist. No. 6, Elmore, Jackson, Opportunity, Roosevelt, Whitney, Nicolet Elem.; *La Crosse*, Jefferson

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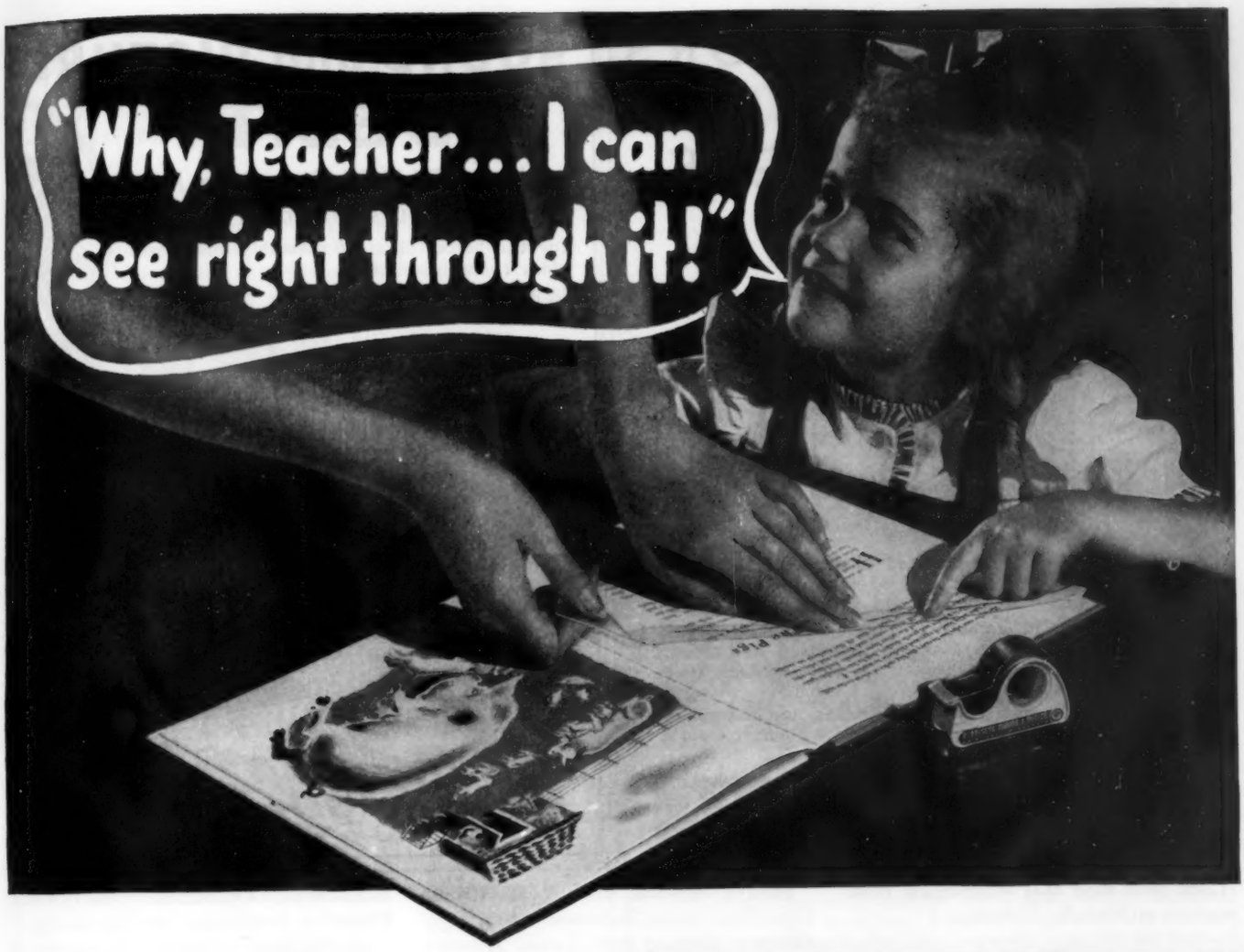

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35 mm Imperial for Auditoriums.

[*Cont. from page 254*] Washington Ward teachers at Norfolk, Nebraska.

Committee on Induction into Citizenship

☆ THE FALL MEETING of the Executive Committee of the NEA was held at Washington Headquarters on Saturday, September 30. One of the important items was the authorization of a Committee on Induction into Citizenship. The main function of this Committee is to encourage school people to take the lead in arranging appropriate exercises in recognition of those individuals who have met the requirements to become American citizens.

The National Association of School Secretaries

☆ THIS ORGANIZATION, whose membership numbers 1600, is developing a service program that will make the secretarial positions in these school systems a profession requiring specialized training and experience. The theme for this year, "The Secretary in a Public Relations Role," was developed at a panel discussion held at the time of the annual convention of this organization in San Francisco, California, this past July. Miss Louise Henderson, president of this organization, announces the following meetings for 1939-40:

Eastern sectional meeting at Atlantic City, New Jersey, November 11-12, 1939. Mid-year meeting at St. Louis, Missouri, February 24-25, 1940, at the time of the meeting of the American Association of School Administrators. Annual meeting at Milwaukee, Wisconsin, July 1940, in connection with the summer convention of the NEA.

Alaska Board of Education All NEA Members

☆ A FRIEND of education in Alaska believes that NEA membership, including subscription to THE JOURNAL, is worthwhile for schoolboard members and has forwarded a remittance covering dues for the five members of the Alaskan Territorial Board of Education.

Dates To Be Remembered

November 5-11—American Education Week.

November 12-18—Book Week.

November 24-25—Nineteenth annual fall meeting of the National Council for the Social Studies to be held at the Hotel Muehlebach, Kansas City. For information address Guy V. Price, Teachers College, Kansas City, Missouri.

February 24-29—St. Louis meeting of the American Association of School Administrators, a Department of the National Education Association. See page A-165.

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. For information address the Department at 1201 Sixteenth Street Northwest, Washington, D. C.

NEA President Addresses Legion and Auxiliary

☆ ON SEPTEMBER 27 and 28 in Chicago President Amy Hinrichs addressed the conventions of the American Legion Auxiliary and the American Legion on the subject of cooperation in educational matters, particularly with regard to federal aid for general education.

Proceedings of the Congress on Education for Democracy

☆ THIS 500-page book is being published by the Bureau of Publications of Teachers College, Columbia University, New York, rather than by the Columbia University Press, as was stated in the October JOURNAL.

[*Cont. on page A-162*]

Two books for
Classroom Teachers

Fit to Teach

A practical volume showing what ills befall today's schoolroom workers and why. It tells what teachers themselves, the communities in which they work, and teachers' professional organizations can do to promote that vigor and energy which are the signs of good health.

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The Implications of Research for the Classroom Teacher

Summarizes what research has to say on hundreds of classroom problems. Invaluable for individual and group study both in elementary and secondary schools.

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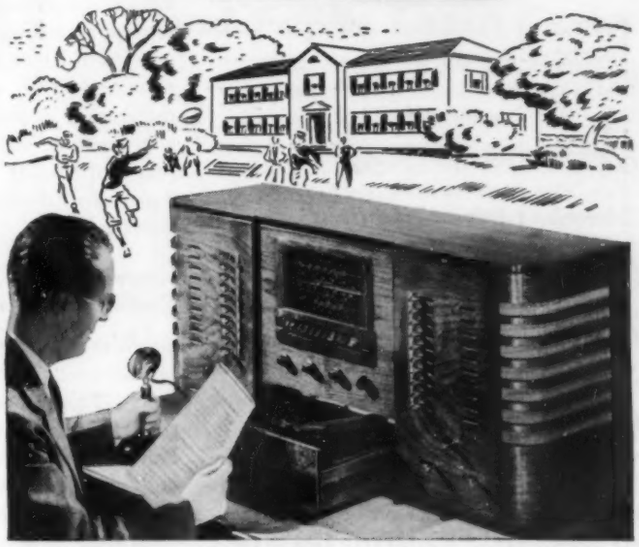

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Give your school the benefits this system offers. Its educational value alone would make it a worth-while purchase. But even more important is its value to you in the speedy administration of school affairs.

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Trade-mark "RCA Victor" Reg. U. S. Pat. Off. by RCA Mfg. Co., Inc.

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Please send me detailed information and price quotations on an RCA Victor School Sound System for .... rooms!
Name.....
School.....
Address.....
Do you desire a demonstration (no obligation)?.....

[*Cont. from page A-160*]

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City ..... State .....

"America's Educational Press"

☆ THE FIFTEENTH YEARBOOK of the Educational Press Association, "America's Educational Press," is available at 50¢ a copy from the Educational Press Association, 1201 Sixteenth Street, Washington, D. C.

Commencement Suggestions Wanted

☆ THE DIVISION OF PUBLICATIONS of the NEA will issue the Vitalized Commencement Manual for 1940 on or before January 1, 1940 (price 50¢). From two to three thousand school systems find this *Manual* of value each year. We urge every secondary school which has not already done so to send us a copy of its 1939 commencement program together with comments which would be useful in summarizing it for use in the 1940 *Manual*.

American Education Week

☆ WHEN this JOURNAL reaches readers, American Education Week, November 5-11, will be close at hand. The National Education Association is anxious to secure reports regarding observances from school systems thruout the country. Send in an account of your observance, including the number of people visiting the schools of your town or city, together with materials prepared locally for the observance of American Education Week in your school system.

American Education Week Radio Programs

☆ WEDNESDAY, NOVEMBER 8, 6:15 PM EST red network, National Broadcasting Company—This program will originate from the House of Burgesses in the restored State Capitol of Virginia in Williamsburg and will feature the House of Burgesses as a cradle of the American ideals which constitute "The American Way of Life." The program will be partly from the restored capitol building, and partly from the studios of Radio City.

SATURDAY, NOVEMBER 11, 7:00-7:30 PM EST. "The People's Platform." Columbia Broadcasting System—The topic of "The People's Platform" is "American Education and the War in Europe." Members of the Educational Policies Commission will participate together with laymen, if possible with some who may take issue with the EPC viewpoint.

TUESDAY, NOVEMBER 7, 10:30-11:00 PM EST. Columbia Broadcasting System—Presentation of excerpts from the American School of the Air which are in keeping with the American Education Week topic. The program will show how the schools teach American ideals and how the radio can help.

Thirty-One States Have Authorized "All-Inclusive" Membership Card

☆ THE "All-Inclusive" Membership Card used this year for the first time has already been approved by the following thirty-one state associations: Alabama, Arkansas, Colorado, Delaware, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming. [*Cont. on page A-164*]

There's a reason, time and place for Chewing Gum

Many dentists tell their patients to

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It's a Beneficial Pastime

With many dentists doing it, you too can approve of Chewing Gum for your young people. It's a wholesome, healthful pleasure that adds much enjoyment to work, play and sports. And at the same time, the chewing helps do a good job of stimulating circulation in the gums and of cleansing the teeth. *University Research is the basis of our advertising.*

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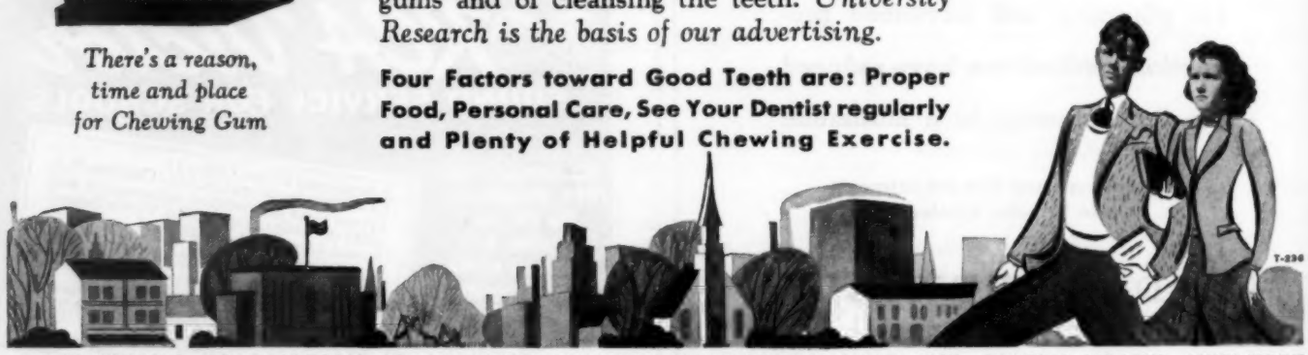

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AMERICAN EDUCATION WEEK

November 5-11

Use Air Mail, Special Delivery, Telegraph

MATERIALS TO HELP YOU

Combination Packets

Each of the five packets listed below contains a classroom supply of posters, leaflets, and stickers and a sixteen page folder 5½ x 8½ inches in size for each of the five school days of American Education Week plus a folder of administrative suggestions:

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

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

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

Separate Items

Poster—11½ x 17 inches in three colors. Price: 40c per package of ten. Sold only in packages of ten.

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

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

Sticker—1½ x 2 inches in three colors on gummed stock. To be used on report cards, letters, menus, etc. Sold only in packages of 100; 25c per package.

Discounts on more than one package of above materials: 2–9 packages 10 percent; 10–99 packages 25 percent; 100 or more packages 33⅓ percent.

Cash must accompany orders of less than $1.00.

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

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[*Cont. from page A-162*]

Victory in Tenure Case

☆ A DECISION for the plaintiffs in the cases of Julie Downing, Velma Arpan, Catherine Gohla, Lue Gannon, Sidney B. Belt, and Von Donahue versus Independent School District No. 9 of Nashwauk-Keewatin (Minnesota) has been rendered by Judge Alfred L. Thwing of Grand Rapids. The cases were heard in court at Grand Rapids Thursday, September 7, with the plaintiffs represented by Oscar Hallam, who was retained by the Minnesota Education Association in their behalf. The cases were taken under advisement for further study with the decision reached September 13.

The blanket dismissal of all school teachers of the Nashwauk-Keewatin district on March 8 last with the subsequent rehiring in May of all but the six named above caused the Minnesota Education Association to bring suit on the ground that the schoolboard in its action had violated the language and intent of the continuing contract law, which provides that a teacher's contract continues in effect until the schoolboard by a majority vote at a meeting prior to April 1 of any year terminates the contract, the purpose being that status of all teachers currently employed be definitely determined before then.

Judge Thwing in his conclusions declared that the contracts of the above teachers have not been terminated and are still in force and effect and awarded them costs and disbursements including statutory costs. In his memorandum he points out that the purpose of the law is to enable teachers to know whether their employment is to continue with the same salaries early enough in the year to enable them to seek positions elsewhere before vacancies have been filled, and that the law does not unreasonably hamper the discretion of the governing bodies. He adds that a wholesale termination of contracts might be conceivably permissible if closing of schools or discontinuance of departments or any change of policy were contemplated, but that the board should be obliged under the act to determine its policy as to the ensuing year before the April 1 deadline. He questioned the intent of the board to discharge all the teachers in the blanket dismissal and pointed out that actually the termination of the contracts of *each* of the individual teachers named had not been effected by a majority vote of the full membership of the board.

The decision is one affecting the status of every teacher in Minnesota and marks the first step in clarifying the continuing contract for the guidance of teachers and schoolboards alike, declares Walter E. Englund, executive secretary of the Minnesota Education Association. In an editorial appearing in the October *Minnesota Journal of Education* he states that the purpose of the MEA is "to go forward in behalf of education in our state, to resort to court action when necessary, to seek public support whenever possible, to work humbly for democracy's greatest strength, the untrammeled, free public school."

Great Plays

☆ THE THIRD SEASON of "Great Plays" is being presented by the National Broadcasting Company. For twenty-eight weeks the plays are broadcast each Sunday from 2:00-3:00 PM EST. The November schedule is listed below:

November 5—Marlowe's "Edward II"
November 12—Shakespeare's "Romeo and Juliet"
November 19—Shakespeare's "Much Ado about Nothing"
November 26—Shakespeare's "Macbeth."

Correspondence should be addressed to Blevins Davis, Great Plays Series, NBC, 30 Rockefeller Plaza, New York, N. Y. A study manual is available for 25¢.

Newbery Medal Books

☆ THE EIGHTEEN books [see page 254] are: *The Story of Mankind* [Liveright] by

The Thrill of a Life-Time!

"Enclosed please find check for $10, final payment on my Life Membership"—this statement, frequently accompanying final payment, carries with it a suggestion of supreme satisfaction. Ten payments of $10 each are not a heavy burden and they give a life-time of satisfaction—pride of Life Membership, joy of contributing to the Permanent Fund of a worthwhile organization, and regular receipt, without annual payment of dues, of the Journal, the Research Bulletins, and the annual Volume of Addresses and Proceedings. Why not treat yourself to this thrill?

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Civilian Pilots to Be Trained

☆ THE FEDERAL GOVERNMENT'S undertaking to build up a vast reserve of air pilots in this country got under way on September 11 when the Civil Aeronautics Authority notified 166 colleges and universities thruout the nation that their applications to participate in a civilian pilot training program had been approved.—*Evening Star,* Washington, D. C., Sept. 11, 1939.

Department of Elementary School Principals

☆ PRESIDENT IRVIN A. WILSON announces that the Department will hold two general sessions on the afternoons of February 26 and 27 at the St. Louis convention. Isabel Tucker, local chairman of arrangements for the St. Louis meeting of the Department, is making plans for the DESP banquet to be another convention highlight. This banquet will take place Monday evening, February 26.

The Fourth Annual Conference on Elementary Education to be sponsored by the Department of Elementary School Principals will be held July 8-19, 1940, at the University of Wisconsin, Madison, immediately following the NEA convention. J. Murray Lee, assistant professor of education, University of Wisconsin, will be coordinator for the University, and Fred S. Schnell, Sheboygan, Wisconsin, who has attended several of the previous conferences, will be the representative of the Department.

Shall School Systems Be Independent of Other Government Agencies?

☆ IN A COMING ISSUE of *School Life,* official journal of the United States Office of Education, this question will be discussed in a panel forum. Willard E. Givens, executive secretary of the National Education Association, answers "Yes" to the question and gives reasons for his affirmative answer. Jerome Gregory Kerwin, dean of students in the division of social sciences, University of Chicago, answers "No" and presents his viewpoints.

Two Hundred Billion Dollars

☆ THE NATION'S LOSS because of idle men and machines in the depression years has been estimated at $200,000,000,000 by the National Resources Committee. If working men and machines had been concentrated on housing, a new $6000 house could have been provided for every family in the country.

Marriage Courses

☆ THE NEA DEPARTMENT OF DEANS OF WOMEN has assembled information concerning marriage and human relations courses offered in thirty-eight institutions of higher education thruout the country. The Department will be glad to send these data to persons interested in establishing such courses or to persons teaching them and will be glad to receive additional information from other institutions offering courses. A selected bibliography on marriage and family relations will be available soon. Please send 5¢ to cover mailing charges. Order from the Department, 1201 Sixteenth Street Northwest, Washington, D. C.

American Association of School Administrators

☆ THE CONVENTION EXHIBIT COMMITTEE of this NEA Department met in St. Louis on Thursday, September 28. The Department's Executive Committee met on the following Saturday, September 30. At each of these meetings consideration was given to plans for the convention of the American Association of School Administrators to be held at St. Louis, February 24-29, 1940.

The opening Vesper Service will be held in the St. Louis Municipal Auditorium on Sunday afternoon, February 25. There will be eleven general sessions during the convention period. One will feature Safety Education, the topic of the 1940 Yearbook of the Association. Another will offer a dramatic presentation of the objectives of education, and will be in charge of the Educational Policies Commission. The final session of the conven- [*Cont. on page A-166*]

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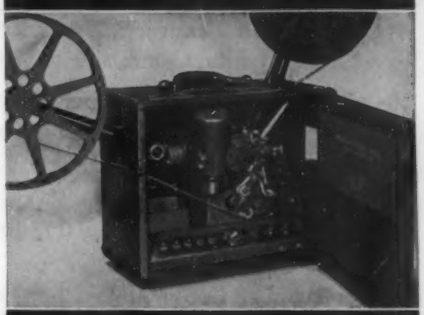

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Report of the Committee on Tenure, May, 1939. 22 pp. $.25

Critical Analysis of Teacher Tenure Legislation
Report of the Committee on Tenure, January, 1939. 31 pp. $.25

Court Decisions on Teacher Tenure Reported in 1938
Report of the Committee on Tenure, 1939. April, 1939. 46 pp. $.25 (Summaries also available for the years 1932–34, 1935, 1936, and 1937 @ $.25 each.)

The Teacher Looks at Teacher Load
Research Bulletin, Vol. XVII, No. 5, November, 1939. $.25

Organizations Interested in International Relations
Research Bulletin, Vol. XVII, No. 4, September, 1939. 60 pp. $.25

Tax Legislation Affecting State School Revenues, 1934-38
Research Bulletin, Vol. XVII, No. 3, May, 1939. 59 pp. $.25

Status of the Married Woman Teacher
Report of the Committee on Equal Opportunity, June, 1938. 29 pp. $.15

Variations in Personnel Practices Affecting Teachers
Report of the Committee on Equal Opportunity, June, 1938. 23 pp. $.15

A Fair Start in Life for the Country Child
Report of the Committee on the Economic Status of the Rural Teacher. June, 1939. 15 pp. $.10

Community Resources in Rural Schools
Yearbook of the Department of Rural Education, February, 1939. 109 pp. $.50

Schools in Small Communities
Seventeenth Yearbook of the American Association of School Administrators, 1939. 608 pp. $2.00

Enriching the Curriculum for the Elementary-School Child
Eighteenth Yearbook of the Department of Elementary School Principals, 1939. 500 pp. $2.00

The Implications of Research for the Classroom Teacher
Joint Yearbook of the American Educational Research Association and the Department of Classroom Teachers, 1939. 318 pp. $1.00

Fit to Teach
Ninth Yearbook, Department of Classroom Teachers, 1938. 276 pp. $1.00

Safety and Safety Education: An Annotated Bibliography
Prepared by the Safety Education Projects, January, 1939. 64 pp. $.25

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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth St., N. W.
Washington, D. C.

[*Cont. from page A-165*] tion, on Thursday evening, will be "America's Town Meeting of the Air," conducted by George V. Denny, Jr., and broadcast on the National Broadcasting Company's coast-to-coast network.

The discussion group meetings, to be held on the afternoons of Monday, Tuesday, and Wednesday, at St. Louis, will be organized under six general headings, covering selected fields of current educational interest. Superintendents in charge of the six divisions are: John A. Sexson, Pasadena, Calif.; Jesse H. Mason, Canton, Ohio; J. W. Ramsey, Fort Smith, Ark.; William J. Hamilton, Oak Park, Ill.; Homer W. Anderson, Omaha, Nebr.; and J. C. Cochran, assistant superintendent at San Antonio, Texas.

Do You Know That—

☆ 30,000 poverty-stricken school districts serving 3,000,000 children are forced to curtail their school year by three months?

2400 schoolhouses are actually locked for the year?

12,000 more schoolhouses will be locked if teachers demand full payment of salaries?

1,400,000 pupils sit in schoolhouses condemned as unsafe or unsanitary?

1,000,000 attend classes in tents, lodge halls, stores?

500,000 go to school only half a day because of lack of space?

800,000 attend no school because their neighborhood is too poor to provide one or they are too poor to go?—*Survey Graphic,* October 1939.

Inadequate Library Service

☆ THE AMERICAN LIBRARY ASSOCIATION reports that 44.2 percent or about 53 million of the 120 million people in this country are without library service. Thirty percent of our counties have no library. In twenty states more than 50 percent of the people have no public library service. The problem of library extension is greatest in rural sections.

New NEA Publications

American Education and the War in Europe—At a special meeting held in Washington, October 2, the Educational Policies Commission drafted a statement on *American Education and the War in Europe.* This statement—which appears on pages 225-28 of this JOURNAL—represents the results of investigations, the combined judgment and the sincere convictions of the members of the Commission. In this spirit, the Commission urges the discussion of this document by the teaching profession, by Consultants, by boards of

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education, and by the general public, with a view to making use of it in the development of appropriate local educational policies in every part of the United States. Copies may be obtained at 10¢ each, with the usual quantity discounts.

» «

Syllabus on the School in American Democracy—Many schools of education and teachers colleges are using one or more of the Educational Policies Commission publications as textbooks in various courses. To assist the instructors in these courses and to encourage an even wider use of the Commission's volumes in this manner, a *Syllabus on the School in American Democracy* has been prepared and distributed to all Consultants. The Syllabus includes thirty units based on the major reports of the Educational Policies Commission, a series of suggested topics for discussion or for term reports, and a selected bibliography. Copies may be obtained at 10¢ each, with quantity discounts.

» «

"Newer Instructional Practices of Promise," the *Twelfth Yearbook* of the Department of Supervisors and Directors of Instruction, will be available December 1. The reader will find working illustrations of the newer classroom practices in this yearbook. Some of the discussions presented are: the importance and implications of the newer trends; wider utilization of environment; procedures for developing an integrative curriculum; newer practices involving industrial arts, dramatic play, and creative arts; newer practices in literature, in the use of the library in the school program; adaptation of instructional practices to the needs of children; evaluation of newer instructional practices, as well as supervisory technics adapted to these practices. This yearbook is a practical guide to supervisors, administrators, and teachers in achieving growth and improvement in teaching.

» «

The *Eighteenth Yearbook* of the Department of Elementary School Principals, "Enriching the Curriculum for the Elementary School Child," has been sent to all members for 1939-40. A Study Outline has been prepared for this to be used in college classes, faculty meetings, principals clubs, and the like, where the Yearbook is used as a text. The price of the Yearbook to nonmembers of the Department is $2. The Study Outline sells for 25¢.

» »

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

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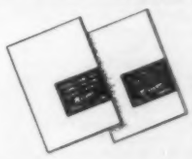

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The Seventy-Eighth Annual Convention of the

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

June 30—July 4, 1940

MILWAUKEE

General sessions, representative assemblies, registration headquarters, and exhibits will be located in the Milwaukee Auditorium. Meetings of departments and allied groups will be arranged in buildings convenient to the Auditorium. State headquarters will be located at the Schroeder Hotel.

Registration, exhibits, and some preliminary meetings will be held on Saturday, June 29. The convention proper opens Sunday afternoon, June 30, and carries through Thursday, July 4.

Make hotel arrangements promptly, using reservation form printed below. All hotels listed are either within easy walking distance of the Auditorium or are within the taxicab zone with fare of $.25. Parties of three or four persons can be cared for very economically and comfortably in suites and large rooms.

Hotel	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Rate per day for suites or large rooms accommodating THREE and FOUR persons
		Double bed	Twin beds	
*Abbot Crest, 1226 W. Wisconsin Ave.	$2.50**	$4.00**		
*Ambassador, 2308 W. Wisconsin Ave.	$2.50 to $3.50	$4.00 to $6.00	$7.00	
Antlers, 614 N. Second St.	2.00**	3.00**	2.50 to 3.00***	
*Astor, 924 E. Juneau Ave.		5.00 to 6.00	7.00	$12.00
Belmont, 750 N. Fourth St.	2.50**	3.50 to 5.00**	6.00	8.00
Blatz, 147 E. Wells St.	1.75**	3.00**		$4.00 to $4.50
*Carlton, 1120 N. Milwaukee St.	1.50**	4.00**	5.00	3.00 to 4.00
*Colonial, 826 N. Cass St.	1.75 to 2.00	3.00 to 3.50		5.00
Eastway, 636 N. Van Buren St.	2.00 to 2.50	3.00 to 3.50		
Globe, 803 E. Wisconsin Ave.		3.00**	3.00***	5.00
Juneau, 807 E. Wisconsin Ave.	2.50**	4.00**	5.00	
Kilbourn, 624 N. Third St.		4.50**	5.00	
*Knickerbocker, 1028 E. Juneau Ave.	3.00 to 4.00	5.00	6.00 to 7.00	10.00 to 20.00
*La Salle, 729 N. Eleventh St.		5.00	5.50 to 6.00	8.00
*Marquette, 1628 W. Wisconsin Ave.	2.50	3.50 to 4.50		4.00
Martin, 707 E. Wisconsin Ave.	2.50 to 3.00**	4.00**	5.00	6.00
Maryland, 625 N. Fourth St.		3.00 to 3.50**	4.00	
Medford, 607 N. Third St.	2.50 to 3.00**	3.50 to 4.50**	5.00 to 6.00**	
Miller, 723 N. Third St.	2.50 to 3.00**	3.50 to 5.00**	6.00	
Milwaukee Athletic Club, 758 N. Broadway	3.00**		5.00	
Pfister, 424 E. Wisconsin Ave.	3.00 to 5.00**	5.00 to 6.00**	6.00 to 8.00	9.00 to 10.00
Plankinton House, 609 N. Plankinton Ave.	3.00 to 4.00	4.00 to 5.00	5.00 to 8.00	6.00 to 12.00
*Plaza, 1007 N. Cass St.	3.00	4.00	5.00	6.00
Randolph, 649 N. Fourth St.	2.50**	3.50 to 4.00**	4.50 to 5.00	6.00
Republican, 907 N. Third St.	2.50**	3.50**	4.50**	6.75 to 8.00
Royal, 437 W. Michigan St.	3.50**	5.00**	6.00	
*St. Lawrence, 1026 N. Jackson St.		4.50		
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*Tower, 716 N. Eleventh St.	3.00 to 3.50	4.50 to 5.00	5.00 to 6.00	
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Be specific as to dates of occupancy, types of rooms desired, and prices to be paid. If hotel of first choice is unable to accept reservation the Housing Committee will endeavor to comply with your second or third choices in the order named. You will receive confirmation direct from the hotel accepting your reservation.

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Room 517, N. E. A. Housing Committee
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Please reserve sleeping room accommodations during the period of my attendance at the convention of the National Education Association as noted below:

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

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