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of the

**NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES**



**DECEMBER
1939**

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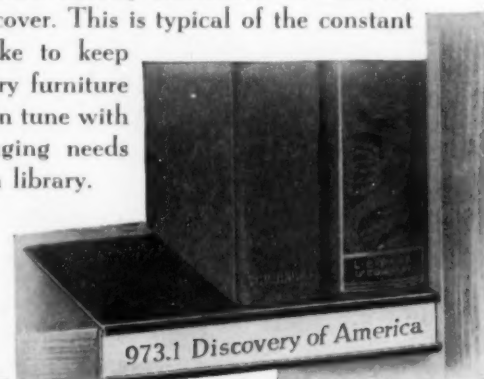
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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 28, NUMBER 9

H. A. ALLAN, Business Manager

Between Editor and Reader

THE GLADSOME SPIRIT of the Christmas season comes upon a world of strange contrasts. On the one hand, more men under arms than at any time in history, with cancerous war budgets eating the very life out of civilization. On the other hand, a great upsurge of human hope and aspiration that reaches to the most backward peoples of the earth. We believe that aspiration will win and that our democratic forms will survive and expand. We live in the midst of THE GREAT TRANSITION, and unstable ages have always been great ages. The pendulum swings violently this way and that as humanity seeks to chart a new course. Dictatorships arise and old discredited brutalities reappear. But as Eduard Beneš reminds us, "dictatorship is always a temporary regime." From the beginning it carries within itself the seeds of collapse. The great aspirations and the great ideals abide.

We need to remember as we enter this Christmas season that the birth of our democracy goes back nineteen hundred years to the birth of Christ. It was His teachings, gradually permeating the minds and hearts of the people of the Western world that led to a demand for larger liberty and justice. It was His teachings, His life, His example that led humanity to see the value of personality and the supremacy of love over force as a motive in human life. Let us never forget that our democratic institutions have their foundation in the ideals of the Golden Rule and the brotherhood of man as set forth by the Great Teacher; and that the faith and love which created these institutions in the first place are sufficient to set them on their new course. "And now abideth faith, hope, love, these three; but the greatest of these is love."

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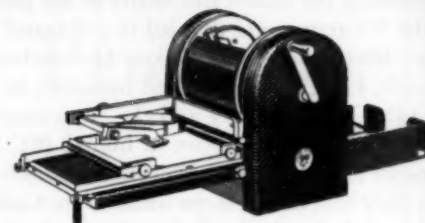
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The Significance of CITIZENSHIP RECOGNITION DAY

ISN'T it strange that with more than two million young men and women reaching voting age each year, we have no public occasion to dignify and ennoble that event, no community effort to fix in the minds of the new citizens a sense of the significance of citizenship in a selfgoverning republic?" Thus ran an editorial in *THE JOURNAL* for November 1937. Since 1932 such a proposal has been in the platform of the National Education Association, which reads: "*Provision should be made to receive ALL persons into citizenship with suitable ceremony.*" The United States Constitution includes as citizens: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof."

President Amy H. Hinrichs of the NEA has appointed a Committee on Induction into Citizenship, charged with responsibility for carrying out the above mandate of the Association. This is a most important step. It should mark the beginning of a new epoch in education for citizenship in the United States, where the privileges and duties of citizenship have been too little appreciated.

Such a movement by its very nature should be nationwide and, since it includes all citizens in their fundamental relationship to government, should be undertaken in every state and community by the free public education authority, which is in a position to bring together in joint sponsorship representatives of every important interest in the community. It is fitting that leadership and encouragement should be given to this civic enterprise by the National Education Association, the largest and most representative body of public servants in the world. Leaders in adult education and in the Naturalization Service of the U. S. Department of Labor will find this movement helpful to their important work.

To the chairmanship of the Committee on Induction into Citizenship the Association has called a man who has led in the development of the movement in Wisconsin. [See page 259.] Chairman Hugh S. Bonar, who is superintendent of schools at Manitowoc, and his able committee may be expected to give a sustained leadership to this far-reaching enterprise.

This movement, like American Education Week, will have the support of the teaching profession and of leading citizens throughout the country. It will receive special impetus from the confusion of our times, which makes ever more apparent the imperative need for intelligent and responsible citizenship actively devoted to the highest interests of humanity and civilization.

Steps in the Committee's work may well be: *First*, to develop in every state education association an active committee corresponding to and working with the NEA Committee. The movement already has some headway in Wisconsin, Ohio, Indiana, Kentucky, Louisiana, and Alabama.

Second, to acquaint the teaching profession and citizens with the purposes and ideals of the movement thru articles such as those which appear in this issue of *THE JOURNAL*.

Third, to secure in every state suitable laws providing for the establishment of Citizenship Recognition Day and setting up the machinery necessary to make the day effective.

Fourth, the development of satisfactory practices in the preparation of prospective citizens for this important event in their lives. Mere perfunctory ceremonies will mean little unless fortified by substantial programs of civic education during the months and years preceding induction. Under this plan the active responsibility of the school for the civic education of all youth is extended up to age twenty-one.

A *fifth* step requires the development of a body of popular, inexpensive printed material available at cost in large volume on a nationwide scale. Here the Committee will be in a position to call upon the NEA, whose staff has proved what can be done thru its service to American Education Week.

This inscription graces the entrance to the beautiful state capitol at Lincoln, Nebraska: *The safety of the state is watchfulness in the citizen.* May Citizenship Recognition Day come to be enshrined in the hearts of our people as the free public school now is and may it inspire all our citizens to be ever watchful of our heritage of liberty under law.

Joy Elmer Morgan

THE CHALLENGE OF THE HARD ROAD

PRESIDENT CLARENCE DYKSTRA

University of Wisconsin

OUR TRIBAL ANCESTORS recognized the transition from boyhood to manhood with solemn ceremonies. The dedication of young men to the service of the tribe and the assumption of responsibilities by individuals for the social group were the climax in the lives of the youth. Trials and tortures of many kinds preceded the initiation ceremony. During this period of preparation the young braves were made thoroly familiar with tribal history, customs, and rituals.

The initiation rites were sacred undertakings of a deeply religious character. Their significance was attested by the fact that from that moment on the initiate was presumed to be invested with a new purpose and a new strength. As an earnest of this new life the youth was given a new garment and a new name as the tribe, amidst wild rejoicing, proclaimed him a man.

Vestiges of such ceremonies persist in most societies today, particularly in churches and fraternal organizations. Young men and in these days young women participate in them, make their pledges, and take their vows. In our democratic society, which threw overboard all ritual, we have done nothing to impress upon our young people that at twenty-one they become responsible voting members of the body politic. This ceremony at Manitowoc today is an attempt to repair this long omission. Here is youth, 700 strong, about to assume the burden of adulthood in a free society. You have experienced a period of training for this new enterprise. You have caught a new enthusiasm for democratic processes and possibilities. You know something of your obligations as citizens. You are organized as a convention of young voters.

As you look about, as you read your papers, you realize that our governments in many places have become corrupted and are no longer representative of the whole citizenship. Small groups of partisans (and sometimes one person) use the political device which we call "government" for exploitation and even for personal gain. Such a course is not wholesome; nor is it wise for a democ-

racy to allow the perversion of its own processes or aims.

The aims of a democratic society lead to the good life for all thru the participation of all according to their talents and their merits. They proceed upon the theory that if opportunity is afforded and guaranteed to all, the general good will be approximated.

In accordance with this principle we have provided universal public education so that each individual may make the most of his talents. But to make the most of one's talents does not carry with it the license to exploit others or to trample upon the rights of our fellow-men. It carries with it rather the deep obligation to see to it that all are fairly dealt with and that all are allowed to live their lives as individuals and as men.

Deeply imbedded in our legal and social history are the general doctrines of the rights of men. It is the manifest duty of Americans to protect these individual rights as the occasion demands. We must defend to the uttermost our ancient freedoms—free speech and assembly, and the right to worship as we will. We must defend life and liberty

and what Jefferson called the pursuit of happiness. In modern terms this last phrase means the right to make a living thru access to opportunity to work and care for a family. This is a difficult thing to do in the modern world. But it is incumbent upon us to work at it—to bring it to pass. The validity and the perpetuation of democracy are bound up in a solution of this problem.

Certain challenges face you—who today assume citizenship obligations:

[1] You must see to it that you have the personal integrity which is expected of the intelligent adult.

[2] You must exercise that integrity and your best judgment besides in the interest of the community in which you live.

[3] You must be loyal to the commitments made to the democratic way by our forefathers.

[4] You must be diligent and honorable in exercising the voting trust with which you are now invested.

[5] You must realize that patriotism is a quality or attribute which requires daily cultivation and daily service. It is not a cloak to be worn for occasions and cast aside for individual gain or glory. It is a badge of opportunity.

Today the democratic way is challenged the world over. Millions—hundreds of millions—have turned their backs upon it. They are persuaded that it is easier to cast their burdens upon someone who will carry the load and give the orders. They have sacrificed their freedoms by so doing. You are a portion of the youth of America who eventually will decide the question as to whether our complex problems can be solved by a democratic process which preserves our freedoms. Democracy is the hard way—the difficult road.

Today I commend to you the hard road. Your fathers have traveled it for centuries. Continue upon it and keep it open. Millions still to be born have the right to be born free—you cannot sell their birthright for a mess of pottage.

Today set out with courage and stout hearts. Sing, you marching sons. Hold high the banner. Let freedom ring! Yes, let it ring—but also, let freedom live and work.—Address at Manitowoc, Wisconsin, May 21, 1939. [See next page.]

MAY YOU as sovereign citizens carrying upon your shoulders the responsibility for selfgovernment, ever be watchful of this priceless and hard-won heritage. May you build into your lives as men and women the best that mankind has thought or dreamed thru-out the ages, knowing full well that if your lives are right, your citizenship will be worthy. Citizenship is at its best only when one's political influence and acts are the expression of a generous and wholesome way of life. May you ask yourself again and again thru the years, "What kind of a country do I really want? What kind of a life for myself and my loved ones?" May you ever realize that all human institutions, including government, must be born anew in the hearts and minds of each generation. In that fact lies the significance of Citizenship Recognition Day. May we all accept our trusteeship and treasure up in our hearts government of the people, by the people, and for the people.—From an editorial in THE JOURNAL for November 1937.

CITIZENSHIP RECOGNITION DAY

HUGH S. BONAR

Superintendent of Schools, Manitowoc, Wisconsin, and Chairman, NEA Committee on Induction into Citizenship

A Project in Maintaining the Democratic Form of Government

FOR MANY YEARS teachers, editors, and government officials have talked about dramatizing the significant event of new voters arriving at the age of twenty-one, the age when young people legally begin actual participation in government. But we have done little more than talk and write about it.

In an adult class in municipal government, offered by the Manitowoc Board of Vocational and Adult Education, this suggestion was again made by Professor R. J. Colbert, university extension teacher. This time a definite response came from the class composed of teachers, city officials, business and professional people. Out of this class came the movement to plan, under the supervision of the school, a program of recognition and induction for all young men and women in Manitowoc County who become twenty-one years of age during any one year.

The third Sunday in May was chosen as the day for the final ceremonies. It was agreed that many people would attend the day's events on a Sunday who could not leave their work on other days. There were three reasons for choosing a day late in May. We wanted to complete the project while school was in session; we wanted good weather; and we wanted to remove the day as far as possible from the spring elections. The first of these reasons we consider very important. Such programs as these should be under the direction of the schools to keep them as free as possible of partisan politics.

An executive committee was appointed by school administrators of the county cooperating with a committee from the class in which the project was conceived. To insure thoro community participation this central executive committee was composed of representatives from the county board of supervisors, municipal governing units, central labor council, federated women's clubs, cham-

ber of commerce, county agricultural agent, and the county press in addition to the school administrators. The director of the Manitowoc Vocational School, the school in which the adult class in municipal government was held, was made chairman of this executive committee. The committee held many meetings to preclude any ill-advised procedure and to permit much discussion. The local press gave fine publicity to these committee conferences, which in turn aroused lively interest in the project thruout the county.

The complete organization which was finally developed by the central executive committee included the following subcommittees: Ways and means; pro-



Twenty-one-year-old voters march in the parade; the chief justice of the Wisconsin Supreme Court administers oath of allegiance to the new voters; a typical float.

gram; publicity; directory; decoration; traffic, safety, and emergency; and records. Professor Colbert and his assistants prepared a booklet in which were outlined the duties of the various committees. This was published by the University Extension Division and made available to all who were interested not only in Manitowoc County but thruout the state and nation.

Lists of young men and women who had become twenty-one years of age during the past year were prepared. These young voters were invited to attend a series of meetings thruout the county. At these meetings the project was explained, local government discussed, and plans for the ceremonial day completed. These meetings were held in school buildings and town halls in the city wards and townships for the specific purpose of emphasizing this basic unit in our plan of government. Citizens in charge of these meetings included teachers and business and professional leaders. A brief outline of government with particular attention given to local government had been prepared by Professor Colbert as a guide for some instruction during these gatherings. While some instruction was offered in phases of local government and in the beginning voting citizen's responsibility and opportunity in this basic unit in democratic government, little more than interest arousing could be accomplished in these three countywide unit meetings. Greatest value was believed to accrue from meeting with these young people in their own voting precincts and arousing in them a desire to have a part in the induction ceremonial.

A parade was planned as a part of the culminating day's events. This had significance and contributed to the valuable byproduct of the project, rekindling in the hearts of the thousands of citizens who thronged the streets for several miles a new devotion to democratic processes and a resolve to be less indifferent toward government.

Each voting precinct was invited to enter a float in the parade. The program committee had recommended the plan of using some one theme each year so that over the years there would be some sequence and little duplication. This year the Bill of Rights was the theme for the floats. Floats represented freedom of speech, freedom of worship,

freedom of press, right of trial by jury, and the like.

The parade ended at the Lincoln Highschool, whose eighteen-acre campus on the shores of Lake Michigan made a fitting setting for the induction ceremonies. Here Dr. Clarence A. Dykstra, president of the University of Wisconsin, gave the principal address. [See page 258.]

Judge Marvin B. Rosenberry, chief justice of the Wisconsin State Supreme Court, administered the oath of allegiance to the young voters. He spoke briefly, particularly stressing the effect of the program and ceremonies upon others. He said, in part: "All over the nation there has come a creeping sense of confusion and indifference. You have not only pointed the way out of these stupefying fogs; you are leading the way. You are leading to a rediscovery of the blessings and richness of what it means to be an American; to appreciate, understand, and use the instrumentalities of selfgovernment."

Certificates of Citizenship were presented to the new voters. Here again was a physical symbol which served well the objective of recognition.

Members of the state legislature were so impressed with the project that they placed on the statute books a law requiring school authorities in all counties to develop a similar program and hold recognition and induction ceremonies on the third Sunday in May each year beginning in 1940. The university extension division, at the request of the state department of public instruction, will offer instructional leadership to all counties of the state that desire it.

While much instruction in citizenship is offered in the schools of the nation from earliest grades thru highschool, there is a real need to bridge the gap that exists for most young men and women between highschool graduation and arriving at the age to vote. For millions this period represents *four years of wandering*. It is a dangerous condition. After disillusionment following inability to get regular employment these young people become easy victims of the promises of advocates of isms, or join the masses who cry, "What's the use?" Citizenship Day and the program of events preceding may be just enough to help turn indifferent and disillusioned citizens into interested and informed voters.

The fact that the nation's leading newspapers gave the project such publicity, that NBC broadcast a part of the program over a nationwide hookup, that one of the popular radio magazines devoted the leading illustrated article in one issue to the project, and that one of the nation's news weeklies gave space to a story of the day, indicates that a condition exists, the gravity of which most people do not realize. These great mediums of expression seemed to grasp at the project as the embodiment of a hope that at long last something was actually being *done* to meet a need that until now had been just written and talked about.

Dr. Dykstra, speaking as president of the National Municipal League in convention at Baltimore, called the nation's attention to this need. He said: "We have taken for granted the perpetuation in America of the democratic process. In these latter days, nonetheless, we are finding many who say they are disillusioned. Faith in the democratic experiment is not as strong even in the United States as it was a decade ago. Moreover, our traditional way of life is being assailed from the outside. The short-wave radio broadcasts from other shores and the activity of propagandists here and there in local communities are raising questions in the minds of many Americans which make us wonder sometimes just how invulnerable to world movements America is.

"Dictators . . . are cultivating a common interest and a new goal. They are teaching the doctrine that to save one's life, one must lose it in devotion to a common social ideal. They are using every available educational facility for pounding home this ideal. They are making zealots out of citizens and arousing for the new order an enthusiasm which passes our understanding. They are bringing up a generation which is confident of itself and ready to dare anything for the accomplishment of a national goal."

This is a fair statement of the condition and the need. What are we as citizens of the United States doing about it? In what ways can the nation's schools serve to meet this need? We tried Citizenship Day in Manitowoc County. It has great possibilities in leading the way in maintaining our democratic processes.

SEEKING PEACE ON EARTH

—A Christmas Play

Principal characters: Santa Claus; Mrs. Santa; Elf Brownie; Chairman of Meeting; Spirit of Peace; Mars, God of War. Minor characters: Speakers, entertainers, children of the nations. The play is adaptable to groups of any number. As written it was played by a junior highschool group in twenty minutes.

SCENE I

Scene: The home of Santa Claus. Mrs. Santa is busy preparing gifts for the girls. Around her may be seen dolls, books, skates, a small tree, and trimmings. Santa—surrounded by toys, all warlike, as guns, pistols, cannon—is packing a big bag. Elf Brownie, radio announcer, is seen at one side of the room helping with toys. Microphone is nearby.

MRS. SANTA—Santa, do you think that there will be a place in your bag for these dolls? You have so many toys and gifts for the boys that you seem to have forgotten the girls. (*Hears the click of a gun.*) By the way, what have you there? I am surprised at you! Have you stopped to think that all those toys are dangerous, warlike weapons?

MR. SANTA—That is what the boys have asked me to carry to them, toys like the weapons their fathers are using. Many fathers are fighting in various parts of the world. So the boys are asking for soldiers. Yes, other boys are requesting cannon which will load just like the big ones their fathers are firing on battle fronts. Rifles, why so many of my boys have asked for these! You see, Mrs. Santa, I always try to take to the boys just those things which they ask me to carry to them. (*Santa packs toy cannon, guns, rifles, into his bag.*)

MRS. SANTA—Yes, Santa, you are right, but . . . (*hesitates*).

MR. SANTA—What is wrong, my good wife?

MRS. SANTA—I want this season of the year to be a gay, joyous time for all boys and girls. Yet I wish that their requests had been for skates; these would give exercise, health. Then, good books—mean friends and pleasant memories forever (*walking toward a window, thinking aloud*). Guns, cannon, soldiers—war with these. There can be no peace on earth.

ANNA P. SHOEMAKER

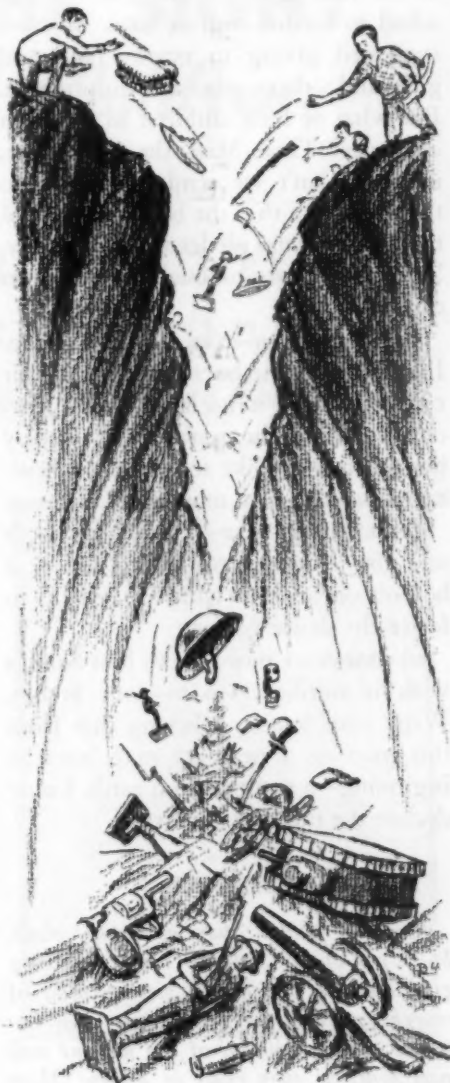
*Teacher, Junior Highschool,
Ventnor City, New Jersey*

MR. SANTA—What would you have me do, disappoint these boys and girls who have waited so long for my visit? Cancel the trip? No, I'll write letters urging each boy to make a new list asking for only those gifts which will remind him, his parents, brothers, and sisters of peace.

MRS. SANTA—Fine, Santa, but why wait to send letters? Why not use your new short wave radio set?

MR. SANTA—Just the thing. Where is my announcer? Here, Elf Brownie.

ELF BROWNIE (*busy with toys*)—Yes, Santa. On the air? (*Steps to micro-*



phone.) This is station XMAS, North Pole. Your announcer is Elf Brownie, introducing the friend of all boys and girls, Santa Claus.

MR. SANTA (*takes place at microphone*)—Good evening, my little friends. I am asking that all of you who believe there is a Santa Claus draw your chairs close to your radio. You have been sending me letters, requesting certain gifts. Suppose I leave rifles, for which so many of you have asked. What may happen to you, your neighbor, or members of your family? Have you stopped to think how sad many mothers, fathers, and little children are today, because some one has placed rifles, cannon, and other war weapons in the hands of fathers and brothers, who were once boys like you, but who now are trained soldiers? Many homes are saddened today because where there are rifles, cannon, poison gases, soldiers on the battle field, there can be no peace. Over 1900 years ago a message was given to the people of the world, but time after time it has been forgotten. I am asking you to help to keep the Christmas spirit as it was meant to be kept. Won't you rewrite your letters to me suggesting ways boys and girls may help to bring peace on earth, goodwill to men? Don't forget, write soon. Goodnight, all.

ELF BROWNIE (*stepping to microphone*)—Won't you make Santa happy by sending him those letters? Station XMAS signing off.

SCENE II

Scene: A club room. This scene may be expanded or condensed to meet local conditions. Speaking parts should be widely distributed so that each member of the group may participate.

FIRST SPEAKER—Will someone nominate a chairman to preside at this meeting? There is a serious question which Santa wishes to have considered. (*Chairman is nominated.*)

CHAIRMAN—It is not necessary to tell you why we are here. You heard Santa's broadcast. He sounded so worried, so unhappy. He asked us to find ways and means to turn this upside-down, war-

torn world of ours into the world which it was meant to be. Has anyone a suggestion as to how we can help Santa?

SECOND SPEAKER—Mr. Chairman, don't you think that Santa is asking too much of us? If our parents, grandparents, and ancestors have not been able to keep peace, how can we be expected to keep or restore it?

THIRD SPEAKER—I asked Santa for a cannon, a tank, a set of soldiers, and a soldier's suit. My dad doesn't care, for he tells me how he used to enjoy such playthings when he was a boy.

FOURTH SPEAKER—Mr. Chairman, just the point. Someone, hundreds of years ago, established a habit of making toy soldiers, cannon, and guns. Boys have played soldiers and war games ever since. Later many of these boys were sent to the battlefield. As Santa said, mothers and fathers do not like to raise their boys to be soldiers. My mother says as long as there is war, there can be no peace on earth. (*Pupils agree audibly. Chairman raps for order.*)

FIFTH SPEAKER—And Mr. Chairman, wouldn't it be fine if at this meeting a way could be found so that boys and girls all around the world could join hands and encircle the earth with peace? I move that instead of Santa's bringing gifts to us, we surprise him by offering ways to spread living gifts of cheer here at home and to other boys and girls in all parts of the world. (*Motion is seconded.*)

CHAIRMAN—Now for suggestions. (*Two pupils step forward, each carrying a violin.*)

SIXTH SPEAKER—On our street is an old lady who is confined to her room with rheumatism. She enjoys music, but has no opportunity to hear any. Helen and I might arrange to make a *living* gift. We could take our violins and play for this old lady at least once a week. That would remind her of Christmas cheer many times during the year.

CHAIRMAN—That is fine, girls. Won't you play for us at this time?

GIRLS—Yes, Mr. Chairman. (*Girls play.*)

CHAIRMAN—Splendid! May we hear other suggestions?

SEVENTH SPEAKER—Mr. Chairman, I was thinking of a little boy who lives on our street. He is a cripple, cannot attend school or run around and play as we do. He is anxious to learn to read.

I will send a message saying that I'll teach Johnny.

CHAIRMAN—Excellent. Another living gift to spread sunshine. Who is next to join our class of giving?

EIGHTH SPEAKER—Mr. Chairman, several boys and girls of this class are members of the school glee clubs. We might give our part in song. Nearby we have many unfortunate little folks in hospitals and other institutions. We might secure permission to sing for these boys and girls. (*A Christmas carol is sung by glee club boys.*)

CHAIRMAN—I believe we all feel what was in Santa's heart when he broadcast to us, and know what he wants us to do. Some of you have not told your plans. I am sure that you have wise ones. We must try to help dear old Santa. Let us show him that we wish no warlike gifts, but instead we desire to spread sunshine, love, and cheer until we have peace on earth.

NINTH SPEAKER—Mr. Chairman, please, all of these gifts are fine. No one has asked so far for warfare toys. All have suggested giving to nearby boys and girls and others who are unfortunate. But what of little children in war-torn countries? There Mars, the god of war, is busy. Can't we send a message to these children that the boys and girls of the United States pledge their sympathy, love, and efforts to establish peace on earth?

TENTH SPEAKER—Yes, Mr. Chairman. I believe that the boys and girls of our country should write letters to all merchants asking them neither to display nor sell any warlike toys at the Christmas season or any months of the year.

ELEVENTH SPEAKER—Yes, let the boys and girls of this great nation declare a boycott on all toys which may help to foster the desire for war.

CHAIRMAN—I now believe that Santa's wish is fulfilled. Go to your homes. Write your letters, believing that from this meeting a new era may have its beginning—a real peace on earth. I now declare the meeting adjourned.

SCENE III

Scene: A public square or market place. Mars, god of war, enters in armor, carrying gun, wearing sword. He gives exhibit of marching, then takes his place near entrance where children of the nations will pass him. As they enter in groups, Mars

endeavors to interest them by offering his weapons. The children scorn the offer, passing him by unnoticed. During the remainder of the scene Mars centers his interest on the children. When the Spirit of Peace recites "Strife at last is ended," Mars sulkily slips away.

Santa appears from a chimney in the background, where he can be seen watching the children. Dressed in costumes of the nations which they represent and carrying large silver letters at the right side spelling "PEACE ON EARTH," the children gather on the platform, discussing Mars.

From the rear the "Spirit of Peace" enters, wearing crown and long, white robe, with wand in hand. Passing to the right where she can view the children, who are now watching her, she is heard to speak.

SPIRIT OF PEACE—What is the meaning of this? Who are these children?

ONE OF THE GROUP (*stepping forward*)—We are the children of the world.

SPIRIT OF PEACE—Why are you here?

CHILDREN (*in unison*)—We are seeking peace. (*As the word "peace" is pronounced, silver letters should be brought forward, spelling "PEACE ON EARTH."*)

SPIRIT OF PEACE (*stepping forward*)—I am the Spirit of Peace. What may I do for you?

ONE OF THE CHILDREN (*carrying large box*)—Oh, dear Spirit of Peace, these children of many nations have wandered far to find you. On their pilgrimage they met Mars, who tried to turn them back by offering his favorite weapons. But we would not hear him, for in this box we are bringing to you a gift from the children of all nations. To you we are presenting our living gifts of cheer, kindness, love, friendship, and goodwill for all people. We leave with you our gifts which we trust will help to bring and to keep peace on earth. (*Places box at feet of the Spirit of Peace.*)

SPIRIT OF PEACE (*with wand uplifted*)—

Strife at last is ended,
Stilled the din of war.
Wearied men are resting,
Pledged to fight no more.

May this vow of friendship
Keep us all from ill—
Peace on earth forever
And to men goodwill.

Scene ends as all members of the class quietly assemble at the rear of platform where all join in singing appropriate carol.

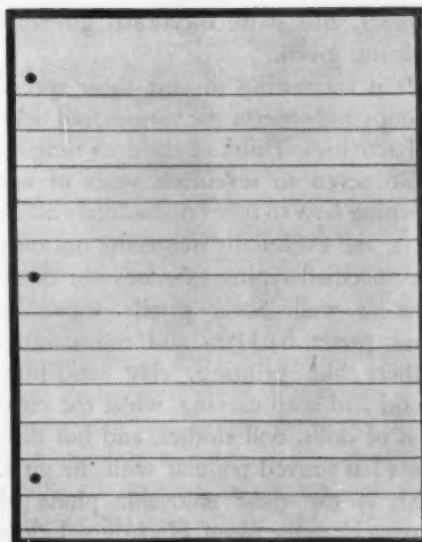


SAVING THE SIGHT of School Children

By
Pauline Bartlett
Roanoke, Virginia
Teacher, Sight-saving Class

IN EVERY STATE and nation there are many handicaps affecting many children. Some of these may be treated generally or together, but the visual handicap is a peculiar problem within itself, requiring in every instance special and separate care for the correction, alleviation, and treatment of the handicapped, and for educational and social training.

The problem which confronts educators dealing with children having seriously defective vision—yet not totally blind—is to make possible an education, first, for those who possess too little vision to profit by the traditional school procedure, and, second, for those who because of progressive eye difficulties would jeopardize both their health and



Above: A sight-saving class in Roanoke. Notice the size of the writing on the blackboard.

Miss Bartlett's name and address at the left are reproduced actual size, as printed on one of the typewriters used in the class.

Below is shown a sheet of notebook paper used by students in the sight-saving classes. The cream-colored unglazed paper, eight by eleven inches in size, is ruled with green lines three-fourths of an inch apart.

sight by being forced to meet the same standards and use the same equipment as the unhandicapped child.

To provide schooling for these children, twenty-seven states have established sightsaving classes, the aims of which are threefold: First, to educate pupils with the least possible eyestrain; second, to teach them to conserve the vision they already possess; and third, to give them some vocational guidance.

The method of detecting and selecting pupils who require the facilities of these classes is an important phase of our sightsaving work. At the present time candidates are discovered by an oculist in his private or clinic practice; by the school or county nurse; and by the regular classroom or sightsaving teacher. In general, children having visual acuity of 20/70 or less in the better eye after refraction are referred to the

sightsaving supervisor. In addition, the following are recommended as potential candidates:

[a] Children having four or more diopeters or myopia; [b] inactive, subsiding, or regressive cases, such as interstitial or phlyctenular keratitis, optic neuritis, trachoma, etc. in which some irritation may be present, providing the approval of the attending physician is given; [c] any child, who, in the opinion of the ophthalmologist, would benefit by assignment to a sightsaving class.

Once a candidate has been recommended, there appears the problem of a satisfactory method of testing mentality. It is assumed that all children assigned to sightsaving classes have normal mentality, but the most conscientious and experienced person has difficulty in determining whether the child's sense of inferiority, timidity, and retardation is due to poor vision or to a subnormal mental condition. It is of paramount importance, therefore, to ascertain this accurately if the high standard of the classes is to be maintained.

Altho special attention is naturally given to the physical environment of the feeble-sighted child, yet ideal conditions for him should be the same as for any other child. Too little attention has been given in the past in all classrooms to adequate natural and artificial lighting and elimination of glare, and one of the accomplishments of this special group of classes is making regular teachers and those interested in educational work "eye conscious." This added emphasis on eye conservation will undoubtedly have farreaching results in minimizing the number needing this special type of instruction.

One must not get the idea that sightsavers are "a thing apart." Just as the ideal physical surrounding should be the same for the child with normal sight and for one with impaired vision, so do the same educational standards and same curriculums apply to both groups, with the exception that in the sightsaving classes changes are made in the *method* of instruction. The marked differentiation between the two groups is that in the special classes more attention is given to eye care and special equipment is provided. This equipment consists of books in large, clear type; heavy, soft lead pencils; unglazed paper with wide ruling; maps without detail; typewriters in

large type; Hygeia-For-Sight chalk; and other materials usable or adaptable to weak eyes.

Since these pupils are enrolled in both the regular and the sightsaving classes, schedules must be worked out whereby vision is conserved without losing touch with regular classroom procedure. Teachers of both classes must cooperate, and special rules must be worked out if full benefit is to be derived. These rules, tho simple, mean a great deal to a pupil, and he is usually careful to carry out the following instructions:

[1] Take the same part in oral recitation as does the child with normal vision.

[2] Do no written work in classrooms unless permission has been given to write from dictation.

[3] Work with light coming over the shoulder or from the back.

[4] Never try to read from the blackboard unless standing directly in front of the board or at a proper distance.

It is the work of the sightsaving teacher either to read or to outline all lessons, using the large print typewriter. Individual attention is an absolute necessity, as the natures of the visual difficulties are varied.

The enrolment in these classes tends to vary in different states, but the Virginia Commission for the Blind limits the number to twelve. When we consider that seven grades, on an average, are taught in each class and that the amount of necessary individual instruction is, therefore, large, it is evident that this number gives as heavy a load as one teacher can efficiently carry. In my particular class, nine grades are taught, at present, and some vocational guidance is being given.

It is interesting to visit these special groups and observe the various and helpful activities. Think of children ranging from seven to seventeen years of age learning how to type on absolutely blank keys, and eventually mastering not only the specified typing exercises but dictation as well. Some pupils, especially boys, prefer basketry and rug-making. Others like printing, clay modeling, wood and soap carving, while the creation of dolls, doll clothes, and hot dish mats has proved popular with the girls. This is the most enjoyable phase of classwork to the pupil. His original ideas are often beautifully carried out. Competition is keen and each child takes

much pride in his particular project. Recently one of my pupils won first prize in a citywide handiwork exhibit in basketry.

It is indeed gratifying to know how many sightsaving pupils are able to return to regular grades after eyestrain has been relieved by special care. While the eye condition remains the same in some cases, it is very seldom that the condition grows worse. This is undoubtedly due to our insistence, in this state, that every child have an examination annually, and that progressive cases have an examination twice a year.

Solving the problem of the visually handicapped child residing in rural communities and small villages is difficult. At present we are helping a number of children scattered thruout the state whose homes are inaccessible to a sightsaving class. Altho our efforts to aid these children fall far short of what we would desire, we are furnishing clear-type books, sightsaving paper, and maps without detail, and are working with the regular teachers in an effort to secure as much special attention for the child as possible, and we are advising as to the most beneficial way of handling such cases.

In 1925 there were 260 classes in the United States. According to our latest information, there are 589 fulltime and five parttime classes representing two hundred cities, twenty-seven states, the District of Columbia, and Hawaii. While we justly feel a sense of gratification for what has already been accomplished, we realize that only the beginning has been made. It is estimated that one in every five hundred of the school population has some defect of sight which seriously handicaps him in the regular school work, but has too much vision to enter a school for the blind. Figuring on that basis, one may easily see that many more sightsaving classes are essential to the health and future of our children.

Interest in this work has become almost universal. The National Society for the Prevention of Blindness is doing excellent work and each year goes forward on more and better methods of aiding the handicapped. Let us hope that the interest and devotion of educators, social workers, and all lovers of humanity will continue to conserve the vision of our school children.

CHILDREN AND MONEY



Photo by Charles Morgan

SARAH BLOCH

*Formerly a teacher in the
Washington, D. C., schools*

Does it build up his character in that he will learn to hold on to the allowance of today, so that next week when it has been doubled he can buy his bauble? It is against all our understanding of child psychology, for little children live in a world of immediacy. What they want they want on the moment, because the future is but a mist in their minds. We err when we try to transfer our adult capacity for anticipating pleasurably to that of a youngster.

We have done worse than that. We have lifted thrift, whose importance is only that of expediency, into the plane of the moral virtues, put emotion where only intelligence is necessary. On this level it is easy for thrift to become miserliness and the miser soon learns to withhold not only his money but himself from the services of his fellows.

Point one, the knowledge of the limitations of the dollar, and point two, the capacity to save, are followed by the argument that the child gets a sense of power thru handling his own allowance. But one must inquire into the nature of this feeling. One glance at the adult world should convince us that this kind of power is no instrument for the enlargement of our character, but a common tool, a whip which he who possesses uses as a threat to all less favorably supplied. Where grown men and women fail so miserably, there is certainly little hope that children tutored by us would do better.

It would be best if we could forget altogether this nonsense about the educational value of the allowance. Let the youngsters have spending money if they want it. They will pretend they are men. It is a pleasant game, but it is not an educational experience.

Worse than the "educative allowance" is the giving of wages for the performance of home services. The mere selection of jobs for this purpose is difficult enough. Shall we pay the child for making up his bed, which is naturally his concern, or only for those acts which are of benefit to us? Shall

we pay him for the distasteful chore, and shut our eyes to the ugly aspect of money as a palliative? Or shall we just make arbitrary distinctions? How will the child explain to himself the vagaries of our choice? A rather astute young miss confided to me that both she and her friends considered all home wages as bribery plain and simple, which they willingly accepted with tongue in cheek.

Far more serious than the question of judgment is the insidious destruction that takes place in the very character of the family relationship. The home is the last stronghold, the one place left where mutual love and mutual service can function uncorruptedly. It is no fit center for bargaining or for the balancing of accounts. It is the one spot where giving and receiving should be as unconscious and as joyous as breathing; where gratitude and obligation, twin debasers of noble living, are unknown.

This is cooperation in its purest essence. It thrives where children are happy in the security of parental love, a security more satisfying than any material variety. It will not breed thriftiness, but it will develop a spirit that is generous. There is tragic need of it.

Given a healthy sense of values, with the temperateness and feeling for balance that this implies, we need not concern ourselves with the danger that our children will fail to face the reality called the proper handling of money.

It is not a problem aloof or different from other life problems. It yields to common sense as do most other problems. It requires intelligence and sound judgment, but it does not require virtue, nor is a man more virtuous for using it well or possessing it in large degree.

That is a lesson well worth learning, but it is served best by methods of indirection. When it is learned we may well lay aside some of our fears for the future, for our children will be equipped with a stability and a security that we never can have given them thru caution and prudence and a premature concentration on details of petty figuring.

We need to widen the horizon of our thinking. We need to give our imagination a grander scale to play upon. The needs of the world are of epic proportions, requiring the services of heroic men.

THE ENDLESS DIATRIBES that have been hurled against the materialism of our age have failed to take into consideration the one source of hope for the future—the children. Yet it will avail us nothing to strive to turn the thoughts of the adult world toward a more spiritual ideal unless some means are found to reorient the aspirations of the young.

Both in intelligent homes and in some of the "progressive schools" emphasis is placed on adjusting the child to the world as it is. Teaching him to face reality, it is called. There is little evidence of effort to help create a finer reality.

One of the realistic factors in life frequently chosen as an educative medium is money. It is felt that if the child learns to handle money intelligently, he will gain considerably in character development. He is never too young to begin.

Since the wise use of money offers one of the most complex problems to the men and women of today, it seems incredible that educators should believe that its secrets can be taught to the very young. Yet an authoritative writer on child training has said, "The child of five or six is already fit to begin handling a fixed allowance" and further, "the claim to the allowance may be justified on the same grounds as the claim to food, clothing, shelter," and that "thru it children are helped to face reality, an important process in character development."

Three points are stressed. The first that the child will learn the limitations of the dollar. The intrinsic value of that bit of realism escapes me. But there is no unreality in the anxiety that may follow when the precious allowance fails to encompass the desired treasure. Of what value is that kind of frustration?

Pedagogy thru Pictures

A JUNIOR HIGH CALENDAR

This unit—submitted by Edward T. DeVoe, printing instructor, Thaddeus Stevens Junior High School, Williamsport, Pennsylvania—is described on the envelop (below) in which the calendars were distributed.



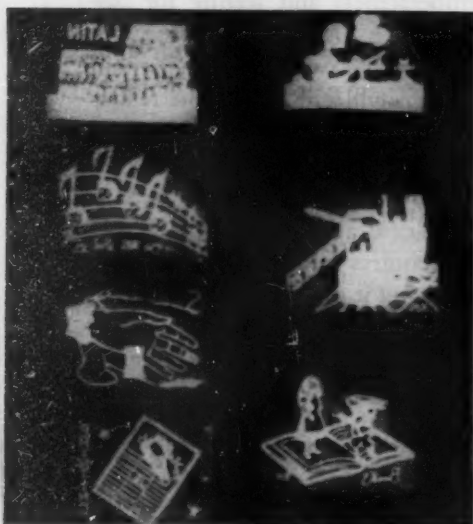
A School Project

SEVERAL MONTHS AGO the art and printing departments of Thaddeus Stevens Jr. High School decided to publish a school calendar which would reflect a great amount of pupil interest as well as pupil activity. School artists under Miss Bubb's supervision submitted sketches for the various activities. These designs were finally approved and transferred to linoleum. The tedious job of cutting these linoleum blocks took infinite time and patience.

Finally they were completed and sent to the print shop where the boys' directed by Mr. DeVoe, ran the orange color first and then printed each sheet a second time to produce the black areas, a total of 30,000 impressions. Other boys stapled the calendars, folded envelopes, and performed a most helpful service in completing the project.

The result is now in your hands. It is a composite picture of a year's work in a junior high school—designed and produced by those very pupils. Use it as it was intended—as a calendar and as an inspiration to you throughout 1939.

STEVENS PRESS



We see here the twelve calendar sheets (8 by 5 inches each), the linoleum blocks, and the participating students as a group and at work. For explicit directions on how to make linoleum blocks, see page 275 of the December 1938 Journal.



BETTER SALARIES *for* BETTER SCHOOLS

Hazel Davis, assistant director of research, National Education Association, is the author of this Personal Growth Leaflet, Number 57. Send self-addressed, stamped envelop for latest complete list of titles or send a one dollar bill, asking for a complete assortment of leaflets issued to date. Order from the NEA, Washington, D. C.

Why Talk about Salaries?

SCHOOL MONEY buys nothing more valuable than personal service. The work of individual school employees—teachers and others—largely determines the quality of education in a community. And in the long run, the salary policy is one of the most potent influences in determining the quality of the individuals who work for the schools. High salaries alone will not draw good people to the school service but low salaries and unstable policies may keep some of the best people out of it. The intangible rewards of teaching always will be rich for the master teacher. But teaching is a profession, not a freewill offering from individuals whose material needs are met thru other sources of income. The person who is qualified to serve society as a teacher is entitled to an adequate salary, paid according to a fair and consistent policy.

What Can One Teacher Do?

ANY MEMBER of a teachers association who believes that the local salary situation should be improved is the one who should persuade the association to begin work on the salary problem. The teacher can share in organized efforts once they are begun. If appointed to a committee on salaries, he can be an active member. He will welcome opportunities to help in local studies by reviewing salary questionnaires. Every teacher, whether on a committee or not, can inform himself on salary trends and important issues of salary scheduling. He can help to develop public understanding of the situation. He will not be apologetic about discussing school salaries with out-of-school friends and acquaintances; he can help them to see that a fair salary policy in the schools will make for a better community.

What Local Organizations Can Do

LOCAL education organizations can study salary policies and take the lead in calling attention to needed improvements. They can cooperate in special salary studies sponsored by school authorities. A standing committee on salaries can be useful. Salary questions seldom are settled permanently: Authorities may grow lax in administering the schedule; prices may go up and salaries remain static; school funds may be cut and the salary schedule be threatened. Salaries can be studied most realistically not as a personnel problem alone but as a fiscal problem also. Basic defects in the fiscal structure may have to be corrected before real progress is possible. Teachers associations must analyze local and state tax systems and local budgetary policies in order to speak with assurance on possible lines of action.

What State Associations Can Do

STATE education associations are doing outstanding work toward improving school finance systems and thereby are indirectly improving salaries. Acute as the need is for better salaries in most city school systems, conditions are still less favorable in the country. Rural schools in particular are helped by the work of state associations. State laws which broaden the basis of taxation, enlarge units of school administration, and provide state aid to local units on the basis of need are steps toward better salaries. State-guaranteed minimum-salary schedules are another line of progress marked out by state associations. Many of these associations are ready to help local salary committees with information and advice; they render an indispensable service in promoting basic reforms which lead to better salary policies.

How the NEA Helps

EVERY OTHER YEAR since 1923 the National Education Association has made a nationwide survey of school salaries. No other occupational group is so well provided as teachers with basic facts on salaries, collected by their own NEA Research Division, and published in the *Research Bulletin* and *Special Salary Tabulations*. Other reports are available on principles and procedures in salary scheduling. Committees of the Association make authoritative studies and pronouncements on issues in salary scheduling. The Research Division welcomes inquiries on salary problems; it cannot solve questions of local policy but it can provide facts, lend source materials, and report on the experience of other systems. Any local group at work on salary problems can strengthen its efforts by using the assistance available from the NEA.

Ask These Questions about Salaries

AN APPRAISAL of the local salary policy should begin by asking:

Do the employees concerned have a voice in planning the salary policy?

Are salaries paid on a definite schedule, adopted by the board of education?

Are salaries high enough so that teachers can maintain themselves in dignity on a plane of living suited to their professional responsibilities?

Does the schedule emphasize the value of high professional qualifications?

Are service increments provided as a means of normal progress from minimum to maximum salaries in each class?

Are salaries of various groups of employees fair in relation to each other?

Are the facts on salaries studied and made available to the community?

When these questions can be answered "yes" the foundations of sound salary policy have been laid.

Toward Cooperative Planning

THE DEMOCRATIC PRINCIPLE that those directly affected by a policy should share as they are able in framing the policy applies to salaries. The board of education has legal responsibility for adopting a salary schedule; it cannot delegate this duty. The superintendent has professional responsibility for recommending the salary schedule; he should not shirk this duty. But within this framework

there is ample room for staff participation, with a better schedule to be expected as one result. The conference method is put to a severe test when applied to the thorny issues of salary scheduling. But when the project is undertaken in a spirit of reasonableness, with the permanent welfare of the community as the aim, a cooperative study of salaries is an opportunity for individual growth in the technics of democratic relationships.

A Salary Schedule Is Essential

A SCHEDULE of minimum and maximum salaries and specified increments, covering all positions, formally approved by the board of education and followed closely in practice, helps both the school system and the teachers. Even a poor schedule is better than none at all. A definite schedule relieves schoolboard and staff from the unwholesome situation that arises when aggressive teachers get raises by using influence and persuasion, while other equally deserving teachers lose out because they fail to use pressure tactics. A schedule substitutes stability and orderly processes for individual bargaining; it encourages harmony and confidence and hence better teaching. To pay salaries on a systematic schedule improves morale and helps both teachers and school district to plan their budgets on something more than a year-to-year basis.

A Professional Standard of Living

ECONOMISTS recognize many "standards" of living, from mere subsistence to luxury. Teachers, like others who enter the public service, abandon any hope of luxurious living when they choose their vocation. But teachers cannot perform professional duties on subsistence wages. The beginning teacher should be able to maintain himself in health and decency on his initial salary, with a margin for professional growth and savings. The experienced teacher at the maximum of the schedule should be able to meet the normal expectations of American adult life—ownership of a home and maintenance of a family. In addition, there should be money for personal growth. Children can be taught best by persons who bring to their teaching the fruits of travel, study, reading, drama, music, and other phases of a broad cultural experience.

High Professional Qualifications

FOR MANY YEARS the NEA has held that four years of education above highschool should be a minimum qualification for teaching. Beyond the minimum, the salary policy should encourage further professional growth—growth being interpreted to include study and other broadening experience on a professional plane. The single-salary schedule recognizes high qualifications by basing salary classes on preparation, with higher salaries for better training. Schedules of any type can encourage further study by added increments for training levels above the minimum. Where salaries are large enough to justify the demand, the schedule may require additional professional study or its equivalent at intervals. All such provisions rest on the theory that added training brings better service to the children in the schools.

Service Increments

SALARY INCREMENTS should be large enough to make a difference in the teacher's budget and should continue over a substantial part of the total teaching career. Increments usually are given each year; sometimes the interval is longer. Morale and professional growth appear to be higher where increments are automatic during satisfactory service, rather than dependent on efficiency ratings. A teacher so incompetent that his right to a salary increment is questioned probably should give up teaching. Regular increments on a salary schedule are not only a reward for improved service, but they are a device for getting the teacher from the low salary which is appropriate for the young person with few responsibilities to the higher salary that is set as a maximum for the mature teacher who has heavy personal and professional obligations to meet.

Equal Pay for Equal Service

THE NEA PLATFORM urges that teachers of equivalent training and experience should receive equal pay regardless of sex or grade taught, and should not be discriminated against because of race, color, or marital status. Progress will not come by a process of leveling down but by narrowing the margin of difference until the ideal of equality can be reached. Other groups likewise should be paid at levels that are fair in relation

to each other. The schedule for non-teaching workers at the lowest should provide a health and decency standard of living and should range upward in terms of responsibility and skill. The strategic importance of the principalship and other positions of leadership should be recognized. These offices call for ability and vision far above average; the salaries paid should be appropriate for such qualifications.

What Facts Are Needed?

THE PLANNING of a salary schedule should be based on a thoughtful study of the local situation. Such items as these deserve attention: Salaries already paid to local teachers; school salaries in other communities; salaries in other occupations where training is similar to school employment; professional and economic status of the present staff; estimated costs of any proposed new salary policy. Some communities have the money but are not willing to spend it on schools; others are eager for better standards but lack the funds. When money is lacking it may be due to unwise use of existing funds or to an actual lack of resources. To explore such questions takes time, skill, hard work, and wisdom in interpretation. A preliminary study by the teachers association sometimes leads to official action by school authorities.

The Community Profits Most

TEACHERS should be paid good salaries, on a consistent policy, for one basic reason—the better teaching service that good salaries will buy. No one can do his best work, even tho it be a manual skill, when he is troubled over debts and the needs of his family. If such thoughts reduce the skill of a craftsman, how much more will they keep a teacher from his best? The teacher's work calls for acute and sympathetic attention to the needs of each child, complete concentration on the work at hand, and a buoyant enthusiasm which the children may share. Such service cannot be given when the mind is harassed by financial worries. American parents and taxpayers are just and reasonable persons; when they see that better school salaries bring better service for their children, they make effective efforts to provide the needed public funds.

[Second printing. Total copies to date 245,000]

If America Were Like Europe

EDITORIAL NOTE—To help JOURNAL readers visualize the task that faces those who would have America join the European War as a way of bringing order in Europe, we use here with the courteous permission of the author and publisher, material from *The New Western Front* by Stuart Chase and Marian Tyler (Harcourt, Brace, 1939, \$1.50). The book is being revised, bringing it up to the first month of the present war.

SUPPOSE the United States were like Europe.

I am a citizen, let us say, of *Atlantica*, a small nation without coal or iron deposits, in the northeast corner. A navy is being rushed to completion at the capital city of Boston, and men are working three shifts to build a fleet of bombing planes at Springfield. To the west and south of *Atlantica* lies your nation of *Hudsonia*. It has just increased its standing army by 150,000. New York, Albany, Buffalo, Philadelphia, Pittsburgh, have complete anti-aircraft defense systems and monthly blackout drills. We are historic enemies, you and I, pledged to each other's destruction.

Long Island used to belong to *Atlantica*. In the last great war, *Hudsonia* annexed it, and my country has nursed a spirit of revenge ever since. When we look across the Sound and see the white dunes of Long Island, we clench our fists. Our people over there, ground under the brutal heel of an oppressor. We will rescue them, if it takes our last brave soldier.

Look at the twenty hypothetical countries on the accompanying map. Every one of them has a big army and a massive tariff wall. Between the great powers of *Hudsonia* and *Huron* there is a "Maginot Line" of steel and concrete forts, running from Lake Erie to the Ohio. It is said to have cost three billion dollars. My country has an alliance with *Huron*, but *Hudsonia* doesn't know it. It is a secret treaty. We will attack from both sides when Der Tag comes. We will crucify those Dutchmen.

The standing armies of the twenty nations total almost four million men. In addition, sixteen million trained reservists are ready to spring to the colors, twenty sets of colors, remember. The total budget for armaments is



- | | | | |
|----------------------|----------------------|------------------------|---------------------|
| 1— <i>Atlantica</i> | 6— <i>Huron</i> | 11— <i>Delta</i> | 16— <i>Pueblo</i> |
| 2— <i>Hudsonia</i> | 7— <i>Blue Grass</i> | 12— <i>Bronco</i> | 17— <i>Columbia</i> |
| 3— <i>Piedmont</i> | 8— <i>Prairie</i> | 13— <i>Texahoma</i> | 18— <i>Firland</i> |
| 4— <i>DeSoto</i> | 9— <i>Superior</i> | 14— <i>Yellowstone</i> | 19— <i>Sierra</i> |
| 5— <i>Appalachia</i> | 10— <i>Cedar</i> | 15— <i>Brigham</i> | 20— <i>Angelica</i> |

- 1—*Norway*
- 2—*Sweden*
- 3—*Finland*
- 4—*Estonia*
- 5—*Latvia*
- 6—*Lithuania*
- 7—*Poland*
- 8—*Czechoslovakia*
- 9—*Hungary*
- 10—*Rumania*
- 11—*Bulgaria*
- 12—*Turkey*
- 13—*Greece*
- 14—*Albania*
- 15—*Yugoslavia*
- 16—*Italy*
- 17—*Austria*
- 18—*Germany*
- 19—*Switzerland*
- 20—*France*
- 21—*Spain*
- 22—*Portugal*
- 23—*England*
- 24—*Irish Free State*
- 25—*Belgium*
- 26—*Holland*
- 27—*Denmark*



twelve billion dollars a year. It takes, however, several hours of calculation to translate the various currencies into dollars. The *spondulix* of *Yellowstone* with its three different values, is especially hard to calculate.

Every nation bordering on the coast has a navy. *Hudsonia* has ten battle-ships and *Sierra* has twelve. Can *Hudsonia* tolerate this inferiority? It cannot. Three superdreadnoughts have been

laid down, at \$60,000,000 each. The Yonkers navy yard is blazing with activity. The six nations which have no access to the sea or to the Great Lakes are very unhappy. Their sovereign rights are threatened by hostile neighbors. They plot and threaten and scheme to win a seaport.

The free city of Baltimore is a traditional bone of contention between *Piedmont* (capital, Richmond) and *Hud-*

sonia. *Appalachia* also casts an imperial eye on Baltimore. Citizens of that distressed city can hardly sleep for the rival bands, bombs, and parades of the orange shirts, lemon shirts, and prune shirts of the three rival powers.

Observe poor *Bluegrass*, cut in two by the "Mississippi Corridor," which now belongs to *Delta*. *Delta* and *DeSoto* combined against *Bluegrass* in the late war, and beat her badly. She had to cede the Corridor to give *Delta* access to the sea, and also a large strip of coast and the valuable port of Mobile to *DeSoto*. But the dictators of *Bluegrass* and *Huron* have entered into an alliance known as the Ku Klux Axis. All Negroes and Jews have been shorn of their property and banished from these nations. The axis forms a solid strip from the Gulf to the Great Lakes. Its leaders hope to liquidate the Corridor, push *Delta* into the hinterland, and also halt the "Drive to the West," which is an historic policy of *Hudsonia*. Your great nation has long yearned for the oil fields of *Texahoma* and the wheat fields of *Superior*. Can she be stopped? It took the lives of a million soldiers to stop her the last time.

Nine nations battle for their rights on the Mississippi River. (Count them on the map.) The geographical unity of this great basin is torn to ribbons by conflicting economic interests. Armies, planes, gunboats, stand ready to back the several claims. Four nations have fought and will fight again for the control of the Colorado River. The only thing they can agree upon is a joint war against Mexico. The Ohio River is known as the Rhine of America. Its banks are drenched in the blood of many wars. The navies of five nations, including Canada, dispute the control of the Great Lakes. Submarines lie ready for action in Cleveland, Buffalo, Toronto, Detroit, Chicago, Duluth.

Beyond the Lakes, the nations of *Superior*, *Prairie*, *Cedar*, and their neighbors, have been called the "Balkans of America." They are subject to the acute diplomatic pressure and propaganda of Pan-Canadianism from the vast nation above them (the Great Bear of the North). The goal of Pan-Canadianism is the control of the Mississippi River and the port of New Orleans (a window on the Gulf). As you know, this is also one of the ancestral missions of

Hudsonia. The unhappy "Balkan" peoples have an agent at each ear.

Little *Brigham* cultivates its irrigated gardens around Great Salt Lake. It is held in affection as being the only nation on the continent ever to pay its war debts. Its state religion, however, is a fertile source of political upheaval. Polygamy shocks and excites the citizens of countries to the east, where the state religion is Methodism.

Columbia and *Firland* in the northwest are at swords' points over fishery and irrigation rights on the Columbia River. Mexico is about to make her fifth great military attempt to reconquer *Texahoma*. Twice she has had it, and twice she has lost it. The minorities problem along the Rio Grande is a simmering volcano.

Down in the southwest corner is the little country of *Angelica*. It has the noisiest artillery, the most resplendent diplomatic corps, and the silkiest female spy system of them all. Its dictator has forty-seven uniforms, and is the only dictator on the continent without an Anti-Semitic policy. A carload of oranges consigned from *Angelica* to *Atlantica* must cross eight armed frontiers (count them) and be inspected, sampled, searched for bombs, checked, cross-checked, double-checked, in duplicate, triplicate, quadruplicate.

Look at the map again. Not one nation of the twenty can feed itself, altho a few, like *Cedar*, come near it. Not one but is short of most of the raw materials for its industries. The great *Hudsonia* has coal, but no iron. This she imports from a colony she holds in North Africa. Not one but lives in deadly fear of having its essential supplies cut off by tariffs, embargoes, or war. Fearing, they arm to protect their vital interests. Every man, woman, and child on the continent has been equipped with a gas mask. They sleep fitfully, these people, for they know not at what hour the sirens will cry their dreadful warning, and New York, Atlanta, Memphis, St. Louis, Denver, San Francisco, go down in flames.

* * *

We have our problems in the United States, but thank God we do not have *that* problem. Europe has precisely that problem. It follows that the several nations of Europe will continue to get into one jam after another, until somehow they get together. . . . Here is Eng-

land; here is Germany; here are France, Italy, Japan. Here is the United States of America. Six separate nations; six of the seven great powers. Look at them on a map—a real map this time. What do you see? You see that England and Japan are islands, and not especially large islands. You see that Germany, France, and Italy are fragments of the continent of Europe, with boundaries that have little economic justification.

Now look at the United States. It is a clean band, one thousand miles from north to south, straight across the continent of North America. The nightmares of *Hudsonia* and *Angelica* are washed out of it. The waves of the Atlantic come tumbling in on one side, the long rollers of the Pacific on the other. To the south is a big muddy river, and beyond it a dark people of a very ancient culture. This boundary makes some sense. To the north lies more United States in the great territory of Alaska, and an imaginary line, without a gun or a fort along it, beyond which is Canada. It doesn't make much sense, but fortunately it doesn't cause much trouble. Pioneer peoples are on both sides, with a common language.

This broad continental band is far larger than Germany, France, Italy, England, and Japan combined. You could put any one of them comfortably in the state of Texas. The band is larger than the whole continent of Europe, outside of Russia. You could put all the 27 nations of non-Russian Europe in the United States, and they would take up only two-thirds of the area.

Do you see what I am driving at? It is bound up in that term *United*—the *United States*, the *United Nations*, of America. . . . Our forty-eight states should not be compared with a single nation in Europe. . . . The people of the United States are one hundred and fifty years ahead of the people of Europe in political and economic unity. We ended our career as a group of quarreling nations, and began our career as an integrated continent in 1789. . . .

People in other countries . . . may have to fight before they can think. We can wait. We can think. We can choose a course. Here on our broad continent, with salt water to east and west, we have a chance to see what is best to be done—best for ourselves; best for the world.

Inequality of College Opportunity



Blakeslee-Lane Photo

MOST AMERICANS subscribe to the idea that everyone should have a right to the complete development of his native capacity, regardless of his religion, race, nationality, social class, or economic status.

An acceptance of this principle makes it necessary to discard the idea that a college education ought to be a privilege reserved primarily for young people of wealthy parents. It is essential that the capacities of all gifted young people be developed. No one with ability should be forced to discontinue his schooling because of unfortunate economic circumstances.

Educators frequently talk about the educational ladder, consisting of primary, secondary, and higher schools, as being freely and equally open to all. Some writers give the general impression that the battle for free education has been completely won.

Actually, of course, schooling is not really free. It is about as free as fur coats, diamond rings, automobiles, or European tours. Everyone cannot have an unlimited amount of schooling, for it is contingent upon the possession of a considerable amount of money.

A recent survey was made by the writer in Milwaukee, Wisconsin, of the further schooling status of 1023 public highschool graduates with intelligence quotients of 117 to 146. The income of the parents was ascertained from state income tax returns. A careful followup study revealed that less than half of these boys and girls are in college.

It is not because of lack of interest that many gifted boys and girls are not in college. Strained financial circumstances account to a large extent for the exclusion of students from the higher rungs of our educational ladder. The most common reasons reported for not being a regular college student are economic ones. Lack of finances, need of help in supporting the family, or need of help with the work at home accounts for most of the cases who are not continuing in school fulltime.

Many gifted boys and girls come from families with incomes too small to provide for higher schooling. The income of many parents is so low that the earnings of the boy or girl are necessary at home. The young person is not even free to work his or her way thru college.

The parental incomes of the Milwaukee cases studied were combined into eight groups: \$8000 and over; 7999-5000; 4999-3000; 2999-2000; 1999-1500; 1499-1000; 999-500; and under 500. The percentages of students in college fulltime for these income groups are: 100, 92, 73, 44, 29, 26, 27, and 20. In general, the ratio of young people in college decreases as the parental income decreases.

The percentages of students not in college fulltime range from 6 percent for the income group over \$5000, to 80 percent for the income group under \$500. The rate of exclusion from higher learning is very low in the high income divisions and very high in the low income groups.

Higher education in Milwaukee is largely a matter for individual or family initiative and responsibility, reflecting the inequalities of family income. There is no reason for thinking that this situation is peculiar to Milwaukee, for it is a representative city in its geographical location, population, wealth, nationalities, races, and occupational interests.

Inasmuch as equality of opportunity is not being provided, what steps should be taken to bring actual practice more closely in touch with the ideal to which mental consent is so freely given? Eight suggestions are offered:

[1] There is need of better guidance of bright pupils in the secondary school. It is important for the individual and for so-

HELEN B. GOETSCH
Milwaukee, Wisconsin

ciety that the ablest seniors be located and encouraged to continue their education.

[2] Education should be given to each individual in proportion to capacity and should be continued until diminishing returns begin to operate. To do less entails a deplorable waste of the intellectual resources of the nation.

[3] Superior students should be directed toward that kind of vocation or profession which is best suited to their intellectual strength, and which is in harmony with their mental interests.

[4] There is need in many communities of a junior college or free university. Tuition is not the whole cost of schooling, but higher institutions which do not charge fees help to provide greater educational opportunity than if such do not exist.

[5] Institutions which now charge tuition could adjust the charges according to the ability of the students. They could charge higher fees to the less capable college students and omit all fees for the especially capable boys and girls.

[6] Exemptions should be allowed from state and federal income taxes for children over eighteen years of age who are in college. At present, children who attain the age of eighteen years cease to be considered dependents and deductions for them are no longer permitted. Actually, however, a son or daughter in college is usually a greater financial burden to the family than he or she was while attending high school.

[7] Financial assistance should be made available to capable students from families of low income. The NYA aid should be continued unless something more adequate can be substituted for it. This type of government employment makes it possible for many young people to continue in school who could not continue without this aid.

[8] More adequate scholarships will have to be made available if higher education is to be open to all capable persons regardless of their economic status. Public funds in the form of scholarships or maintenance grants will have to be made available if higher education is to be provided to all qualified for it by capacity and will.

Our schools and our society must accept the responsibility of correcting the interference of the economic factor in the higher educational opportunities of bright young people.



*Courtesy, Reading, Pennsylvania, Public Schools
... more equipment for those vocational studies with a high per-pupil cost*

THE 6-4-4 PLAN AT WORK

Paul Thomas Scott

TEACHER OF JOURNALISM, PARSONS JUNIOR
COLLEGE, PARSONS, KANSAS

sure, with dangers of personality maladjustment, perhaps disastrous deflation of ego. Since the junior highschool principals are permitted to keep their charges one more year, they can ease the early-pubescent students over this difficult period. The principals state that their schools are more successful and inspiring with the addition of the tenth grade.

For the enlarged junior highschools the board of education has provided a richer curriculum and greater range of activities. More and better equipment was purchased for the libraries, shops, and games. Seventeen electives are offered in the ninth and tenth grades, but the seventh and eighth follow more nearly a required core curriculum.

In the junior college the dean has organized the eleventh and twelfth grades into the Lower Division and the thirteenth and fourteenth grades into the Upper Division. Since the enrolment in each division is approximately 400, the groups are of convenient size for details of administration and organization.

Altho the double commencement of the twelfth grade and junior college students cannot be avoided for some years to come, greater emphasis has been given to the graduates of the fourteenth grade. They receive the sheepskins and associates-in-arts titles; the graduates from the twelfth grade receive only the traditional diplomas. The junior college graduates wear caps and gowns on commencement day; highschool graduates wear street clothes. Junior highschools do not offer graduation exercises.

Four years ago a twelfth-grade boy remarked to the dean of the junior college, "Being a senior in highschool doesn't amount to a thing any more."

"Let's consider this thing historically," said the dean. "When I was a boy, parents wanted their sons and daughters to graduate from the eighth grade. Now what do they say?"

"That they want us to graduate from highschool," the boy replied.

"And ten years from now what will they say?"

The boy grinned. "That their kids must graduate from junior college, I suppose."

Already, with the shifting of emphasis from the twelfth grade to the fourteenth grade, the prophecy has come true.

A steady growth in curriculum offering has continued in the junior college, and more adequate equipment has been bought for the commercial department, woodworking, printing, auto-mechanics, and agriculture—those vocational studies where the per-pupil cost is high. This equipment is being used thru all four years by all students.

Parsons found the transition from the traditional 6-3-3-2 plan of organization to the 6-4-4 plan easily effected. In 1935 the superintendent of schools invited Dr. Leonard V. Koos, enthusiastic advocate of the 6-4-4 plan, to advise us.

The board of education, unanimously in favor of the transition, meeting with Dr. Koos, began the campaign of education for the plan. The city teachers studied the arguments for and against the setup; everyone favored the plan. With one junior highschool on the east side and one on the west side of town near the junior college building, we also found our buildings conveniently situated for the success of the new grouping.

Our community is united in the belief that the 6-4-4 type of organization is the best for the local educational program; that it offers the tenth-grade students an opportunity for expression and leadership in their four-year junior highschools; that it changes the twelfth-grade students from the traditional group who rest on their laurels as the graduating class to students looking forward to their graduation from the fourteenth grade, ready for local jobs, or prepared to enter the upper division of a college.

To say that our program has met with no difficulties would be useless exaggeration. Most of our troubles rise from the fact that few of the schools with whom we carry on exchange relationships are organized along this plan. If, however, "the greatest good for the greatest number" is any criterion of a capable educational setup, then no one in our system would deny the advantages of the plan.

THIS FALL Parsons, Kansas, a city of 15,000, is beginning its fifth year of operation on the 6-4-4 plan. Our aim in adopting this type of organization was to provide a stronger program of education in our community—to give grades seven thru ten a complete junior highschool with an exploratory curriculum and activity program based on early adolescent interests; to give the junior college a program definitely higher than highschool, with courses for those who wish to continue in a college or university, and courses for those whose formal education will end with graduation from junior college.

In 1934-35, the year before the 6-4-4 plan was adopted, the tenth graders participated in all extracurriculum activities only 94 pupil-unit times. [Pupil-unit is one student's participation in one activity or program. The number 94 includes repeated performances by a few gifted students.] In the first year the tenth grade was retained in the junior highschools, its members participated 473 unit times in 53 activities, a gain of 500 percent. The benefits to the students were immediately obvious.

All teachers know that the ninth and tenth grades are years of emotional pres-

SAFETY EDUCATION

at St. Louis



1940 Yearbook Commission in session at Chicago, October 21

SAFETY EDUCATION will be featured at the St. Louis convention of the American Association of School Administrators. President Ben G. Graham has planned a session on this topic for Tuesday morning, February 27, when the Association's 1940 yearbook, *Safety Education*, will be formally presented. An extensive exhibit, to be open thruout convention week in the St. Louis Municipal Auditorium, will display new developments in the safety field.

Organized safety education has made a remarkable record in saving lives and preventing accidents. In 1922, when attention first became sharply focused upon the need of safety education, 18,576 children under the age of fifteen years lost their lives by accident. In 1938 the accident toll of childhood was 13,500. The reduction was accomplished in spite of the increasing hazards of speed and the machine. Had child fatalities increased at the rate of adult fatalities in the same span of years, the total number of accidental deaths among children would have been larger than it was by 97,000. Safety organizations and schools working together have been largely responsible for this remarkable achievement.

Previous to 1922, the teaching of accident prevention had been confined largely to hazards associated with horse and buggy days. Safety instruction was usually a part of the school courses on hygiene and physiology. Children were taught the antidotes to certain poisons,

how to resuscitate a drowning person, and how to bandage a wound. New courses re-emphasized such precautions and added many new ones made necessary by the automobile, the wider use of electrical and mechanical equipment in the home and on the farm, increased travel by train and plane, and the rapid tempo of modern living.

With a grant from the Highway Education Board in 1937, the National Education Association and the American Association of School Administrators actively entered the field of safety education for children, studying and classifying materials for use by the schools. One hundred thousand teachers were queried on what they were doing to teach safety. Among the effective devices reported in use were posters, classroom forums, school safety patrols, motion pictures, lectures by specialists, and carefully prepared textbooks. At least forty-three states now have systematic programs in both general safety and highway safety education.

The commission which has prepared the yearbook of the American Association of School Administrators has devoted its efforts to practical phases of the safety problem. It has raised the question, "What Is the Part of the Schools?" and in response to its own question has summarized the best practices in school safety programs. The book contains chapters for the elementary, secondary, and rural schools, and for adult education. Other topics given major attention are accident statistics,

driver education and training, preparing school personnel, safety requirements in planning and equipping school buildings, and the coordination of safety education programs.

The members of the commission, which has been at work for over two years in preparing the yearbook, are leaders in the field of safety education. At a three-day meeting late in October they carefully reviewed the manuscript and made final revisions. The commission members are: Henry H. Hill, Lexington, Kentucky, *chairman*; Homer W. Anderson, Omaha, Nebraska; William H. Bristow, Shippensburg, Pennsylvania; J. E. Bryan, Birmingham, Alabama; H. M. Ivy, Meridian, Mississippi; Charles H. Lake, Cleveland, Ohio; Amos E. Neyhart, State College, Pennsylvania; James M. Spinning, Rochester, New York; Albert W. Whitney, New York City.

SEVENTIETH ANNUAL MEETING AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, NEA

St. Louis, Missouri

February 24-29, 1940

Registration and Headquarters—beginning Saturday morning, February 24. St. Louis Municipal Auditorium.

Opening Vesper Service — Sunday afternoon, February 25. Address by Bishop G. Bromley Oxnam.

Pageant of Music—presented by St. Louis public schools, Sunday evening, February 25.

During the Week—inspiring general sessions, featuring *What's Right with the Schools*.

America's Town Meeting of the Air—final convention session, Thursday evening, February 29. Broadcast on NBC coast-to-coast network.

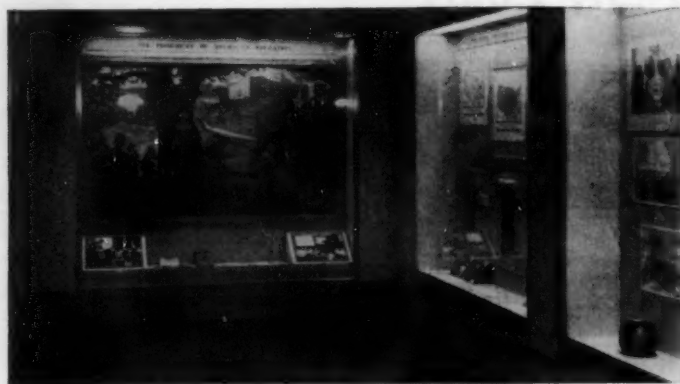
Carefully Planned Group Meetings—on the afternoons of Monday, Tuesday, and Wednesday.

Allied Organizations — specialized programs on research, kindergarten, primary, elementary, secondary, rural, vocational, and college education.

The Exhibit — rich in offerings of practical help in every phase of school equipment and classroom tools and aids.

Sleeping Room Reservations — address Chairman Philip J. Hickey, Housing Bureau, Suite 910, Syndicate Trust Building, 915 Olive Street, St. Louis, Missouri.

The United States OFFICE of EDUCATION



A corner in the U. S. Office of Education exhibit, Department of the Interior Building

UNDER the reorganization plan proposed by President Roosevelt and passed by the Seventy-sixth Congress, the United States Office of Education has been transferred from the Department of the Interior to the newly created Federal Security Agency. Paul V. McNutt is administrator of this agency, which includes, besides the Office, the U. S. Employment Service, Public Health Service, Civilian Conservation Corps, Social Security Board, and National Youth Administration.

Administrator McNutt has issued a message to educators, in which he states:

"The public schools are organized within the framework of government—local, state and national. . . . And yet, tho a part of government, and rooted deep in the esteem of the citizens who support the government, the schools are in a sense outside the government. While the schools are subject to control by government—mainly local and state government—the people of all political parties need always to understand that in a democracy the schools must be free to educate. Any time that the schools, including the colleges and universities, feel restraint on their freedom exerted by the political leaders in power or by any pressure group, the torch which the schools are expected to hold aloft to light the way of democracy is dimmed. I take pride in the reputation which the U. S. Office of Education has maintained during the 72 years since it was established . . . for non-partisan service to the cause of education."

The National Education Association has a parental pride in the achievements and activities of the Office of Education. One of the most significant accomplishments of the Association in its early days was the establishment of this national educational office. It was in response to a request from the National Teachers' Association and the National Association of School Superintendents (now the NEA and its Department, the American Association of School Administrators) that the bill providing for a

Department of Education was presented to Congress in 1866 by James A. Garfield, then a Congressman from Ohio. The bill became a law in 1867. In 1869 the department was made an office of the Department of the Interior. Its title the following year was changed to Bureau of Education. In 1929 the title Office of Education was restored and continues to the present.

First Commissioner of Education was Henry Barnard, who for thirty years had led the movement for a federal education fact-finding agency. Nine Commissioners have succeeded Barnard: John Eaton, N. H. R. Dawson, William T. Harris, Elmer E. Brown, Philander P. Claxton, John James Tigert, William John Cooper, George F. Zook, and J. W. Studebaker.

In an attractive pictorial presentation of its own work [Office of Education Bulletin 1938, Misc. No. 2, 20¢ from Superintendent of Documents, Washington, D. C.] the Office outlines as its methods of promoting education the following:

Thru research—The Office has issued hundreds of investigations made in co-operation with states, universities, local school systems. The biennial survey of nationwide school statistics is one of the Office's most valuable research activities. Annotated bibliographies on elementary education, school finance, visual aids, and a multitude of other subjects are available from the Office.

Thru field surveys—At the request of state or local school authorities, the Office of Education has made over a thousand recommendations growing out of surveys in the field—more than 70 percent of which have been carried out.

Thru conferences—National and regional conferences are called by the Office to consider such problems as CCC camp education, conservation education, public forums, music education.

Thru work with organizations and committees—Staff members of the Office of Education actively cooperate with the National Education Association and other na-

tional groups in developing activities related to education. Professional and civic leaders from every part of the nation assist in outlining desirable educational policies on specific problems.

Thru personal conferences, public addresses, and correspondence staff members of the Office of Education render advisory service to schools in every state.

Thru administering cooperative educational programs and thru demonstrations—An example of the former is the advisory service given in administering educational programs in CCC areas. An example of the latter is the radio broadcasts of the Office, demonstrating effective use of radio in education.

Thru financial assistance with federal funds—This Office is the medium of financial assistance given by the federal government to states, institutions, and communities. Assistance is given thru regular grants-in-aid, as for vocational education and rehabilitation, and for special projects, as to communities to aid in conducting public forums for adult civic education.

Thru information service—Publications of the Office of Education are widely distributed: *School Life*, an illustrated monthly journal; an average of 30 bulletins a year; the *Biennial Survey of Education*, a standard reference; the *Educational Directory*, an invaluable list of schools and school officials.

Thru its excellent library containing over 235,000 volumes on education the Office serves members of its own staff, and other research workers, educational specialists, librarians, students.

For a complete survey of educational activities of the federal government, consult the recently published document of the Educational Policies Commission, *Federal Activities in Education*. [Order from NEA, Washington, D. C., 50¢.]

OUR COMMON DISEASES

Surgeon General Thomas Parran

UNITED STATES PUBLIC HEALTH SERVICE

Your Attitude toward Disease

DISEASE takes every day a huge toll of health, wealth, happiness, and life. To reduce this toll requires intelligence and care from both the individual and the community. *To prevent*—to find the causes and remove them—is always the first aim. Once the disease has struck, *to heal* with the least damage and loss is our constant care. *Here are some things to remember:* Every disease has its cause, which we should seek to understand and avoid. Your best protection against disease in general is to maintain yourself in good health by right living. So far as possible keep away from people who have diseases that are catching. Watch carefully the sources of your food and water. Ask your personal physician for expert advice on how to avoid disease and keep well. [See Personal Growth Leaflet Number 3, *Your Health in the Making*.]

Common Cold

AN ACUTE inflammation of the upper respiratory tract, ordinarily lasting for 7 to 9 days, and frequently accompanied by serious complications. No immunity is conferred; 60 percent of susceptible persons have several colds a year. Colds are associated with quick changes in weather, crowding in warm stuffy rooms, chilling of the body, and wet feet. The actual cause is probably a virus, spread by sneezing and hand-to-mouth contact. Symptoms include stuffiness of nose and throat, chilliness, fever, aching muscles and joints, and depression. There is no satisfactory vaccine for prevention and no specific treatment. Prevention is based on avoidance of crowds and predisposing causes. When symptoms are severe, go to bed and stay in bed until the doctor permits you to get up. The best treatment is rest and drinking much water.

Constipation

ONE OF THE MOST common of human ailments, constipation has many alleged causes and many recommended "cures." Also, it is charged with being at the

bottom of many disorders with which it has no real relationship. It is influenced by irregular habits and inattention to "calls of nature," over-refined foods, nervous tension, lack of fresh air and exercise, and the frequent use of cathartics. Constipation may cause no symptoms or there may be loss of appetite, headache, depression, skin disorders, rheumatism, or neuralgia. The treatment includes adjustment of diet; the establishment of correct habits and timing of stools; and the correction of piles and other intestinal abnormalities. An enema is better than a purgative. Constipation usually is a bad habit; proper habits, if carefully and persistently maintained, give relief.

Measles

PROBABLY a virus disease, measles is dangerous because of complications affecting lungs, ears, and sinuses. Most common before age 15, most fatal before 5. Can be recognized 2 days before rash comes by locating bluish-white spots [Koplik] in mouth at level of first molar. Red, watery eyes, running nose, and fever appear 10 to 12 days after exposure. Most infectious at this stage. About the fourteenth day rash appears, first behind ears and on neck. Covers body in 36 hours. As rash fades all symptoms subside. Scaling follows. Serum from convalescent case will protect child for about 6 weeks. No specific treatment has yet been developed. Control depends on early recognition, isolation, symptomatic treatment of the case, and care to prevent complications. Clothing, bedding, and utensils should be cleaned, aired, and sunned.

Scarlet Fever

AN ACUTE INFECTION of childhood due to one type of streptococcus. Infection follows 2 to 5 days after contact, direct or indirect, with discharges from nose, throat, or ears of case. Begins to rise as schools open and becomes epidemic in fall and winter. Onset is abrupt, with nausea, sore throat, intense headache, and high fever. Flushed face is accom-

panied by characteristic pallor around mouth. Rash appears 6 to 24 hours later, first on neck, behind ears, and on chest. Ears, sinuses, kidneys, and joints frequently affected. Scaling is typical, and in proportion to severity of rash. It begins 3 to 10 days after rash disappears and continues for several weeks. Control depends on prompt isolation of case, testing contacts, and immunizing susceptibles. Antitoxin gives excellent results in treatment and helps reduce serious complications.

Diphtheria

A DANGEROUS INFECTION resulting 2 to 5 days after exposure to the germs of diphtheria. Spread by direct contact with a case of "carrier," or indirectly by articles soiled by a case. Symptoms, both local and general, due to a toxin or poison against which the young child has but little natural defense. More than half of cases and 80 percent of deaths occur before the fifth year. Prompt treatment with antitoxin is the only way to prevent damage to heart, lungs, kidneys, and nerves. Antitoxin will protect exposed children and will cure every case if enough is given in time. Three doses of toxoid during first year of life will probably protect for life. There is but little excuse for a child to have diphtheria—death from this disease is inexcusable. Every infant should receive toxoid between the age of six months and one year.

Lobar Pneumonia

AN ACUTE INFLAMMATION of the lungs due most often to the pneumococcus. Most prevalent and fatal of infectious diseases, pneumonia menaces the very young and very old. Age, economic condition, environment, occupation, fatigue, hunger, and previous attacks predispose. Disease characterized by sudden onset, chill, fever, cough, pain in the side, and rusty sputum. Laboratory aids to diagnosis are typing sputum, blood culture, blood count, and X-ray. Disease spread by discharges of nose and mouth and enters body by same routes. To prevent,

improve health, avoid predisposing causes, and carefully treat minor respiratory disorders. No preventive vaccine of proved value. Treatment depends on type of organism causing the infection and chief reliance is placed on serum and certain of the newer chemical substances.

Smallpox

A VIRUS DISEASE which appears from 7 to 21 days after exposure; averaging 14. The virus from the lesions [sores] of a case is transferred by personal contact or by infectious material from the patient. An unvaccinated person may contract the disease at any season of the year. One of the most painful and disabling diseases, several weeks are required for full recovery. Vaccination is safe, cheap, and should no longer cause severely sore arms. In spite of this, 14,763 cases of smallpox occurred in the United States in 1938. Every child should be vaccinated in infancy and again just before entering school. Add to this the vaccination of adults every 5 to 20 years and smallpox would soon be eliminated. The continued presence of smallpox in epidemic form in the United States is a national disgrace. **VACCINATE! VACCINATE! VACCINATE!**

Tuberculosis

AN INFECTIOUS DISEASE due to the tuberculosis bacillus. Spread by contact with case and drinking raw milk from tuberculous cows. Sputum from case is chief source of danger. Frequent exposures at short intervals principal factor in infection. Not inherited but hereditary traits modify course of disease once infection occurs. Poverty with its hardships of poor food, bad housing, crowding, overwork, and worry, lowers resistance to tuberculosis. Prevention is based on [1] avoiding infection and [2] improving resistance. The first includes early diagnosis and segregation of cases; avoid contact with case; drink pasteurized milk or milk from tested cows. Resistance is built up by food, fresh air, sunshine, rest, and sleep; freedom from worry; work relieved by recreation. Taken in time, every case of tuberculosis can be cured.

Appendicitis

AN INFLAMMATION of the appendix which, after the first year of life, is the

most common of the acute abdominal diseases. Characteristic symptoms are cramplike abdominal pain in the right lower quarter, localized tenderness and rigidity over the site of the appendix, nausea, vomiting, and varying degrees of fever. The diagnosis is confirmed by the laboratory, a high white blood-cell count being the rule. *Symptoms in the child are the same as in the adult but are less definite and may be overlooked.*

Abscesses and rupture with peritonitis are dangerous complications. Immediate surgical treatment with operation to remove the inflamed appendix is essential. Acute abdominal pain, especially if nausea is present, is a serious warning. Call a doctor at once. **DO NOT GIVE A LAXATIVE.** To do so may rupture the appendix if it is inflamed.

Athlete's Foot

RINGWORM of the foot due to fungi [molds] normal to the skin, which cause inflammation under certain circumstances. Predisposing causes include tight, unaired shoes, soiled hose, and unwashed feet. Infection is often spread by walking barefooted on warm, moist floors of gymnasiums and public baths. The clean, well-cared-for foot; clean, dry hose; and an extra pair of dry shoes tend to protect against infection. Shoes may be sterilized overnight by placing a wad of cotton saturated with formalin in each shoe and tying in a paper bag. Dusting powders and footbaths containing 10 percent sodium thiosulphate are recommended. A 2 percent strength of compound solution of cresol should be used in wading pans in public baths. The same ringworm affects the groin, armpit, and hands. Diagnosis is made with the microscope.

Gonorrhea

A DANGEROUS INFECTION, usually of the adult genital tract, due to a germ, the gonococcus. Is most often spread by sexual contact, but children may innocently contract an infection of the eyes at birth, or of some other organ thru later contact with infected persons or articles soiled by their discharges. Probably two million persons in the United States now have gonorrhea in some form. Grave complications of the disease in adults are sterility and arthritis. Every case is serious and should be promptly and

thoroly treated by a doctor to prevent complications. While the drug sulfanilamide has shown promising results in certain cases, in others it may be extremely dangerous and should be used only under the direction of a physician. By spreading knowledge about prevention and treatment of the disease, much suffering can be avoided.

Syphilis

A SPECIFIC infectious disease caused by a spirochete, the *Treponema pallidum*. Most often due to sexual intercourse but may be spread by kissing or other direct contact. An untreated or incompletely treated syphilitic mother can infect her unborn child. Syphilis is always a dangerous disease which involves the entire body. The nervous and circulatory systems may be gravely affected and the gumma, a tumor which is characteristic of late syphilis, may appear in any part of the body. In the United States, about 100,000 persons die of syphilis each year and 60,000 babies are born with it. One out of 10 cases of insanity and one out of 7 cases of blindness are due to this infection. Prompt, continuous, and prolonged treatment will cure syphilis and prevent the distressing complications which take such a toll in health, happiness, and even life itself.

Public Health Service

IN 1798 CONGRESS created the marine hospitals to care for American merchant seamen. The succeeding 141 years saw the steady growth of this hospital service into a national health organization—the United States Public Health Service. In July 1939, the Service went into the Federal Security Agency, created by the President to coordinate the health, education, and welfare programs of the government. Under the direction of the Surgeon General, the Service gives medical care to its beneficiaries as provided by law; investigates diseases of mankind; prevents the introduction of diseases from foreign countries and the interstate spread of disease; and aids states in promoting public health. Special activities include cancer research and control, venereal disease control, a mental hygiene program, and health education.

[This material is available as *Personal Growth Leaflet Number 102*. Second printing, 250,000 copies. For list of leaflets with prices see page A-175.]

Tenure Comes to Alabama

A TENURE COMMITTEE, under the leadership of Superintendent H. G. Greer of Monroeville, Alabama, has been working on the tenure problem in the state of Alabama since 1935. The fact that the state association has kept practically the same committee intact over a period of years has made possible a much more effective program of work than could have been achieved otherwise.

The first problem confronting the committee was to acquaint the teachers of the state with the need and benefits of sound tenure legislation. In fact, at the outset some members of the state tenure committee themselves raised points of doubt and misgivings concerning the need and advisability of teacher tenure for Alabama. Several superintendents in the state voiced distrust of the matter of tenure. During the four years of serious study and agitation of the tenure question in Alabama, Superintendent Greer reports that the objections and doubts voiced by a few superintendents, legislators, and certain board members created the main difficulties leading to the enactment of a tenure bill. How these original doubts and objections were finally almost completely dispelled is an interesting story.

Careful studies of tenure practices, along with local and state laws relating to same, were made by the committee. Briefly summarized, the following prevalent conditions were found to exist in Alabama:

- [1] Boards of education employed teachers for one year only.
- [2] Teachers were the only kind of public employees subject to annual rehiring.
- [3] No schoolboard was required to give notice of intention not to employ a teacher.
- [4] The board of education might refuse to re-employ a teacher without any reason whatsoever.
- [5] Holding up teacher assignments and contracts until the end of the summer seemed to be a favorite way in some counties of "holding the club over the teachers' heads."
- [6] Thousands of efficient teachers in Alabama were each year subject to the fear of dismissal.
- [7] Efficient teachers long in service

could be discharged without notice and inexperienced "cheap" teachers employed.

For four years the state tenure committee has had the hearty cooperation of the Alabama Education Association in interpreting and acquainting the teaching force and the public with the above conditions. To begin with, the state association was able to have Superintendent DuShane, chairman of the Tenure Committee of the National Education Association, attend the state associational meeting in the spring of 1936. At this meeting Dr. DuShane stressed the needs and achievements of tenure legislation in various states of the Union. In the months and years following, various methods of presenting tenure needs to the profession and the public were used. A definite place on district educational and PTA meetings was provided for a full and frank discussion of the tenure problems. Local organizations were encouraged to devote at least one full meeting to a study of the matter, and to pass on any suggestions to the state committee. From time to time different members of the tenure committee were responsible for the publication of timely articles in the *Alabama School Journal*.

A suggested tenure bill was prepared by the tenure committee and the association's attorney more than a year in advance of its proposed introduction in the legislature. The widest possible publicity was given to the proposed bill. In

addition to a discussion of the proposed measure in the district and state meetings, copies of the committee's proposed bill were sent all principals and administrators in the state.

Criticisms and suggestions for improving the bill were openly invited. Some worthwhile suggested changes were made and accepted by the committee.

In the final stages of the procedure the tenure committee had the heartiest cooperation of the state association's president and legislative committee in getting the bill enacted. That a thoro job was accomplished by all parties concerned was evidenced by the fact that the tenure bill was adopted in the Senate by a vote of 28-1, and in the House by a vote of 68-1.

The measure as finally passed was in some respects a compromise of certain provisions of the bill as originally drafted by the Alabama Committee on Tenure, but retains the primary purpose of the bill, namely, to give teachers a greater measure of security in their positions and to protect boards of education from gross violation of contract upon the part of teachers.

The tenure committee and the officers of the National Education Association appreciate the splendid achievement of the Alabama Tenure Committee under the leadership of Mr. Greer. Every state that enacts tenure legislation is adding to the protection of teachers already on tenure in other states, and is contributing much to the development of a real teaching profession in the United States.



*Tenure protects the children
by protecting the teachers*

Courtesy, New York City Public Schools

PRESIDENTS of DEPARTMENTS of the NEA



L. A. PECHSTEIN
National Council of Education



INEZ JOHNSON LEWIS
Administrative Women in Education

The Department of Music Education is being reorganized and officers have not yet been elected



GEORGE C. MANN
Adult Education



CLARA MACGOWAN
Art Education



FRANCES D. NORTH
Business Education



ELPHE K. SMITH
Classroom Teachers



SARAH G. BLANDING
Deans of Women



BESS GOODYKOONTZ
Educational Research



IRVIN A. WILSON
Elementary School Principals



PAUL H. JONES
Garden Education



MARGARET BELL
Health, Phys. Education, and Recreation



FREDA G. WINNING
Home Economics



WILLIAM E. BLAKE
Journalism Directors



ETHELYN L. MITCHELL
Kindergarten-Primary Education



MARY E. VAN HORN
Lip Reading



NORMAN FROST
Rural Education



BEN G. GRAHAM
School Administrators



MILDRED FAHY
Science Instruction



GEORGE R. RANKIN
Secondary Teachers



K. J. CLARK
Secondary-School Principals



RUTH WEST
Social Studies



ROSEMARIE DACEY
Special Education



JULIA L. HANW
Supers. and Dirs. of Instruction



CHARLES C. SHERROD
Teachers Colleges



A. CRAIG BAIRD
Teachers of Speech



J. E. HANSEN
Visual Instruction



MAC K STOKER
Vocational Education

What Do You Know about Your NEA?

THE DEPARTMENTS

DEPARTMENTS are groups of NEA members organized along the lines of their particular professional interests. There are now twenty-seven departments. Their status is set forth in Article V of the bylaws of the Association. A listing of the departments will no doubt be enlightening to many. It will be good for all to review and contemplate the varied educational fields in which NEA members make their contributions to the general good. The departments are:

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

Photographs of department presidents appear on the opposite page.

A good way to get a picture of a department will be to take up seriatim the ten sections of Article V.

Section 1 lists the departments.

Section 2 deals with the qualifications and privileges of members. The fundamental requirement is that *to be eligible to any department a person must be a member of the National Education Association*. There is also the proviso that

AMY H. HINRICHS

President, the National Education Association

all active members of NEA may attend the professional programs and discussions of any department. The department may require any additional or special qualifications of its members for electing officers and for transacting its business in general.

Section 3 requires that each department meet annually at the time and place of the meeting of the Association (the convention in the summer), unless an exception is made by the NEA itself thru its bylaws, standing rules, action of its Board of Directors, or action of its Executive Committee.

Section 4 prescribes the object of the departments as "the discussion of questions pertaining to their respective fields of educational work." It further states: "The programs of these meetings shall be prepared by the respective presidents under the general direction of the President of the Association." The number of meetings of each department is limited to two program meetings and one additional meeting for business or round table conference.

Section 5 deals with number, election, and terms of the departmental officers.



Cover of souvenir program for the testimonial banquet given in honor of President Hinrichs by educators and laymen of New Orleans.

Section 6 ties the departments very definitely in with the parent body by prescribing that the secretary of each department shall furnish to the Executive Secretary of the NEA for publication a copy of the proceedings of the department meetings and that "no department shall establish an office outside of the general headquarters of the Association without the consent of the Board of Directors."

Section 7 declares for equality of rights among the departments and provides for the maintenance of an accurate list of departments in Section 1, as new ones may be added and others discontinued.

Section 8 details methods of establishment and discontinuance of departments. For creation of a new department, recommendation of the Board of Directors and a two-thirds vote of the Representative Assembly are necessary. These must be preceded by a written application, presented at the annual meeting the year before, signed by at least 250 members working in the field of the proposed department. An additional qualification is that the group admitted as a department must have held constructive meetings for at least three successive years. Discontinuance of a department is effected by a two-thirds vote of the Representative Assembly, following announcement of purpose to discontinue at the preceding annual business meeting of the NEA. The Board of Directors may recommend the discontinuance of a department when it has failed to hold a regular meeting for two successive years.

Section 9 deals with payment of fees.

Section 10 provides for the adoption of bylaws by departments and the approving of such bylaws by the NEA thru its Board of Directors.

The list and the bylaws show, then, that the departments are the professional discussion groups of the NEA, the professional growth agencies in their specific fields for the members of our great national Association. Some of the departments are groups on the basis of divisions of the educational staff. Such are the departments of Classroom Teachers; Elementary School Principals; National

Association of Secondary-School Principals; Secondary Teachers; the American Association of School Administrators; Supervisors and Directors of Instruction; the National Council of Administrative Women in Education; and the National Association of Deans of Women.

Other departments are on the basis of type of education. Such are the departments of Business Education; Kindergarten-Primary Education; Rural Education; and Special Education.

Some are devoted to particular parts or aspects of the curriculum. Such are the American Association for Health, Physical Education, and Recreation; Art Education; Home Economics; Lip Reading; Music Education; National Council for the Social Studies; Science Instruction; National Association of Teachers of Speech; Visual Instruction; Vocational Education; National Association of Journalism Directors; and Garden Education.

Two of the departments may be said to deal with adult education: The American Association of Teachers Colleges; Adult Education.

The American Educational Research Association is devoted to research in education.

The following departments charge dues and issue publications which are sent to all members and are available to others at cost:

Adult Education—*Bulletin*
 American Association for Health, Physical Education, and Recreation—*Journal of Health and Physical Education and Research Quarterly*
 American Association of School Administrators—*Yearbook* and *Official Report of Annual Convention*
 American Association of Teachers Colleges—*Yearbook*
 American Educational Research Association—*Review of Educational Research* and *Official Report*
 Business Education—*Quarterly* and *National Business Education News*
 Elementary School Principals—*Yearbook* and *The National Elementary Principal*
 Garden Education—*Garden Digest*
 Home Economics—*Occasional Bulletins*
 Lip Reading—*The Lip Reader*
 National Association of Deans of Women—*Quarterly Journal* and occasional *Monographs*
 National Association of Journalism Directors—*Occasional Bulletins*

National Association of Secondary-School Principals—*Bulletin* and *Yearbook*
 National Association of Teachers of Speech—*Quarterly Journal of Speech* and *Speech Monograph* (biannually)
 National Council for the Social Studies—*Social Education* and *Yearbook*
 Rural Education—*Yearbook* and *Bulletin*
 Science Instruction—*Yearbook*
 Secondary Teachers—*Secondary Education*
 Supervisors and Directors of Instruction—*Yearbook* and *Educational Method*
 Visual Instruction—*Educational Screen*

The yearbooks of these departments are outstanding in American educational literature. Their annual appearance is eagerly awaited, not only by members but by the educational world generally.

The yearbooks of the American Association of School Administrators are a nationwide cooperative enterprise on which the best minds of the profession are focused. The early series devoted to the curriculum of elementary schools and junior and senior high marked the beginning of a new day in curriculum construction. In 1939 the AASA published its seventeenth yearbook, *Schools in Small Communities*. The 1940 yearbook, *Safety Education*, will be presented at the St. Louis convention next February. [See page 273.]

Because of the demand for yearbooks of the Department of Elementary School Principals, reprints are often necessary. "Best sellers" include:

Aids to Teaching in the Elementary School, 1934
Appraising the Elementary School Program, 1937
Newer Practises in Reading in the Elementary School, 1938

The eighteenth yearbook, now being distributed, is rich in material for *Enriching the Curriculum of the Elementary School Child*.

The ninth yearbook of the Department of Classroom Teachers, entitled *Fit To Teach*, published in 1938, made an outstanding contribution to health education of teachers. Other important yearbooks of this Department are:

The Economic Welfare of Teachers, 1931
The Classroom Teacher and Character Education, 1932
Teacher and Public, 1934
The Implications of Research for the Classroom Teacher, 1939 (*With the American Educational Research Association*)

In addition to *Educational Method*, published eight times a year, the Depart-

ment of Supervisors and Directors of Instruction issues yearbooks which help to improve the quality of instruction thruout the schools. The eleventh yearbook presented timely materials for teaching cooperation in the schools. The current twelfth yearbook is on *Newer Instructional Practices of Promise*.

Since 1932 the Department of Rural Education has published yearbooks which bring help to teachers who are working to adapt the curriculum to the everyday needs of rural boys and girls. No progressive rural teacher can afford to be without these vital yearbooks:

Economical Enrichment of the Small Secondary-School Curriculum, 1934
Rural School Libraries, 1936
Adjustments in Rural Education, 1937
Newer Types of Instruction in Small Rural Schools, 1938
Community Resources in Rural Schools, 1939

Six departments are housed in the NEA Headquarters building in Washington. Five have fulltime executive secretaries. These departments are:

Classroom Teachers—
 Deans of Women—Kathryn G. Heath
 Elementary School Principals—Eva G. Pinkston
 Health, Physical Education, and Recreation—N. P. Neilson
 School Administrators—S. D. Shankland
 Supervisors and Directors of Instruction—

The Department of Secondary-School Principals, which employs a fulltime secretary (Harry V. Church), has headquarters at 5835 Kimbark Avenue, Chicago, Illinois. Walter E. Myer, director of this Department's Discussion Group Project, has offices at NEA Headquarters in Washington.

Just as the literature of the departments is a veritable goldmine of professional information, stimulation, and aid, so are the meetings of the departments at annual conventions repositories of professional wealth untold. The bewildered and covetous convention-goer—bewildered by manifold opportunities and covetous of the wealth there that he cannot reach if he decides to take the wealth here—finds himself wishing that he could be in many places at the same time and even that conventions could last thruout the year!



Courtesy, Public Schools, Oakland, California

Take your classes to the library for laboratory work

The Librarian Chats with the Faculty

MAUD MINSTER

Librarian, Senior Highschool, Altoona, Pennsylvania, and Instructor in Temple University Summer School of Library Science, Philadelphia

TO BE ABREAST with modern education, one must be library-minded. The teacher who has the library habit is the teacher who inspires the library habit. The faculty forms the link which unites the pupil and the library, which helps the pupil become library conscious. The better understanding the librarian and the teacher have of each other's work, the more value each can be to the school.

Pupils may be discouraged or encouraged in using the library, by the way assignments are given. Much time can be wasted looking for material on "aquariums" if the pupil is looking for the "acquariams." Even a dictionary is a poor tool if we cannot spell. For the teacher to spell words of which pupils may be in doubt is a help in making assignments.

In assigning references in magazines, the best plan is to go to the library and learn in what form the magazines are kept. If the magazines are bound, then give the references in terms of volume numbers and pages. If the magazines are kept on the shelves, or arranged in pamphlet boxes, give the references in terms of months, dates, and pages. If a reference is given as "Scholastic, March

13, 1938, page 3," the pupil may not be able to locate it, if the library has it in the form of "Scholastic, Volume 30, 1938."

When assignments are made by chapter headings, unless titles are emphasized, pupils ask for the chapter heading as if it were the title of a book. Pupils frequently ask for a book by just the author, "Hays, page thirty."

Schools need to teach pupils to state specifically what they need. A high-school girl asked for games to play at a party in a home. Naturally she was given games for highschool age. After much searching and questioning, it was learned that she wanted games for a party of six-year-old children. A girl asked for material on Christmas. She was given stories, plays, customs of various countries, but nothing suited. Finally she said she wanted recipes of cookies baked at Christmas time in various countries. A boy was assigned the story, "The Black Cat," by Poe. Instead of asking for this story at the library he asked if the complete works of Poe

were in the library. When he was told they were not, he reported to his teacher that "The Black Cat" was not in the library.

In order that there be time to collect, borrow, and purchase, the librarian likes the teacher to inform her in advance the materials to be needed. When a number of pupils are to use the same materials, it is desirable to ask to have these placed on reference at a certain time and also taken off reference at a certain time.

The manner in which work is assigned means much in the library. One teacher assigned the same reference material to three classes. They were to have three days to get the work and there were three books in the library. She told the students to get to the library the first thing after school and get those books. Anyone who did not have the reading done in the time given would have his grade cut. Some pupils asked to be excused from the last class two minutes before the bell rang so they could get to the library. There was a buzzing outside the library door, and as soon as the signal rang, a mob rushed in, falling over each other, and then toppling books over. The first three got



Courtesy, State College for Women, Montevallo, Alabama

Learning how to find material is of more value to the highschool pupil than the material located.

the books and the others, probably eighty-five, were discouraged.

Another teacher made a similar assignment. She went to the library to learn what materials there were available on the subject. She found not only the three books, but also many magazine references and several clippings. She had these placed on reference and announced to the pupils the material would be in the library all day and they should use it during a vacant period, activity period, or after school. Those whose names began with A to M were to get their material from Monday to Wednesday noon. Those whose names began with N to Z were to get their material from Wednesday noon until Friday. There was no commotion in the library. The pupils got their work and no one was discouraged.

The librarian needs the help of the teacher in trying to eliminate book theft and mutilation. If books are few in number, assignments limited in time, the number using them large, pressure is placed on getting, and a reward held out for winning, the pupils will be tempted to break rules to be among the successful.

One school bragged of a pupil's hav-

ing cut up a five-dollar book to paste pictures in a scrapbook. The girl was given the highest grade in the class. Was the scrapbook or the book destroyed better worth the five dollars? The attitude in cutting up a valuable book would certainly counteract any benefits received from making a scrapbook. To teach the love for books and learning, and at the same time directly or indirectly encourage the destruction of books, seems to be defeating the purpose. Schools may well set up standards for illustrative materials for making projects. One school accepts no materials taken from books or magazines, nothing but newspapers. Another school insists on pupil-made illustrations, claiming that cutting and pasting is an activity which belongs to the lower grades and is of no educational value to a highschool pupil. To have the pupils make graphs, cartoons, time lines, maps, is of educational value.

Make arrangements to take your classes to the library for laboratory work. Have the librarian point out possible sources of material for the project on which they are working and explain how to go about using them.

From time to time hand the librarian titles of books you would like to have placed on her list for "first purchase." Ask pupils to bring any pamphlets or magazine articles that will be of value in the library files. Teach care of library property. Be familiar with the system of checking attendance and for lending books.

The following statements and questions have been heard at a school library desk. Assignments sometimes change color between the classroom and the library. If teachers hear some of the requests, as they are stated in the library, it will help them in making assignments and also help them in understanding some of the results of reference work.

"What author writes translations?"

"I want the red pamphlet that came in the gray folder of material for Education Week."

"Have you any magazines left over from 1932?"

"For chinaware should I look under 'china' or under 'ware'? I looked under chinaware and it just gave, 'see porcelain.'"

"I want the book *Afloat in a Dishpan* [*Adrift on an Ice Pan*]."

"There is no material here on visual education; I have looked everywhere under the word 'pictures' as my teacher suggested."

"Have you the book, *Forty Ways to Amuse a Dog*? [*Forty Days with Musa Dagh*]."

"My boy friend just returned the book, *The Stone Deer* [*The Marble Faun*] and I would like to get it."

"Is the *Eyelid for Boys and Girls* in? [*The Iliad*]."

"I have been looking for *Authors Dead and Alive* [*Authors Today and Yesterday*] and it is not on the shelf."

"Last week I returned a blue book which had my report card in it."

"When I looked in the magazine index I found Cur Hist 32:384. What does all that mean?"

"The material on universal language is not in the information file; I have been looking under the word 'universal' for the last week."

"I would like to get *The Doll's House*, the story of Lincoln's life."

"Where will I look for material on the responsibilities of the past? She didn't say in what field."

"I am returning this book; it has the wrong story in it."

"How can we bring about our ideals of freedom? I don't know if it means freedom of the press, radio, transportation. He didn't say."

"I want to read a book a man started to write and then he died and his daughter finished it."

How to go about finding material is of more value to the highschool pupil than the immediate material located. Facts will be forgotten, but how to locate them will remain. The school aims to acquaint the pupils with the many helps in the book world, teach how to use them, and develop a love for books and reading. No student can, while in school, get enough information to last thru life, but the school can train the pupil to be selfhelpful and to know where and how to secure the information, inspiration, and knowledge that the daily life demands.

A Little Song of Life

GLAD THAT I live am I;
That the sky is blue;
Glad for the country lanes,
And the fall of dew.

After the sun the rain,
After the rain the sun;
This is the way of life,
Till the work be done.

All that we need to do,
Be we low or high,
Is to see that we grow
Nearer the sky.

—Lizette Woodworth Reese

Creativity

WHEN THE SUN RISES, I go to work;
When the sun goes down, I take my rest;
I dig the well from which I drink;
I farm the soil that yields my food.
I share creation; kings do no more.

—An old Chinese folk poem, 2500 B.C.

A Persian Proverb

HE WHO KNOWS NOT
And knows not that he knows not
Is a fool. Shun him.

He who knows not
And knows that he knows not
Is a child. Teach him.

He who knows
And knows not that he knows
Is asleep. Waken him.

He who knows
And knows that he knows
Is wise. Follow him.

What Makes a Saint?

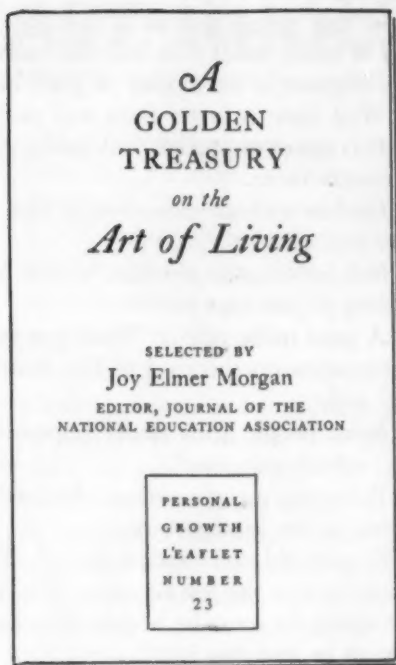
WHY WERE THE SAINTS saints?

BECAUSE they were cheerful when it was
difficult to be cheerful; patient when
it was difficult to be patient;

AND BECAUSE they pushed on when they
wanted to stand still; and kept silent
when they wanted to talk; and were
agreeable when they wanted to be
disagreeable.

THAT WAS ALL.

It was quite simple, and always will be.



"A Golden Treasury on the Art of Living" is now available as a sixteen-page Personal Growth Leaflet. Many teachers will wish to give copies of the leaflet as Christmas gifts to students and other friends. For prices and a complete list of leaflets, see page A-175 of this JOURNAL.

By Faith

WE LIVE by Faith; but Faith is not the slave of text and legend. Reason's voice and God's, Nature's and Duty's, never are at odds.

—John Greenleaf Whittier

A Collect for All Women

KEEP US, O God, from pettiness: let us be large in thought, in word, in deed. Let us be done with faultfinding and leave off selfseeking. May we put away all pretense and meet each other face to face, without selfpity and without prejudice. May we never be hasty in judgment and always generous. Let us take time for all things: make us to grow calm, serene, gentle. Teach us to put into action our better impulses, straightforward and unafraid. Grant that we may realize it is the little things that create differences: that in the big things of life we are at one. And may we strive to touch and to know the great common

human heart of us all: and, O Lord God, let us not forget to be kind. Amen.

—Written by Mary Stuart, Queen of Scots, while in prison, some time between the years 1568 and 1587.

The Way of Life

TO BE HONEST
To be kind
To earn a little
To spend a little less
To make upon the whole
A family happier for his presence
To renounce when that shall be necessary
And not be embittered
To keep a few friends
But these without capitulation
Above all on the same grim condition
To keep friends with himself
Here is a task for all that a man has
Of fortitude and delicacy.

—Robert Louis Stevenson

My Symphony

TO LIVE content with small means;
To seek elegance rather than luxury, and
refinement rather than fashion;
To be worthy, not respectable, and
wealthy, not rich;
To listen to stars and birds, babes and
sages with open heart;
To study hard;
To think quietly, act frankly, talk gently,
await occasions, hurry never;
In a word to let the spiritual, unbidden
and unconscious, grow up thru the
common—
This is my symphony.

—William Henry Channing

I COUNT this thing to be grandly true:
That a noble deed is a step toward God.

—Josiah G. Holland

The Human Touch

MAY EVERY SOUL that touches mine—
Be it the slightest contact,
Get therefrom some good,
Some little grace, one kindly thought,
One aspiration yet unfelt,
One bit of courage for the darkening
sky,
One gleam of faith
To brave the thickening ills of life,

One glimpse of brighter skies beyond the
gathering mist,
To make this life worthwhile,
And Heaven a surer heritage.

—Author Unknown

IT'S JUST the little human touch
That makes the game worthwhile.
The little helpful word of praise,
The small and cheery smile.

—Edmund Leamy

My Creed

TO LIVE as gently as I can;
To be, no matter where, a man;
To take what comes of good or ill
And cling to faith and honor still;
To do my best, and let that stand
The record of my brain and hand;
And then, should failure come to me,
Still work and hope for victory.

To leave some simple mark behind
To keep my having lived in mind;
If enmity to aught I show,
To be an honest, generous foe,
To play my little part, nor whine
That greater honors are not mine.
This, I believe, is all I need
For my philosophy and creed.

—Edgar A. Guest

[From "Collected Verse." Used by permission]

Happiness

WHO SEEKS afar for happiness
Will find it not.
It stands a guest unheeded at thy very
door today,
Open thine eyes to see,
Thine ears to hear,
Thy heart to feel,
The call for touch of human sympathy;
In answering this there enters
And close beside thee sits
The guest thou soughtst in vain afar.

—Caroline S. Woodruff

Selfreliance

IT IS EASY in the world to live after the
world's opinion; it is easy in solitude to
live after our own; but the great man is
he who in the midst of the crowd keeps
with perfect sweetness the independence
of solitude.

—Ralph Waldo Emerson

Sayings of the People

GOD HELPS THEM that help themselves.
Diligence is the mother of good luck.
Well done is better than well said.
It is easier to prevent bad habits than
to break them.

Genius without education is like silver
in a mine.

Sell no virtue to purchase wealth, nor
liberty to purchase power.

A good traffic rule is: When you meet
temptation on the road of life, turn to
the right.

Some people grow under responsibility;
others only swell.

Politeness is to do and say the kindest
thing in the kindest way.

A wise old owl lived in an oak. The
more he saw the less he spoke. The less
he spoke the more he heard: Why can't
we all be like that bird?

Rest

REST is not quitting
The busy career;
Rest is the fitting of self
To one's sphere.

'Tis the brook's motion
Clear, without strife
Fleeting to ocean
After its life.

'Tis loving and serving
The highest and best;
'Tis onward unswerving
And this is true Rest.

—Wolfgang von Goethe

Today

SO HERE hath been dawning
Another blue day:
Think, wilt thou let it
Slip useless away?

—Thomas Carlyle

This Is the Law

LIVE CLEANLY.
Eat wisely.
Sleep adequately.
Exercise regularly.
Study methodically.
Save systematically.
Invest judiciously.

So—and only so—may you attain health,
wealth, and wisdom, if you have them
not; or retain them if you have them
now. No exceptions can, or will, occur.
No halfway measures will suffice. No in-
tentions, however good, will compen-
sate. None but those who obey these
dictates may live—happily. The rest
must fail, in one way or another. In-
exorable, harsh, unyielding, cruel, per-
haps, but nevertheless: It is the law!

—From the Boy Scout Handbook

Per Aspera

THANK GOD, a man can grow!
He is not bound
With earthward gaze to creep along the
ground;
Tho his beginnings be but poor and low
Thank God, a man can grow!

The fire upon his altars may burn dim,
The torch he lighted may in darkness
fail,

And nothing to rekindle it avail,
Yet high beyond his dull horizon's rim,
Arcturus and the Pleiads beckon him.

—Florence Earle Coates

A Prayer

GOD help me to grow—
Not to stand still, and fret, and chafe
At Life; help me to grow.

—George W. Turner

My Life

LET ME but live my life from year to
year with forward face and unreluctant
soul; not hurrying to, nor turning from
the goal; not mourning for the things
that disappear in the dim past, nor hold-
ing back in fear from what the future
veils; but with a whole and happy heart
that pays its toll to Youth and Age, and
travels on with cheer.

So let the way wind up the hill or
down, o'er rough or smooth, the journey
will be joy; still seeking what I sought
when but a boy, new friendships, high
adventure, and a crown, my heart will
keep the courage of the quest, and hope
the road's last turn will be the best.

—Henry van Dyke

[Second printing. Total copies to date 250,000]

For the Blackboard—

*For somehow, not only for Christmas,
But all the long year thru,
The joy that you give to others
Is the joy that comes back to you.*

—Whittier

Christmas in the Schools—A medley of emotions stirred the onlooker while attending an annual Christmas ritual at Central School, South St. Paul, Minnesota. The procession of carol singers thru the candlelit halls was beautiful and colorful. The singers were led by an angel in white and were robed in the richly varied costumes of Biblical times. The lower grades "bearing gifts" for the Christmas baskets for the less fortunate stirred real emotion. In solemn procession these little children filed down to the gymnasium, each to place his gift of food on the long table, where members of the school police efficiently sorted the offerings. Some donors had nothing but a potato to give, because they were themselves objects of the charity to which they joyfully if solemnly contributed.—*Minnesota Journal of Education*.

A Strange Christmas is the title of a play for fifth-grade children which was published in the December 1938 JOURNAL, pages 261-262.

Christmas helps, available from the Association for Childhood Education, NEA Building, Washington, D. C.:

[1] *Toys . . . What . . . When*, six-page leaflet for parents. Revised 1939. Price 15¢; 25 or more copies, 10¢ each.

[2] The December 1938 *Childhood Education* which contains Christmas material prepared by more than seventy teachers in eighteen states. Price 30¢; 25 or more copies, 25¢ each.

Tips to Toy Shoppers—

[1] Toys should recognize age differences. A ten-year-old will be bored with a two-year-old's toy and vice versa.

[2] Children should be encouraged by their toys to do things, not to watch them.

[3] Toys must be durable, able to stand wear and tear. And, of course, they must be safe.

[4] To give a child too many toys is to bewilder him with his own wealth.

—Consumers' Guide.

As the Christmas season approaches, children can be asked to write short statements on "Books I Would Like To Own." There can then be discussion of worthwhile books and how to select them, with emphasis on the joy of having a fine personal library.

Our Bicycle Club, to which all owners may belong, has helped to solve bicycle safety and traffic problems. The school secretary types a driver's card for each member which carries his signature, the serial number of his bicycle, and "Ten Rules of the Road." At club meetings the boys and girls discuss such topics as "Safe Brakes" and "Accessories for Night Riding." Inspection of bicycles follows these discussions. A committee called upon the chief of police inviting him to speak to the club. The chief sent a list of "Don't's for Bicycle Riders." After his talk the chief came to the playground where each driver demonstrated his ability to balance his bicycle in a narrow lane, to guide around a circle, and mount and dismount properly. The physical education teacher directed the demonstration, which was later staged as a parade for the townspeople. This fall at the opening of school, a businessman presented each bicycle owner with a card case in which to keep his identification card. The police chief now registers all serial numbers of bicycles at the police station.—Cleaves M. Reece, training teacher, Public Schools and State Teachers College, Indiana, Pennsylvania.



For School Patrons—Know Your Modern Elementary School, Leaflet 52, issued by the United States Office of Education, is an excellent study guide. Price 5¢ from the Superintendent of Documents, Washington, D. C.

Tree Planting Project—The city of Springfield lost 17,000 trees as a result of the hurricane last fall. We decided to use the catastrophe as an opportunity to give children the experience of contributing to the beauty of the city, thus fostering civic pride as well as an interest in trees. Our Park Department agreed to furnish the small trees and workers to oversee the planting. Boys in groups of twenty from junior high and grade schools were trained in methods of handling and planting trees. They did the heavier work of digging the holes and carrying loam. These boys then directed small groups of elementary children in planting the trees. About 8000 small evergreen trees were planted in three of our city parks; more than 3000 children took part in the planting. Already an increased interest in the care of our city parks is being noticed. In one school more than seventy children have visited the trees they planted. Reports come in constantly of children who have carried water for considerable distances to water their trees during the dry summer.—Dorothea Clark, supervisor of science, Springfield, Massachusetts.

For Music Teachers and Supervisors—A helpful manual published by the California State Department of Education, Sacramento, is entitled *Music Education in the Elementary School* [152p. 1939, \$1].

Tomato juice is apparently an effective addition to the best-known methods of preventing tooth decay in young children. Vitamin C in the juice makes calcium and phosphorus available in the body for building teeth and bones.—Dr. Mark D. Elliott, Boston, Mass.

In your school, have you had unusual success with a new report card? With a new method of teaching reading? Share your ideas with other teachers. Write a brief paragraph and send it to THE JOURNAL for this page.



RURAL-SCHOOL SERVICE



For Christmas Gifts to Students—Give copies of Personal Growth Leaflets. See page A-175 of this issue of THE JOURNAL for a list of titles and prices. Especially suitable is the Golden Treasury series: A Golden Treasury of Beauty and Wisdom A Golden Treasury from the Bible A Golden Treasury on the Art of Living

For Christmas Buying—To encourage the giving of books as Christmas gifts, teachers may suggest titles from these lists of inexpensive editions:

Selected List of Ten-Cent Books, Association for Childhood Education, NEA Bldg., Washington, D. C., 1939, 12p. 15¢.

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

For Guidance Workers—*Why I Want My Boy To Be a Farmer* by O. E. Baker, is a mimeographed, sixteen-page pamphlet free from the Extension Service, Department of Agriculture, Washington, D. C.

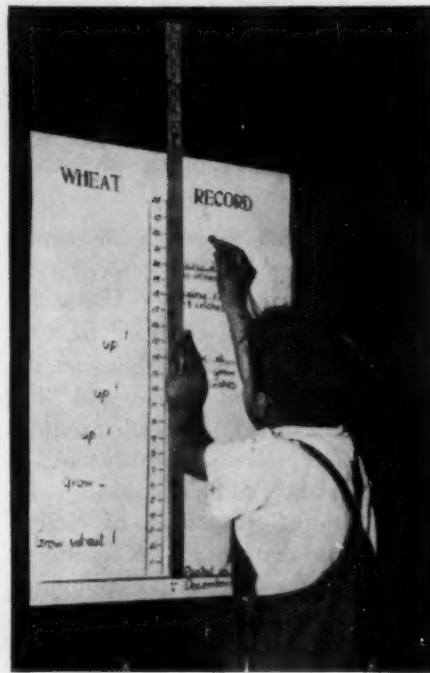
For Class Discussion—"Social Problems" pamphlets, which present reliable nontechnical information, are available free from the Works Progress Administration, Washington, D. C. Titles include:

Number 1—*Depression Pioneers* by David Cushman Coyle, 1939, 19p.

Number 2—*Rural Youth* by David Cushman Coyle, 1939, 35p.

Number 3—*Rural Relief and Recovery* by Rupert B. Vance, 1939, 32p.

Farm Tenancy in the South—Since the 1870's, when the sharecropper method of working the land took form, the number of farm tenants has increased until today there are in the South 1,831,000 tenant families—a total of more than 9,000,000 men, women, and children. When the South's farm wage hands are added, the number rises to over 11,000,000. These landless farm people have a population equal to the entire populations of South Carolina, Georgia, Alabama, Mississippi, and Arkansas. They struggle for the bare necessities of life in the midst of plenty.—From *The South's Landless Farmers* by Arthur Raper. Commission on Interracial Cooperation, 710 Standard Building, Atlanta, Georgia, price 10¢.



Recording Growth of Wheat—A second-grade project in keeping a graph of the weekly growth of wheat, comparing it with that of alfalfa, develops accurate concepts of the use and value of graphs.—From *Their First Years in School*, Los Angeles, California, County Board of Education, 1939, 282p.

Ten Novels about land problems and rural life:

Barren Ground by Ellen Glasgow

Time of Man by Elizabeth Madox Roberts

Giants in the Earth by Rolvaag

Free Land by Rose Wilder Lane

Marginal Land by Horace Kramer

Trumpets Calling by Dora Aydelotte

Tobacco Road by Erskine Caldwell

This Body the Earth by Paul Green

I Was a Sharecropper by Harrison Kroll

Grapes of Wrath by John Steinbeck

—Caroline Sherman, Bureau of Agricultural Economics, Washington, D. C.

You and Your Co-op Series—The Farm Credit Administration, Washington, D. C., is preparing a series of pamphlets for teachers of vocational agriculture and farmers' study groups. Pamphlets are free on request from the FCA:

The Story of Farmers' Cooperatives

Using Your Co-op Creamery

Using Your Livestock Co-op

Using Your Co-op Gin

Using Your Co-op Elevator

A Symposium on Rural Problems is an effective program for county meetings

and local teachers meetings. It includes a chairman and four to six members of the community, each presenting one phase of the main topic. An hour allows thirty to thirty-five minutes divided equally among symposium members, with three to five minutes for the leader's introduction and the same for his summary. A timekeeper may warn each member one minute before his time is up. Topics may cover:

Contributions to curriculum improvement in our schools by [1] county public health service, [2] parent-teacher association, [3] farm bureau, [4] home.

Contributions to the curriculum of [1] a school beautification project, [2] a traveling art exhibit, [3] traveling libraries or bookmobiles, [4] a well-balanced club program.

Lessons the rural school might learn from [1] CCC program, [2] NYA program, [3] 4-H Clubs or Future Farmers of America.

—Roben J. Maaske, president, Eastern Oregon College of Education, LaGrande.

Free to Teachers—Bibliographies of health education texts for elementary, junior, and senior highschool may be secured from the American Association for Health, Physical Education, and Recreation, NEA Building, Washington, D. C. Also references on the rural-school health program, the school lunch, and dental health.

A Science Center must be a living part of school activities, related to the children's present needs and interests:

[1] Building a feeding table or planning a Christmas tree for the birds. This will mean a study of our winter birds and their food habits.

[2] An exhibit of Christmas greens. Our Michigan conifers are pine, spruce, fir, hemlock, larch, arbor vitae, and juniper. "Trees" by Julia Rogers helps to identify conifers. It is fun to make things from cones.

[3] Weather record chart. A wind vane will be needed. The daily record will show relationship of wind to snowfall and temperature. To record time of sunrise and sunset, erect a shadow post in the yard; keep a record of shadow direction and length at nine, twelve, and four o'clock. Explain winter solstice.

—From *The Appleblossom*, Central State Teachers College, Mt. Pleasant, Michigan.

HIGH SCHOOL SERVICE

Is This Education?—I can solve a quadratic equation, but I cannot keep my bank balance straight.

I can name the kings of England since the War of the Roses, but I do not know the qualifications of candidates in the coming election.

I know the economic theories of Malthus and Adam Smith, but I cannot live within my income.

I can recognize the "leitmotif" of a Wagner opera, but I cannot sing in tune.

I can explain the principles of hydraulics, but I cannot fix a leak in the kitchen faucet.

I can read the plays of Moliere in the original, but I cannot order a meal in French.

I can recite hundreds of lines of Shakespeare, but I do not know the Declaration of Independence, Lincoln's Gettysburg Address, or the Twenty-third Psalm.—BERNADINE FREEMAN.

On a Fifty-fifty Basis—In the Inglis Lecture of 1939, entitled *Secondary Education and Life*, the author, Charles A. Prosser, director of Dunwoody Institute, proposes that the curriculum of the secondary school be reorganized on a fifty-fifty basis, 50 percent of each student's time to be spent on "life education" subjects. Students not going to college would be permitted to elect more "life education" courses. [Harvard University Press, 92p. \$1.]

For Class Study—The National Resources Committee is publishing a series of pamphlets summarizing its technical reports in the various fields of physical and human resources. These nontechnical, readable pamphlets are for sale by the Superintendent of Documents, Washington, D. C., price 10¢ each. Titles include:

- Planning Our Resources
- Our Cities
- Population Problems
- Regional Planning
- The States and Planning
- Technology and Planning
- Water Planning
- Federal Relations to Research
- Our Energy Resources
- The Northern Lakes States Region

Does Guidance Pay?—The director of guidance of the Worcester, Massachusetts, Boys Club selected one hundred boys who had received guidance and one hundred who had not received systematic guidance. At the end of five years he checked on the two groups. About twice as many of the boys who had received systematic guidance were successful and in higher paid occupations than the boys who had not received help from guidance counselors. The average monthly salary of the group who had received guidance was nearly \$15 higher than that of the other group. In our own city schools, records show that nearly all the graduates of the Knoxville High-school in 1938 have jobs or are in school, due to our systematic guidance program.—Curtis Gentry, director, Department of Guidance, Knoxville, Tennessee, Public Schools.

For Current Events Classes—*Congress at Work* is a 32-page illustrated booklet published by the Scholastic Magazine, Chamber of Commerce Building, Pittsburgh, Pennsylvania, 25¢ a copy; class supply of 20 or more, 15¢ each.

A Fourfold Program—The National Association of Secondary-School Principals, a Department of the NEA, has developed a long-range program for the improvement of the American highschool. The program is being promoted thru the democratic processes of discussion and cooperative thinking. The following steps have been taken or are being taken:

[1] A study of the issues and objectives of secondary education. The results are published in two bulletins: *Issues of Secondary Education* and *Functions of Secondary Education*. These bulletins may be secured from H. V. Church, 5835 Kimbark Avenue, Chicago, price 55¢ each to members of the National Association; to others \$1.10 each.

[2] The discussion of these issues and objectives. Thousands of principals and teachers thruout the nation are now taking part in this organized discussion. Discussion group materials may be obtained without charge from Walter E. Myer, Discussion Group Project, 1201 Sixteenth Street Northwest, Washington, D. C.

[3] A national survey of best practices in highschools thruout the country, which are asked to report to the Group Discussion Project, using a questionnaire which will be sent on request for that purpose.

[4] An appraisal of the most promising practices in the various fields of secondary education, with suggested programs of action.

The Institute for Propaganda Analysis, a nonprofit organization to help students and citizens detect and analyze propaganda, publishes monthly bulletins and special studies. The October bulletin is entitled *The War Comes*. A year's subscription is \$2; 10 or more subscriptions to same address, \$1.50 each, 20 or more, \$1 each. Clyde R. Miller, secretary, 40 East 49th Street, New York City.

Suggested Teaching Unit on the Vitamins, including a Vitamin Chart, will be sent on request to teachers of food and nutrition in highschools, colleges, and universities, by the Wisconsin Alumni Research Foundation, Madison.

Making Democracy Work: How Youth Can Do It, is an 86-page pamphlet by Walter E. Myer and Clay Coss [Civic Education Service, Washington, D. C. 1939, 15¢]. The authors believe that young people should be encouraged to develop habits of group discussion which will carry over into adult life.

For Home Economics Classes—Many Americans, rich and poor, fail to buy the food they need because they do not know the basic principles of diet. *This Problem of Food*, a Public Affairs Pamphlet by Jennie I. Rowntree, professor of home economics, University of Washington, tells how to get the most for your food dollar. (Silver Burdett Company, New York, 10¢; quantity discounts.)

Protestant, Catholic, and Jewish pupils of Lincoln Junior Highschool, Minneapolis, Minnesota, celebrated the school's joint Christmas and Hanukkah festivals the week before Christmas. As symbols of the observances, a sparkling Christmas tree and the lights of the Hanukkah candelabra shone on either side of the school doorway.—*Minnesota Journal of Education*.

Nationwide Interest in FTA—Each day's mail brings to the National Committee, Future Teachers of America, applications for highschool and college charters. Chapters have recently been chartered in the following institutions of higher education:

Junior College, Long Beach, Calif.
State Teachers College, Danbury, Conn.
Georgia State College for Women, Mill-
edgeville
Northwest Nazarene College, Nampa,
Idaho
University of Kentucky, Lexington
Margaret C. Hanson Normal School, New
Orleans
State Normal School, Gorham, Maine
Montcalm County Normal, Stanton, Mich.
State Teachers College, Kearney, Nebr.
State Teachers College, Wayne, Nebr.
Teachers College, Asheville, N. C.
State Teachers College, Huntsville, Tex.
Dixie Junior College, St. George, Utah
State Teachers College, Radford, Va.
State Teachers College, Shepherdstown,
W. Va.
University of Wyoming, Laramie

For Professional Orientation—The following Personal Growth Leaflets are being found especially useful for teachers college classes in professional orientation. They may be ordered from the NEA, Washington, D. C., for a cent apiece, *no orders for less than 25¢*.

The Story of the NEA
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
Crucial Issues in American Education.

In all our plans for general education of teachers—and others as well—we must insist upon the right of participation in real experience as over against verbalization. The idea still prevails in many liberal arts colleges that it isn't educational to *do* something but only to *read* about it. Some people still seem to think that play production, for example, with all that it involves of creative activity, is not "college education," and that analyzing the words in Shakespeare's plays is.—W. Carson Ryan, staff associate, Carnegie Foundation for the Advancement of Teaching, New York.

Direct Experience for Prospective Teachers—The State Teachers College at Montclair, New Jersey, arranges ten field trips each semester in order that prospective and inservice teachers may study at firsthand the human relations and activities of the New York metropolitan area. Students learn geography and history, explore living and working conditions, housing, transportation, communication, industry, and the like.

Teacher-Education Journal is a new quarterly published by the Eastern-States Association of Professional Schools for Teachers, Ambrose L. Suhrie, editor. Subscriptions (50¢ a copy, a dollar a year) may be sent to Roy L. Shaffer, State Teachers College, Jersey City, N. J.

FTA Extension Project—This project appeals especially to FTA chapters in colleges, teachers colleges, and schools of education in universities, the authorities of which are always eager to keep in touch with the most promising high-school students in their service area.

Purpose: To form FTA clubs in neighboring highschools and to aid them in the development of worthwhile activities.

How to proceed: Select one or more highschools in the college service area. Write the FTA National Committee about your plans, asking for material to be used in organization. Talk with the principal, teachers, and students in the highschools chosen, working out plans, selecting carefully a suitable group of candidates for the FTA club. Make application for a national charter. Keep in touch with the highschool club and entertain its members at the college.



Mary Jane Dilworth Club, Future Teachers of America, Weber County High School, Ogden, Utah

Teachers College Faculties—According to the accrediting committee of the American Association of Teachers Colleges, the median training of faculties of teacher-educating institutions was 4.32 years beyond highschool in 1927; 5.47 in 1938-39.

College Teachers of Education—The officers of the National Society of College Teachers of Education are as follows for the current year:

President—L. A. Pechstein, University of Cincinnati

Secretary-Treasurer—Fowler D. Brooks, DePauw University

Executive Committee—M. R. Trabue, Pennsylvania State College; C. F. Arrowood, University of Texas; Willis L. Uhl, University of Washington; Ernest Horn, University of Iowa.

A History of Education Chart by Lester B. Sands and John C. Almack has recently been published by the Stanford University Press, price \$1. Students interested in the history of education will welcome this topical outline which is arranged in chronological order from 1000 B. C. to the present. The chart covers aims of education, schools developed, curriculum offered, leaders and contributions, teaching methods, classes educated, political and social events.

The Peabody Journal of Education for September 1939 contains proceedings of the Second Annual Institute on Professional Relations held at Peabody College June 22 and 23.

May We Hear from You?—Send us a brief description of a pioneering enterprise in teacher education in your school.

AMERICAN SCHOOL of the AIR



Sterling Fisher

THE AMERICAN SCHOOL OF THE AIR, sponsored by the National Education Association and presented by the Columbia Broadcasting System every school day, is now being

used by nearly 200,000 teachers to enrich school studies and to make instruction more effective.

In the preparation of each program of this educational feature the Columbia Broadcasting System employs high-grade professional staff and technical equipment. The Board of Consultants of the American School of the Air, headed by W. C. Bagley of Teachers College, Columbia University, wellknown author of many books on education, provides expert counsel from the profession of

Time Schedule
MONDAY TO FRIDAY
EASTERN 9:15-9:45 AM
CENTRAL 2:30-3:00 PM
MOUNTAIN 1:30-2:00 PM
PACIFIC 2:30-3:00 PM

NOTE: Some local stations have shifted the broadcasting time of the American School of the Air to other than the above listed periods. Educational directors of local radio stations welcome consultation with teachers regarding the suitability of the time selected.

teaching. The work of radio technicians and professional educators is coordinated by Sterling Fisher, educational director of the Columbia Broadcasting System.

Increased interest in radio education is indicated in the number of demonstrations of this tool of learning which are being offered during the current year at conventions of state teachers associations. Among associations planning demonstrations of the American School of the Air for 1939-40 convention pro-

grams are: Minnesota, Missouri, New Mexico, Illinois, Tennessee, Wyoming, Texas, Mississippi, South Carolina, and Oklahoma.

Free Aids

TEACHERS MANUAL — Suggested lesson plans, reading references for every broadcast so that classes may be prepared in advance.

ANNOUNCEMENT POSTER — A memory-tickler for every school bulletin board so that confusion as to topic and hour may be avoided.

RADIO CALENDAR — A time schedule of good educational, non-commercially sponsored network programs on all the chains, so that the alert teacher need not miss opportunities to make use of programs which may occasionally or regularly be helpful to classroom work. The radio calendar is published semi-annually by the American Association of School Administrators for limited distribution.

HOW TO GET — Write to the National Education Association, Washington, D. C. Ask for free copies of these aids in such quantities as you need.

A TEACHER'S INFLUENCE

IT WAS a good many years ago when a teacher came to a village school in the state of Indiana. That school was quite run-down. It had a reputation of getting rid of teachers. The school was gang-ridden by a dozen or more rough boys. . . . The first day the teacher discovered the leader of the gang drawing rude pictures on a slate.

The teacher realized the crude caricature was of himself. The boy—bent over his slate, drawing between spasms of laughter, looking up at the teacher, then around the room, and back at the slate—was attracting the attention of the whole school.

When school was out for the day, this boy was requested to remain. He was the gang leader, and his partners in mischief gathered around the building, waiting to see what would happen between him and the new teacher. He had insulted the teacher the first day, and surely something drastic would be done. They were disappointed when after a few minutes he emerged from the building, smiling, and with a new book in

his hand, made straight for home. This boy had never thought enough about books to carry one home. But something had really happened to that boy. He had met a truly great teacher.

That teacher had said to him: "James, I see that you have in you the making of a great artist or painter, maybe a poet. You have something every boy doesn't have. Here's a book. Take it home, read it, then draw for me the characters in the book as you see them."

That was all. The boy was waiting for the teacher the next morning. "Did you read any of the book?" asked the teacher.

"Any of it? I read all of it. Here's your drawing, too."

That teacher had done something to that boy—who was JAMES WHITCOMB RILEY—and this experience was the turning point in his life. It was the influence of this one teacher that saved the Indiana genius who, all the neighbors said, "would come to some bad end."

The years went on, and Riley had become famous and greatly loved all over the land. He was living in Indianapolis,

each day going to his office on an upper floor of a hotel in an elevator. The elevator boy said to him one day, "Mr. Riley, I understand you writes poetry."

"Well, yes, I suppose; that is, I try."

"I, too, writes poetry sometimes," answered the obscure boy. "Guess it's no good, but I likes to write it. My mother reads it, then I burns it."

"Bring your next poem to me," replied Riley, as he stepped out of the elevator. The boy was elated that the great Riley noticed him. Within a few days the boy was knocking at Riley's door. He showed Mr. Riley some poems he had written. Trembling and too frightened to say anything, he thrust them at the poet and tried to get out; but Mr. Riley closed the door and kept him in. He remained with that boy a whole hour. The boy was PAUL LAURENCE DUNBAR, and Riley's influence that day lifted that boy out of an elevator into the big world where he could be heard and in turn influence thousands of other lives.

A teacher of good influence becomes eternal in the lives of his students. Could anyone wish a greater reward?—W. G. MONTGOMERY in *The Church School Magazine*.

★ ★ ★ NOTES AND ANNOUNCEMENTS ★ ★ ★

New Life Members Received in October

ARKANSAS—W. D. McClurkin
 CALIFORNIA—Frank R. Johnson
 CONNECTICUT—Caroline C. Jourdan
 DISTRICT OF COLUMBIA—Kathryn G. Heath
 IDAHO—E. Norman Vaughn, Harvie Ellis Walker
 ILLINOIS—Anna L. Ondesco, Wiley Simmons,
 Sophie Annette Theilgaard, Clem O. Thompson,
 Ada Helen West
 INDIANA—Mrs. Ida Harder
 IOWA—Floyd A. Davis, Paul Byron Sharar
 KENTUCKY—Bettie M. Robinson
 LOUISIANA—Beryl M. A. Barnes
 MASSACHUSETTS—Charles A. Cockayne
 MISSOURI—Anson B. Barber, Joseph G. Bryan
 NEBRASKA—Paul D. Haynie, Effie M. Noll, Ella
 Noll, Lillie E. Peterson
 NEW JERSEY—Elsie D. Bahrenburg
 NEW MEXICO—Lawrence Wade Clark, R. L. Davidson
 NEW YORK—Clare C. Baldwin, Joseph Greenberg,
 Irving Lorge, Harold B. Wood
 OHIO—Fredrick F. Cameron, Jr., L. Maurice
 Crotty, Stanley Malys, William J. Tabscott
 OKLAHOMA—E. Clay Venable
 OREGON—Dora Gallagher
 PENNSYLVANIA—Randolph B. Harvey, Paul D.
 Shriver
 SOUTH CAROLINA—Mowat G. Fraser
 TENNESSEE—Frances Woolley
 TEXAS—S. F. Fenner
 VIRGINIA—Beatrice V. Ball, Alice A. Parrish
 WASHINGTON—Clifton A. Crook
 WEST VIRGINIA—Robert H. Ferguson
 WISCONSIN—Sam M. Essock, Ruth Mac Hansen



The wellknown child's prayer is offered here in a revised form, from the "Greater Miami [Florida] School Digest."

Preserving Folklore

★ WAYNE UNIVERSITY students are collecting and recording the folklore of the various national groups in Detroit. Unrecorded, the traditional lore of these groups, which is being assimilated into American life, might in another generation be lost.

Has your state ratified? Twenty states have not yet ratified the federal Child Labor Amendment, as shown in the map which is taken from a pamphlet by the National Child Labor Committee, "Child Labor Facts 1939-1940." To make a careful study of this and other reports, and to secure early ratification of the Amendment, may well be a project of 100 percent schools, working with state and local education associations, in accordance with the Platform of the National Education Association which states that: "The Constitution of the United States should be amended to provide for the prohibition of child labor."

To quote the National Child Labor Committee's report: "The reluctance of state legis-



latures to ratify is in direct conflict with public opinion. A nationwide poll conducted by the American Institute of Public Opinion in the spring of 1937 showed a majority for the amendment in every state of the Union. For the country as a whole 76 percent voted for ratification." The pamphlet may be secured from the Committee, 419 Fourth Avenue, New York City, 25¢ a copy.

Volunteers Are Wanted—

★ TO HELP EVALUATE THE JOURNAL from month to month as an aid to the editorial staff in their search to discover what kind of content readers desire to have in THE JOURNAL. This is open to every member. It is hoped especially that those in their first years of teaching will take part in the enterprise. Write the editor saying, "I hereby volunteer for the JOURNAL evaluation service," giving full name, position, and address. Each month so long as you continue in this service you will receive a special blank to be filled out and a copy of one of the latest Personal Growth Leaflets. [Address the editor at 1201 Sixteenth Street Northwest, Washington, D. C.]

A Project in Helpfulness

★ IN THE Southern Appalachians are many promising children who lack proper educational advantages. The public schools of this section are slowly winning an uphill fight under devoted leadership, but local resources, energy, and ability need supplementing if these mountain children are to have the chance at an education which as Americans they merit.

The Save the Children Federation is rendering effective service to these underprivileged children in cooperation with teachers and children in schools throughout the nation, thus creating between children of the mountains and the contributing boys and girls a sense of [Cont. on page 294]

A LETTER FROM AN OBSERVANT YOUNG CITIZEN

"Our teacher showed us the pictures on page 175 in the September number of your magazine. We noticed the flag had a red stripe at the bottom of the blue field, which is not the way the flag is made. Our principal taught us a little rhyme so we would always get the stripes right. It is on the paper enclosed. Yours truly, Ray Durfee," B-4 Class, Angeles Mesa School, Los Angeles, California.



★ ★ 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 thru October 28 and have been continuously enrolled in their national professional organization for the number of years indicated:

TWENTY-ONE YEARS

COLORADO—Pueblo, Minnequo
PENNSYLVANIA—Altoona, Entire System

TWENTY YEARS

CALIFORNIA—Piedmont, Entire System
COLORADO—Colorado Springs, Buena Vista, Washington
MAINE—Mapleton, Entire System
MASSACHUSETTS—Brookline, Pierce Elem.
MINNESOTA—Minneapolis, Hiawatha
NEW JERSEY—Bridgeton, Vine St.
NEW YORK—Mt. Vernon, William Penn
OHIO—Marietta, Marion, Norwood
VIRGINIA—Norfolk, Henry Clay

NINETEEN YEARS

ARIZONA—Prescott, Entire System
COLORADO—Arvada, Arvada
ILLINOIS—Waukegan, Waukegan Twp. High Dist. No. 119
INDIANA—Hammond, Kenwood, Wilson
IOWA—Sioux City, Floyd
MAINE—Portland, Butler, Chapman, Nathan Clifford, Emerson, Heseltine, Peaks Island, Saunders St., Shailer, Rosa E. True
MASSACHUSETTS—Brookline, Edward Devotion, John D. Runkle
NEVADA—Las Vegas, Las Vegas
OHIO—East Cleveland, Mayfair
VIRGINIA—Lynchburg, Floyd

EIGHTEEN YEARS

ARIZONA—Tucson, Mansfield Jr. High
CALIFORNIA—Bakersfield, McKinley
COLORADO—Boulder, Highland
CONNECTICUT—East Hartford, Meadow
ILLINOIS—Winnetha, Entire System
INDIANA—Terre Haute, McLean Jr. High
IOWA—Burlington, Entire System; Sioux City, Bryant, Crescent Park, Emerson, Everett, Hunt, Lowell, Washington
MICHIGAN—South Haven, Entire System
OHIO—Bellefontaine, Entire System; Cincinnati, Pleasant Ridge; Oberlin, Entire System; Wooster, Bowman St.
OKLAHOMA—Muskogee, Irving, Washington, West High, Whittier
PENNSYLVANIA—Biglerville, Entire System; Lansdowne, Fernwood
VIRGINIA—Norfolk, James Monroe
WISCONSIN—Kenosha, Durkee, Lincoln; Wausau, Irving, Schofield

SEVENTEEN YEARS

COLORADO—Boulder, Whittier; Colorado Springs, Whittier
DELAWARE—Wilmington, Public School No. 13
ILLINOIS—Pekin, Douglas, Franklin, Garfield, Jefferson, Lincoln, Roosevelt, Washington Jr. High
INDIANA—Fort Wayne, Jefferson
IOWA—Council Bluffs, Longfellow; Sioux City, Riverview
MAINE—Caribou, High School; Portland, Morrill, Oakdale, Vaughan St.
MARYLAND—Galena, Galena High
MICHIGAN—Grand Rapids, Madison
MINNESOTA—Minneapolis, Harrison
NEW MEXICO—Roswell, Washington Ave.
OHIO—Columbus, Eighth Ave.; East Cleveland, Caledonia; Wooster, Beall Ave.
VIRGINIA—Lynchburg, Biggers, Garland-Rodes

SIXTEEN YEARS

COLORADO—Colorado Springs, Midland, Steele; Pueblo, Bradford, Hinsdale, Irving School Dist. No. 1, Park View, Somerlid, Thatcher Elem.
DELAWARE—Wilmington, Public School No. 9, P.S. No. 22
IDAHO—Pocatello, Jefferson
ILLINOIS—Belvidere, Belvidere High; Dundee, Dundee-Carpentersville Jr. High, Dundee Community High; Jacksonville, Franklin, Jefferson, Lafayette, David Prince Jr. High, Washington; Maywood, Emerson; Naperville, Entire System
INDIANA—Fort Wayne, Riverside; La Porte, Entire System
KANSAS—Leavenworth, Lincoln
MAINE—Portland, Isabella Garvin, Libby, Lincoln Jr. High, McLellan, Presumpscot, Roosevelt, Sherman St. Kindergarten, Walker Manual Training, West, Willard
MASSACHUSETTS—Milford, Osgood Jr. High and Elem.; Melrose, Roosevelt
MICHIGAN—Grand Haven, Entire System
MINNESOTA—Minneapolis, Irving, Simmons
MISSOURI—Clayton, Entire System
NEW JERSEY—Bernardsville, Bernards High; Summit, Brayton, Lincoln, Roosevelt
OHIO—Columbus, Medary; Findlay, Detwiler, J. C. Donnell Jr. High, Firmin, Glenwood Jr. High, Lincoln, McKee, Washington; Youngstown, Jefferson
PENNSYLVANIA—Lehigh, Entire System; Palmerston, Entire System
RHODE ISLAND—Jamestown, Carr, Clarke
UTAH—Jordan District, Entire System
VIRGINIA—Lynchburg, Miller Park
WISCONSIN—Wausau, Central, G. D. Jones, Junior High, Lincoln
WYOMING—Midwest, Entire System; Sheridan, Central

FIFTEEN YEARS

ARIZONA—Winslow, Entire System
COLORADO—Colorado Springs, Garfield, Helen Hunt, Ivywild; Pueblo, Dist. No. 1, Entire System
ILLINOIS—Evanston, Dewey, Willard; Jerseyville, Jersey Twp. Sr. High
INDIANA—Fort Wayne, Harmar Intermediate, McCulloch

KENTUCKY—Louisville, I. N. Bloom
MAINE—Portland, Allen, Staples, Summit St.
MASSACHUSETTS—Newton, Lincoln-Eliot, Stearns; Plymouth, Hedge
MICHIGAN—Grand Rapids, Auxiliary
MISSOURI—Kansas City, Leeds; University City, Flynn Park
NEW JERSEY—Bernardsville, Bernardsville Grammar; Camden, Sharp
NEW YORK—Ardsey, Ardsey High No. 5; Kenmore, Washington
OHIO—Ashtabula (Harbor Schools), Entire System; Bellevue, Ellis, Junior High, McKim, Pike; Columbus, Avondale, Main St.; Hoytville, Jackson Twp. High; Lancaster, Lancaster High; Lima, Central High, Emerson, Faurot, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Horace Mann, McKinley, Roosevelt, Washington, Whittier; Lorain, Clearview; Mansfield, Bushnell; Marietta, Washington; North Baltimore, Entire System; Tiffin, Columbian Sr. High
OREGON—North Bend, Entire System
PENNSYLVANIA—Lehigh, Packerton Jr. High; Reading, Muhlenberg Twp. High; Warren, Jefferson
UTAH—Murray, Entire System
WASHINGTON—Spokane, Rogers High
WISCONSIN—New London, Entire System; Wauteos, Wilson

FOURTEEN YEARS

ARIZONA—Clarkdale, Entire System
COLORADO—Frederick, Entire System
ILLINOIS—Wheaton, Entire System
INDIANA—Fort Wayne, Nebraska, Rudisill; Indianapolis, Public School No. 39
KENTUCKY—Ashland, Ashland Sr. High, Bayless, Cole Jr. High, Hager, Hatcher, Means
MAINE—Portland, Thomas B. Red
MASSACHUSETTS—Winchester, George Washington
MICHIGAN—Detroit, Coolidge
MINNESOTA—Minneapolis, Fuller, Willard
NEVADA—Carson City, Carson City Elem., Carson City High
NEW JERSEY—Hightstown, Grammar
OHIO—Bowling Green, Ridge St.; Columbus, Felton, Leonard; Lakewood, Hayes; Lancaster, Entire System; Lima, Entire System; Logan, Entire System; Mansfield, Newman St.; Marietta, Marietta Jr.-Sr. High; Warren, Frances E. Willard; Youngstown, Bancroft
PENNSYLVANIA—Lansdowne, East Lansdowne Borough; Wayne, Wayne Elem.
UTAH—Duchesne, Duchesne High & Elem.; Mountain Home, Mountain Home; Myton, Myton; Neola, Neola; Roosevelt, Roosevelt Elem.; Tabiona, Tabiona High & Elem.
WISCONSIN—Kenosha, Washington, Washington Jr. High; Manitowoc, Cleveland, Garfield, Jefferson

THIRTEEN YEARS

ARIZONA—Clemencean, Entire System; Prescott, Jefferson, Lincoln, Miller Valley
COLORADO—Arvada, Entire System; Colorado Springs, Columbia, South Jr. High
FLORIDA—Riviera, Riviera Jr. High
GEORGIA—Atlanta, Georgia Ave., Lee St., Frank L. Stanton
ILLINOIS—Belvidere, Logan, Washington
INDIANA—Fort Wayne, Franklin; Indianapolis, Calvin Kendall No. 62; Seymour, Emerson, Lincoln, Riley, Washington
KANSAS—Hutchinson, Winans
KENTUCKY—Ashland, Entire System
MAINE—Camden, Elm St.; Portland, Long Island
MASSACHUSETTS—Athol, Main St.; Medford, James; Stoneham, South
MICHIGAN—Fremont, Entire System
MINNESOTA—Rochester, Entire System
NEW JERSEY—Alloway, Alloway; Bernardsville, Olcott; Plainfield, Evergreen; Vineland, Magnolia Rd., Park & Second Sts., South Vineland
NEW MEXICO—Albuquerque, University Hgts.; Van Houten, Entire System
NEW YORK—Kenmore, Harding, Lincoln
NORTH DAKOTA—Fargo, Franklin
OHIO—Bellevue, Entire System; Canton, Washington, Woodland; Marietta, Harmar, Willard; Ravenna, Entire System
OREGON—Roseburg, Entire System
PENNSYLVANIA—Holidaysburg, Entire System; Tyone, Entire System
TEXAS—Texarkana, Junior High
UTAH—Bountiful, South Jr. High; Farmington, Farmington; Layton, Syracuse; Wasatch County, Entire System
VIRGINIA—Newport News, Newport News High, George Washington, Woodrow Wilson; Norfolk, Larchmont; Richmond, Grace Arents

100 PERCENT FOR TWENTY-ONE YEARS



Bellows School in Columbus, Ohio—Miss Alma Jagsch, principal—has been 100 percent in NEA enrolment since 1918.

WISCONSIN—*Shorewood*, Entire System; *Whitefish Bay*, Entire System; *Wauwatosa*, Washington
WYOMING—*Sheridan*, Coffeen Ave.

TWELVE YEARS

COLORADO—*Canon City*, Roosevelt Jr. High; *Pueblo*, Danforth
CONNECTICUT—*Darien*, Hindley
ILLINOIS—*Belvidere*, Entire System; *Cicero*, Roosevelt; *Rockford*, Kishwaukee
INDIANA—*Fort Wayne*, Bloomingdale
MASSACHUSETTS—*Worcester*, Thorndyke Rd.
MICHIGAN—*Flint*, Durant
MISSOURI—*Maryville*, Entire System; *Webster Groves*, Lockwood
NEW JERSEY—*Livingston*, Central, Squiertown
NEW YORK—*Kenmore*, Roosevelt
OHIO—*Columbus*, Chicago Ave.; *Lakewood*, Madison; *Steuertown*, Jefferson; *West Carrollton*, Entire System; *Willoughby*, Lincoln
TEXAS—*Tezarkana*, Texas Sr. High
UTAH—*Brigham City*, Lincoln, Perry; *Collinston*, Collinston; *Corinne*, Corinne; *Fielding*, Fielding; *Garland*, Garland; *Howell*, Howell; *Mt. Emmons*, Altamont High, Mt. Emmons Elem.; *Plymouth*, Plymouth; *Portage*, Portage; *Tremonton*, Bothwell, Elwood; *Upalco*, Upalco; *Washakie*, Washakie
VERMONT—*Bellows Falls*, Atkinson St.; *Enosburg Falls*, Entire System
VIRGINIA—*Newport News*, Bankhead Magruder

ELEVEN YEARS

CALIFORNIA—*Centerville*, Washington Union High
COLORADO—*Gunnison*, Entire System; *Walsenburg*, Huerfano Co. High
GEORGIA—*Atlanta*, Capitol View, S. M. Inman, Moreland
ILLINOIS—*Woodstock*, Dean St.
INDIANA—*Indianapolis*, Oscar C. McCulloch No. 3, Public School No. 15; *Pendleton*, Entire System
KENTUCKY—*Ashland*, Condit, Charles Russell
MAINE—*Portland*, North, Open Air
MASSACHUSETTS—*Ipswich*, Shatswell; *Stoneham*, Emerson
MINNESOTA—*Minneapolis*, Garfield
NEW HAMPSHIRE—*Winchester*, Thayer Sr. High
NEW JERSEY—*Basking Ridge*, Basking Ridge; *Bernardsville*, Entire System; *Liberty Corner*, Liberty Corner; *Livingston*, Entire System; *Millington*, Bonnie Brae
NEW MEXICO—*Albuquerque*, North Fourth St.
NEW YORK—*Johnson City*, Harry L. Johnson; *Spring Valley*, Lakeside
NORTH DAKOTA—*Fargo*, Emerson H. Smith
OHIO—*Blanchester*, Blanchester Twp.; *Clarksville*, Clarksville-Vernon High; *Clinton County*, Entire System; *East Cleveland*, Superior; *East Palestine*, Entire System; *Kent*, Entire System; *Lees Creek*, Wayne Twp.; *Marietta*, Entire System; *Martinsville*, Martinsville; *Nelsonville*, Nelsonville Sr. High; *New Vienna*, New Vienna; *Painesville*, Roosevelt; *Port William*, Liberty Twp.; *Reesville*, Reesville; *Sabina*, Sabina; *St. Paris*, Christianburg-Jackson; *Wooster*, Walnut St.
PENNSYLVANIA—*Mount Lebanon*, Entire System
UTAH—*Bluebell*, Bluebell; *Roosevelt*, Roosevelt High; *Salt Lake City*, Sumner
VIRGINIA—*Newport News*, Thomas Jefferson, Walter Reed
WISCONSIN—*Edgerton*, Entire System

TEN YEARS

COLORADO—*Fowler*, Fowler High, Park
GEORGIA—*Americus*, Wheatley
ILLINOIS—*Cicero*, Grant, Jones; *Peoria*, Harrison; *Stockton*, Entire System
KANSAS—*Holton*, Entire System
MASSACHUSETTS—*Southwick*, Consolidated
MICHIGAN—*Lansing*, Walter French Jr. High; *Saginaw*, Otto Roeder
MISSOURI—*Webster Groves*, Bristol, Goodall
NEVADA—*Austin*, High School No. 1, Simpson Park; *Battle Mountain*, Battle Mountain; *Las Vegas*, Manual Arts, North Las Vegas, West Side
NEW JERSEY—*Morris Plains*, Alfred Vail Jr. High
NEW YORK—*Clinton*, Entire System; *Kenmore*, Lindbergh; *Oneonta*, Chestnut St.
NORTH DAKOTA—*Bismarck*, Entire System; *Fargo*, Lincoln Platoon, Roosevelt Jr. High
OHIO—*Green Springs*, Green Springs; *Findlay*, Liberty Twp. Cons.; *Lakewood*, Lincoln; *Lancaster*, Cedar Hights; *Lindsey*, Washington Twp.; *Madison*, North Madison; *Nelsonville*, Entire System
PENNSYLVANIA—*Berwick*, Fairview Ave., 14th St.
TEXAS—*Texarkana*, Central
VIRGINIA—*Hopewell*, DuPont; *Newport News*, John W. Daniel, Stonewall Jackson, Booker Washington; *Norfolk*, Bay View, Robert Gatewood
WISCONSIN—*Kenosha*, Edward Bain; *Wauwatosa*, McKinley

NINE YEARS

ALASKA—*Cordova*, Entire System
ARIZONA—*Clifton*, Entire System
COLORADO—*Fort Collins*, Laurel St.; *Greeley*, Horace Mann
ILLINOIS—*Lisle*, Lisle School Dist. No. 70; *Naperville*, Granger Cons. School Dist. No. 90; *West Chicago*, Community High

INDIANA—*Fort Wayne*, Adams Jr. High; *Seymour*, Entire System
KANSAS—*Arlington*, Arlington Rural High; *Topeka*, Gage
MAINE—*Brewer*, Entire System; *Portland*, Bethel Kindergarten, Peary Kindergarten
MARYLAND—*Hagerstown*, South Potomac Jr. High
MASSACHUSETTS—*Adams*, Commercial St.; *Arlington*, Brackett; *North Attleboro*, Towne St.
MICHIGAN—*Battle Creek*, Lakeview Cons. High
NEW JERSEY—*Summit*, Jefferson
NEW MEXICO—*Albuquerque*, Lincoln Jr. High, Washington Jr. High; *Hot Springs*, Entire System
NEW YORK—*Geneva*, High St.; *Kenmore*, Special Teachers & Supervisors; *Monticello*, Entire System; *Rochester*, Laureton Grammar
OHIO—*Ashtabula*, Bunker Hill; *Cadiz*, Cadiz Sr. High; *Canton*, Henry S. Belden, Belle H. Stone; *Columbus*, Douglas; *Madison*, Homer Kimball; *Warren*, Dickey Ave.; *Willoughby*, McKinley
PENNSYLVANIA—*Benton*, Entire System; *Berwick*, Entire System; *Fallingston*, Falls Twp. High
VIRGINIA—*Hot Springs*, Valley Sr. High; *Norview*, Norfolk, Norview High; *Portsmouth*, Thomas Jefferson
WASHINGTON—*Millwood*, West Valley High
WISCONSIN—*Manitowoc*, Woodrow Wilson; *Milwaukee*, Thirty-eighth St.

EIGHT YEARS

ARIZONA—*Eloy*, Eloy Grammar, Eloy Jr. High; *Patagonia*, Patagonia School Dist. No. 6; *Ray*, Lincoln
COLORADO—*Colorado Springs*, West Junior High
GEORGIA—*Atlanta*, Calhoun
ILLINOIS—*Freeport*, East Side; *West Chicago*, Entire System
INDIANA—*Fort Wayne*, Miner, J. H. Smart, Louis C. Ward; *Indianapolis*, Public School No. 61, Washington School No. 55
IOWA—*Council Bluffs*, Gunn, Rue
MASSACHUSETTS—*Holden*, Chaffins; *Rutland*, High
MISSISSIPPI—*Clarksdale*, Entire System
NEW HAMPSHIRE—*Derry Village*, Pinkerton Academy
NEW JERSEY—*Hopewell*, Hopewell; *Leonia*, Leonia
NEW YORK—*Cambridge*, Cambridge Union High; *Glens Falls*, Big Cross St.; *Mechanicville*, Public School No. 4; *Penn Yan*, Chestnut St.; *Rome*, Barringer
NORTH DAKOTA—*Fargo*, Hawthorne
OHIO—*Madison*, Madison Rural School Dist.; *Perry*, Perry; *Willoughby*, Garfield; *Wooster*, Pittsburgh Ave.
PENNSYLVANIA—*Hanover*, Walnut St.; *Lansdale*, Entire System; *Lansdowne*, Entire System; *Milton*, Curtin Bldg., Lincoln Bldg.; *Newport*, Fourth St. Bldg.; *Norristown*, Black Horse, Ivy Rock, Plymouth Cons., Plymouth Twp. Public Schools; *Solebury*, Solebury Twp.; *Waynesboro*, Entire System
TENNESSEE—*Bristol*, Entire System
WISCONSIN—*Manitowoc*, Lincoln High; *Milwaukee*, Wm. McKinley; *Wauwatosa*, Hawthorne Jr. High, Jefferson

SEVEN YEARS

ARIZONA—*Miami*, Bullion Plaza, Inspiration Addition, Lower Miami; *Phoenix*, Alhambra
COLORADO—*Denver*, Gove Jr. High; *Golden*, Entire System; *Greeley*, Central Platoon; *Pueblo*, Bessemer, Columbian, Edison School Dist. No. 20, Keating Jr. High Dist. No. 20, Lake View; *Sterling*, Franklin
CONNECTICUT—*Darien*, Holmes
GEORGIA—*Atlanta*, Williams St.
IDAHO—*Naf*, Clear Creek, Standrod
ILLINOIS—*East St. Louis*, Maplewood (Dist. No. 190); *Libertyville*, Libertyville Twp. High Dist. No. 120
INDIANA—*Indianapolis*, Public School No. 56, Public School No. 68, Public School No. 87; *Sullivan*, Central; *Terre Haute*, Rea
IOWA—*Council Bluffs*, Dodge, Eighth St., Franklin, Washington
KANSAS—*Cullison*, Entire System; *Hutchinson*, Roosevelt
MAINE—*Houlton*, Entire System; *Portland*, Cummings, Jackson, Leland, Monument St., Riverside
MASSACHUSETTS—*Waltham*, Phineas Lawrence; *Wellesley Hills*, Fiske
MICHIGAN—*Detroit*, Nichols, Ruthruff
MISSISSIPPI—*Greenville*, Central; *Meridian*, Entire System
MISSOURI—*Kirkwood*, W. W. Keyser; *University City*, Daniel Boone
NEVADA—*Las Vegas*, Entire System
NEW JERSEY—*Franklin*, Entire System; *Irvington*, Augusta St.; *Manasquan*, Entire System; *Tenafly*, Browning
NEW YORK—*Ilion*, West Hill; *Mechanicville*, Entire System; *Yonkers*, Public School No. 4
NORTH DAKOTA—*Valley City*, Entire System
OHIO—*Akron*, Hotchkiss, Lincoln; *Bucyrus*, Holmes-Liberty Cons.; *Columbus*, Olentangy; *Delphos*, Jefferson; *Dola*, Washington-Cessna; *Fremont*, Riley Twp.; *Lakewood*, Grant-Wilson; *Ohio City*, Ohio City-Liberty Sr. High; *Port Clinton*, Entire System; *Spencerville*, Jennings Twp.; *Toronto*, Central, Franklin, Lincoln, Roosevelt; *Warren*, Tod Ave.; *Wickliffe*, Entire System; *Willoughby*, Longfellow; *Wooster*, Entire System
OREGON—*Oregon City*, Barclay, Eastham, Mount Pleasant, Senior High

PENNSYLVANIA—*Hanover*, Eichelberger Sr. High
TENNESSEE—*Knoxville*, Giffin
UTAH—*Altonah*, Altonah; *Duchesne County*, Entire System; *Lucin*, Lucin; *Riverside*, Riverside
VERMONT—*Burlington*, Ira Allen
VIRGINIA—*Newport News*, Entire System
WISCONSIN—*Jefferson*, Entire System; *Kenosha*, Roosevelt; *Superior*, Franklin, Itasca
WYOMING—*Sheridan*, Linden Avenue

SIX YEARS

CALIFORNIA—*Alameda*, Porter; *Daly City*, Jefferson Union High
COLORADO—*Boulder*, Entire System; *Fort Collins*, Franklin, La Porte Ave., Washington; *Greeley*, Lincoln Platoon
GEORGIA—*Atlanta*, J. C. Harris
ILLINOIS—*Aurora*, Center, Oak Park; *Chicago*, Bell School; *Mendota*, Blackstone; *Woodstock*, Clay St.
INDIANA—*Evanston*, Highland; *Indianapolis*, Public School No. 13, Public School No. 31, Riverside No. 44, Public School No. 45, William Penn No. 49, Public School No. 78; *Terre Haute*, Collier, Deming, Thornton Jr. High
IOWA—*Council Bluffs*, Avenue B, Harrison, Madison, Roosevelt, Second Ave.; *Sioux City*, Bancroft, Grant, Irving
KANSAS—*Hutchinson*, Fourth Ave.
KENTUCKY—*Owensboro*, Entire System
MASSACHUSETTS—*Belmont*, Mary Lee Burbank; *Brookline*, Heath Jr. High; *North Adams*, Johnson; *Rutland*, Entire System; *Waltham*, Samuel D. Warren
MICHIGAN—*Detroit*, Berry, Dixon, Hubert, McNier, Wilkins; *Saginaw*, Stone
MISSOURI—*Maplewood*, West Richmond
NEW HAMPSHIRE—*Portsmouth*, New Franklin
NEW JERSEY—*Irvington*, Clinton Ave. No. 1; *Lincoln Park Borough*, Lincoln Park; *Red Bank*, Red Bank Jr. High
NEW YORK—*Batavia*, Washington; *Mamaroneck*, Daniel Warren; *Olean*, Public School No. 1; *Schenectady*, Riverside
OHIO—*Canton*, John K. Baxter; *Clyde*, Entire System; *Hamilton*, Taylor; *Lamartine*, Perrysville; *Lockland*, Arlington; *London*, Entire System; *Middle Point*, Middle Point; *Pemberville*, Pemberville High; *Toronto*, Entire System; *Youngstown*, Lincoln
OREGON—*Oregon City*, Entire System
PENNSYLVANIA—*DuBois*, Entire System; *Milton*, Grant Bldg.
SOUTH DAKOTA—*Madison*, Washington
UTAH—*Bountiful*, Stoker; *Brigham City*, Central; *Emery*, Emery; *Ferron*, Ferron Elem.; *South Emery*, High; *Garland*, Bear River Sr. High; *Huntington*, Huntington Elem.; *North Emery*, Lynn, Junction; *Orangeville*, Orangeville
VERMONT—*Burlington*, Champlain, Converse
VIRGINIA—*Hot Springs*, Thomastown Elem.; *Lynchburg*, Fort Hill; *Millboro*, Millboro
WASHINGTON—*Chehalis*, West Side; *Seattle*, Duane
WEST VIRGINIA—*Buckhannon*, East Main St.; *Bridgeport*, Bridgeport; *South Charleston*, Zapp O'Dell
WISCONSIN—*Jefferson*, Elementary; *Manitowoc*, Entire System; *Wausau*, Entire System
WYOMING—*Laramie*, Stanton

FIVE YEARS

CALIFORNIA—*Chula Vista*, Chula Vista Union Grammar; *Covelo*, Round Valley Union Hi; *Montevideo*, Monte San Pedro, Bandini St.; *Westmont*, Westwood Jr.-Sr. High
COLORADO—*Akron*, Akron Sr. High, High Prairie Sr. High, Washington Co. High; *Fort Collins*, Sue M. Barton, Lincoln, Remington, Senior High; *Greeley*, Cameron; *Linden*, Linden High; *Merina*, Roosevelt High; *Otis*, Lone Star Sr. High
OHIO High
DELAWARE—*Wilmington*, Charles B. Lore; *Wilmington*, Henry C. Conrad High
FLORIDA—*Miami*, Southside
GEORGIA—*Glynn County*, Entire System
ILLINOIS—*Mokenca*, Entire System; *Normal*, Central, Community Sr. High, Eugene Field, Bernadine Orme Smith; *Princeton*, Entire System; *Raymond*, Raymond Commercial High; *Roselle*, Public School Dist. No. 12
INDIANA—*Hammond*, Harding; *Indianapolis*, John McCormick No. 30, Oliver Perry Morton No. 34, Public School No. 43, Eleanor Skillen No. 34, Public School No. 85; *Vincennes*, LaSalle, Washington
IOWA—*Sioux City*, Joy, Roosevelt
LOUISIANA—*Morse*, Morse High
MAINE—*Portland*, Longfellow
MASSACHUSETTS—*Lexington*, Hancock; *Plymouth*, Manomet; *Waltham*, Thomas R. Plympton
MICHIGAN—*Detroit*, Angell
MINNESOTA—*Minneapolis*, Van Cleve; *Owatonna*, Entire System
MISSISSIPPI—*Horn Lake*, Horn Lake Voc. High
MISSOURI—*Kansas City*, Kansas City Orphan Boys Home; *Kirkwood*, Henry Hough, John Pittman, George R. Robinson; *Webster Groves*, Avery
NEW JERSEY—*Westfield*, Woodrow Wilson
NEW MEXICO—*Jal*, Entire System
NEW YORK—*Corning*, Northside Grammar; *Freeport*, Archer St., Cleveland Ave., Grove St., Seaman Ave.; *Gloversville*, Central, Kingsboro Ave., Columbia, Lexington Ave., Park St.; *Malverne*, Lakeview; *Ossining*, Roosevelt; *Penn Yan*, Liberty St.

OHIO—*Alger*, Alger-Roundhead; *Barnesville*, Entire System; *Baltimore*, Liberty Union; *Canton*, Cherry, Clarendon, Theodore Roosevelt; *Carrollton*, Harlem Springs, Mechanicstown; *Cleveland Heights*, Boulevard; *Columbus*, Milo, Stewart Ave.; *Dellroy*, Dellroy; *East Canton*, Entire System; *Findlay*, Huber; *Forest*, Forest-Jackson Rural; *Fostoria*, Entire System; *Gibsonburg*, Rollersville; *Hooven*, Berea; *Lakewood*, Garfield, Harrison; *Leesville*, Leesville; *Luckey*, Troy Twp.; *Malvern*, Malvern; *Mansfield*, Brinkerhoff, West Fifth; *McConnelville*, McConnelville Bldg.; *Mechanicstown*, Public School No. 16; *New Lyme*, Entire System; *North Canton*, Entire System; *Ohio City*, Entire System; *Painesville*, Mentor Ave.; *Sawyerwood*, Sawyerwood; *Steubenville*, Lincoln; *Van Wert*, Anthony Wayne, Pleasant Twp. Cons.; *Woodville*, Woodville; *Wren*, Wren Village; *Youngstown*, J. G. Butler

OREGON—*Bend*, Allen Platoon; *Forest Grove*, Entire System; *Marshfield*, Bunker Hill School Dist. No. 85; *Medford*, Lincoln

PENNSYLVANIA—*Duke Center*, Otto Twp. Jr. High; *Mansfield*, State Teachers College; *Oakmont*, Oakmont

SOUTH CAROLINA—*Clinton*, Entire System

UTAH—*Brigham City*, Box Elder High; *Castle Dale*, Castle Dale Elem., Central Hi.; *Deweyville*, Deweyville; *Elmo*, Elmo; *Promontory Station*, Bothe Valley; *Tremonton*, Thatcher; *Yost*, Yost

VIRGINIA—*Lyon Park*, Henry Clay; *Norfolk*, Chesterfield Hgts.

WEST VIRGINIA—*Charleston*, Littlepage; *South Charleston*, Central

WISCONSIN—*Jefferson*, Jefferson High; *Madison*, Brayton; *West Milwaukee*, West Milwaukee High; *Sheboygan*, Horace Mann; *Superior*, Carpenter, Nelson Dewey

WYOMING—*Rock Springs*, Lowell

FOUR YEARS

ALASKA—*Juneau*, High

CALIFORNIA—*Chula Vista*, Otay; *Livermore*, Arroyo Del Valle; *Monterey*, Oak Grove; *Nestor*, Southwest Jr. High

COLORADO—*Fowler*, Entire System; *Pueblo*, Lincoln; *Vernon*, Vernon High

DISTRICT OF COLUMBIA—*Washington*, Fairbrother

GEORGIA—*Americus*, Entire System

ILLINOIS—*Berwyn*, Irving; *Dundee*, Entire System; *Eldorado*, Lincoln; *Enfield*, Enfield; *Harrisburg*, Bayliss Jr. High, Logan; *Jerseyville*, Jerseyville; *Pera*, Entire System

INDIANA—*Freelandville*, Entire System; *Greentown*, Union Township Consolidated; *Hammond*, Munster; *Indianapolis*, Public School No. 52; *Jeffersonville*, Port Fulton; *Monroe City*, Entire System

NEBRASKA—*Omaha*, Entire System; *Ragsdale*, Aliceville; *Terre Haute*, Crawford, Davis Park; *Vincennes*, Purcell, Francis Vigo, Vincennes Twp.

IOWA—*Council Bluffs*, McMillen, Pierce St.; *Sionx City*, East Jr. High, Webster, West Jr. High

KANSAS—*Buchlin*, Entire System; *Spearville*, Spearville

KENTUCKY—*Ashland*, Putnam Jr. High; *Bloomfield*, Entire System; *Hopkinsville*, Virginia St.; *Kenton County*, Entire System; *Louisville*, Benjamin Franklin

LOUISIANA—*Branch*, Branch; *Church Point*, Bozyone, Church Point, Richard; *Crowley*, Ebenezer, Habetz, Lyons Point, North Crowley Elem., South Crowley; *Eunice*, Pitreville; *Evangeline*, Oil Field; *Georgetown*, Georgetown Jr. High; *New Orleans*, P. A. Capdau, Gumbel; *Paulina*, Paulina; *Rayne*, Mier; *Romeville*, Romeville Sr. High; *Vacherie*, Vacherie

MARYLAND—*Thurmont*, Creagerstown

MASSACHUSETTS—*Orange*, Cheney St.; *Springfield*, Summer Ave.

MICHIGAN—*Detroit*, Barstow, Beard, Burgess, Cadillac, Columbian, Craft, Higginbotham, Northville Open Air, Parke, Pasteur, Pestalozzi, Pierce, Robinson, Thirkell, Webster, Williams; *South Haven*, Central Elem.

MISSOURI—*Kansas City*, Paseo High

NEVADA—*Goodsprings*, Goodsprings

NEW HAMPSHIRE—*Whitefield*, Entire System

NEW JERSEY—*Camden County*, Berlin, Watsontown, Clementon Boro; *Irrington*, Berkeley Terrace No. 9, Grove St., Mt. Vernon Ave. School No. 5; *Montclair*, Edgemont; *Moorestown*, Lenola; *Plainsboro*, Plainsboro School No. 1

NEW MEXICO—*Portales*, Sr. High

NEW YORK—*Eggertsville*, Eggertsville School Dist. No. 13; *Freeport*, Entire System; *Gloversville*, Oakland Ave.; *Hempstead*, Jackson, Ludlum, Washington; *Penn Yan*, Entire System

NORTH DAKOTA—*Park River*, Walsh County Agricul. & Training

NORTH CAROLINA—*High Point*, Johnson St.

OHIO—*Athens*, West Side; *Bellevue*, York Twp.; *Bucyrus*, Bucyrus Rural, Whetstone Cons.; *Campbelltown*, Jackson Twp. Cons.; *Cambridge*, Park; *Canton*, Fairmount, Horace Mann, Daniel Worley; *Carroll County*, Entire System; *Columbus*, Livingston Ave.; *Dayton*, Gorman; *Findlay*, Bigelow, Strother; *Lakewood*, Roosevelt; *Lebanon*, Otterbein Home; *Le Roy*, Westfield; *Mansfield*, Bowman; *Malta*, Malta Grade; *McConnelville*, Entire System; *McGuffey*, McGuffey-McDonald; *Mentor*, Mentor High, Mentor Salida, North Mentor; *Mulberry*, Miami Twp. Rural; *New Philadelphia*, Front Ave., Schoenbrunn Elem., South Elem.; *Newtonville*, Newtonville Cons.; *New Washington*, New Washington Cons.; *Pemberville*, Entire System; *Risingsun*, Risingsun; *South Euclid*, Green Road; *Tiro*, Tiro Cons.; *Urbana*, Salem Rural High; *Van Wert*, Franklin, Lincoln, Union Centralized, Van Wert High; *Vickery*, Townsend Twp.; *Wapakoneta*, Williamson; *Warren*, Laird Ave.; *Wayne*, Montgomery Twp. Public; *Williamsburg*, Williamsburg Twp. Rural

OREGON—*Ashland*, North Pinehurst School Dist. No. 94; *Medford*, Roosevelt; *Oregon City*, Carus School Dist. No. 29; *Pendleton*, Entire System

PENNSYLVANIA—*Bradford*, South Bradford; *Downingtown*, Downingtown Industrial; *Harrisburg*, Open Air; *Honesdale*, Stourbridge Bldg.; *Johnstown*, Osborne

SOUTH CAROLINA—*Newberry*, Boundry, Mollohon, Speer St., West End

TENNESSEE—*Memphis*, Lions Open Air

UTAH—*Bear River*, Bear River City; *Brigham*, Box Elder Jr. High; *Centerville*, Centerville; *Clearfield*, Clinton; *Eden*, Eden; *Emery County*, Entire System; *Farr West*, Farr West; *Harrisville*, Harrisville; *Huntsville*, Huntsville; *Kanesville*, Kanesville; *Kaysville*, Davis Sr. High, Kaysville; *Liberty*, Liberty; *Ogden*, Burch Creek Jr. High, Plain City Jr. High, Pleasant View, West Weber Jr. High, Wilson Jr. High; *Park Valley*, Park Valley; *Piute County*, Entire System; *Riverdale*, Riverdale Jr. High; *Roy*, Uintah; *Salt Lake City*, Quirrh; *Snowville*, Snowville; *Taylor*, Taylor

VIRGINIA—*Burnsville*, Burnsville; *Lynchburg*, Robert E. Lee Jr. High; *Williamsville*, Williamsville

WASHINGTON—*Chehalis*, Entire System; *Everett*, Monroe

WEST VIRGINIA—*Bluefield*, Harry; *Clay*, Clay; *Grafton*, West Grafton; *Wardensville*, Wardensville Sr. High

WISCONSIN—*Kohler*, Entire System; *Sheboygan*, U. S. Grant

WYOMING—*Laramie*, Lincoln, Whiting

THREE YEARS

ALASKA—*Juneau*, Juneau

ARKANSAS—*Blytheville*, Entire System

COLORADO—*Colorado Springs*, Administration Bldg., Bristol; *Como*, Como School No. 9; *Cortez*, Cortez High School Dist. No. 1; *Greeley*, Gipson; *Gunnison*, County High; *Kit Carson*, Kit Carson High; *Louisville*, Entire System; *Pueblo*, Central; *Trinidad*, Entire System

DELAWARE—*Wilmington*, George Gray

FLORIDA—*Babson Park*, Babson Park; *North Miami Beach*, Fulford; *Sarasota*, Southside; *South Miami*, South Miami

GEORGIA—*Albany*, Broad St.; *Atlanta*, Clark Howell, Lula L. Kingsbury; *Macon*, Pearl Stephens

ILLINOIS—*Elmhurst*, York Community High; *Harrisburg*, Lincoln; *Jacksonville*, Entire System; *Peoria*, Glen Oak; *Waukegan*, Andrew Cooke, McAllister, North

INDIANA—*Arcadia*, Arcadia Cons.; *Cicero*, Cicero Cons.; *Elwood*, Elwood Jr. High; *Freelandville*, Brick Cons.; *Greentown*, Entire System; *Indianapolis*, Public School No. 19, Public School No. 75, Public School No. 76; *Noblesville*, First Ward; *Sullivan*, Jr. High; *Valparaiso*, Entire System

IOWA—*Sionx City*, North Jr. High

KANSAS—*Arkansas City*, Guthrie; *El Dorado*, Jr. High; *Ford*, Ford Rural High School No. 7; *Kiowa*, Entire System; *Minneapolis*, Entire System; *Oswatimie*, Entire System

KENTUCKY—*Bloomfield*, Fairfield

LOUISIANA—*Kilbourne*, Kilbourne High

MAINE—*Gorham*, Western State Normal; *Portland*, Dept. of Home Economics, Pearl St. Kindergarten, Dept. of Physical Education; *Presque Isle*, Aroostook State Normal; *Westbrook*, Forest St.

MARYLAND—*Buckeystown*, Buckeystown

MASSACHUSETTS—*Amherst*, East St.; *Wellesley*, Marshall L. Perrin; *West Springfield*, Kings Highway

MICHIGAN—*Detroit*, Mann, Schulze; *Saginaw*, John Moore

MISSISSIPPI—*Jackson*, Davis, Poindexter, Whitfield

MISSOURI—*Kirkwood*, Entire System; *St. Louis County*, Price

NEVADA—*Winnemucca*, Winnemucca

NEW JERSEY—*Elizabeth*, William Livingston School No. 10; *Helmetta*, Helmetta School No. 1; *Irrington*, Chancellor Ave., Florence Ave. School No. 2, Irvington High, Myrtle Ave. School No. 12; *Montclair*, Bradford; *Moorestown*, Moorestown Jr. High; *Newark*, South Tenth St.; *Ventnor*, Troy Ave.; *Vineland*, Kingman

NEW MEXICO—*Portales*, Central Grade, Jr. High, Lindsey Grade; *Roswell*, Mark Howell

NEW YORK—*Center Moriches*, Center Moriches High; *Central Islip*, Central Islip High; *Geneva*, Prospect Ave.; *Gloversville*, McKinley, McNab; *Malverne*, Davison Ave., Lindner Place; *Olean*, Entire System; *Stanfordville*, Stanford Union

NORTH CAROLINA—*Matthews*, Providence

OHIO—*Branch Hill*, Branch Hill Rural; *Burgoon*, Jackson Centralized; *Canton*, Gibbs; *Chaffield*, Chaffield Cons., Lykens Cons.; *Cleveland Heights*, Taylor; *Columbus*, Entire System; *Crawford County*, Entire System; *East Cleveland*, Shaw High; *Findlay*, Adams, Sr. High; *Fremont*, Rice Twp.; *Grand Rapids*, Entire System; *Lime City*, Lime City; *Loveland*, Entire System; *Medina*, York Cons. Rural; *Poland*, Poland Union; *Seneca*, Entire System; *Sulphur Springs*, Sulphur Springs Cons.; *Van Wert*, Horace Mann; *Warren*, First St.; *Washington Court House*, Cherry Hill

OREGON—*Eugene*, Whiteaker; *Lexington*, Lexington; *Medford*, Jackson, Washington; *Umatilla*, Umatilla Sr. High

PENNSYLVANIA—*Flemington*, Flemington High; *Freeport*, Entire System

SOUTH CAROLINA—*Batesburg*, Batesburg, Liberty Hill; *Chapin*, Chapin; *Newberg*, Piney Woods; *Clearwater*, Clearwater; *Columbia*, Oakdale; *Gaston*, Gaston; *Gilbert*, Boiling Springs, Centerville, Gilbert, Oakville, Pond Branch; *Irmo*, Irmo; *Johns Island*, Johns Island High; *Leesville*, Camp Branch, Caney Branch, Cedar Grove, Climax, Fairview, Hollow Creek, Hulon, Kerney Branch, Poplar Springs, Red Star, Ridge Road, Old Field, Steedman; *Lexington*, Charter Oak, Congaree, Keisler, Lexington, Round Hill, Saxe Gotha, White Knoll; *Newberry*, Jr. High, Oakland; *New Brookland*, Brookland-Cayce, Long Branch, Pineview; *Pelion*, Pelion; *Prosperity*, Macedonia; *Springfield*, Four Pines, Norway Grammar, Springfield High, Turner; *Summit*, Summit; *Swansea*, Athens, Calvary, Cross Roads, Dixie, Macks, Sharpe's Hill, Swansea Grammar, Swansea Sr. High; *Wagner*, Sand Mountain; *West Columbia*, Chalk Hill, Lexington-Calhoun

SOUTH DAKOTA—*Doland*, Entire System; *Nisland*, Entire System

TENNESSEE—*Knoxville*, Claxton; *Memphis*, Riverside

TEXAS—*Amarillo*, Wolflin; *Dallas*, Idlewild School of Dallas County

UTAH—*Box Elder County*, Entire System; *Clearfield*, Clearfield; *Hurricane*, Hurricane Elem.; *Hurricane Sr. High*, Junction, Junction; *Salt Lake City*, Woodrow Wilson; *San Juan County*, Entire System

VIRGINIA—*Hot Springs*, Ashwood, Warm Springs; *Norfolk*, John Marshall, J. E. B. Stuart

WASHINGTON—*Tacoma*, Clover Park Jr.-Sr. High Dist. No. 204

WEST VIRGINIA—*Milton*, Hudson; *Point Pleasant*, Central; *Vallscreek*, Hartwell

WISCONSIN—*Madison*, Longfellow; *Milwaukee*, Garden Homes; *Necedah*, Necedah Public

WYOMING—*Rock Springs*, Lincoln, Rock Springs Jr. High, Washington

TWO YEARS

ALASKA—*Juneau*, Minfield; *Nenana*, Mission

ARIZONA—*Eloy*, Entire System; *Williams*, Entire System

ARKANSAS—*Greenwood*, Entire System; *Osceola*, Entire System; *Russellville*, Entire System

CALIFORNIA—*Copperopolis*, Copperopolis Elem.; *Monterey*, Entire System; *Susanville*, Susanville

COLORADO—*Cortez*, Entire System; *Leadville*, Entire System; *Sopris*, Lincoln School Dist. No. 42

CONNECTICUT—*Danbury*, Locust Ave.; *East Hampton*, Center; *Greenwich*, Byram

DELAWARE—*Wilmington*, Alexis I. DuPont Special School Dist.

FLORIDA—*Clearwater*, South Ward; *Miami*, Coral Way Elem.

GEORGIA—*Americus*, Anthony Laboratory; *Atlanta*, Fair St., Laura Haygood

ILLINOIS—*Beardstown*, Beard, Lincoln, Washington; *Cartersville*, Cartersville High; *Des Plaines*, Croatian; *East St. Louis*, Alta Sita; *Maywood*, Proviso Twp. High; *Neponset*, Neponset Twp. High; *Peoria*, Whittier; *Springfield*, Stuart; *Waukegan*, Central, Glen Flora, West

INDIANA—*Converse*, Richland Twp.; *Decker*, Orrville; *Elkhart*, Roosevelt; *Fort Wayne*, Allen County Orphans' Home; *Griffith*, Entire System; *Indianapolis*, Henrietta Colgan School No. 10, Public School No. 28, Public School No. 32, Parkview School No. 81; *Lafayette*, Washington; *Muncie*, Washington; *Oaktown*, Oaktown Cons.; *Osceola*, Osceola; *Prairieton*, Prairieton Public; *Richmond*, Fairview Ave.; *Scircleville*, Scircleville; *Switzerland County*, Entire System; *Terre Haute*, Fairbanks, Highland, McKee

IOWA—*Council Bluffs*, Walnut Grove

KANSAS—*Marysville*, Entire System; *Russell*, Entire System; *Spearville*, Entire System

KENTUCKY—*Ashland*, Ashland Jr. College; *Carrollton*, Entire System; *Fort Thomas*, Entire System; *Louisville*, Cedar St.; *Owensboro*, Paul Dunbar, Western High

LOUISIANA—*Athens*, Athens Cons. High, Cross Roads Jr. High, Hurricane Jr. High; *Claiborne Parish*, Entire System; *Haynesville*, Haynesville Sr. High; *Jackson Parish*, Entire System; *Lisbon*, Lisbon Cons. High; *Minden*, Sr. High; *Summerfield*, Summerfield Cons. High

MARYLAND—*Emmitsburg*, Emmitsburg Elem., Emmitsburg High; *Frederick*, Parkway, Urbana

MASSACHUSETTS—*Belchertown*, Belchertown Center; *Lexington*, Parker; *Malden*, Charles A. Daniels; *Melrose*, D. W. Gooch; *Newton*, Underwood; *South Medford*, Lincoln; *Wellesley Hills*, Seldon L. Brown; *West Medford*, Daniel A. Gleason

MICHIGAN—*Detroit*, Burt, Campbell, Howe, Jones, King, Marr Training, Newberry, Noble, Richard, Tilden; *Grand Rapids*, Eastern (Orthopedic), Coldbrook; *Saginaw*, Hoyt

MINNESOTA—*Minneapolis*, Blaine

MISSISSIPPI—*Biloxi*, Entire System; *Clarksdale*, Sunflower Cons.; *Miss Point*, Entire System

MISSOURI—*Kirkwood*, North Glen Dale

NEW JERSEY—*Hillside*, Saybrook; *Newark*, Waverly Ave.; *Trenton*, Franklin; *Union*, Union Sr. High; *Westfield*, Franklin

NEW MEXICO—*Roswell*, South Hill

NEW YORK—*Bayport*, Bayport High, Bellport High,

East Manor, Holbrook, Ocean Beach, Rocky Point, South Haven; East Northport, Larkfield; Huntington, L. I., Nathan Hale, Huntington High, Lincoln, Main St., Woodbury Ave.; Hyde Park, Staatsburg High; Lancaster, Entire System; Locust Valley, Locust Valley Jr. High; Snyder, Amherst School No. 18

NORTH CAROLINA—Charlotte, Seversville

NORTH DAKOTA—Fargo, Clara Barton

OHIO—Beach City, Wilmet; Bucyrus, Entire System; Canton, Wells; Cincinnati, Concord; Cleveland Heights, Noble; Columbus, First Ave.; Euclid, Shore; Findlay, Entire System; Lakewood, Harding Jr. High, Horace Mann Jr. High; Mentor, Mentor Village; North Canton, East Liberty Elem.; Painesville, Concord Community, Merrick Hutchinson, Nursery; Pickerington, Violet Twp.; Poland, Entire System; Rocky River, Beach; South Euclid, Victory Park; Van Wert, Entire System; Warren, Central Jr. High; Washington Court House, Entire System

OREGON—Lexington, Entire System; Nyssa, Nyssa Public; Roseburg, Green School Dist. No. 5

PENNSYLVANIA—Biglerville, Biglerville

SOUTH CAROLINA—Fairfax, Entire System

TENNESSEE—Knoxville, Fair Garden, Sequoyah

TEXAS—Amarillo, Forest Hill Terrace; Nash, Nash Ind.

UTAH—Beaver County, Entire System; Blanding, San Juan High; Bluff, Bluff; Boneta, Boneta; Circleville, Circleville; Davis County, Entire System; Kimberly, Kimberly; Layton, Layton; Marysville, Marysville High; Milford, Milford; Summit Springs, Ucolo; Ogden, North Ogden Jr. High; Roy, Roy Jr. High; Slaterville, Slaterville; Talmadge, Talmadge; Woods Cross, South Bountiful, West Bountiful

VIRGINIA—Bacova, Bacova; Both County, Entire System; Clifton Forge, Griffith; McClung, Deeds; Mt. Grove, Mt. Grove; Norfolk, Frances E. Willard; Petersburg, D. M. Brown; Portsmouth, Briggs, Sixth Avenue; Vinton, Wm. Byrd High

WASHINGTON—Opportunity, Opportunity School Dist. No. 162

WEST VIRGINIA—Newell, Newell Fourth St.

WISCONSIN—Milwaukee, Blaine; Sheboygan, Longfellow; Verona, Verona Union High

WYOMING—Superior, South Superior

CURRENT YEAR

ALABAMA—Anniston, Pine Ave.; Cloverdale, Cloverdale; West Blocton, West Blocton High

ALASKA—Nome, Nome, Nome High

ARIZONA—Morona, Morona Union High; Peoria, Depart; Phoenix, Murphy School Dist. No. 21, North Union High

ARKANSAS—Hartford, Hartford Cons.

CALIFORNIA—Los Angeles, Hammel St., Sheridan St.; Santa Ana, Juvenile Home

COLORADO—Bear River, Bear River; Colorado Springs, Lowell; Cope, Cope High; Gilcrest, Gilcrest Cons.; Greeley, Franklin; Hayden, Edison, Union Sr. High; Ignacio, Ignacio Sr. High; Platner, Platner High

CONNECTICUT—Essex, Public; Greenwich, North Miamus

DELAWARE—Hollymount, Adams, Public School No. 82

DISTRICT OF COLUMBIA—Washington, Weightman

FLORIDA—Daytona Beach, North Seabreeze; Florida City, Florida City

GEORGIA—Atlanta, Kirkwood, Sylvan Hills; Temple, North Willow

ILLINOIS—Beardstown, Central; Bloomington, Washington; Chicago, Ebinger, Gresham, Austin O. Sexton; Clarendon Hills, Clarendon Hills; Dixon, Loveland; Freeport, Freeport Sr. High; Fulton, Park; Granville, Granville; Highland Park, Ravinia; Normal, Entire System; Peoria, Von Steuben; Reddick, Reddick Grade; Robinson, Center, Eaton, Jefferson, Lincoln, Robinson; Rochelle, Rochelle Sr. High; Yorkville, Entire System

INDIANA—Anderson, Hazelwood; Arcadia, Walnut Grove Cons. High; Cowan, Cowan Cons. High; Elwood, Washington; Fishers, Fishers Cons. High; Hammond, Gene Stratton Porter; Indianapolis, Ben Davis, Florence Fay School No. 21, Franklin School No. 36, Public School No. 70, Public School No. 84, Booker T. Washington Jr. High; Lafayette, Highland; Lakeville, Lakeville Cons. High; Muncie, Emerson, Eugene Field, Jefferson, Longfellow, McKinley Elem.; Mishawaka, Kennedy; New Goshen, Sanford Elem.; North Liberty, Crumstown; Peru, Elmwood; Richmond, Warner; Selma, Center Cons. High, Selma Cons. High; South Bend, Center Twp.; Speedway, Entire System; Terre Haute, Honey Creek High, Mont Rose; Washington, Entire System; Yorktown, Yorktown Cons. High

IOWA—Algona, Entire System; Clinton, Franklin, Longfellow, Lyons Sr. High Ind. Dist.; Newton, Lincoln; Sioux City, Hopkins, Leeds High, Smith; Waterloo, Entire System

KANSAS—Agenda, Agenda High; Hutchinson, Lakeview; Junction City, Franklin; Stafford City, Entire System

KENTUCKY—Bullitt County, Entire System; Columbia, Columbia High; Georgetown, Garth High; Hopkinsville, Belmont; Providence, Entire System; Richmond, Entire System

LOUISIANA—New Orleans, Gentilly Terrace; St. Charles Parish, Entire System; St. James Parish, Entire System

MAINE—Rockport, Rockport Sr.

MARYLAND—Baltimore, School 50A; Chestertown, Fairlee; Frederick County, Entire System; Kitzmiller, Entire System

MASSACHUSETTS—Belmont, Winthrop L. Cheney; Holden, Phillips Road; Lexington, Franklin; Malden, Browne Elem.; Springfield, School St.; Taunton, Fremont; Tolland, Public; West Concord, Harvey Wheeler; West Medford, Brooks; Whitinsville, West End; Winchendon, Wheeler

MICHIGAN—Battle Creek, Roosevelt; Detroit, Chandler, Cooke, Dwyer, Edison, Fitzgerald, Hanstein, Marcy, Gabriel Richard, M. M. Rose; Elberta, Elberta; Grand Rapids, Henry; Jackson, Pleasant; Royal Oak, Benjamin Franklin; Saginaw, Emerson, Longfellow

MINNESOTA—Duluth, Monroe; Minneapolis, Lind, Minnehaha, Standish

MISSISSIPPI—Drew, Wade Cons.; Greenwich, Greenwich

MISSOURI—Greenville, E. E. Baas Jr. High; St. Louis County, Bel Nor, Garfield, Harrison, Jefferson, Ladue, Lincoln McKinley, Normandy Cons., Washington; Springfield, Berry

NEVADA—Winnemucca, Humboldt High

NEW HAMPSHIRE—Charlestown, Ackworth, Langdon; Claremont, Drapers Corner; Ossipee Center, Ossipee Center

NEW JERSEY—Belleville, Public School No. 1, Public School No. 3, Magnolia St. School No. 4, Public School No. 8; Cedar Grove, Entire System; Chatham Borough, Elem. School Bldg. No. 1; East Orange, Elmwood; Elizabeth, Madison-Monroe, Marquis de Lafayette Jr. High; Englewood, Cleveland; Highland Park, Irving School No. 3; Irvington, Madison Ave.; Roselle Park, Roselle Park Jr. High; Springfield, Jonathan Dayton Regional High; Summit, Central Jr. High; Trenton, Hamilton; Vineland, Dr. George Cunningham, East Ave., Oak & Main Sts., Orchard Road

NEW MEXICO—Portales, Entire System; Red River, Red River; Roswell, Missouri

NEW YORK—Bayport, L. I., East Hauppauge, Shoreham, West Manor; Binghamton, Chocanut Center; Canton, Canton Grammar; Eastport, High; Hicksville, Nicholas St.; Hillburn, Hillburn Union; Mamaroneck, Barry Ave.; North Tona-wanda, Pine Woods, Wuritzer; Oneonta, Oneonta State Normal; Penn Yan, Sr. High; Rome, Thomas St.; Tonawanda, Central; Valley Stream, Public School No. 24; Wellsville, Brooklyn, Martin, Washington

NORTH CAROLINA—Greensboro, Simpson St.; Washington County, Entire System

NORTH DAKOTA—Minot, Roosevelt

OHIO—Akron, Henry, Schumacher; Attica, Attica Rural Cons.; Cadiz, Entire System; Cambridge, Marquand; Canton, West North; Carrollton, Carrollton Exempted Village; Cincinnati, Mechanical

High; Cleveland, Longmead, George Washington, Waverly, Woodland; Cleveland Heights, Cambridge, Coventry Elem.; Columbus, Fulton; Deer Park, Deer Park; Euclid, Shore High; Hamilton, Stockton, Liberty Twp.; Haskins, Middleton Twp. Rural Cons.; Jefferson, Austinburg; Lakewood, Franklin; Macedonia, Macedonia Rural; Mansfield, John Simpson Jr. High; Mineral City, Mineral City Cons.; Pierpont, Pierpont Cons.; Prospect, Prospect Village Cons.; South Euclid, Charles F. Brush Sr. High; Steubenville, McKinley; Van Wert, Marsh; Wapakoneta, Second Ward; West Alexandria, Lanier Twp. Rural; Wilmington, Jefferson Twp.; Youngstown, McGuffey, South Ave.

OKLAHOMA—Oklahoma City, Chloe Holt; Tahlequah, Owen

OREGON—Eastside, Eastside; Empire, Empire; Eugene, Lincoln; Inlet, Haynes School Dist. No. 24; Marshfield, Coos River Sr. High; Portland, Salinas, Powers, Powers School Dist. No. 31; Walla-walla, Entire System

PENNSYLVANIA—Eldred, Eldred Twp. Cons.; Erie, Burns; Harrisburg, Otto Twp.; Johnstown, Maple Park, Meadowvale; Quakertown, Quakertown Sr. High

RHODE ISLAND—Westerley, Elm St.

SOUTH CAROLINA—Branchville, Branchville High; Charleston, Trinity; Ellorree, Entire System; Holly Hill, Holly Hill; Neeses, Neeses High; Orangeburg, Middle Willow; Salley, Oakland

SOUTH DAKOTA—Aberdeen, Entire System

TEXAS—Amarillo, Sam Houston Jr. High, McKinley, San Jacinto, Margaret Willis; Falfurrias, Central Ward, New Ward; Houston, Eliot

UTAH—Enterprise, Enterprise Elem., Enterprise Sr. High; Leeds, Leeds; Magna, Whittier; Sevier County, Entire System; Rockville, Rockville; St. George, St. George Elem., Woodward Jr. High; Santa Clara, Santa Clara; Springdale, Springdale, Toquerville, Toquerville; Veyo, Veyo; Washington, Washington

VERMONT—Norwich, New Boston; Rochester, Rochester High

VIRGINIA—Alexandria, Lee-Jackson High; Herndon, Herndon Sr. High & Elem.; Lynchburg, Yale, Norfolk, Robert E. Lee; Winchester, John Ken

WASHINGTON—Puyallup, Clover Park High

WEST VIRGINIA—Charleston, Robins, Watts; Dunbar, Dunbar Second Ward; East Gulf, East Gulf Elem.; Flat Top, Camp Creek; Grafton, Central, Flemington Central; South Charleston, Spring Hill; Wayne, Smith School No. 25

WISCONSIN—De Pere, Entire System; Green Bay, Bayview School Dist. No. 6; Lake Geneva, Entire System; Milwaukee, 36th St., West State St.; Neenah, Kimberly, Lincoln, McKinley, Roosevelt; Washington, Sheboygan, Central High, Lincoln, Sheridan, South Side Jr. High, Washington, Wauwatosa, Lincoln

WYOMING—Midwest, Midwest Jr. High, Midwest Sr. High, Natrona Co. High

[Cont. from page 290] kinship, mutual interest, and cooperation.

The Federation urges schools to contribute unused desks, books, and other equipment made available thru reduced enrolment in the elementary schools or changes in the types of books and furniture in use. More than 400,000 text and library books and some 30,000 school desks have already been shipped into this mountain section and are being appreciatively used by thousands of children who without this help would be deprived of the possibility of school attendance.

Clothing campaigns or "bundle days" last year resulted in securing and shipping 110,000 pounds of usable clothing, which when carefully distributed by school superintendents, teachers, and Federation representatives, made attendance possible for hundreds of mountain children. The Federation is seeking the cooperation of a greatly increased number of schools for the clothing campaign now underway. For information write to the Save the Children Federation, Metropolitan Tower, 1 Madison Avenue, New York.

This Federation has the indorsement of educational leaders, including John W.

Withers, dean emeritus, School of Education, New York University, and H. Claude Hardy, superintendent of schools, White Plains, New York, who are co-chairmen of the schools relations committee.

Centennial Number, Hawaii Educational Review

☆ THE YEAR 1940 marks the end of one hundred years of public education in Hawaii. To observe this centennial a special number of the *Hawaii Educational Review* is being prepared. This 100-page book, profusely illustrated with old-time pictures and those showing steady development to the present day, will be printed early in 1940. Place your order early by sending \$1 to the Department of Public Instruction, Honolulu, T. H.

A Golden Treasury on the Art of Living

☆ PERSONAL GROWTH LEAFLET Number 23 [p283] is designed for use as a Christmas remembrance to students and friends. *A Golden Treasury of Beauty and Wisdom*, the leaflet published in THE JOURNAL for December 1938, which continues to be highly popular, [Cont. on page A-17]

(Cont. from page 294) is also available for Christmas use as are any or all of the Personal Growth Leaflets. [See page A-175.] Matching envelopes, which sell at the same price as leaflets, are available for use in distributing leaflets.

NCPT Condemns War

★ THE NATIONAL CONGRESS of Parents and Teachers condemns war as an instrument for settling disputes. Believing firmly in the ability of the Congress of the United States to keep this nation in an honorable peace, we, the National Congress of Parents and Teachers, urge the President and the Congress of the United States to exert their utmost efforts to keep us out of war.

The Board of Managers of the National Congress of Parents and Teachers urges its members—

- [1] To live in accordance with the principles of democracy on which our country is founded.
- [2] To ask the President and the Congress of the United States to exert their utmost efforts to keep our nation in an honorable peace.
- [3] To study the causes of war and the methods by which a permanent peace may be secured.

—Resolution adopted by the National Board of Managers, NCPT, September 30, 1939.

Education Week in Canada

★ MR. C. N. CRUTCHFIELD, secretary-treasurer of the Canadian Teachers Federation, reports that beginning this year the dates for Education Week in the Dominion of Canada have been changed to correspond with the dates observed in the United States. It is hoped that a close cooperation may be worked out, looking toward a continent-wide observance of this important occasion.

America First

Not merely in matters material, but in things of the spirit.

Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.

Not merely in the calm assertion of rights, but in the glad assumption of duties.

Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan.

Not in splendid isolation, but in courageous cooperation.

Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love, and understanding.

Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which, please God, other nations will follow, into the new Jerusalem where wars shall be no more.

Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America.

And so, in that spirit and with these hopes, I say with all my heart and soul, "AMERICA FIRST."

—BISHOP G. ASHTON OLDHAM

Copies of this statement in postcard size may be obtained from the National Council for the Prevention of War, 532 Seventeenth Street Northwest, Washington, D. C., for \$6 a thousand, 75¢ a hundred, or a cent apiece, postage extra.

Dr. D. B. Waldo Dies

Dwight B. Waldo, founder of the Northern State Teachers College at Marquette, Michigan, in 1899, and Western State Teachers College, Kalamazoo, Michigan, in 1904, died of pneumonia on October 29. President-emeritus of Western STC, Dr. Waldo has been a Life Member of the NEA since 1926.

----- Tear this out -----

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

NEW ADDRESS

Name

Address

City State

OLD ADDRESS

Address

City State

Department of Supervisors and Directors of Instruction

★ THIS NEA Department has as the theme for its 1940 yearbook, "Implications for Classroom Practice of the Report: The Purposes of Education in American Democracy." The yearbook committee is planning a publication which will suggest practical ways of realizing in American schools the purposes set forth in the Educational Policies Commission volume, *The Purposes of Education in American Democracy*.

Free Recordings

★ IN KEEPING with the American Education Week objective of interpreting activities of the modern school, the Columbia Broadcasting System, in cooperation with the National Education Association, demonstrated on a coast-to-coast hookup the use of the radio as a tool of learning. This demonstration presented portions of selected broadcasts from the [Cont. on page A-174]

**Have YOU paid
your Dues for this year?**

**The January issue of the N. E. A. Journal will be sent only to
those whose dues for 1939-40 are paid.**

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National College of Education

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HOLD DRATEX TO SUN against window pane at arm's length. See Dratex stop all glare . . . diffuse only soft amber light that rests eyes, prevents squinting and unnecessary strain. Dratex sight-saving Shade Cloth is used in every Draper shade. And every Draper shade is adjustable . . . affording the valuable top-of-window light and good ventilation so essential to healthful classroom conditions.

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MOUTH HEALTH of SCHOOL CHILDREN

Report of a Joint Committee of the N. E. A. and the A. M. A. giving practical suggestions for developing, preserving and restoring mouth health in children. The report is divided into the following three sections:

- I. What We Should Know
- II. What We Should Do
- III. What Has Been Done

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Order at \$.25 per copy from

NATIONAL EDUCATION ASSOCIATION of the United States
1201 Sixteenth St., N. W.
WASHINGTON, D. C.

[Cont. from page A-173] American School of the Air together with a classroom preparation and followup for those broadcasts. Participating in classroom discussions were students who regularly receive the American School of the Air as a feature of their classroom work, under the direction of Margaret Harrison, author of *Radio in the Classroom*. The demonstration has been recorded and the transcriptions are available free for demonstration in teacher training institutions, at school faculty meetings, at teachers associations, and other educational groups interested in this new medium of teaching. Write to the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Other Radio Teacher Aids

For information concerning the NEA radio broadcasts, see page 289 of this issue.

The Office of Education announces that listener aids are now available for two broadcasts. For the weekly supplement to "The World Is Yours" program (every Sunday, 4:30-5:00 PM EST, red network, NBC) subscription rates are \$1 for ten issues. Listener aids are free for the "Democracy in Action" programs (every Sunday, 2:00-2:30 PM EST, CBS).

English teachers may wish to correlate the NBC program, "A Pilgrimage in Poetry," with their classroom teaching of poetry. Each Sunday afternoon (1:00 EST, blue network, NBC) Ted Malone, poetry commentator, visits the historic shrines of famous American poets.

Teachers of art will find helpful as a supplementary teaching device "Art for Your Sake" (every Sunday, 10:30-11:00 AM, EST, blue network, NBC) sponsored by the National Art Society. Each program ties in with a series of color reproductions of paintings which the National Art Society (30 Broad Street, New York) makes available to listeners at nominal cost. December programs:

- December 2—Eugène Delacroix—"Hamlet and Horatio"
- December 9—Honoré Daumier—"Third Class Carriage"
- December 16—Paul Gauguin—"Tahitian Women"
- December 23—Franz Marc—"The Blue Horses"
- December 30—Mary Cassatt—"Mother and Child"

The December "Great Plays" (Sundays, 2:00-3:00 PM, EST, blue network, NBC) include:

- December 3—Jonson's "Volpone"
- December 10—Moliere's "Tartuffe"
- December 17—Gay's "Beggar's Opera"

A study manual may be obtained for 25¢ from Blevins Davis, NBC, 30 Rockefeller Plaza, New York.

"What Price America?"—a weekly series on conservation—will continue to be sponsored by the Radio Section of the Department of the Interior (every Saturday, 1:30 PM, EST, CBS).

Department of Elementary School Principals

☆ MISS ISABEL TUCKER, principal, Festus Wade School, Missouri, and Local Chairman for Arrangements for the Department of Elementary School Principals at the St. Louis convention, February 24-26, announces that the entertainment at the banquet, Monday, February 26, Statler Hotel, will be a "Showboat Program." Make your plans now to be among those present at this gala affair.

The Missouri Elementary Principals, under the leadership of their president, Frank Gorman, will have charge of the Tuesday afternoon general session of the Department of Elementary School Principals at the St. Louis convention. At this meeting visiting principals and their friends will have the opportunity of learning about the fine work which the elementary principals of Missouri are doing in the public schools.

A Correction

☆ KENNETH C. COULTER, author of "Teachers' Meetings with a Purpose" in the October JOURNAL, is supervising principal of the Jamesburg Highschool, Jamesburg, New Jersey, and not New York, as was stated in the October issue.

Montgomery County Approves Membership in Contract

☆ MONTGOMERY COUNTY, Alabama, takes pride in its continuous 100 percent enrolment record in state and national professional organizations. It has had a 100 percent NEA enrolment record continuously for the past three years. In order to continue this fine professional record from year to year, Superintendent Dannelly reports that arrangements have been made for writing into the contracts of the teachers a clause requiring membership in professional organizations. This is done because the majority of the teachers of the county believe that membership in professional organizations is a legitimate prerequisite for practicing the profession in Montgomery County.

New Jersey Principal Honored

☆ IRVIN A. WILSON, president of the Department of Elementary School Principals, has selected Dr. Walter Jacob, Jr., principal, Public School No. 3, Jersey City, New Jersey, as the new member of the Department's Editorial Committee. Dr.

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Jacob will be a member of this committee for three years, and during the third year will be chairman. This committee edits the excellent yearbooks of the Department.

Personal Growth Leaflets

☆ MRS. BERTA M. HILL, dean of girls, Haverhill (Massachusetts) Highschool, writes that she finds these leaflets "delightfully written and filled with inspiration and help." They sell for 1¢ each in any quantity or combination. *No orders accepted for less than 25¢.* Cash must accompany orders for \$1 or less. Order from the National Education Association, Washington, D. C. The following leaflets are now available:

Your Life in the Making
Your Mind in the Making
Your Health in the Making
Your Home in the Making
Your Citizenship in the Making
Your Personality in the Making
The Planning of Your Life
Future Teachers of America
Shall I Become a Teacher?
Community Forces and the School
The Challenge of a United Profession
The First State Normal School in America
The American Plan of Education
Education for Democracy
Education in a Living Universe
John Dewey's Pedagogic Creed
The Growing Teacher
A Golden Treasury of Beauty and Wisdom
A Golden Treasury from the Bible
A Golden Treasury on the Art of Living
Selections from George Washington
Selections from Ralph Waldo Emerson
Selections from Abraham Lincoln
Selections from Horace Mann
Shall I Go to College?
Learning To Be a Leader
Franklin's Plan of Selfimprovement
Franklin's Personal Growth Recordbook
The Tyranny of Bad Habits
A Parliamentary Primer
The Story of the National Education Association
NEA Platform and Resolutions
Individual Guidance thru the Schools
Projects for Local Associations
Better Salaries for Better Schools
The Story of American Education Week
Our Faith in Education
Horace Mann's Letter to Young Americans
The Code of the Good American
Allied Youth: A School Club
Teaching Materials for Rural Schools
Supervised Correspondence Study in Highschools
Seven Adventures in Pioneering
True Americanism
Student Selfgovernment
Have You Had Your Vitamins?
Our Common Diseases
Shall I Become a Smoker?
The Teaching of Reading in the Elementary School
How To Become an Expert Typist
Suggestions for FTA Organizers
Programs for FTA Clubs and Chapters
What It Means To Be a Future Teacher
Education for the American Way of Life
Crucial Issues in American Education

Local Leadership Counts

☆ E. E. LILEQUIST, superintendent of schools, Fulton, [Cont. on page A-176]



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PUBLISHED by the N.E.A. Committee on the Economic Status of the Rural Teacher, *Teachers in Rural Communities* presents complete facts on the professional, social, cultural, and economic status of this "one-room teacher" as well as all other classes of rural educators through its 127 pages and 109 charts and tables—invaluable to rural education departments—highly informative to teachers. Price 50¢.

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Washington, D. C.

Second Printing

COMMUNITY RESOURCES IN RURAL SCHOOLS

This 1939 Yearbook of the Department of Rural Education, by its demand, is proving of inestimable value to those interested in rural education. It attempts "by precept and example to point the way to restoring the rural school to its place as an agency for understanding, interpreting, and improving the rural community." Price \$.50 per copy. (Cash must accompany orders for \$1.00 or less.)

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

[Cont. from page A-175] Illinois, recently forwarded NEA dues for a large proportion of the teachers in his system. His letter of transmittal carried the following significant paragraph: "The enclosed draft covers a 100 percent enrolment for one of our schools. This success is due to the untiring efforts and cooperation of the principal of that building—a wonderful teacher."

Educational Policies Commission

★ DURING the months of October and November, members of the Commission's staff have visited a group of selected schools in Virginia, Pennsylvania, New York, Massachusetts, Ohio, and Michigan in connection with the Commission's project in improving citizenship education.

The Commission held its eleventh meeting, November 18-22, in Atlantic City.

American Education and the War in Europe, the statement issued by the Commission early in October [see pages 225-28, November JOURNAL] has been used extensively by superintendents, principals, teachers, and study groups. Approximately 330,000 copies of the document, including reprints, are in circulation. Many boards of education, in both large and small school systems, have purchased this statement in sufficient quantities to distribute to every teacher and other instructional employee.

The Star Spangled Banner

O say can you see, you who glory in war,
All the wounded and dead of the red
battle's reaping?

Can you listen unmoved to their agonized
groans,

Hear the children who starve, and the
pale widows weeping?

Henceforth let us swear

Bombs shall not burst in air,

Nor war's desolation wreck all that is fair,
But the star spangled banner in friend-
ship unfurled

Shall give hope to the nations and peace to
the world.

O work toward the future when all wars
shall cease,

And the watchfires of murder no more
shall be lighting,

When 'gainst ignorance, poverty, dirt, and
disease,

Humanity's brains shall be valiantly
fighting.

Then the world shall be fair,

Powers of earth, sea, and air,

Shall bow before science, their secrets lay
bare.

Then the star spangled banner as a peace
flag shall wave,

The whole world shall be home of the free
and the brave.

—KATHERINE DEVEREUX BLAKE.

Commissioner Frank P. Graves To Retire

★ HAVING been Commissioner of Education and President of the University of the State of New York since September 1, 1921, Dr. Graves is scheduled to retire in July 1940. The Board of Regents is searching the country for a person, man or woman, qualified to meet the demands of this unique position, requiring the highest standards—educational, cultural, civic, and judicial.

Let Each of Us Say:

★ I AM only one. But still I am one. I cannot do everything. But still I can do something. And because I cannot do everything, I will not refuse to do the something that I can do.—Edward Everett Hale.

Advisory Panel for Study of Regional Materials of Instruction

★ A PANEL of educators and research specialists of the Tennessee Valley area has been formed to study possibilities in the development of regional materials of instruction related to the needs, problems, and potentialities of the area. Walter D. Cocking, dean, College of Education, University of Georgia, has been elected chairman of the advisory panel; Ellis F. Hartford, TVA, secretary.

Public Power Plants Support Government

★ IN CITIES over 50,000 population, the average monthly bill charged for 25 kilowatt hours of electricity by the private utilities is \$1.45. For the same amount of electricity, public-owned plants charge an average of \$1.11. Until now, the private utility people have loudly and widely defended these charges on the grounds that they pay taxes whereas the public plants don't. Now it's hard to tell what they'll say. According to the recently published report of the Federal Power Commission, the public-owned plants contributed 17.3 percent of gross revenues to the cost of government whereas private power plants paid only 13.2 percent of gross revenues in taxes.—From *Consumers Union Reports*.

New Editors of State Association Journals

★ C. LOUISE BOEHRINGER, for a quarter century editor of *The Arizona Teacher*, official journal of the Arizona Teachers Association, has resigned. The association, which formerly published the magazine co-operatively with her, has acquired it in its entirety and now provides the editorial leadership. Nolan D. Pulliam is managing

editor and Mary Cunningham, assistant editor.

The New Jersey Educational Review, official publication of the New Jersey Education Association, has as its new editor Judy Graves from the *Pathfinder* staff. She succeeds Arthur Fletcher, who resigned to accept the position of editor to the Newark Board of Education.

Semi-colon Boys

☆ AFTER much fruitless effort to make more rapid progress in New York's housing and slum clearance program in the face of petty legal technicalities, Mayor LaGuardia, whose address at the NEA convention of 1938 will be remembered by many with pleasure, has dubbed the lawyers "semi-colon boys," because the semi-colon is followed by "whereases" and "wherefores" instead of the forthright action which the emergency clearly demands.

Commission for Education and Resources

☆ THE PROGRESSIVE EDUCATION ASSOCIATION and the National Education Association are jointly appointing an important national commission, "The Commission for Education and Resources," which will study the problem of making the elementary and secondary schools and the colleges more effective in utilizing human and physical resources. There is reason to believe that such a Commission can rally around it a great number of agencies to work with educators in bringing about a better balance among all the factors making up our national life. The Progressive Association has appointed to this Commission: C. L. Cushman, American Council on Education; Paul R. Hanna, Stanford University; Lewis Mumford, New York; Fred Redefer, executive secretary of that association. The NEA has appointed: Howard Odum, University of North Carolina; Ruth West, president of National Council for Social Studies and highschool teacher of social studies, Spokane; President Ray Lyman Wilbur, Stanford University; and Executive Secretary of the NEA, Willard E. Givens. The Associations will jointly appoint three more members.

Dr. Cherrington To Head NEA Committee

☆ DR. BEN CHERRINGTON, chief, Division of Cultural Relations, United States Department of State, Washington, D. C., has recently been appointed chairman of the NEA Committee on International Relations.

President Hinrichs in the Field

☆ DURING October Amy H. Hinrichs, president of the NEA, gave addresses in Illinois, Minnesota, [Cont. on page A-78]

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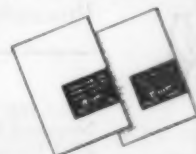
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[Cont. from page A-77] and Alabama, interpreting NEA program and policies and discussing education for democracy. October 24 Miss Hinrichs was honored by teachers and other citizens in her home city of New Orleans, at a testimonial banquet, the souvenir program of which appears on page 279. On November 9 and 10 she attended the Conference on Inter-American Relations in the Field of Education called by Secretary Cordell Hull in Washington, D. C.

Community Forests

☆ THE OLDEST community forest in the United States is situated at Newington, N. H., and dates from 1710. Since 1832 records have been kept on the productivity of this stand of timber. It has provided fuel for the poor, for the church, and for the town hall. It has earned enough money to pay \$5238 on an old debt, to improve village buildings, and to help toward the erection of a library and schoolhouse. Seattle has the largest community forest in America. The city on Puget Sound owns about 67,000 acres of forest land on the Olympic Peninsula. More than \$1,000,000 worth of timber has been sold; this represents far beyond the original cost of the land and trees. Wisconsin urges counties within its borders to go in for forest-own-

ing, and to that end pays 10¢ an acre a year as a loan to each county, expecting that this amount will be repaid when the community forest comes into production. Twenty-five Wisconsin counties have 1,700,000 acres in forests on which they have planted 35,000,000 trees.—*The Christian Advocate*.

Teacher Absences

☆ AN ANALYSIS of teacher absences in the Oakland, California, public schools reveals that on an average day 2 percent of all teachers are absent. More teachers are absent on Monday, fewer on Friday. There are more absences on a day following a holiday than preceding a holiday. There is a greater percentage of elementary teachers absent than either junior or senior high teachers.

New NEA Publications

The Review of Educational Research for October 1939, "History of Education and Comparative Education," reviews the literature for the three years ending April 1939. Earlier literature in this field was reviewed in Volume 6, Number 4. Order from the National Education Association; \$1 to nonmembers of the AERA.

The November issue of the *Research Bulletin* is entitled, "The Teacher Looks at Teacher Load." In it, the opinions of nearly 4000 classroom teachers are summarized with regard to the reasonableness or unreasonableness of their respective assignments and with reference to the specific duties, responsibilities, and irritations which contribute to heavy teaching loads. Should the problem of teaching load be re-examined in your school system? If so, this bulletin will help you. Single copies 25¢; quantity discounts.

The Twelve-Month Plan of Paying Teachers' Salaries is reported upon in Educational Research Service Circular No. 10, November 1939. More than one-third of the city school systems of the United States are now using the twelve-month plan in some one of its many variations, details of which are discussed in the report. The Circular is sent to members of the Educational Research Service; others may obtain copies at 50¢ each.

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. Cash must accompany orders for less than \$1.



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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	
Antien, 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
Bletz, 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		
Schroeder, 509 W. Wisconsin Ave.	3.00 to 7.00	6.00 to 8.00	6.00 to 10.00	10.00 to 25.00
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*Shorecrest, 196 N. Prospect Ave.		4.50 to 5.00	6.00	12.00
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*Tower, 716 N. Eleventh St.	3.00 to 3.50	4.50 to 5.00	5.00 to 6.00	
Wisconsin, 720 N. Third St.	3.00**	4.00 to 5.00**	5.00 to 6.00	7.50 to 10.00

*Indicates apartment hotels.

**Rooms without bath also are available at lower rates than quoted.

***Rooms without bath.

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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.

MR. CHESTER SCHULTZ, Chairman
Room 517, N. E. A. Housing Committee
611 N. Broadway, Milwaukee, Wisconsin

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Hotel of 1st choice.....2nd choice.....3rd choice.....

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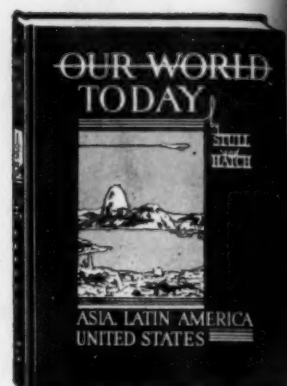
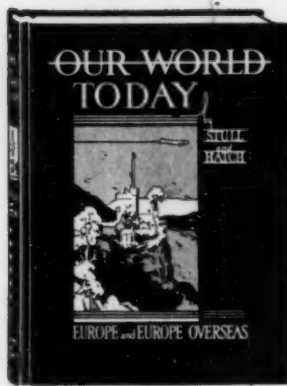
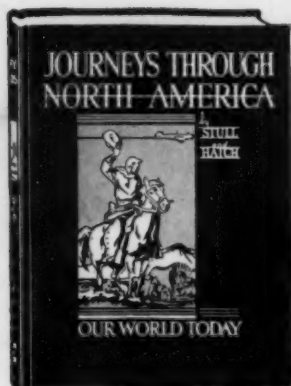
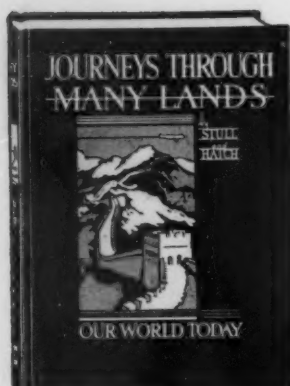
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Names of occupants, other than myself, with their addresses, are attached hereto.

SIGNED.....

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