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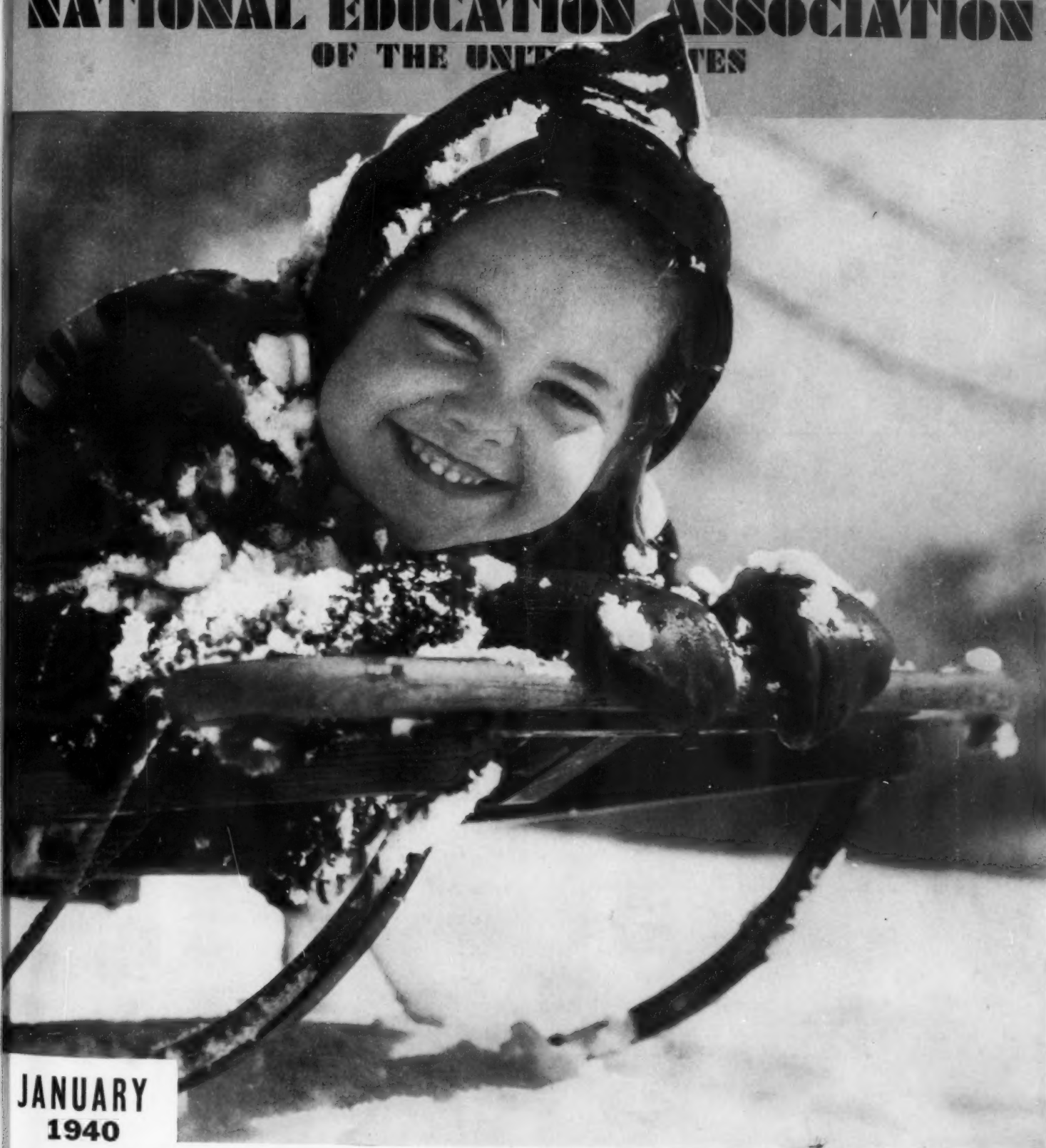
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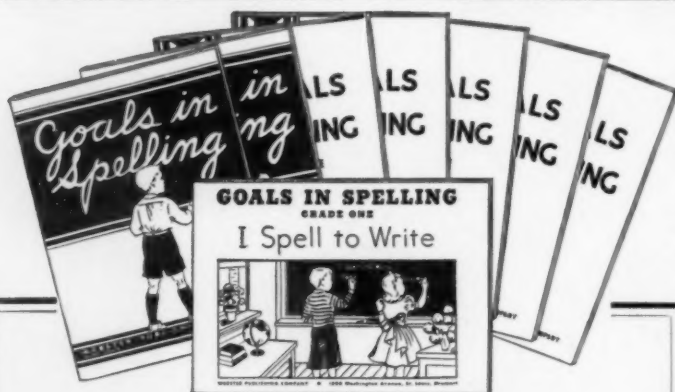
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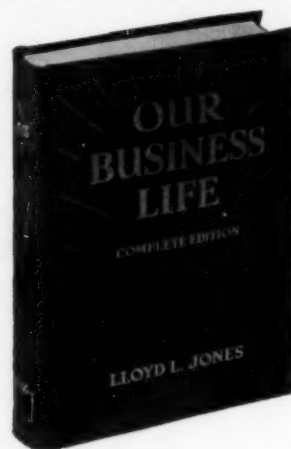
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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 29, NUMBER 1

H. A. ALLAN, Business Manager

Between Editor and Reader

THE MOST IMPORTANT BOOK OF 1939—In these troublous times the stream of printed matter that flows over an editor's desk is almost a torrent. It is not easy to separate the trivial from the valuable; the temporary from the abiding. But now and again there comes a really great idea or an utterance of such far-reaching significance that one wishes the entire people of America could stop the mad rush long enough to meditate deeply thereupon—to find their souls and get their bearings. It was such a feeling that led the editor a year ago to refer to Thomas Mann's *The Coming Victory of Democracy* as the most important book of 1938. We have examined many books during 1939 in search of one that in our opinion could be called most important. Many an admirable book we have added to our library to treasure thru the years, but not until the Christmas season came the volume that really satisfied our search and now we have it. We nominate *The American Canon* by President Daniel L. Marsh of Boston University the most important book of 1939. President Marsh selects, publishes, and interprets against their historic backgrounds seven writings as the foremost, significant, and accepted expressions of the American spirit. These writings are the Mayflower Compact, the Declaration of Independence, the Constitution of the United States, Washington's Farewell Address, the Star-Spangled Banner, Lincoln's Second Inaugural Address, Woodrow Wilson's "Road away from Revolution."

The American Canon is published by the Abingdon Press, 150 Fifth Avenue, New York, and sells at the popular price of one dollar. It deserves a place in the permanent working library of every American teacher. It is the bible of a sturdy and intelligent American patriotism.

CONTENTS FOR JANUARY 1940

Cultural Cooperation with Latin America. . .	Herbert E. Bolton	1
By the People, for the People	Belmont Farley	5
Old Room—New Room.	Lester McCracken	6
Pedagogy thru Pictures		8
Federal Aid for Education	Sidney B. Hall	9
Parks and American Culture.	Raymond Morrison	11
Allied Youth, A School Club	W. Roy Breg	13
The Story of Civil Service	James B. Burns	15
Sex Education—A Challenge.	Thomas Parran	16
The St. Louis Convention		18
It Isn't My Job—But Is It?.	Mack Stoker	20
Appraising the San Francisco Convention		20
Committee Appointments for 1939-40	Amy H. Hinrichs	21
Elementary-School Service.		22
Highschool Service	A. P. Smith	23
Rural-School Service	Margaret Lingenfelter	25
Teacher-Education Service.		26
Personal Growth Leaflets		27
Notes and Announcements		28
One Hundred Percent Enrolments		30

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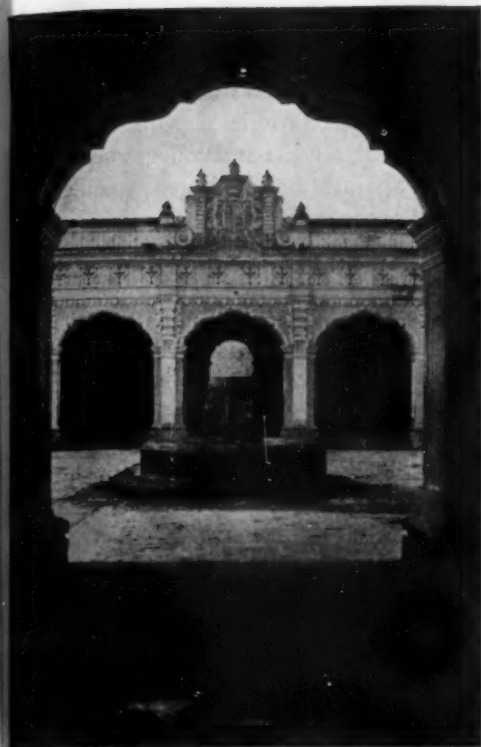
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Cultural Cooperation

with LATIN AMERICA



*Courtesy, Pan American Union
Historic National University, Guatemala*

HERBERT E. BOLTON

*Head of the Department of History,
University of California, Berkeley*

resent only a small minority of our membership.

It is not necessary before this audience to enumerate the reasons for wishing to understand another people's culture. We may study it in an effort to find the roots of our own civilization, or we may prize it for its contrasts with our own. Best of all, we go to it for stimulation and for breadth of outlook upon the great world of which any one of us is so infinitesimal a part and of which any one nation's civilization is but a minor portion. We learn from the world in order to be modest about ourselves.

Then there is a political consideration which cannot be overlooked. International understanding makes for friendship. And, God knows, just now every nation needs friends. Most of our dislikes are based on lack of acquaintance. Someone said, "I hate that man, and I don't want to get acquainted with him for fear I shall like him." What is true of neighbor individuals may be equally true of neighbor nations.

Our interests in Latin American culture are analogous to our concern with the culture of other parts of the world. We want to see the best that mankind has produced thru the ages and to understand ourselves in relation to other peoples. We travel in Europe, study Old World history—its art, literature, and institutions—for the fine things they represent, to copy or to adapt or at least to appreciate, and that we may become intelligent.

We go to Greece, as to the fountain-head of our own cultural life. We visit the Parthenon and the temples at Olympia. Sublime in themselves, we perceive in them also the patterns which

our own architecture has repeated thru-out the centuries.

We go to Rome, as to the embodiment of power, of empire, and of eternity. There we see not one city, but many cities, built one upon another, and get thereby a longer perspective on the past of mankind.

To learn from the Mohammedan world, we journey to Agra, to see that incomparable monument which Shah Jahan raised to his queen—the Taj Mahal, that silver-white fabric of marble which rests so lightly upon the earth that it seems forever about to soar into the sky.

Paris beckons us. Here we visit the Louvre to view the Titians in the Grand Gallery, and to wander in the halls of sculpture, where Venus de Milo has her special shrine. We visit the tomb of Napoleon, now perhaps in the light of recent events getting from it a revised notion of military glory.

In London we visit the British Museum, to view the delicate scroll-work of the Flemish manuscript-makers and to marvel at the rare book treasures that are more precious than rubies and diamonds or than silver and gold. We wander down Fleet Street, sit in the Cheshire Cheese, haunt of Johnson and Goldsmith. Or of an evening in Chelsea, with the Thames rippling under Battersea Bridge, we watch the light glowing thru the blue mist and hope that, if only in some slight degree, we may understand Whistler.

We study the masters of European literature: Socrates, who equipped thought with a new method; Dante, who recreated Heaven and Hell; Shakespeare, who laid bare all the emotions of the human heart.

IT MAY BE desirable to begin my remarks with a definition of terms. Cultural cooperation between nations implies a mutual interest in, a mutual desire to understand, and a mutual effort to disseminate knowledge of each other's civilization. Viewed from our side of the question, cultural cooperation with Latin America implies on our part a desire to understand the civilization of our southern neighbors, and a friendly willingness to assist interested Latin Americans toward understanding ours.

A nation's culture comprises the whole body of its civilization; its way of life; its modes of thought; its religious mold; its social structure; its manner of artistic, spiritual, and intellectual expression. It embodies the sum total of the nation's heritage from the remote and the less remote past. If we as educators regard history as useless baggage, as some of us profess, then the subject of culture is no concern of this conference. For a people's culture is the sublimation of its history. But I am sure that such spokesmen rep-

Latin America, as well as Asia and Europe, has much of value for us Nordics. Our Southern neighbors have a superb civilization. With them we have many things in common because of common or analogous origins; but in a thousand ways their culture complements our own and offers the stimulus and enrichment that spring from contrast and variety.

But we in the United States could not approach appraisal of Latin American civilization in a right frame of mind until we had divested ourselves of many false ideas, bred in our bones, thru the distorted and chauvinistic writing and teaching of Western Hemisphere history. For, of course, our notions of Latin American culture were colored by those of Latin America's past.

Till recently we all were taught that Spain and Portugal failed as colonizers in the New World; that the Spaniards came to America as gold-seekers, whereas the English came to build homes; that the Spaniards and Portuguese did not colonize but merely explored; that they killed off all the Indians; that Columbus discovered America, Ponce de Leon reached Florida, St. Augustine was founded in 1565, and that was the end of Spain; that most of Spain's colonies in America were conquered by the always victorious England and the United States.

Now, of course, we know better. Now we know that all the old homes built by Europeans in America—that is, all the sixteenth century homes—are in Latin America, in the Caribbean Islands, in Mexico, Panama, Bogotá, Asunción, Santiago, Bahia—and not in Jamestown, or Boston, or Philadelphia, or Charleston. We used to call St. Augustine the oldest city in America. But now we know that there are a hundred older ones still in existence.

Now we know that Spain and Portugal colonized America extensively and permanently. Columbus himself brought to America two thousand colonists, the Mayflower only a hundred—prolific of descendants, it is true. By the end of the sixteenth century there were 200,000 Spaniards living in America, before either England or France had a single settler in the Western Hemisphere. Spain and Portugal colonized America so permanently that two-thirds of the entire Western Hemisphere are still

Spanish and Portuguese in speech, institutions, culture, and to a large extent in race stock—all the way from the Rio Grande to the Strait of Magellan.

Now we know that the Spaniards did not kill off all the Indians, and that, quite to the contrary, about the only places where there are any Indians left are those regions occupied by Spain and Portugal. It was the English, my ancestors, who so ruthlessly killed off the natives, and the Latin peoples who preserved them. This explains why Mexico, Ecuador, and Peru still have so large an Indian element in their population.

Now we know that Spain did not lose all her colonies by conquest at the hand of the divinely-chosen Nordics. England and the United States merely shaved off the northern fringes of Spanish America—the region of our southern borderlands, which at best were only defensive and missionary outposts of Spain. This area was merely the tail of the Spanish-American dog. The real Spanish America lay between the Rio Grande and Patagonia. This vast area was lost to Spain not by foreign conquest but by revolution, just as the Thirteen Colonies were lost by England.

We have been given exaggerated notions of the relative importance of early English America, as contrasted with the colonies of Portugal and Spain. So it shocked us to learn that as late as the opening of the nineteenth century only two of the ten largest cities of America were in the United States; that until that date Mexico City was the metropolis of the entire Western Hemisphere; that Mexico, Lima, Buenos Aires, and Bahia all stood ahead of Philadelphia and New York in population; that Boston then stood twenty-sixth in the list, below Kingston, Jamaica, and below more than a score of Latin American cities.

Now we know that Harvard was not the first college founded in America, but that there were a dozen older than she; that the first astronomical observatory was not operated in the English colonies, but in Bogotá, queen city of Colombia.

The historical background of Latin America, by which its culture has been shaped, has many things in common with our own. This makes it easier for us to understand and to appreciate our southern neighbors.

All the presentday American nations began as colonies from the Old World. Europeans settled on the land, transplanted their institutions, and adjusted themselves to a New World environment. This was true alike of Spanish, Portuguese, French, Dutch, and English America. Governments were set up, cities founded, natives and natural resources utilized, religious institutions perpetuated, schools and colleges begun.

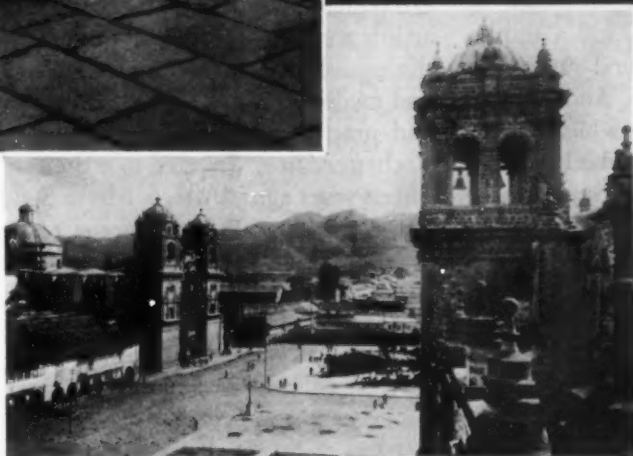
The Spanish and Portuguese colonies, as well as those of England, participated in the American Revolution, an epoch which lasted not seven years but fifty, from 1776 to 1826. In that half century Washington freed thirteen of the thirty English colonies; Bolívar, San Martín, Hidalgo, Morelos, and Iturbide liberated the Spanish colonies; and Pedro I established the independence of Portuguese America. Thus Spanish, Portuguese, and English America have the common tradition of an American struggle for independence from Europe. It is this common history and common ideology which has formed the basis for a Western Hemisphere political doctrine. It was this which made possible a successful Lima Conference.

This common experience is even closer than I have intimated. On the one hand, Latin America imbibed much of its revolutionary impulse from our Saxon ancestors. On the other hand, we owe to our Latin American forefathers the independence of about a fourth of our own territory. We have been taught that the American Revolution was fought and won by Washington and his comrades in arms. Now we know that Washington liberated only a very small fraction of America. Territorially considered, the greater American Revolution was in Latin America. Washington freed from Europe only the eastern third of the United States, as far west as the Mississippi River. The middle third was liberated by Napoleon, when he tossed the great prairies and plains into Jefferson's lap by the so-called Louisiana Purchase. Poor Kansas! Poor Minnesota, and all those prairie states! No Declaration of Independence, no George Washington, no Revolutionary heroes, except by adoption! The rest of the United States and all of America from Oregon to Patagonia was freed by our Latin American forefathers—by Pedro I, of Brazil, by Bolívar and San Martín of Spanish



Courtesy, Pan American Union

Above—looking thru Spanish archways into a Colombian patio; upper right—cosmopolitan Rio de Janeiro; pyramids in Old Mexico; the Buenos Aires waterfront; lower right—La Compañía Church in Peru



COLORFUL LATIN AMERICA—WHERE THE TWENTIETH-CENTURY INDUSTRIALISM IS FLAVORED BY THE CULTURE OF DAYS GONE BY

South America, and by Hidalgo, Morelos, and Iturbide of Mexico.

Independence was first celebrated in California, for example, not in 1776, but in 1822. California, like all our Southwest, has two Liberty Bells—one in Philadelphia, which we Westerners revere, but possess only thru our adoption; and one in Mexico City, the one which was rung for our freedom by Hidalgo in 1810. In a large portion of our country we have two independence days, one on the 4th of July thru adoption, and one on the 16th of September in our own right. For we in all the Southwest owe

our independence from Europe to our Mexican forefathers.

By this greater American Revolution a score of American nations came into existence. Since separation from Europe they all have been traveling at varied paces along the same road; all have been striving on the one hand for national solidarity, political stability, economic and social wellbeing, and on the other hand for a satisfactory adjustment of

relations with each other and with the rest of the world—that is, for a place under the sun.

All these nations alike, in the nineteenth century, achieved their economic development largely thru foreign immigration and foreign capital. One result of this immigration is that English America is no longer English, Spanish America no longer Spanish, and Portuguese America no longer Portuguese.

All the way from Chile to Canada new race stocks have mingled themselves and their cultural traits with those of the founders.

Culture is the epitome of history. And from each of these great historical epochs America south of us has a precious cultural heritage well worthy of our appreciation.

Latin America has antiquities which can be mentioned alongside of the most remarkable of Asia, Africa, or Europe. There is Chichén Itzá in Yucatán, holy city of Kukulcan, the god of the feathered serpent; there is Teotihuacan, the Place of the Gods, the glory of the Toltec age and of Mexican archeology. More impressive still are pre-Inca Machu Picchu; and Cuzco, capital of the Inca Empire, with its Temple of the Sun.

Colonial Latin America everywhere produced exquisite cities which now combine the old culture with the new: Mexico, long the metropolis of the New World; Bahia, oldest city of continuous existence in mainland America, a Portuguese Mecca, with "a church for every day in the year"; Antigua, first capital of Guatemala, one of the finest flowers of colonial civilization, embellished by public buildings, plazas, and a university, and by half a hundred sumptuous churches and monasteries. And even the great earthquake of 1773, which left the place in ruins, could not wholly destroy the beauty of such structures as the Cloisters of La Merced. It was here that Dr. and Mrs. Popenoe effected their remarkably sympathetic reconstruction of an old colonial mansion, whose story is told by Louis Adamic in *The House of Antigua*.

Latin America has produced an impressive literature, colonial and modern. In the sixteenth century Ercilla y Zúñiga in Chile wrote *La Araucana*, one of the great epic poems of all time; and the Mexican woman, Sor Juana de la Cruz, for her poetry was called the "Tenth Muse." The revolutionary era spoke eloquently thru Heredia, Cuba's great bard. Argentina's José Hernández established in letters for all time the place of the Gaucho; Mexico's Gutiérrez de Nájera was the precursor of the Modernist School, and Nicaragua's Rubén Darío



Old Spanish ramparts

is its unchallenged master. To the list of American novelists, Uruguay contributed a celebrated trio. Chile's Blest Gaña well merits his title of the American Balzac. In Peru, Clorinda Matto wrote the *Uncle Tom's Cabin* of the Indian; in Mexico, Azuela, using the novel as his medium, continues to depict the revolution of the twentieth century.

Mexico has always been famous for its painters. Echave was called the Mexican Titian, and Ibarra, for his brilliant coloring, was dubbed the Western Hemisphere Murillo. Today Mexico City has become the center for what is called the only important genuinely American style of painting developed since colonial days. Rivera and Orozco, chief exponents of this school, conceive art as primarily a vehicle for education. The Rivera fresco in the Palace of Mexico, by the way, is a copy of the panel in Radio City destroyed by the Rockefellers. It is noteworthy that among the highlights of art of Treasure Island are the murals of Covarrubias, the young Mexican painter, in Pacific House, the theme pavilion of the Golden Gate Exposition.

Our sister republics have many modern centers for scholarly research and for artistic and literary instruction. There are distinguished universities, law schools, and medical schools. Of medical science and practice Dr. William J. Mayo, of Rochester fame, was able to write some fifteen years ago: "After a trip to South America, where I visited some of the important surgical clinics of Peru, Chile, Argentina, and Uruguay, . . . I take this opportunity to pay merited homage to these men of science, learned in surgery. . . . Their hospitals and operating rooms are the equals of any representative group from any country in the world. They have the intuitive clarity of thought and facile mastery of technic which we associate, and rightly, with the French and Italian schools. . . . Their medical schools are splendid institutions with a seven-year course and are the equals in equipment and methods of theoretic teaching of any in the world. . . . The hospital records are the best I have ever seen."

Latin America has great libraries, immensely rich archives of church and

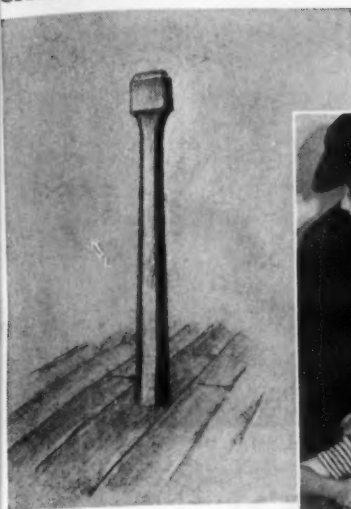
state, and superb museum collections unique of their kind: Mexico's National Museum, in its field without an equal in the world; Lima's Archeological Museum, comparable to that of Cairo; the Natural History Museum of Buenos Aires, rich in both science and history; the Mitre Museum of Fine Arts; the Botanical Garden at Rio de Janeiro, established in the colonial era by King John VI, and said to be equalled only by that of Juitenzorg in Java.

Out of this unparalleled colonial background—unparalleled in all the history of colonial expansion anywhere in the world in any period of time—has come lusty, vigorous, thriving twentieth-century Latin America, with fabulous natural resources, a population of a hundred million, and great centers of industrial life. Santiago, modern and gay, with its million people, its handsome new buildings, and its cosmopolitan atmosphere, testifies to Chile's remarkable vitality in the face of the depression of the last decade. Sao Paulo, chief coffee center of the world, with its nearly two million citizens, its huge factories, and its tremendous building program, as a complement to its northern sister, is called "the Chicago of Brazil." Rio de Janeiro, in setting and coloring so beautiful that superlatives remain inadequate, is one of the most sophisticated of all the world's capitals. Buenos Aires, by virtue of its three million inhabitants the third city of the Western Hemisphere, is a metropolis whose cosmopolitan character is indicated by its seventy-two daily papers published in Spanish and twenty-three in foreign languages.

With such a past and such a present, a vital and distinctive twentieth-century culture is being forged in the lands that lie south of the Rio Grande.

Such are hit and miss suggestions of the splendid tradition underlying the civilization of the Latin American Republics, neighbors whose assets we have never fully appreciated. How to share in them is the problem before this conference. The answer to the problem is—*get acquainted* by every available means, with the people, their languages, their land, and their culture.—An address before the Conference on Inter-American Relations in the Field of Education, held in Washington, D. C., under the auspices of the Division of Cultural Relations of the Department of State.

--by the people, for the people



Courtesy, Houghton Mifflin Co.: Cubberley, "Public Education in the United States"

From this

Yesterday, the whipping post was a symbol of school discipline. Today, parents and teachers confer on constructive discipline.



Courtesy, Los Angeles Public Schools

. . . to this

Too soft . . . impractical . . . costs too much . . . SUBVERSIVE . . . SUPERFICIAL!" Sharp voices in criticism of schools and education pierce the melange from the American loudspeaker, along with the appeals, protests, and imprecations of a free people exercising the right of free speech for or against every public cause invoked or public service in effect.

More often than not reception is blurred by the static of misunderstanding. Even when the critic is sincere and his purpose constructive, oftentimes what he says is irrelevant or incorrect. A magazine of national circulation dedicates an issue to interpreting the American schools. The leading article by a recognized philosopher states the objectives of education in the ideology of Friedrich Froebel, who wrote his most important book on education in 1826. The head of a great commercial organization and a successful businessman refers in his presidential address to the financial outlay for education in this country. If his carelessness in calculating school costs had been applied to the operation of a peanut stand, the vendor would have been bankrupt in a few months.

The schools, by and large, are more talked about than any other popular enterprise—and rightly so, because there is no other undertaking which so clearly symbolizes the aspirations of the people, is so jealously and closely guarded by the people, so entirely in the service of the people. It would be tragic indeed if the people did not have the liveliest concern for them.

The fact that the schools are seldom discussed with detachment and freedom from emotion is an urgent reason for intimate and concise information of wide scope about them. Such knowledge is of special importance to fathers and mothers. To meet this need, the National Congress of Parents and Teachers has issued *Schools for Democracy*. Within the 239 pages of this cloth-bound, gold-lettered volume is the most complete story of education ever as-

sembled for 25¢. Its fifteen chapters were written by authors whose years of meaningful experience in education have given them unusual opportunity to know the history, the needs, the processes, the costs, and the achievements of the schools. The names on the contents page would make a good beginning for the card catalog in any library of education—Beard, Counts, Courtis, Strayer, Knight, Wofford, Donovan, Reavis, Holy, Merrill, Kline, Studebaker, Pettengill, Givens, Samuelson. The volume was compiled and edited by Charl Ormond Williams and Frank W. Hubbard of the NEA Headquarters staff.

Schools for Democracy is an aid to anyone who should know the schools. It describes in clear and forceful language the great strides already made in education, and the still unrealized possibilities toward achieving the American ideals of equality and the advancement of the common people. The book is suitable for both student and lay readers.

"Across the water the dictators are wise," says Dr. Courtis in the chapter of the book devoted to "Yesterday, Today, and Tomorrow." "There, groups of the most capable men have been brought together to improve their education and have formulated a definite plan. There, governments take no chances. . . . The loyalty and enthusiasm of a generation of young people who have been reared to believe in fascism fanatically, almost as a religion, are factors to be reckoned with, particularly when democracy has not yet seen the vision of what democratic social control and a forward-looking, democratic, problem-solving education might achieve."

Schools for Democracy points to the vision of democratic social control and to what achievements lie ahead for democratic, problem-solving education in schools that are "of the people, by the people, and for the people."—BELMONT FARLEY.

. . . IN EDUCATION



Courtesy, Smithsonian Institution

From this

. . . to this

The hornbook was one of the early tools of learning. A well-stocked library is essential equipment in the modern school.



Courtesy, Detroit Public Schools



Left—the west wall as it now looks. Right—the same wall before work was started in 1936.



Old Room-N

LESTER McCRACKEN

*Principal, Whitman School,
Lewiston, Idaho*

ARE THE WALLS and woodwork in your building dark and dingy? Are your windows unattractive? Do you have an extra room that is not giving its full value? If so, you may be able to profit from our experience at the Whitman School.

When the seventh and eighth grades were moved into the junior highschool building, we were left with two unoccupied rooms. In a short time they were far from being a place you showed when someone visited your school. Outside organizations used them for meetings of one sort or another, and tho the organizations were worthy, the continual going in and out of the rooms, the loud talking and smoking at all times of the day were a source of interruption.

The problem was discussed several times in our faculty meetings, and we finally decided that the only way to improve the situation was to put the room into use ourselves as a library. The library books were kept in my office—an arrangement inconvenient and unsatisfactory. To have a separate room for our library books, and a place where pupils could sit down and enjoy them, seemed almost too good to be true.

When school opened in September, the room was singularly unattractive, as can be seen in the two "before" photos above, which were taken in the fall of 1936. The blackboards had to be taken out, more shelves built in, the walls calcimined, the floor refinished, tables provided. Everywhere we looked things had to be done. Here was our

biggest problem: Who was going to do this work, and from where was the money to come? If we hired workmen, the cost would be prohibitive, so it was suggested that we do the work ourselves. Teachers, janitor, and pupils felt that they could saw, nail, sandpaper, and paint.

We had a woman working at our school from the WPA Recreational Project who was artistic, a good leader, and resourceful. She could plan the color schemes, direct the work, and supervise the pupils while they were working. The teachers could help with the plans and work at odd times. The janitor would do the calcimining of the walls and help with the building and finishing. Thus everyone was to have a part. The supervisor drew plans or pictures of each wall and colored them with water colors and show-card paint.

Most of the pupils wanted to work all the time. We found that five or six pupils working for not more than an hour at a time got best results since then there was better order, closer supervision, and less chance of fatigue.

We began by tearing out the blackboards and patching the walls underneath. A plasterer was hired to patch the walls—the only work not done by us. The janitor calcimined the walls a pale apricot color. The dark and dingy woodwork was sanded and painted to match the walls. Between the window casings, flowers and pots were painted. Brackets for holding flower pots were fastened to the casings. We used potted plants and

artificial flowers in these. The old, dusty, dark-colored Venetian blinds were taken down, torn apart, washed, and then painted a spring blue, and the tapes dyed a dark blue. When these were put up again, the room began to show that the results would be more gratifying than we had anticipated.

The boys built a bookcase five feet high and fifteen feet long, with each section shorter than the one below. The old shelves were remodeled and compartments with drop doors made along the bottom for storing magazines and pamphlets when not in use. The interior of the bookcases was painted blue to match the shutters. In the center of one bookcase we made a small stage. The different grades have taken turns in preparing scenes and settings to be placed in it. This has made an excellent creative art project. The maps on the wall over the bookcase were outlined in pencil and then painted with show-card paint and calcimine.

The building had been in use over thirty-five years, and the floor was so badly worn that in many places it was impossible to smooth it down. We scrubbed it several times with strong solutions, and then scraped it with scrapers, glass, and wire brushes to get the old accumulated oil and dirt out so that we could use the sander on it. When inter-



New Room

est and enthusiasm waned on this job, we blocked the floor off into sixteen-inch squares and encouraged races among the pupils to see who could clean his square first. We used an electric sander to help smooth the uneven places and then put on two coats of filler paint before putting on a deep maroon coat for the base color. Then we stippled on colors to match those found in the room—blues, tans, and Oriental red. The stippling helped to hide the unevenness of the floor. This was followed with two coats of varnish and then waxed. The floor looks as tho it were covered with linoleum, and people have asked us where we were able to get such a large rug.

It was necessary to leave a safe and secretary's desk in one corner of the room, so we built a large screen out of ply-board. It is made to represent a Mother Goose Book, and the pictures on it were sketched from illustrations by Fern Bisel Peat in one of our library books. Painting the screen was one of the most delightful pieces of work that the pupils did.

The tables were made over from some discarded by the senior highschool. A few new boards to replace some in the tops, some plastic wood to fill up initials and other carvings, plus the stippled finish, and we had tables which no one would have guessed had been discarded. Old benches and chairs were smoothed up and painted dark blue, trimmed in Oriental red. Last year we got enough new chairs to seat our largest classes.

We worked the greater part of the

Left—there was room for improvement in the southeast corner. Upper right—it looks better now. Right—painting the screen.



school year on this project; and each year since, we have done a little building, painting, and touching up. We plan to build more shelves this term.

The effect of the bright colors upon the atmosphere of the room is almost unbelievable. We were so well pleased with the results that in the last two years we have remodeled four classrooms and one that is used for assemblies and a place for serving hot lunches. We painted the woodwork, desks, furniture, and Venetian blinds. A different color scheme was used for each room. The first grade is in greens; the second, in cream and blue; the third, coral and forest green; the fourth, in blue and gray. Plans are being considered for carrying out our program in the remaining classrooms and perhaps in the halls.

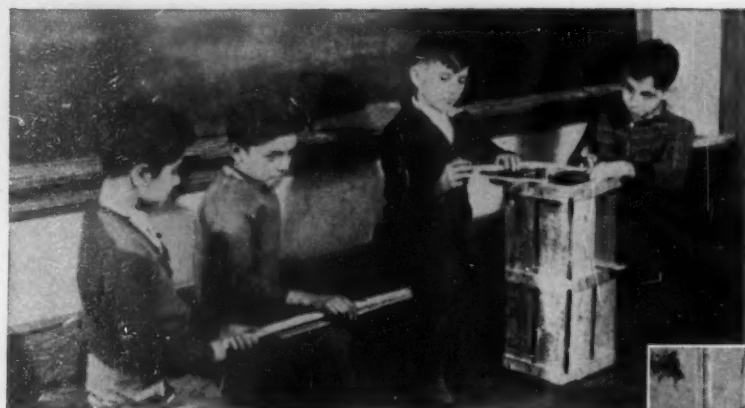
We feel that this has been an art project with worthwhile outcomes. The pupils feel that the library is theirs. They are proud of their work, and many of them can still point out pieces of work which they did. What better chance could there be for them to learn cooperation, consideration of others, and stick-to-it-iveness, while at the same time they learn how to do manual tasks which

may be of benefit to them thru life? Each class has a library period in which they go to the library to read and enjoy themselves in an environment which they have helped to create. If children wish to borrow books for home reading they may get them each morning before school, when the library is open for all pupils. The number of books borrowed has increased by at least half in the last two years. The community interest in our school has picked up, and we have been able to make more money for library purposes than we otherwise could have done. The parent-teacher association has helped with several projects for obtaining books, and we have had a number of donations.

We are glad that we worked out our difficulty in the way we did. If money had been available to pay for hiring this work done, it is doubtful if the same results could have been accomplished. Everyone has had a finger in the pie and there is a pride in ownership and a deeper appreciation of its beauty that is due to the active participation in the building, cleaning, smoothing, and painting. There is joy in a problem solved, satisfaction in a task well done.

A Viking Unit

Fourth-grade pupils of Ivy Rock School, Plymouth Township, Conshohocken, Pennsylvania, taught by Elizabeth Noon, relived many Viking experiences while engaged in the unit pictured here. Back of the building of the ship was an underlying program of social control and integrated knowledges. Photos were taken by J. Maurice Strattan, supervising principal.



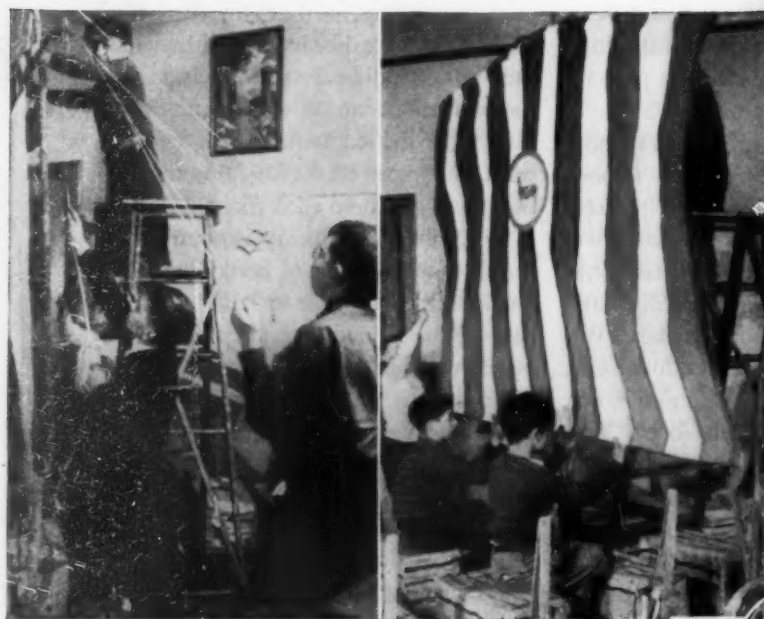
1—Making a seat with a tangerine crate and pliable laths



2—The dragon head, almost ready to be placed at the prow



3—Building a storage place for provisions, between steerer's box and the tail



4, 5—A mighty sail for so thin a mast



6—Here go the sides, waterproof as the Queen Mary



7—Making shields for the rowers



8—Finishing the "Reindeer of the Waves"

FEDERAL AID for Education

SIDNEY B. HALL

State Superintendent of Public Instruction, Richmond, Virginia, and Chairman, NEA Legislative Commission

The Education of Two Families

THE FIVE CHILDREN of the Taylor family attend a dilapidated one-teacher school in the Southeast. Their teacher, a graduate of the village highschool twenty miles away, gets \$40 a month. Their course of study consists of the Three R's. They will not go to high-school; there is none for them. The two Thomas children attend school in a beautiful building in a suburban section of the Northeast. Their teachers are university graduates. They will go to high-school, prepare for college, and study music, art, and homemaking. The children of these two families are equally good physically and mentally, citizens of the United States, unequal only in opportunity. When two of the Taylor children grow up, they will move to the city where the Thomas children live. Should the federal government do anything to improve schools for the Taylor children?

Aid for Elementary and Highschools

EDUCATION can be made a force to equalize the conditions of men. It is no less true that it may be a force to create class, race, and sectional distinctions." In New York State \$135 a year per pupil is spent for schools; in Mississippi \$25. In New York State an average teacher gets \$2500 for a year's work; in Mississippi a rural teacher gets \$520. City children go to school nine or ten months a year; a million rural children cannot go to school even six months. In Washington State nearly all children attend high-school; in Mississippi only one in three can do so. These inequalities would be greatly reduced by the Harrison-Thomas Bill which would appropriate immediately \$40,000,000 in federal funds to be used by the states to improve elementary and highschools where the need is greatest. In six years the amount would increase to \$140,000,000.

Aid for Teacher Preparation

AS THE TEACHER so the school" is a well-worn but true saying. The work of

teaching boys and girls, making useful and intelligent citizens of them, requires knowledge, skill, and personality of the highest type. One-fourth of the teachers in our one-room schools have themselves never gone beyond highschool. Surely it is as important that the nation be as concerned with the education of its teachers as with army and naval officers, farmers, mechanics, scientists, and engineers. Yet our teachers colleges are the most poorly supported of all higher institutions of learning. Under legislation now before Congress an annual appropriation of \$2,000,000 increasing in six years to \$6,000,000 would be made to the states for the improvement of their teacher-education institutions. This aid would go to the states in proportion to their need for additional funds.

Stronger Departments of Education

FEDERAL AID should go to the states without federal control of the schools. A sure safeguard against federal control is an efficient, adequately staffed and equipped department of education in each state, one that can really see that federal and state funds are joined to wipe out unfair inequalities in schools for all the children. The President's Advisory Committee has found that in most states the departments of education are not adequately supported. Accordingly it is proposed that a federal appropriation of \$1,000,000 the first year, increasing in six years to \$2,000,000 annually, be made to the states for salaries and other operating expenses in state departments. The funds would go to the states in proportion to their need for additional aid for elementary and highschools, except that each state would receive at least \$5000 per year.

Aid for Consolidated School Buildings

TWO OUT OF FIVE of our school buildings were built over thirty years ago. Over 2,750,000 children attend school in wornout, unsafe, or temporary schoolhouses. Thousands of small districts now

made obsolete by highway and motor-bus, ought to be consolidated. These districts are responsible for poorly paid teachers, limited courses of study, lack of supervision, and the worst school buildings. They produce poor results at high cost. Consolidation depends largely upon funds to pay for new buildings. It is proposed that federal appropriations of \$20,000,000 increasing to \$30,000,000 annually be made to the states, according to need, to pay for construction of new buildings rendered necessary by consolidations made according to statewide plans by the state departments of education in cooperation with local school officials.

Aid for Adult Education

THE NEED for education is lifelong. Certainly new opportunities are needed for the half of our adult population who did not finish elementary school; for illiterates still more numerous than college graduates; for the one-fifth of our adult population too poorly educated to read a newspaper or write a simple letter. Among our 4,300,000 aliens large numbers need elementary education and almost all need further training in American citizenship. New interests, new studies, personal and social growth, and new civic and vocational needs call for classes for adults. Under the Harrison-Thomas Bill the federal government would appropriate \$5,000,000, increasing in three years to \$15,000,000 a year, to the states for support of adult education, to be apportioned in proportion to population twenty years of age and over in the respective states.

Aid for Rural Libraries

THE PUBLIC LIBRARY is a most important educational, recreational, and cultural agency. Yet only a third of our people have adequate public libraries; another third have none; another third, chiefly in small cities and larger towns, have meager service. As with schools so with libraries—rural people are the most underprivileged. Poverty of local resources and inadequate public revenues are largely responsible for this condition. For library services primarily for rural inhabitants the Harrison-Thomas Bill would make available an initial appropriation of \$2,000,000, increasing in three years to \$6,000,000 annually, to be ap-

portioned to states on the basis of the number of persons living in towns and villages of less than 2500 inhabitants and in the open country. Administration of libraries would be under state and local authority.

For Children on Federal Reservations

SUPPOSE YOU were employed by the federal government and lived in a national park, at a naval station, an army cantonment, or foreign station, and that you had children of school age. Would Uncle Sam provide schools for your children? He would not. Would your children have a legal right to go to public schools in the vicinity without paying tuition? They would not. Your children and some 30,000 others similarly situated would be the only children of the United States not entitled by law to free public-school facilities. Under the proposed federal aid law, funds not to exceed \$3,000,000 annually would be made available to provide free public schools for children on federal reservations. These funds would be administered by the U. S. Commissioner of Education, in many cases being paid to state or local school authorities in lieu of tuition.

Aid for Educational Research

TWO BUSHELS of corn can now grow where only one formerly grew. This is no accident. Millions of dollars have been used by our U. S. Department of Agriculture for research, experiments, and demonstrations to improve farming. Other millions go for discovery and demonstration of the best methods of conserving our natural resources. Only a pittance is spent to discover best methods of teaching our children. The Harrison-Thomas Bill would make available for this purpose \$2,000,000, increasing in six years to \$6,000,000 annually. Sixty percent of these funds would be available for cooperative educational surveys, research, and demonstrations under the direction of state departments of education, state planning boards, colleges and universities; the other 40 percent for similar work directed by the U. S. Office of Education.

An Imperative Need

FEDERAL AID for education is needed now. "Unless the federal government participates in the financial support of

schools and related services, several millions of children in the United States will continue to be largely denied the educational opportunities that should be regarded as their birthright. The educational services now provided for a considerable percentage of the children are below any level that should be tolerated in a civilized country." This is the conclusion of President Roosevelt's Advisory Committee on Education. So long as millions of children are huddled together with a few wornout textbooks, in the merest shacks, taught by poorly paid and poorly trained teachers, common humanity, the common defense, and the national welfare make federal aid for education necessary. The whole nation must be concerned.

The Country Has More Children

POOR SCHOOLS in some areas are not the result of little effort to support schools. The rule is that the poorer states and districts pay the highest taxes. They also have many more children per family to send to school. Each 1000 adults in the Southeastern states have nearly twice as many children as the same number of adults in the far Western states. In the nation as a whole, the average farm family has nearly twice as many children to rear and educate as the average family in a large city. This condition affects the entire nation. For example, about half the children from the poorer areas will migrate to the cities to take the places of city residents who die without having reared children to take their places. Cities do not reproduce themselves. Every large city must each year recruit tens of thousands from outside or shrink in population.

The City Has More Income

SCHOOL CHILDREN and school money are now too often in different places. The parents with the most children live in communities and states with the least money for schools. Mississippi has nearly twice as many school children in proportion to her adult population as California. California has \$10,596 in wealth per child enrolled and Mississippi only \$2818. California has \$3088 income per child enrolled and Mississippi \$495. The farmers of the United States have 31 percent of the school children, but they receive only 9 percent of the national income. The total number of school chil-

dren in the urban Northeast is only twice as large as the number in the farm areas of the Southeast, but their share of the national income is 21 times as great. Under such conditions only the federal government can equalize educational opportunities.

How To Get Federal Aid

FEDERAL AID for education can be obtained only thru action by the United States Congress. It is essential that Senators and Representatives know of the needs of the schools and the desires of their constituents. Friends of the schools and especially teachers, principals, and superintendents should:

[1] Become informed about facts relating to needs and issues. For additional literature write the National Education Association, Washington, D. C.

[2] Write your Congressman and two Senators why you favor federal aid and ask them to support S. 1305. If you have done that before, do it again. Ask influential lay leaders to write also.

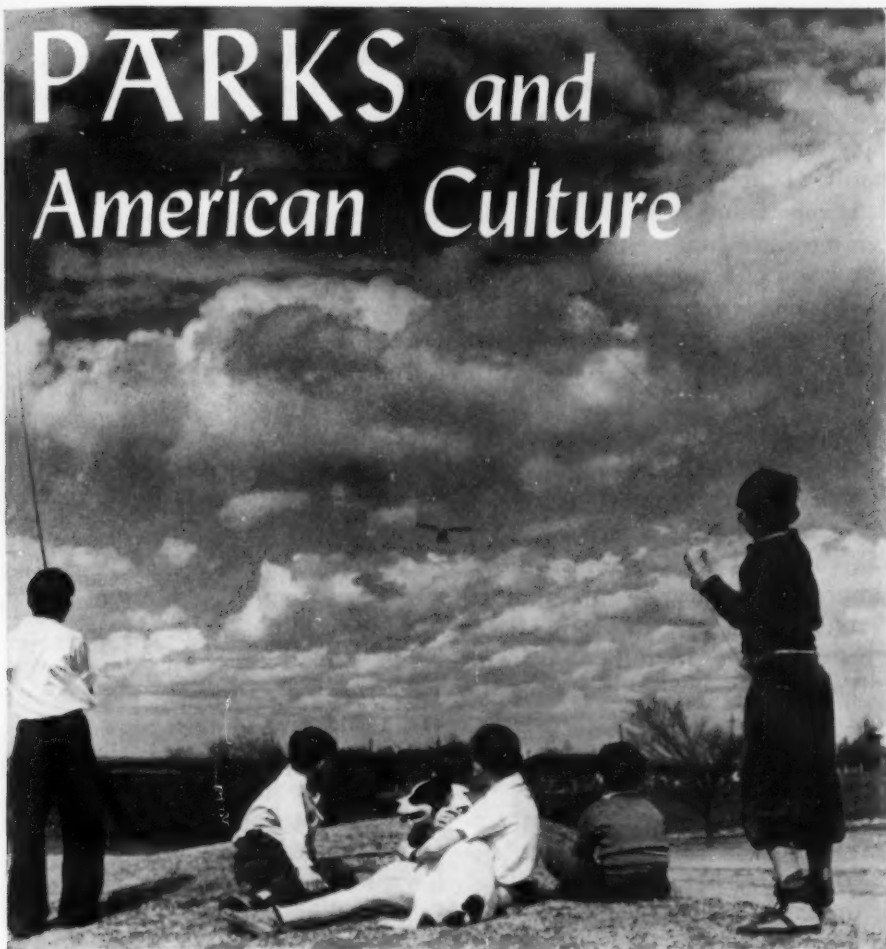
[3] Organize local discussion groups; work thru civic, professional, labor, and other organizations; and get favorable resolutions sent to the President, Senators, and Congressmen.

The NEA and Federal Aid

ORGANIZED in 1857, the NEA has a long, consistent record of advocating federal aid for education. In its early days it supported the policy of land-grants; then money grants and development of landgrant colleges. In the 1870's and 80's it urged federal appropriation for common schools. Following the World War it proposed federal aid and creation of a federal department of education. As the depression closed thousands of schools, the Association again took the lead for federal aid. In 1936 the NEA Legislative Commission came forward with new proposals, followed by appointment of the Advisory Committee on Education by President Roosevelt. The Harrison-Thomas Bill, based on recommendations of that committee, is actively supported by the Legislative Commission. When federal aid comes, as come it must, it will come largely as a result of years of work by the NEA.

[For information concerning this Personal Growth Leaflet (Number 56), see page 27 of this issue.]

PARKS and American Culture



RAYMOND MORRISON

BEFORE the entrance of man into the drama of life, the world was a park.

Before the white man put foot on the North American continent, America was a park. It was a work of art, beautiful in its simplicity, amazing in its vastness, interesting in its variations. There was the serenity of the New Hampshire intervale surrounded with tree-clad mountains shrouded in distant haze; the ruggedness of the storm-beaten Maine coast; the splendor of New England's fall coloring; the unchanging form of the midwest prairie; the great forests of the South and West; mountains, canyons, waterfalls, lakes, and a blue sky. This was a land of beauty—America, the beautiful; America, a park, a big park.

But America was also a warehouse, a big warehouse of natural resources, abounding in minerals, wild game, fertile soils, and vast stretches of timber.

The way newcomers, white men, looked upon America, whether as a park to be enjoyed by all and to be willed to their children for them to enjoy also, or

as a warehouse of riches to be looted, depended upon their vision, hopes, ambitions, hatreds, and their love of country. It depended upon their emphasis of values, their culture.

What is culture? Is it something high-brow? Can we afford it? Does America have it? Bernard J. Smith in his book, *Town Building*, defines culture as "a flavor and an atmosphere that can be sensed as belonging to a group of people who have fought intensely, worked intensely, and produced mightily, until their possessions, their articles of wear, utility, or luxury, the houses they live in, the schools they studied in, the streets they walked in, and the laws they made are stamped for eternity with the intensity of their living."

Culture, thruout history, has been essentially a balance of values, spiritual and material. Civilizations decay when balance is lost. Remember how Jeremiah wept, in Biblical times, when he saw soil erosion and trees cut down. He loved his country when he said, "The whole land is made desolate, because no man layeth it to heart." And in Denmark, some fifty years ago, Bishop Grundtvig saw

his land made desolate and rebuilt it thru adult education.

Of one thing we are sure, culture is not a veneer or sophistication. Nor is it a thing handed down to people. Culture is of the people. It springs from their struggle to mold out of stubborn earth something for the common good, from their searching thru bewilderment for ways to solve common problems, from their sorrows and their joys, from their living fruitfully, purposefully, and with respect for land and the forces of nature.

Culture develops with cooperative action. There is an aim. Goals are clarified. The road to its ends may not be well-marked and the people may be divided en route. But they are united by their objectives—even in a big country like America.

Culture is not a limiting factor but a creative urge. It gives birth to the artist and does not alienate him for what he is. There is common understanding, love, devotion. Constructive effort is inspired. When there is abiding culture, civic achievement is not "forced." The long-range point of view is common because there is concern for the future generation and love of country. Quick returns on investment do not dominate the scene. Spiritual values come first and balance material values.

To summarize, there are seven marks of a great culture: [1] There is balance, an appreciation of values. [2] There is creative spirit. [3] There is an aim. [4] There are plans—blueprints. [5] There is cooperative action. [6] There is love of beauty. [7] There is love of country—a respect for land, for a higher power.

It is absurd to ask, "Does a nation have culture?" What we want to know is whether or not there is universal appreciation of values—whether there is balance. When a nation's culture becomes unbalanced, certain signs appear. If the swing is too strong in the direction of spiritual values, if spiritual values are conceived as capable of divorcement from creative passion, you have a backward, fanatic race. If excessive emphasis is given to material values, men become slaves to money. Gold becomes the standard of all values. People are herded into cities; they concentrate as money concentrates; slums break out on the landscape; crime increases; the birthrate drops; community spirit dies out; forces

of nature are ignored; there is unemployment; exploitation is the order of the day; long-range planning has no appeal; forests are slashed and not replaced; the soil erodes; there is contempt for government.

Where stands America? What score can we give American culture? We all know what Americans have done with America. We know that 60 percent of our people live in urban areas, that community spirit has pretty well broken down, that crime costs each one of us \$10 per month, that we have slums, big slums. We know we have covered the land with billboards, hot dog stands, and a lot of junk, and that we have failed to terrace our soil and to practice sensible farming. "Get rich quick; the future will take care of itself. Get all you can today." Epitomizing our "get business" stands the skyscraper, a temple of money, a monument to financial power—and to America's warped mind.

All this sounds bad, but there is another side to America, a side that emphasizes spiritual values, a side that longs for sane living. Symbolizing this side, which tends to balance the material emphasis, is the great American park. There you have it—a skyscraper and a park. If the two ever get balanced, history will record civilization's greatest culture—the American culture.

The park, as it has evolved thru history, has had several functions—a hunting ground, a luxury of the rich, a common meeting ground for the public, a sanctuary, a play area, and a retreat from something oppressing. Today all these uses may be important, but there is a new conception of the value of parks. One thinks of a park as an eternal spring, giving forth intangible values which constantly enrich and ennoble the corporate life of any people. Parks inspire a love of country.

We think of parks as works of art, art out-of-doors, Nature's art, where the rich and the poor can find serenity, calmness of mind, peace of soul, poise. That man longs for these values midst a mad rush to make money, there is little doubt. There is in most humanbeings a strong desire to commune with nature and to learn from her as a student learns from a great teacher. No one, unless his mind is too stilted and his spirit atrophied, can linger in a natural grove of trees or view a peaceful valley or landscape without

enrichment. This power to enrich is ever present, ever free, and it cannot be depleted by proper use. In fact, natural beauty cannot be destroyed except temporarily. Nature heals and builds anew.

It is important that we think of parks as great teachers because it is a universal appreciation of nature—a love of country—that builds a great culture. To feel in tune with a greater power is the foundation for greatness. No individual and no nation can build an abiding culture upon superficial values or empty frustrating words.

Where there is a sound culture based upon a love of nature, manifestations break out in all sorts of forms. Music, literature, art, drama, town planning, and zoning abound and they spring from the bottom up, not from the top down. The park is brought into the town. It is not something way out there or a thing to stop crime. It is part of the people—it permeates their lives.

Where the park spirit prevails there is no looting. You cannot love America, you cannot "lay it to heart," and loot it at the same time. Nor will you consider humanbeings as "raw material for a bank account," nor will you build shacks on the landscape. You will build from the soil something of beauty. There will be reverence. Nor will all towns be alike. Landscape character will be reflected in the lives of the people and in what they build.

Let us see what Americans have done in the park field thru their government, the National Park Service. This Service now has under its administration 20,817,465 acres of America. This is a big slice and it represents some of the world's choicest scenery and natural wonders. It includes historic spots preserved as hallowed places in memory of those who died for us. It includes parkways and drives so we can travel midst beauty unmarred by billboards and scarred landscapes. Our nation's record in acquiring land for preservation and conservation is thrilling to know.

Today America is at the crossroads. A continuation of over-emphasizing material values will lead us to a state of disintegration. Only a strengthening of spiritual values can save us. You may ask, "What can we do?"

You can help in a vast mobilization of all available forces to shape public opinion to the end that the park spirit of

zestful, creative living may guide us in our town building, so that towns may be places of beauty as well as financial fortresses. Education of adults must be extended and more effective education made available to all youth. Town-building discussion clubs can be formed. Radio, newspaper, and magazine can cooperate. Religion can apply to life here. Planning our future must be demanded by the people. Technicians and planners have come up against a big wall of universal ignorance and unconcern. They have come to see that in a democracy plans cannot be imposed upon the masses.

The park spirit must be advanced, not to save us from disaster, but to give us life and to enrich our experiences. Generally speaking, a town whose townsmen have built a model park system is also a fine town in other respects.

The park spirit must be American culture; it is the spirit of bigness and spaciousness as opposed to littleness and narrowmindedness, providing vistas for a war-torn world to see life that is good. It builds democracy for men who would be free; creates beauty where there is ugliness; restores hope where there is despair. The park spirit is cosmic. Thru it a people can soar to heights of glorious achievement; they can emerge from themselves into something finer. Worries and tenseness drop off; the people are re-created; they are of the universal spirit. The park spirit is universal. It broods over all lands pointing the way. It is simplicity, genuineness, sincerity. It challenges America's over-emphasis of material values.

Let everyone climb a mountain—a big mountain. And when we have reached the peak, beyond where any living thing grows, where there is only clear, fresh wind blowing, and a blue sky overhead, let us stand there in silence and look at America. Let us strive for a perspective, a sense of balance. Let us watch the sun go down in the evening and as darkness comes upon us, let us think. Let us think what we, Americans, have done with America. Let us think all night long and be not afraid, for nothing can harm us—save ourselves—and the sun will come up fresh and clear in the morning—Paradise regained—America restored—the dawn of American culture on the horizon. [*Available as Personal Growth Leaflet 98; see p27 of this issue.*]

Allied Youth: A School Club

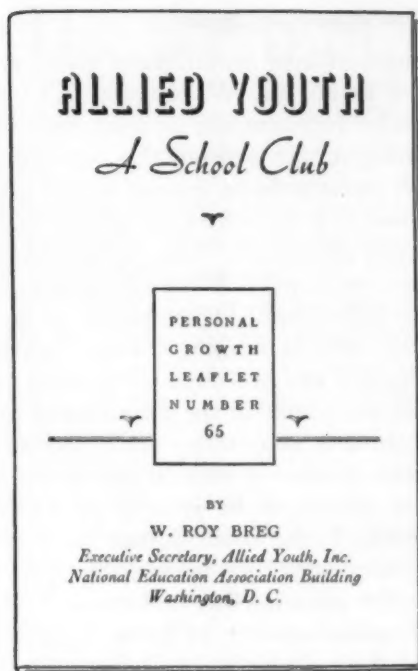
A UNIQUE NEWCOMER among American youth organizations of national scope is one specializing in a progressive form of alcohol education. The Allied Youth Post, now to be found in many a high-school, earns the favorable attention of teachers and other friends of highschool students on several scores. Even before one evaluates methods used in forming and conducting a Post and the materials made available to it, his interest is aroused by other characteristics. Unlike many school clubs, Allied Youth has equally strong appeal to boys and girls. It presents a program that is based on utilizing a number of skills and approaches, not depending on a student's enthusiasm for and excellence in some one phase of the highschool curriculum. It acquaints students with their own communities and aids them to develop leadership.

Clear-cut Position on Alcohol

FOREMOST among the objectives of Allied Youth's active members is the one expressed in the movement's Platform: *We stand for the liberation thru education of the individual and society from the handicaps of beverage alcohol.* Many young people gladly and speedily enter into the spirit of this Platform, joining to it their personal Declaration of Purpose to abstain. For others, saying "No" to alcohol and "Yes" to the wholesome alternatives comes only after they have acquired the facts about alcohol such as Allied Youth discovers and appraises. Allied Youth Posts offer active membership solely to declared abstainers. But any who accept the spirit and standards of this alcohol-free fellowship are welcomed as associate members. In that capacity they share fully in the Post's educational and recreational events.

Aids Intelligent Choosing

THOSE HIGH SCHOOL boys and girls who are not definitely recognized and committed as voluntary abstainers frequently face opportunities to choose for or against. Millions are spent each year in advertising intoxicants in ways that appeal to youth. At a party, at a chum's home, as a gratuity for some kindly act, a young person is frequently and cordially offered a drink. Allied Youth training prepares its members and their



Information concerning this and other Personal Growth Leaflets is given on page 27 of this JOURNAL.

friends for the split-second decision that seems essential at such times. Will the young person seem to question the matter of taking a drink—and then give in? Will he so refuse as to make it seem that sometimes, in other company, he would indulge? Will he take a drink he does not need or want, lacking courage to refuse? In no such case does the youth's "Yes" satisfy him or his host. And now—a contrast!

Learning How, and Why, To Say "No"

ALLIED YOUTH members are never encouraged to act as if drinking is disgraceful, immoral, and beyond the interests of respectable persons. On the contrary, Allied Youth spokesmen and publications frankly state that a large number of respectable, responsible people drink. The example for alcoholic indulgence is strong! But young people of today are equipped with scientific facts and observations about alcohol which the earlier generations did not have. Allied Youth Posts found their program and purposes on the idea that many young people, once they know why they need not and should not choose alcohol, will gladly make a practice of saying "No" to alcohol. The polite refusal, always possible to any nondrinker, becomes second nature to Post members. "I'm Allied Youth," they say, fully explaining a refusal.

Seeking Health in Nature's Drinks

EARLY in their acquaintance with Allied Youth, members of Posts come into possession and use of such facts as these: Alcoholic beverages as a group are not thirst-quenchers. They have little food value, and this is nullified by the toxic character which alcohol gives them. The fruit juices, unfermented, and milk are nature's drinks. On the contrary, any alcoholic beverage results from a process that changes or eliminates natural wholesomeness in ripe fruit or grains. Commercial canning alone now makes 80 million gallons of unfermented fruit juices available to Americans. The milk consumption in our land is at a lower per capita rate since repeal, the use of milk and of drinks containing milk is being rapidly popularized among students. Allied Youth parties afford many opportunities to promote these healthful drinks.

A New Problem for Youth

NOT A FEW ADULTS, including many parents and teachers, may wonder just how frequently and persistently the young people they know best, face such problems of choice. For a host of boys and girls, opportunities to drink occur many times each week; for others, on notable occasions only, as at a wedding, birthday dinner, or celebration of the school team's victory. No other young generation has been growing up in a high-power, high-speed age among a generation of adults who so casually take alcohol for granted. Correspondingly, no other generation has enjoyed such ready access to scientific facts which condemn alcoholic drinks and habits as handicapping man's highest powers and possibilities. Schools do well to present the facts as attractively and progressively as alcohol's appeals for "sociability" are set before youth.

A Voluntary Fellowship

OBVIOUSLY, the classroom of a public highschool has access to the same facts that Allied Youth Posts impart in their semi-monthly meetings of alcohol education and character training. The school library could supply numerous references to aid students to understand the role of alcohol in the modern world. Why, then, a school club to deal with such facts? An important reason for the

Allied Youth Post is that it becomes a voluntary fellowship. The school is its sponsoring institution; a teacher is chosen as Post sponsor—yet the club is the students' rather than the school's. Discussion and fact-finding flow along the level of daily experiences and felt needs. The recreation program of the Post, closely related to the educational processes, is a continuous demonstration of the fine fellowship provided in alcohol-free activities.

To the Community for Facts

ALLIED YOUTH POSTS, in their alcohol education activities, like to go to the community as much as to textbooks for facts about alcohol's social effects. The Post verifies textbooks and clears points that have been raised in its discussions by means of a localized form of fact-finding. A committee goes into the area close at hand, searching for evidence about alcohol and, say, public health or traffic safety or industrial efficiency. The Post makes good use of local authorities and nearby educational institutions. The sponsor, a teacher, supervises these ventures. The students who share in the report, framing it or discussing it, seek to bury prejudice and offhand opinions beneath the evidence now at hand. These "Show Me Tours" have an important bearing, it will be seen, on the entire matter of using proved facts to establish one's choices.

A Philosophy of Recreation

ALMOST as soon as the first Allied Youth Posts were launched, it was seen that their program must include a recreational schedule planned and presented on a high level. It is not enough that good times be wholesome and of course free from the use of intoxicants; they should also be *demonstrations* of the originality, variety, applied democracy, and training values that may be had in highschool students' fun and fellowship. A major service of the national headquarters of Allied Youth is in recreation. The movement circulates to schools and to Posts useful books on recreation. Its monthly periodical frequently explains principles and methods of "better recreation." The fellowship and athletic facilities of schools are more widely employed, with definite gains in physical and mental fitness, in many schools having Posts.

How May Posts Begin?

FIRST, a school administrator invites Allied Youth, Inc., Washington, D. C., to send a representative to meet with his young people. Second, this representative explains the program of alcohol education in a highschool assembly. Third, young people who want to know how they can share in alcohol education meet the Allied Youth representative to consider steps in forming a Post. Fourth, a typical and wellattended meeting of this sort results in the formation of an organizing committee, and these students circulate a petition asking for a Post charter to be granted by Allied Youth. Fifth, when fifteen or more members apply for membership, pay a modest initiation fee, and choose their officers and sponsor, a Charter is granted and the program begins. In most cases, many more than the minimum of fifteen become charter members.

National Organization and Leadership

ALLIED YOUTH, INC. is an organization specializing in the field of alcohol education. It assists students and teachers of highschools to acquire facts about organizing and program planning; charters and serves local Posts in highschools or communities; encourages better recreation; stimulates and directs study of the alcohol problem as it affects youth; spreads knowledge of these approaches and methods among teachers, school administrators, parents, and other citizens; conducts research; prepares and distributes literature, including *The Allied Youth* [monthly magazine] and *Alcoholfax Educational Service* [monthly digest in packet form], timely bulletins, and other publications; serves libraries; and otherwise conducts an extensive program for equipping youth with dependable facts and high motives of conduct and activity.

Helps Recommended by Allied Youth

ANY OF THE HELPS listed below may be secured from Allied Youth, Inc., National Education Association Building, 1201 Sixteenth Street Northwest, Washington, D. C.

Alcohol and Man, edited by Haven Emerson, M.D. \$3.50.

A Review of the Effects of Alcohol on Man, British Medical Research Council. \$4.25.

Alcohol: Its Effects on Man by Haven

Emerson, M.D. Student edition, 80¢.

What about Alcohol? by Emil Bogen and L. W. S. Hisey. \$1.50. [Set of 17 slides, keyed to text, \$12.75.]

Youth Faces the Liquor Problem by Bert H. Davis. Discussion leads on six common questions of youth. 25¢.

What's the Difference? by Roy E. Dickerson. Model panel discussion. 25¢.

Let's Organize Allied Youth, Manual. 10¢.

Five plays, 35¢ each.

The Allied Youth. Monthly except August. \$1 a year, 10 subscriptions for \$5. Articles deal with new scientific materials, recreation standards, interviews with coaches and other leaders of youth. Definite suggestions for alcohol education programs and activities. Post news, book reviews, pictures.

Alcoholfax Educational Service. Issued nine times within the school year. Complete sample package \$1. Yearly subscription \$10. Current findings and interpreted statistics, mostly in looseleaf form; also pamphlets and books.

Teacher's Introduction to Allied Youth. Selection of material, 25¢.

BOARD OF TRUSTEES, ALLIED YOUTH, INC.

J. Roscoe Drummond	Daniel A. Poling
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Ernest Stacey Griffith	Russell E. Singer
John R. Mott	A. J. Stoddard
W. Roy Breg, executive secretary	

YOU CAN get along with a wooden leg, but you can't get along with a wooden head. It is the brain that counts, but in order that your brain may be kept clear you must keep your body fit and well. That cannot be done if one drinks liquor, which breaks down the command of the individual over his own life and his own destiny.—CHARLES MAYO, noted surgeon.

ALCOHOL is a depressant, appearing as a stimulant mainly because it checks the highest nerve operations first. Its influence impinges on the chief mental functions: sensation, reason, motion. It leaves its subject uncertain as to what he sees or feels, hazy as to cause and effect, and unsteady as to resultant action. No one of high purpose can afford to endanger in any degree the validity of those mental processes which register his contact with reality.—DAVID STARR JORDAN, noted scientist and university president.

PERHAPS the most amazing thing about this great country of ours has been its dynamic growth. From thirteen sparsely populated colonies along the Atlantic Coast it has grown to a nation of over 130,000,000 people, perhaps the greatest of world powers. In the course of this transition the administration of the nation's affairs has changed greatly. In George Washington's day, the President appointed all the civilian employees of the government. Since he named appointees with whose experience and abilities he was familiar, positions were generally awarded on a basis of merit.

Before many years had sped, a real personnel problem had begun to develop. The growing importance of political parties accentuated this problem, for the principle of rotation in office was well-grounded in American tradition and regarded as essentially democratic. The parties flatly contended that the men who had won an election were those to whom the government thereafter should be entrusted. The doctrine of rotation in office became transformed into the theory that "to the victor belong the spoils," and the spoils system developed into a menace to good government.

Spoilsmen began to fill government jobs, and more often than not there was little attempt to place qualified men in office. The question in the case of each applicant was: How much had he done to win the election? Government employees believed themselves entitled to sinecures, and any work connected with their offices was regarded as incidental. There were many expressions of dissatisfaction, so far as the public was concerned, and occasionally murmurs of revolt. But spoilsmanship continued to fill government offices with incompetents, and Abraham Lincoln was forced to the observation: "If the government itself is ever completely demoralized, it will come from this incessant wiggle and struggle for office."

Senator George H. Pendleton and Dorman B. Eaton drafted a civil service law, based on the principle that positions should be awarded and held on merit, but all their efforts might have failed had not an assassin's bullet decided the matter. When a disappointed office-seeker shot President James A. Garfield, he turned public opinion so violently against spoils that the National Civil

The Story of CIVIL SERVICE

JAMES B. BURNS

President, American Federation of Government Employees

Service Act became law on January 16, 1883, over the signature of Chester A. Arthur, Garfield's successor.

But placing a law on the statute books does not always solve a problem. Politicians hampered and sabotaged the civil service; only in recent years have they come to realize that patronage is a double-edged sword and that for every man they place in a job they make "ten enemies and one ingrate." The public realizes the value of civil service, which opens government jobs to open competitive examination and selects the persons shown to be best qualified to fill the positions. So strong is public opinion, in fact, that the opposition has been driven underground, but it still makes itself felt.

For example, politicians, discovering that government employees prohibited from political activity under civil service could do nothing more for them in winning elections, lost interest in them. The employees were neglected; pay and working conditions declined; and attempts to organize for mutual protection brought repression and reprisals. Leaders of employee organizations were discharged, and employees could not even ask aid of their own congressmen. The Lloyd-LaFollette Act, passed in August 1912 made possible organization among government workers, who, however, were told that they must not strike.

Today the government employee is no longer helpless; yet there is no means whereby a self-perpetuating bureaucracy might be built up, to the detriment of the Republic.

Government employees, except for restrictions on political activity, now enjoy the same rights as other citizens, and have thereby won fair wages and working conditions for themselves, and made the service attractive enough to bring in competent young men and women who see in it the opportunity for a career. Had repression continued, positions would have gone only to those who took them as a last resort. For years after their shackles were removed, their own efforts were still insufficient to obtain satisfactory conditions for all govern-

ment employees—for instance, during the World War, when unskilled labor could command \$10 a day, the Civil Service Commission sought hopefully for scientific aides at \$540 a year!

Today, the merit system is solidly established. Government employees are free men and women, able to exercise the rights of petition and organization like other citizens, and the way has been opened for constant improvement in the service, tho much remains to be done. For one thing, there is a serious misapprehension on the part of the public about government jobs—"a swivel-chair job with comparatively little work."

That is incorrect. The government employee earns his pay. Of the total of about 900,000 federal employees, about a third are doing the work of the postal service. About another third are building battleships or public roads or otherwise adding to the wealth of the nation. The trouble is that the average American seldom thinks of his postman, his lighthouse keeper, his weather forecaster, the immigration man who guards the border, or the Agriculture Department county agent, as a government employee. The really highly-paid jobs are few, and they are held by the line and staff officers of the civilian army.

Today the service needs extension of the merit system to all positions not policy-forming. It needs position classification—which means equal pay for equal work—except in the case of certain mechanical jobs, where pay is determined by wages in private employment. The civil service should provide careers for ambitious young people. Employee groups are working toward this end, aided by such organizations as the National League of Women Voters and the National Civil Service Reform League.

On January 16, 1940, the National Civil Service Act marks its 57th birthday, and that week will be observed as National Civil Service Week. Teachers may obtain information from the Civil Service Commission, Washington, D. C., or from the American Federation of Government Employees, 900 F St. N.W., Washington, D. C.



*U. S. Public Health Service
Schools and health officers accept mutual responsibility for student health*



Thru physical recreation, schools prepare youth for healthy adulthood



*National Youth Administration Photo
Youth's need for self-expression is being met by today's schools*

SEX EDUCATION —A Challenge



DR. PARRAN

By Surgeon General
THOMAS PARRAN

U. S. PUBLIC HEALTH SERVICE

FAR AND WIDE, by all the modern media of communication, information is being disseminated about the ways in which syphilis and gonorrhea are caught and spread, found and cured. We are far from having reached the millennium, however.

In the control of venereal diseases the job has just begun. Voluntary agencies, local and state health departments, and the U. S. Public Health Service must continue to tell people what the venereal diseases are, how they are caught, spread, and cured. People must know that syphilis and gonorrhea—untreated—are two of the most deadly hazards of modern life. Cooperation of physicians, hospitals, and health departments is necessary to increase treatment facilities and to make them available to all sections of our population, rich and poor alike. We must iterate and reiterate that syphilis and gonorrhea draw no lines of color, creed, or social status, but until treatment facilities are greatly extended young people will continue to be the vast reservoir out of which comes over 50 percent of new syphilitic and gonorrheal patients.

There is, however, another problem—

closely related to the problem of the venereal diseases but separate, distinct, and broader in its aspects—in which the work of public health officials is, of necessity, secondary to that of the parent and the educator. We have reason to congratulate ourselves on the strides made in attacking venereal diseases, but toward education in biology, physiology, and hygiene, especially if it relates to the sexual system and its functioning, our attitude is still forbidding. Because of taboos which are just now in the process of breaking down, many young people enter adulthood, poorly prepared mentally and emotionally for the wider horizons of maturity. In large measure, we fail to educate our young to the place of sex in life; we fail to give them a healthy attitude toward sex; we fail to give youth the ethical guidance and knowledge necessary so that the sex force can be directed toward socially desired ends.

Fear alone will never control the venereal diseases any more than fear of punishment alone deters crime. We must aid youth in its quest for a positive basis for sexual morality and social living, and we must carry on this education thru all the means at the command of church, school, official and voluntary agency.

In helping to substitute knowledge for ignorance, health authorities can help the schools, but in translating knowledge into a dynamic, positive basis for socially desirable patterns of living, schools must lead and health agencies cooperate.

It has been announced recently that the Public Health Service is interested in the field of sex education. Knowing that sex education is not primarily within its province, and is a different problem in scope from that of the venereal diseases, one may well ask why the Public Health Service is interested in this field. From a narrow Public Health Service point of view, the byproducts of informed, welladjusted youth will ultimately have their effect in our attack on the venereal diseases. From a broader point of view, all of us have a responsibility in the transition of young people into socially, mentally, and physically healthy adulthood.

Most of us are now agreed that some kind of sex education is necessary. Some people believe, however, that if the schools undertake it, they rush in where generations of parents, medical men, and teachers have feared to tread.

Many parents need and demand the assistance of the schools in helping their children bridge the needlessly hazardous gap between childhood and adulthood. Many parents have neither the background nor the technic for carrying on

Boy-girl relationships — Will schools do more to help youth bridge the gap between childhood and adulthood?



National Youth Administration

this education without academic assistance. Many have not overcome the inhibitions of a training which makes them emotionally incapable of carrying on an education which intellectually they recognize is essential to modern life. In the absence of school help, many turn to their health authorities and such agencies as the American Social Hygiene Association, which give factually correct information, but cannot solve educational problems lying behind requests for help.

Some people argue that, "Life is a continuous process. Young people have always become men and women. They've married and brought children into the world, generation after generation, and have done a pretty good job on the whole without sex education in the schools. Most people turn out pretty well, some not so well, but you can't expect perfection in a real world." But adjustments would be made easier if knowledge were more widely available.

Within our lifetimes, moreover, conditions have so changed that the need for sex education carried out by competent agencies is greater than it ever was before. Two generations ago, the age of marriage was considerably lower than it is now. Our civilization has become tremendously complicated, highly

industrialized, and the simpler life of our grandparents has gone forever.

Even thirty years ago—a period which for many of us has the vividness of yesterday—educational needs were simpler than they are today. Half the adult population of that period had dropped out of school at the age of thirteen and had not gone beyond the fifth grade. Since it was easier to get a job, the lag between physical maturity and the ability to establish and support a family was relatively short. Today boys and girls at an age when once they would have been husbands and wives are still in school, still at home, without the guidance and knowledge needed to meet mental and physical problems brought on by physical maturity.

Some people have taken the position that since more and more students are graduating from highschools and colleges, the problem can be solved by having courses for senior students in the colleges and perhaps in the highschools. In spite of our educational advances, many still drop out of school long before the diploma stage, either in the secondary school or the university. They, too, must be taught, because the lag between physical and economic maturity can be just as great a problem for those who drop out of school as

for those who continue their schooling.

Where should sex education begin?

In my opinion, it should begin early and simply in the home and progress steadily with the aid of the primary schools, the secondary schools, and the universities. Whenever a child or a student asks questions, he should be given unemotional and intelligent answers. Every teacher has opportunity to bring to his subject an attitude of mind, an awareness of need, and the knowledge that sex is a part of life which cannot be ignored out of existence. No one authority can tell every teacher what to do in each situation. Conditions vary with the schools, the environment, and the heredity of the students. A technic which is satisfactory for one community is unsatisfactory for another.

Sex is not a phenomenon which can be isolated or neglected. Sex has its effects on social customs, behavior, and manners. It is an important and natural force, but not the only important force which makes us what we are. Only if all of us cooperate—parents, teachers, clergy, and physicians—can our young people be given the ethical and moral support needed to carry them over into adulthood free from fears and misgivings, and with the ability to control this force toward socially desirable ends.



Birthplace of Eugene Field

The ST. LOUIS Convention

*Under the arch of the
Eads Bridge at St. Louis*

THE SEVENTIETH annual convention of the American Association of School Administrators, a Department of the National Education Association of the United States, is to be held in St. Louis during the last week in February. Registration and exhibits will open on Saturday, February 24, in the Municipal Auditorium. The convention will close on Thursday evening, February 29, with the broadcasting of "America's Town Meeting of the Air."

St. Louis' welcome to the nation's educators will be given tangible form on Sunday evening, February 25, when "Musica Americana," a dramatic portrayal of American music, will be presented in the Municipal Auditorium. About 2700 highschool pupils will take part in the performance which will combine music, dancing, and dramatics in a beautiful and convincing demonstration of what integration of the arts subjects can mean in genuine entertainment. The work is an original compilation of Ernest Hares, instrumental supervisor of the St. Louis public schools, and is being produced under his direction.

The original presentation of "Musica Americana" was given in 1938, when the Music Educators National Conference held its convention and music festival in St. Louis. In the audience at this performance were 12,000 music educators. It was the spontaneous enthusiasm of this group which caused Superintendent Henry J. Gerling to have the production repeated for the school administrators.

All the effectiveness of dancing and pantomime, and all

the facilities of modern staging and lighting are used to tell the story of American music, beginning with the times of the Indian, the Puritan, and the Cavalier. In succeeding episodes, the musical history of America is traced from the time of the early Negro work songs, thru the days when the country sang and whistled minstrel songs, marched to Civil War music, grew sentimental over the heart songs of the '90's, to the modern works of Gershwin and Kern.

The program of the American Association of School Administrators will open with the Vesper Service on Sunday afternoon. "What Is Right with the Schools?" is the topic announced by President Ben G. Graham for the general session on Monday morning. At the Associated Exhibitors' program on Tuesday evening, William Lyon Phelps, professor-emeritus of Yale University, will receive the American Education Award.

The general topics and division chairmen of the afternoon discussion groups are as follows:

Educational Policy—John Sexson, Pasadena, California

Public-School Business Administration—Jesse H. Mason, Canton, Ohio

The Small School—J. W. Ramsey, Fort Smith, Arkansas

Secondary Education—William J. Hamilton, Oak Park, Illinois

Occupational Adjustment—Homer W. Anderson, Omaha, Nebraska

Special Education—J. C. Cochran, San Antonio, Texas

Educational interest will begin to center in St. Louis several days before the opening of the School Administrators' convention. As early as Tuesday, February 20, a few groups will be in session. A number of organizations will meet during the latter part of that week. Important among these groups are the National Association of Deans of Women, the National Vocational Guidance Association, and the American Association of Teachers Colleges.

This year marks the one hundredth anniversary of the founding of the first state normal school at Lexington, Massachusetts—later moved to Framingham. In striking contrast to the three students who gathered a century ago at Lexington are the hundreds of thousands of students who this year are attending teachers colleges or schools of education thruout America. In keeping with the widening interest in the preparation of teachers, the Commission on Teacher Education of the American Council on Education, the American Association of Teachers Colleges, and other groups will sponsor, on Saturday afternoon, February 24, in the St. Louis Municipal Auditorium, a meeting featuring major issues in teacher education.

At the Michael School for Crippled Children, St. Louis





"What Good Educational Practices Can Be Found in our Elementary Schools" will be the theme for the Monday afternoon meeting of the Department of Elementary School Principals. On the following afternoon, the Missouri Elementary School Principals' Association will conduct the meeting. This Department's annual banquet is scheduled for Monday evening, February 26, at the Statler. A real showboat performance is promised, with melodrama, a glorified hero, a dark-browed villain, and singing deckhands—reminiscent of glorious days on Ole Man River.

Intelligence: Its Nature and Nurture, the thirty-ninth yearbook of the National Society for the Study of Education, will furnish the themes for the two St. Louis sessions of that Society—the first to be held Saturday evening, February 24, the second on the following Monday afternoon.

For school administrators the convention exhibit is of high value. Many superintendents list it first among convention activities. Altho every available square foot of space in the huge St. Louis exhibit hall is to be used, it is impossible to meet the full demand for representation. Within the ten-day period provided for receipt of applica-

tions, more space was applied for than the total area available. About 250 different firms and organizations will participate and the displays will include the showings and demonstrations of all types of school equipment and classroom tools. The exhibit will be comprehensive and attractive, with so many directly helpful features that it should be thoroly visited by all who attend the convention.



Children love the baby giant panda at the St. Louis zoo

It Isn't MY Job—But Is It?

MACK STOKER

I WAS VISITING a teacher once and he was telling me a lot of things that should be done in his school. Some good ideas he had, too. I asked him why he didn't do some of those things. "It isn't my job," he said. How many times have you heard that? How many times you see otherwise excellent teachers hiding behind that wellworn excuse!

It isn't my job. Are you sure? Just what are the limits of your job? Is your job something that can be marked out like an acre of land—and have a bull-proof fence built around it? Who was the surveyor that ran such fixed lines and set up such immovable corner markers? How do you know his transit didn't slip a degree or two down on that southeast corner? And when the survey was completed, who built the fence? Who else but you?

That weed growing just across the fence, what's going to happen when the seed pod ripens and the wind scatters the seeds? Will they all fall on the other side of the fence?

It might not be so bad if the land across the fence were being cultivated. In the great and as yet not wholly explored domain that is our educational system not all the land has been homesteaded. There is frontier left. In due time some other pioneer will come along to lay out his claim and secure squatter rights in a little tenure right next to yours. If this newcomer is a good farmer, everything may be all right—except that posterity will thank *him* for clearing out the weed patch. Also it may be a long time before he comes along. And he may not see the possibilities that you saw, the fine work waiting to be done.

Or if the land across your fence is occupied by a fellow worker, are you going to sit back and let him make a mess of cultivating it? Right away I can hear a bunch of it-isn't-my-jobbers saying, "But he resents it if I butt in." Why shouldn't he? Don't butt in; just go over and help him. And do it when nobody is looking, so he can get the credit. You will have the satisfaction of

seeing your ideas carried out. Always remember the old slave's prayer as he asks "de Lawd's" blessing on a Christmas dance: "De sinfulness of sin lies not so much in what you does as in the spirit you goes and does it in."

Then there are other fellow settlers to think about. If you crawl thru the fence and cut a few weeds now and then, maybe they will all have better crops. Your community will prosper and grow. As it grows your land will become more valuable; the rewards for your labors will increase. Maybe some

of your fellow workers have weed patches growing across their fences. Maybe the community will decide that it would be wise to have somebody supervise all the weed cutting. Having seen you start it, maybe they will decide that you are the logical man to promote to director of weed cutters.

Even if you don't make more money, even if you don't get promoted, isn't it just possible that the feeling of having done something that was not required of you might sweeten your sleep a little? It isn't my job—or is it? Think it over. [President of the Department of Vocational Education of the National Education Association, Mr. Stoker is assistant supervisor of the Division of Vocational Education, University of California, Berkeley.]

Appraising the San Francisco Convention

*"Oh wad some power the giftie gie us
To see oursel's as others see us!"*

EACH year the National Education Association appoints a committee to study its current convention and to make suggestions for improving those of the future. The Appraisal Committee for the San Francisco convention sought, from the 1489 delegates present, information as to best speakers, most valuable topics, selection of convention city, and ways of improving the program.

The topics discussed at this convention which were considered most valuable, as indicated by the appraisal blanks filled in by the delegates, were: Education for democracy, tenure, youth and the curriculum, international relations, un-American activities, retirement, and financing schools. The most popular speakers were Congressman Noah Mason, Brother Leo, Dr. Edwin G. Conklin, and Senator Elbert D. Thomas.

For the most part, delegates expressed satisfaction with the program of the San Francisco meeting. But among suggestions for improvement were the following:

Topics—[a] More outstanding speakers, [b] reduction in number of conferences, [c] utilization of more practical classroom topics, [d] less reading of reports printed in Manual, [e] more participation by the public, [f] less reading of speeches, [g] shorter reports, [h] more national and international topics.

Discussion groups—[a] Better planning by leaders, [b] reduction of conflicts with time of delegates' official meetings, [c] more time for discussion, [d] more panel discussions, [e] fewer speakers, [f] more practical suggestions for teaching.

Exhibits—[a] Show more schoolwork, [b] use more centralized schools and classrooms for exhibits, [c] educational exhibits were too small or too few.

Time—[a] Free the delegates from too frequent business sessions, [b] provide staggered schedules for more important events, [c] arrange for afternoon discussion groups, [d] close more sessions early to avoid conflicts, [e] avoid meeting on July 4, [f] avoid conflicting with departmental meetings.

Entertainment—[a] More music, [b] more use of students in pageants, [c] more equal distribution of tickets to special events, [d] less expensive dinners, [e] less entertainment conflicting with business.

The members of the Appraisal Committee for the San Francisco convention were: Orville C. Pratt, chairman, Spokane, Washington; Edith E. Armitage, Auburn, New York; Lillian Broderick, Yonkers, New York; Robert C. Keenan, Chicago; Mrs. Emery Lively, New Orleans; Daisy Lord, Waterbury, Connecticut; Birdine Merrill, Gresham, Oregon; Ona C. Raines, Tulsa; Albert Shaw, Los Angeles.

COMMITTEE APPOINTMENTS for 1939-40

AMY H. HINRICHS

President, National Education Association

IN THE November 1939 JOURNAL, I discussed "The Effective Work of NEA Committees," pointing out that the Association's large committees are made up of a core committee and a group of advisory members. The chairman and other members of the small core committee are responsible for planning and carrying forward the work. At least one person from each state is represented on the group which serves in an advisory capacity.

The following core committees have been appointed for 1939-40:

Academic Freedom—William S. Taylor, Lexington, Ky., chairman; William H. Kilpatrick, New York; Rena B. Rockwell, Elmira, N. Y.; Ruth West, Spokane; Edith Shields, Seattle.

Affiliated Associations—Reuben T. Shaw, Philadelphia, chairman; Karl Berns, Columbus, Ohio; Junius Allison, Asheville, N. C.; Emily Tarbell, Syracuse, N. Y.; Mrs. Pauline Merchant, Garden Grove, Calif.

Code of Ethics—W. P. King, Louisville, Ky., chairman; H. Claude Hardy, White Plains, N. Y.; Ward G. Reeder, Columbus, Ohio; Kathora Remy, San Antonio, Tex.; Mrs. Autie Curry Sanford, Ladysmith, Wis.

Cooperatives—H. G. Lull, Emporia, Kans., chairman; Mary McAndrew, Carbondale, Pa.; Harold F. Clark, New York; A. R. Mead, Gainesville, Fla.; Oma Clare Lafferty, Charlotte, N. C.

Credit Unions—James E. Moran, Waterbury, Conn., chairman; Florence E. Dixon, New Orleans; J. C. Howell, Detroit; Leslie A. Pinkney, Kansas City, Mo.; J. P. Sherrard, Buffalo, N. Y.

Equal Opportunity—Mary E. Morris, Denver, chairman; Florence E. Bamberger, Baltimore; Helen Bradley, Cincinnati; R. L. Hunt, State College, N. Mex.; Mrs. Frances W. Kroner, Mt. Vernon, N. Y.

Individual Guidance—Herbert R. Stolz, Oakland, Calif., chairman; Edwin A. Lee, New York; Elizabeth Woods, Los Angeles; Mildred Biddick, Denver; P. H. Griffith, Baton Rouge, La.

Induction into Citizenship—Hugh S. Bonar, Manitowoc, Wis., chairman; Lucile Batdorf, Oakland, Calif.; Mrs. Johanna Lindlof, New York; Orville C. Pratt, Spokane; D. A. Van Buskirk, Hastings, Mich.

International Relations—Ben M. Cherrington, Washington, D. C., chairman; Annie C. Woodward, Somerville, Mass.; Rachel Anderson, New York; Grace Koerner, East Orange, N. J.; Helen Messenger, DeKalb, Ill.

Legislative Commission—Sidney B. Hall, Richmond, Va., chairman; John Callahan, Madison, Wis.; Ben Graham, Pittsburgh, Pa.; Frank L. Grove, Montgomery, Ala.; H. M. Ivy, Meridian, Miss.; Bertram E. Packard, Augusta, Maine; George D. Strayer, New York.

Salaries—Willard Elsbree, New York, chairman; Dennis H. Cooke, Nashville, Tenn.; John Guy Fowlkes, Madison, Wis.; Clara L. Jahnke, Spokane; Lillian M. Johnson, Norfolk, Va.

Supply, Preparation, and Certification of Teachers—R. E. Jagers, Frankfort, Ky., chairman; Mrs. Emery Lively, New Orleans; J. Orin Powers, Washington, D. C.; Joseph Rosier, Fairmont, W. Va.; John A. Spargo, Nutley, N. J.

Tax Education—Martin L. Wilson, White Plains, N. Y., chairman; Cecile Dacey, Detroit; LeRoy A. King, Indiana, Pa.; James W. Martin, Lexington, Ky.; J. R. Mahoney, Salt Lake City.

Tenure—Donald DuShane, Columbus, Ind., chairman; Mrs. Myrtle Hooper Dahl, Mound, Minn.; Frances Jelinek, Milwaukee; Robert C. Keenan, Chicago; Mary E. O'Connor, Arlington, Mass.

National Council on Teacher Retirement—Robert H. Hougham, Indianapolis, chairman.

NEA representation on committees cooperating with other organizations:

Joint Committee of the NEA and the National Congress of Parents and Teachers—Agnes Samuelson, Des Moines, Iowa; Ralph Irons, Evansville, Ind.; Carmelite Janvier, New Orleans.

To Cooperate with the American Teachers Association—S. L. Smith, Nashville, Tenn., chairman; Mildred B. Babcock, New York; N. C. New-

bold, Raleigh, N. C.; Garnet C. Wilkinson, Washington, D. C.; Fannie C. Williams, New Orleans.

Joint Committee of the NEA and the American Library Association—Edith A. Lathrop, Washington, D. C., chairman; Chloe C. Baldrige, Lincoln, Nebr.; William H. Bristow, Shippensburg, Pa.; B. Lamar Johnson, Columbia, Mo.; Betty Ratcliffe, Muskogee, Okla.

To Cooperate with the American Legion—Members appointed by the NEA—Charles F. Dienst, Lincoln, Nebr., chairman; Fred D. Cram, Cedar Falls, Iowa; J. Frank Faust, Chambersburg, Pa.; J. N. Poche, New Orleans; James H. Richmond, Murray, Ky.

Joint Health Committee—There are now five members appointed by the NEA and five by the American Medical Association. Those appointed by the NEA are: Charles C. Wilson, Hartford, Conn., chairman; N. P. Neilson, Washington, D. C.; Fanny B. Shaw, Atlanta, Ga.; George D. Stoddard, Iowa City, Iowa; Anne Whitney, Milton, Mass.

Convention Committees—The Association committees on *Credentials*, *Necrology*, and *Resolutions* consist of a member from each state, elected at the convention by the state delegation. Each chooses its own chairman. E. B. Hargrave, Indianapolis, is chairman of the *Credentials Committee*; H. A. Wise, Springfield, Mo., *Necrology*; Helen Bradley, Cincinnati, *Resolutions*. The *Auditing and Elections Committees* are appointed just before the convention. Members of the *Publishing Committee* are elected by the Representative Assembly. William B. Jack, Portland, Maine, elected by the Board of Directors, is the new member of the *Budget Committee*. Cornelia S. Adair, Richmond, Va., was re-appointed to the *Bylaws and Rules Committee* and chosen chairman by the committee.

The *Appraisal Committee* works during the convention. The appointments for this year are: To fill out an unexpired two-year term—Harold Benjamin, College Park, Md.; three-year terms—Harry Clark, Knoxville, Tenn.; Sarah T. Muir, Lincoln, Nebr.; N. Elliot Willis, Winthrop, Mass.

The Geography Teacher

Day after day, upon my classroom walls
I spread these maps and pictures; with
these tools,
With books and globes, striving to build
a world
Within the understanding of a child.

While I teach them, may I have the power
To clear away the mists that still arise,
Born of old ignorance and prejudice,
Around these children! May my soul and
mind
Become so broad, so all encompassing
That building on the old foundation stones
Location, surface, crops, cities, trade,
I rear, firm, steadfast, clear in each child
mind,
A world of other people like himself
Swayed by the selfsame longings, high and
low,
Loving their homelands, as we love our
own.

May I feel that I have failed unless
I teach each child to seek in every race
The common traits of brotherhood; to feel
Within his breast the heartbeats of the
world.

—Author unknown. Sent to THE JOURNAL
by Ida M. Keigwin, Colchester, Connec-
ticut, a retired teacher and member of the
NEA for many years.

A timely reminder—May we remind
you: That the first three months of the
year always bring the greatest menace to
the health of school children.

That children who have good health
habits are less likely to catch cold or
other communicable diseases than those
who are not so careful.

That among good health habits are:
Regular sleep—at least ten hours a night.
Regular meals—plenty of milk, vege-
tables, fruits, cereals, eggs, water.
Regular play—in the fresh air and sun-
light when possible.

That children should be kept away
from persons with sore throats and colds.
—From a leaflet sent to patrons of the
Oakland Public Schools, California,
E. W. Jacobsen, superintendent.

Give a copy of Personal Growth Leaflet
102, *Our Common Diseases*, by Surgeon
General Parran, to each teacher in your
school. For a complete list and prices of
Leaflets, see page 27 of this issue.

A New Use for Your Projector—A sim-
ple technic for using an opaque pro-
jector and a translucent silk screen
aroused keen interest in our fifth-grade
social studies class. Children were al-
ready familiar with the use of magazine
pictures enlarged for the classroom by
the projector. Then why not use original
pictures made by the pupils? We started
with silhouettes which are simple to
make and thus enable pupils of lower
intelligence or artistic skill to enjoy
them. Sheets of heavy white paper were
cut to fit the lantern and upon these the
children pasted black cutout figures por-
traying themes from "The History of
Man," such as Greek athletes, Roman
arches, and cuneiform writing. As each
image was flashed on the screen, the
child who made the original gave a
brief explanation.—*Margaret-Mary Love*
and *Helen Draper Skinner*, Williams
Demonstration School, Detroit.

See also "Making Lantern Slides To
Illustrate Class Reports," Pedagogy thru
Pictures, October 1938 JOURNAL, p198.

Delightful Stories To Read and Tell—
Told Under the Magic Umbrella is the
fourth in the series by the Literature
Committee of the Association for Child-
hood Education, Washington, D. C. It is
dedicated to "children who love wonder,
magic, and fun." Its companion volumes
are *Told Under the Green Umbrella*, a
collection of 26 folk and fairy tales; *Told
Under the Blue Umbrella*, thirty-eight
"realistic stories"; and *Sung Under the
Silver Umbrella*, a verse anthology. Or-
der from the publisher, Macmillan Com-
pany, New York City, \$2 a volume, dis-
counts to members of the Association
for Childhood Education.

The teacher may help the shy child by
asking him to assist another pupil.

To improve the safety program in your
school, order a copy of *Checklist of
Safety and Safety Education*, prepared
by the Safety Education Projects of the
Research Division, National Education
Association, Washington, D. C. 30 pages,
25¢. The Checklist gives over 200 ques-
tions which will aid principals, teachers,

and parents, in evaluating the safety pro-
gram in elementary or highschoools.

Let's Go to the Park is the title of a
well-illustrated book by R. C. Morrison
and Myrtle E. Huff (Wilkinson Printing
Company, Dallas, Texas, 1937) which
may well be in the library of every
school. Dr. Morrison is the author of
"Parks and American Culture," page
11 of this issue. Also by Dr. Morrison
is a 48-page pamphlet, *Organizing Our
Town and The Town Score Card*, free
from Holland's Southern Institute for
Town Service, Dallas, Texas.

For Class Discussion—Do you know:
[1] How the name of your state origi-
nated?
[2] What is the state flower?
[3] When was the first public school
opened?
[4] Where the parks, state or national,
are located?

**Suggestions for observing Child Labor
Day**, January 27-29, may be secured
from the National Child Labor Com-
mittee, 419 Fourth Avenue, New York.

A Conservation Project—Last fall pupils
and teachers of E. L. Wright School,
Hancock, Michigan, began to plan the
year's work around the study of wild
life, particularly of birds native to this
section. Conservation not only of wild
life, but of all natural resources, was in-
cluded. Students brought in birds' nests
which they identified and classified.
Books and pictures were borrowed from
state and county libraries. The nests were
fastened on a large bulletin board with
pictures and descriptions of the birds.
This collection is now a permanent dis-
play at the school.—Principal B. J. Mc-
Mahon.

Twenty minutes is as long as children
can stand without fatigue, it was found
during the measuring of American chil-
dren for standardizing clothing sizes.—
Science News Letter.

What are the 25 children's classics
which every child should have an oppor-
tunity to enjoy before leaving elementary
school? Send your list to THE JOURNAL.



Filming scenes from a dramatic club production

Students operating projector during a showing of a movie they have made themselves

Highschool Movie Production

A. P. SMITH

*Hugh Morson Highschool,
Raleigh, N. C.*

WE AT Hugh Morson did not quite know exactly what we were setting out to accomplish, beyond a simple experiment in science, when we introduced a program of amateur moving picture production into the school. In fact, we were not even sure that it could be done at all. But if the true spirit of the highschool science teacher is an openmindedness to new methods of scientific expression and experiment, then we considered it our duty to attempt the making of movies in the school to ascertain whether anything of educational value could be accomplished.

The school is equipped with a good sixteen millimeter projector, which is generally accepted as the standard size film and the most effective for educational work. To use our projector the sixteen millimeter size film had to be used. But to equip the school with a camera of a dependable make and the necessary photographic accessories, not to mention the cost of a supply of film, would have run in excess of three hundred dollars. By agreeing to purchase

from him the film needed for the project, we induced the representative of a camera company to lend the school for a few weeks the most expensive essentials of movie making—a sixteen millimeter camera, tripod, and photo-electric light meter. Equipped with only these bare essentials we would have been enabled to make only outdoor pictures in fair weather. But we especially desired to record the vital scenes and activities indoors that are the school's very life and reason for existence.

This brought us face to face with the technical problem of artificial photographic lighting. Students from science classes and the photography club lent to the school light-stands and sockets they could spare from home and rigged up the wiring properly for photographic lighting. A local camera shop supplemented the needs and supplied the photo-flood lamps and other miscellaneous essentials at a considerable discount.

The success of any school project can

be enhanced if adequately preceded by interest-building. At the next meeting of the photography club the students decided to attempt as their first trial a short comedy around two hundred feet in length, which would enable them to learn the rudiments of movie making without spending too much money on ruined film, and at the same time would stimulate interest of the studentbody. The idea of economy is no small consideration—when a one-hundred-foot spool of movie film retails at six dollars. Running the projector at a normal speed, thirty minutes of screen time requires a minimum of eight hundred feet of film. Now granting that all your pictures develop perfectly, with no necessity for deleting or retaking a single frame—which is wellnigh an impossibility—for the thirty minutes of showing time you invest forty-eight dollars for film alone.

Students lost no time in bringing their suggestions for comedy scenes before the club members. They had discovered a boy majoring in home economics, and they wanted a comedy scene of this fel-



low in the agony of threading a needle while the girls jeered at his efforts. Finally he was to throw down the needle and thread in disgust and join the girls for primping with powder and rouge. They rounded up the fattest two boys and the thinnest little girl they could find in the school and seated them in the cafeteria where they proceeded to film a gluttonous scene in which the little girl had no chance of getting a single morsel. At the showing it evoked howls of laughter. We took a number of other such scenes as well as a football game between our school and a rival.

It was necessary to have division of labor so that students could be assigned definite responsibilities. One student was to operate the camera, another to set up the tripod to correct height and in proper position, several to place the lights for best effects, one to handle light cords and watch fuse boxes, one to take light readings on the exposure meter and compute camera stops from the readings and emulsion speeds, others to place and direct actors and run errands. This crew took pride in its responsibilities. And the mere sight of all this bustling efficiency and the glaring of floodlights set off the curiosity of even the most disinterested little freshman. Were we really taking moving pictures? Were we going to show them in the school? News of this sort travels fast. Interest mounted to mammoth proportions. At one time or another practically all our thousand students sought membership in the photography club!

After we had invested nearly thirty-five dollars, we thought it was time to have a show and liquidate our debts—and we did at a five-cent admission price. After this encouraging success, we decided to undertake the real task which we had had in mind from the beginning—making a picture that would permanently record major constructive activities of the school—curriculum and extracurriculum.

To present school activities in a logical sequence that would tell a story we decided to film events as they might occur thruout a typical day, beginning in early morning with arrival of teachers and students at the building and ending with afternoon athletic events and school programs at night. We have pictures of the dramatics, athletics, schoolboard meeting, teachers annual

banquet, outstanding PTA workers, glee club, classes, and the like. The skill of the camera crew has become expert enough to launch upon color work, and we have scenes in Kodachrome color that any school would be proud to possess. The picture bears the title significant of the theme, "Activities of a Typical Hugh Morson School Day."

Science and other teachers might well be allowed more time and money to engage in progressive and constructive activities of this sort. Moving pictures should be used to further the educational program of the school and not as a toy or source of income. By showing such pictures at banquets, religious and organizational meetings, and other public gatherings, they may be used to interpret school policies to parents and other citizens. It is a quick way of telling a long story to a great many people at the same time. In forty-five minutes or an hour the school patron can gain a more accurate impression of school purposes and activities than that usually formed by an actual visit to the school. The pictures may be lent to other schools for professional study with a view to improving their own educational work. Further, the pictures sell the school to its own students—stimulate them to more active participation in the valuable activities. Over a period of years they will become a part of a film library, a permanent record of the work and progress of the school. The science program of the school benefits—in increased enrolment, new demand for new courses, and keener interest in such standard subjects as chemistry and physics.

It takes time to do a good job with moving pictures. The average teacher with no camera experience has the vague notion that you run down the hall some afternoon for a few minutes, grind your camera at her class in action, and come off with perfect movies. The movie maker must several days in advance inform teachers with whom he is planning to work of the great amount of time and careful preparation necessary. Sometimes it takes hours to film a simple scene that lasts only a fraction of a minute on the screen. Then there are those disconcerting times when after hours of setting up the camera, lights, and other accessories some member of the cast must suddenly go home and the whole thing has to be called off.

So much time and planning are necessary that to make successful movies of educational value the program should last thruout the school year. From year to year invaluable pictures of the school's work would accumulate.

Because of their exorbitant expense, klieg and mercury vapor lights are not available to the average school, and it becomes necessary to fall back upon tungsten lighting. For adequate general lighting of a scene many photo-flood lamps must be used. With each of these using around fifteen hundred watts extreme caution must be exercised not to overload fuse boxes, melt wires, and create serious fire hazards. This difficulty can often be avoided by leading the current in from several fuse boxes, care being taken not to exceed the limit of the central fuse box. It is, then, the movie maker's job to acquaint himself thoroly with the building's plan of wiring. Photo-flood lights retail at 50¢ each and are guaranteed for a burning span of six hours at the most. What with adjusting the lights and trying out special effects, the lighting bill may rise to serious proportions.

Careful planning in the purchase of film can cut expenses in half. To make a successful picture it is necessary that you be thoroly informed in such matters as speeds of the camera, shutter speeds, lens speeds, and emulsion speeds of the film being used. Learn the limits of your indoor candlepower so that in purchasing film the correct emulsion speeds can be obtained. For pictures indoors those films with the fastest emulsion speeds available should be purchased. This enables one to cut down on stops and increase the sharpness of the pictures and depth of focus. Slower emulsion speeds may be used to advantage out-of-doors, but here arises the difficulty of having the camera loaded with the correct type of film at the right time. Sometimes it is necessary to film a scene that cannot be repeated, such as a banquet, and if the camera happens to be loaded with outdoor film, the only way out is to shoot up the balance of that left in the camera—generally wasted footage. It is best to be equipped with a camera having a one-hundred-foot film chamber. This works to good advantage, being neither too much nor too little, and it is excellent to use in planning the length of scenes.



A Rural-School Experiment

THE FOLLOWING experiment was conducted in the Fairview rural school, near the campus of Clemson College, Clemson, South Carolina, in connection with a college course in rural education. Objectives were set up thru the cooperation of the county superintendent, the dean of the Clemson School of Vocational Education, trustees of the Fairview school, and others.

The college class of student teachers observed every step of the improvement, organization, and teaching method used in our demonstration school; no step was taken without felt need by this class.

Each day the student teachers were in my classroom on the Clemson College campus two hours; they observed in the Fairview school for three hours, after which followed a conference with the room teachers for thirty minutes; they met for both group and individual conferences during the afternoon.

Our *first* objective was to demonstrate to the student teacher how to get the cooperation of parents, children, and local trustees. The children had made a pig pen and pig trough. This called for a pig, of course, and Kenneth offered to bring one to school. Kenneth's father helped to bring the pig to school and spent the day there. He told our college class how much the school had meant to the community. "Why, the children are learning by doing. My children are learning things they can use at home." From this and other object lessons, the class reached these conclusions: [1] Get the children interested and the parents and trustees will follow. [2] Encourage parents and trustees to visit the school. [3] Make the parents want to do something for the school. [4] Visit the homes of the parents. [5] Live in and know your community. To help the student teacher get trustees and parents interested, three days were set aside for visiting days at the Fairview school. A dinner was held at which over three hundred trustees and superintendents of nearby counties were present.

As our *second* objective was to have a typical rural school, we asked the three

regular rural teachers, who were enrolled as students in this class, to remove all evidences of good teaching. Nothing was left in the school but the bare walls and the old-type desks nailed to the floor.

Our next objectives were, *third*, to work slowly in order to make the student teacher feel the need of all changes made; *fourth*, to demonstrate to the student teacher how to get the child to want a clean and beautiful place in which to work; *fifth*, to teach the student teacher when and how to ask for materials and how to take care of and use to greatest advantage the materials he has; *sixth*, to use in our experiment only equipment and materials any teacher could secure.

Thru skilful teaching the three room teachers showed the student teachers how children planned to clean up and beautify their school. The children brought soap, cloths, buckets, newspapers, mops, wrapping paper, scraps of lumber, nails, and tools from home. As my class looked on, it saw the transformation into a colorful, clean, and attractive place in which to study and play. After a visit of the Anderson County Traveling Library, the children saw the need of bookcases. They planned and made beautiful bookcases out of scraps of lumber and boxes. The children made one hall inviting by putting in it a home-made table, some flowers in an attractive vase, and a few colorful pictures they had painted. In the other hall they put flowers, pictures, and a bookcase which they had made of drawers from a discarded desk. They made one of the small rooms into an attractive conference and study room for my class and transformed the other into a teacher's workroom.

Meanwhile, my class made a study of the seating problem. Since the seats could not be adjusted, they were uncomfortable for some of the children. Student teachers sawed a few inches off the legs of several chairs. To permit informal grouping of the desks, they were unscrewed from the floor and the runners cut shorter. Seeing the need of science shelves, lockers, tables, and more chairs, students measured and planned just

what was needed, and WPA services were secured to make them at low cost.

While the student teachers learned how to use the materials found in the schoolroom, they also learned how to work with other materials; to make home-made hectographs; to work with papier-mâché; and to make marionettes. One Saturday the class dug clay out of the bank of a creek about a mile from Fairview school, removed the sand, learned how to manipulate and mold it.

As our *seventh* objective, we wanted the student teacher to know how to meet the needs of both children and community. A few procedures used in studying these needs were trips into the community and conferences with individual children and the regular room teachers. At the same time the class saw the need of social grading. For example, a boy twelve years of age was in the first grade. After the class observed the harm being done to both the boy and the other children, he was promoted to the fourth grade. Since he could not read, he was given pre-primers containing stories related to the center of interest in the third and fourth grades. At the end of six weeks he could read first readers.

We used similar procedures—class discussions, special lectures, and demonstration lessons at the rural school—to achieve the rest of our objectives:

Eighth, to let the student teacher observe each step in the development of a unit, so that he might see that a center of interest must not be forced, but that it must grow from the needs of the child.

Ninth, to demonstrate to the student teacher how to beautify schoolgrounds.

Tenth, to help the student teacher see the need for organized play and to demonstrate how to carry it out.

Eleventh, to demonstrate the use of an informal analysis of rural, social, and economic needs of a community, county, and state as a basis for building a rural-school program.

Twelfth, to show that these local needs and problems have a state and nationwide relationship educationally, socially, and economically.

—MARGARET LINGENFELSER, Eastern Kentucky State Teachers College, Richmond.

FTA College Chapters—Charters have been sent this month to chapters in the following colleges:

State Teachers College, Flagstaff, Ariz.
College of Idaho, Caldwell, Idaho
Clarinda Junior College, Clarinda, Iowa
Ashland Junior College, Ashland, Ky.
University of Michigan, Ann Arbor
Alcorn A & M College, Alcorn, Miss.
Eastern New Mexico Junior College, Portales
East Carolina Teachers College, Greenville
Rio Grande Jr. College, Rio Grande, Ohio
Muskogee Jr. College, Muskogee, Okla.
Southern Oregon College of Education, Ashland
Duquesne University, Pittsburgh, Pa.
Hardin-Simmons University, Abilene, Tex.
State Teachers College, West Liberty, W. Va.

FTA Veteran Teacher Project — *Purpose:* To recognize and honor the long and faithful service of veteran teachers and to maintain closer association between younger and older members of the profession. *Plan:* There are in many communities teachers who have served thirty, forty, or even fifty years. Often they are living in retirement and miss the active contact with young life which meant so much to their teaching years. FTA clubs and chapters can seek out and honor these veterans—have them as honor guests at a luncheon or dinner, or arrange for a reunion with former pupils. A suitable writeup in the local paper adds to the interest in the occasion and often brings letters from former pupils who have moved elsewhere. To honor worthy veteran teachers is to honor the cause of education and attach importance to the school.

The training of teachers should be for the most part on a graduate level so that those who come to it will already be educated and fairly mature persons. The problems of education must now be conceived in a larger way, in a way which indicates more clearly than ever before their social and their psychological difficulty. I do not believe you can train seventeen- and eighteen-year-old people to do more than routine work in the schools. You cannot bring them up to the point where they exercise full professional responsibility as teachers in the classroom, in the community, and

in professional organizations.—Henry Holmes, dean of the Graduate School of Education, Harvard University.

The Future Teacher: Has a purpose in life; gets an early start; gets practice in the art of action; makes worthy friends; develops useful projects; builds up a personal library; wears a distinctive pin; attends conferences and conventions; has a lifelong connection with state and national education associations.—From "What It Means To Be a Future Teacher," Personal Growth Leaflet 165.

The climax of the American Education Week celebration at the Asheville (North Carolina) Teachers College was a pageant based on the life of Horace Mann, presented by the Aycok Chapter, Future Teachers of America. The chapter also sponsored a series of daily broadcasts during the week.

A Parable for Teachers—The late Dean Nathaniel Butler, of the School of Education of the University of Chicago, used to tell each of his graduate classes the story of the little boy, about two years old, who once fell out of bed in the middle of the night. In answer to his mother's question as to how he happened to fall out of bed, the boy answered—more profoundly than he knew—"I don't know, Ma, unless it was because I fell asleep so near to where I got in."

A National Commission on Teacher Examinations is developing examinations for applicants for teaching positions. The Carnegie Corporation has made a grant of \$75,000 to the American Council on Education for this commission, made up of school superintendents from

a number of localities, to develop and administer examinations to new applicants, and to act as a center of information concerning all types of such examinations. Headed by Superintendent A. J. Stoddard of Philadelphia, the commission plans to give examinations in twelve cities on March 29-30.

The Centennial of Teacher Education was celebrated at the meeting of the Missouri State Teachers Association in St. Louis in November. Features of the exhibit included a continuous showing of lantern slides depicting the history of teacher education in Missouri; a reproduction of the first normal school; charts and pictures portraying activities of Missouri teachers colleges.

The Wandering I.Q.—"If heredity sets limits for mental development, these limits are broad indeed." If you agree—or disagree—with this statement, read the November 1939 issue of *Educational Method*. This issue, under the special editorship of Paul Witty, has as its theme, "Intelligence in a Changing Universe." Copies at 50¢ each may be obtained from the NEA Department of Supervisors and Directors of Instruction, 1201 Sixteenth Street Northwest, Washington, D. C.

Picture taken at Horace Mann Memorial, Yellow Springs, Ohio, at birthday celebration at Antioch College honoring Mann—May 4, 1939. Shown with officers of the Washington Court House FTA club are FTA State Organizer, Charles W. Howell; Principal A. B. Murray, Washington Court House; Hugh Birch; Joy Elmer Morgan; Superintendent L. W. Reese, Washington Court House.



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[61] Horace Mann's Letter to Young Americans.....	
[62] The Code of the Good American.....	
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[91] Seven Adventures in Pioneering.....	
[92] True Americanism.....	
[98] Parks and American Culture.....	
[99] Student Selfgovernment.....	
[101] Have You Had Your Vitamins?.....	
[102] Our Common Diseases.....	
[103] Shall I Become a Smoker?.....	
[110] Teaching of Reading in the Elementary School.....	
[121] How To Become an Expert Typist.....	
[156] The Government Takes a Census.....	
[161] Suggestions for FTA Organizers.....	
[162] Programs for FTA Clubs and Chapters.....	
[165] What It Means To Be a Future Teacher.....	
[171] Education for the American Way of Life.....	
[172] Crucial Issues in American Education.....	
[173] The Economy of Abundance.....	
[176] Social Imagination in Education.....	
Matching envelops for use in distributing leaflets.....	

Total

★ ★ ★ NOTES AND ANNOUNCEMENTS ★ ★ ★

Life Members Received in November

CALIFORNIA—Edith Vernon
 CONNECTICUT—Friedrich G. Roth
 FLORIDA—Arthur R. Mead
 IDAHO—W. H. Handley
 INDIANA—Douglass Brown, E. L. Norris, Dwight Prather
 KENTUCKY—Joe W. Austin, Everett Howton
 LOUISIANA—Milton Stokes
 MASSACHUSETTS—Alice G. Bryant, Lena Cushing, Benjamin C. L. Sander, Walter P. Sweet
 MICHIGAN—Walter B. Postula
 MINNESOTA—Guy L. Bond
 NEW HAMPSHIRE—Mildred Evelyn Taft
 NEW YORK—Ralph Horn, Harley E. Salisbury
 OHIO—Robert G. Barnett, Hazel A. Larsen
 PENNSYLVANIA—Anne J. Hennen, Stanley Prey
 SOUTH CAROLINA—William Thomas McKinnon
 VERMONT—William W. Fairchild, Garfield A. Jamieson

ers Federation, was present at the meeting described above. It is probable that the Canadian Teachers Federation will utilize the theme and daily topics adopted for

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.]

New Year's Greetings

The Officers and members of the Headquarters staff of the National Education Association send heartiest wishes for a happy New Year to each member of the Association and to the host of friends of the profession.

American Education Week

★ EDUCATION FOR THE COMMON DEFENSE was selected as the general theme for American Education Week 1940 at a meeting on November 13, 1939, of representatives of the four national sponsors—the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

The complete program follows:

General Theme: Education for the Common Defense
 Sun., Nov. 10: Enriching Spiritual Life
 Mon., Nov. 11: Strengthening Civic Loyalties
 Tues., Nov. 12: Financing Public Education
 Wed., Nov. 13: Developing Human Resources
 Thurs., Nov. 14: Safeguarding Natural Resources
 Fri., Nov. 15: Perpetuating Individual Liberties
 Sat., Nov. 16: Building Economic Security

The scope and significance of American Education Week have been greatly increased by the decision of the Canadian Teachers Federation to observe Education Week at the same time that it is observed in the United States. Mr. C. N. Crutchfield, secretary-treasurer of the Canadian Teach-

1940 in the United States. Plans are already underway looking toward the possibility of an international radio hookup for American Education Week 1940, involving joint programs between the United States and Canada and perhaps other nations in the western hemisphere. It is highly fitting that such a union of the educational forces of these two great nations should take place on the occasion of the twentieth anniversary of American Education Week, which the 1940 observance will be.

The 1939 observance last November, as judged by distribution of materials from the NEA and by returns which have been coming in since, was highly successful. Built around the report of the Educational Policies Commission on *The Purposes of Education in American Democracy*, it was utilized as a time for presenting and discussing the purposes of education in thousands of school systems thruout the United States. At least seven million parents and citizens visited their schools during the observance.

Progress toward Professional Levels of Teacher Preparation

★ THE AVERAGE city teacher in the United States is a college graduate, reports the NEA Research Division. Figures compiled recently for more than two hundred thousand city teachers show that the median level of preparation is 4.2 years above high-school. Five years of preparation are reported for 16.4 percent of the teachers.

Commencement Manual

★ THE 1940 Vitalized Commencement Manual—containing summaries of 1939 graduation programs thruout the country, complete texts of several programs, and other materials—will be available for distribution January 1 at the cost price of 50¢. Order from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Teachers and the Federal Income Tax

★ ON APRIL 12, 1939, the President approved the "Public Salary Tax Act of 1939." The terms of this act require teachers to file federal income tax returns in accordance with the general provisions of the law. Prior to 1939 teachers who were public employees were exempted from the federal income tax. Returns on income for the year 1939 may be filed beginning January 1, 1940, and must be filed not later than March 15, 1940. Forms for filing returns and detailed printed instructions to guide you in making out your return should be secured from the Collector of Internal Revenue for the district in which you live.

Department of Elementary School Principals

★ PRESIDENT IRVIN A. WILSON announces that the theme of his Monday afternoon program, February 26, 1940, St. Louis, will be "What Good Educational Practices Can

Be Found in Our Elementary Schools." Dr. Maycie Southall, professor of education, George Peabody College for Teachers, will discuss interesting practices in the elementary school, and Dr. William H. Burton, Graduate School of Education, Harvard University, will talk on the curriculum and instructional practices in the elementary school. Ample time will be given for discussion from the floor.

The Department is cooperating with many state groups in making a survey of the status of the elementary school principalship and is urging those groups not yet making the study to participate.

Is This the Result of Diet?

☆ ACCORDING TO *Science News Letter*, many Japanese students in California are at least six inches taller than their parents.

The Pay Envelop

☆ STUDENTS OF HOUSEHOLD economics will find valuable a program broadcast each Monday morning 11:00-11:15 EST on the Mutual Broadcasting System under the auspices of the U. S. Department of Labor. The title of the program is "The Pay Envelop."

Imperative for the National Welfare

☆ SINCE EVEN A WAR boom would not enable private enterprise to supply the jobs vitally needed for the nation's vast reservoir of unemployed youth, the federal government must provide them in the form of a special program of public work, it has been recommended by the American Youth Commission. Some such action is imperative for the national welfare because of the dangerous effect on American youth of prolonged and widespread unemployment, plus the strain of the present war crisis. The Commission points out that its four-year investigation of the American youth



Cartoon by Harry George, student at West Technical Highschool, Cleveland, Ohio

problem shows that one-third of the nation's unemployed workers are young people between fifteen and twenty-four years of age. Whether in war or at peace, any nation interested in selfpreservation must see to it that the young have a proper chance to grow into useful citizens.

Committee on Affiliated Associations

☆ THE CORE COMMITTEE of the NEA Committee on Affiliated Associations met at the NEA Headquarters in Washington, December 2, and outlined plans for increasing the number of local associations affiliated with the NEA and for cooperating with local associations already affiliated, to the end that each part of the profession shall become more fully cognizant of the services and responsibilities of other parts and that each part must carry its share of the responsibility for the advancement of the interests of the profession as a whole. [Members of the core committee are listed on page 21 of this issue.]

At the meeting Mr. Junius Allison reported that he had found a small exhibit of NEA publications useful at his conferences with leaders of local associations. The exhibit case at the left was made and presented to him by his uncle, a cabinet maker, who was interested

in making a contribution to the development of the teaching profession.

Single-Salary Schedules and Teacher Qualifications

☆ ELEMENTARY TEACHERS in cities where single-salary schedules are in effect are better qualified, in terms of years of preparation, than teachers working under traditional schedules, according to the Research Division of the NEA. In 50 single-salary schedule cities, 54.6 percent of the elementary teachers had completed the equivalent of four-year college graduation as compared to 30.1 percent in 42 cities having salary schedules based on position.

The Educational Policies Commission

☆ THE COMMISSION announces the publication early in 1940 of a major statement of educational policy, dealing with education and national economic welfare. The report was approved by the Commission at its meeting in Atlantic City in November.

The Staff of the Civic Education Project is completing its field work in forty schools, which are among those doing outstanding work in promoting an active, intelligent loyalty to democratic ideals. The results of this study of civic education by the Educational Policies Commission will be issued about May 1940.

It is expected that by the time this JOURNAL is off the press, the Commission will have available its leaflet summarizing the reports of the National Deliberative Committees in Education for 1939.

"The National League" at St. Louis

☆ THE NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS announces a program in connection with the convention of the American Association of School Administrators in St. Louis Sunday, Monday, and Tuesday, February 25-27, with headquarters in the Hotel Statler. Persons interested in the details of this program may obtain copies by writing to the president of the League, Jean A. MacKay, 121 Highland Avenue, Highland Park, Michigan.

The Newspaper in the Classroom

☆ IN THESE DAYS of intensive and subtle propaganda and new psychological techniques for fooling the masses, the one hope of democracy seems to rest on the capacity of the rank and file to possess the power of independent thinking and critical analysis. Many teachers look to the newspaper as a convenient means for broadening the child's outlook and keeping him conversant with worldwide movements. Yet unless the teacher is wise he is placing reliance upon the very medium which checks independent thinking and [Cont. on page 32]



★ ★ 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.

LAFAYETTE SCHOOL, STOCKTON, CALIFORNIA



... which has been 100 percent in NEA enrolment since 1918. The principal of the school is J. H. Utt.

THE FOLLOWING COUNTIES, cities, and individual schools reported 100 percent memberships thru November 28 and have been continuously enrolled in their national professional organization for the number of years indicated:

TWENTY-TWO YEARS

NEW JERSEY—Bridgeton, South Ave.
OHIO—Columbus, Bellows
WISCONSIN—Madison, Lowell

TWENTY-ONE YEARS

COLORADO—Greeley, Washington
MISSOURI—Sedalia, Horace Mann, Mark Twain

TWENTY YEARS

ILLINOIS—Decatur, Roach; Moline, Lincoln, Willard; Rock Island, Washington Jr. High
MISSOURI—Sedalia, Entire System
TEXAS—Beaumont, Junker
WISCONSIN—Wauwatosa, Roosevelt

NINETEEN YEARS

ARIZONA—Tucson, Drachman, Dunbar Jr. High, Miles, Ochoa, Roosevelt
CALIFORNIA—San Francisco, Madison
COLORADO—La Junta, Entire System
ILLINOIS—East St. Louis, Hawthorne; Moline, Logan
INDIANA—Hammond, Riverside
LOUISIANA—Grand Cane, Grand Cane Sr. High
OHIO—Lorain, Brownell, Harrison, Lowell; Scienceville, Entire System
VIRGINIA—Lynchburg, White Rock

EIGHTEEN YEARS

ARIZONA—Tucson, Mission View, Roskrue, Roskrue Jr. High, Tucson Sr. High, University Hgts.
CONNECTICUT—East Hartford, Union
ILLINOIS—Decatur, Oglesby; Moline, Central Jr. High, John Deere Jr. High, Garfield
MASSACHUSETTS—Beverly, Farms
NEW YORK—Mount Vernon, Columbus
OHIO—Lorain, Hawthorne Jr. High, Whittier Jr. High
OKLAHOMA—Muskogee, Edison
PENNSYLVANIA—Drexel Hill, Garrattford
VIRGINIA—Lynchburg, Frank Roane
WISCONSIN—Kenosha, Lincoln Jr. High

SEVENTEEN YEARS

ARIZONA—Phoenix, Wilson
COLORADO—Rocky Ford, Entire System
ILLINOIS—Decatur, Roosevelt Jr. High; Maywood, Melrose Park; Moline, Erickson, Irving, McKinley, Moline Sr. High, Roosevelt; Pontiac, Entire System
INDIANA—Fort Wayne, Washington; Huntington, Entire System; South Bend, Entire System
MASSACHUSETTS—Beverly, Charles S. Brown
MISSOURI—Kansas City, Milton Moore
NEW YORK—Binghamton, Thomas Jefferson School No. 8, Laurel Ave., Florence Nightingale School No. 4, V. Odrow Wilson

OHIO—Lorain, Irving, Irving Jr. High, Longfellow, Longfellow Jr. High; Rossford, Rossford High, Walnut St.; Zanesville, Entire System

SIXTEEN YEARS

COLORADO—Englewood, Hawthorne
ILLINOIS—Elmhurst, Lincoln, Roosevelt; Moline, Entire System; Rock Island, Edison, Grant, Hawthorne, Irving
INDIANA—Fort Wayne, Forest Park, Hamilton, Lakeside; Indianapolis, George W. Julian School No. 57; Michigan City, Harrison, Jefferson
KANSAS—Hutchinson, Northside
MARYLAND—Queen Anne's County, Entire System
MASSACHUSETTS—Everett, E. E. Hale
MICHIGAN—Adrian, Jefferson, Lincoln, McKinley Primary
NEW JERSEY—Rutherford, Lincoln
NEW MEXICO—Albuquerque, Lew Wallace
NEW YORK—Binghamton, Christopher Columbus School No. 5, Thomas A. Edison, Abraham Lincoln, Henry W. Longfellow, George Washington School No. 1
OHIO—Brecksville, North Royalton Cons.; Chagrin Falls, Beechwood; Columbus, Fairwood, Heyl Ave.; Logan County, Entire System; Lorain, Entire System; Marion, Greenwood; Olmsted Falls, Olmsted Falls; Solon, Solon Cons.; Zanesfield, Zanesfield Rural
PENNSYLVANIA—Chester, Morton; Clearfield, Fourth Ward, Junior High; Mahanoy City, Coles, Mahanoy City Sr. High, Mahanoy Twp. Jr. High, Yatesville-Mahanoy Twp.
TEXAS—Waco, Brook Ave.
UTAH—Gunnison, Gunnison Sr. High
VIRGINIA—Lynchburg, Ruffner, John Wyatt
WYOMING—Casper, Grant

FIFTEEN YEARS

ALABAMA—Birmingham, Avondale
CALIFORNIA—Davis, Davis Joint Grammar, Davis Joint Union High; Oakland, Charles Burckhalter
GEORGIA—Atlanta, Whiteford Ave.
ILLINOIS—Evanston, Lincolnwood; Rock Island, Franklin Jr. High, Lincoln Jr. High
KENTUCKY—Louisville, Emmet Field
MASSACHUSETTS—Beverly, Cove; Malden, Judson; Plymouth, Cornish
MICHIGAN—Adrian, Entire System
MINNESOTA—Minneapolis, Whittier
MISSOURI—Kansas City, Central Jr. High, Sanford B. Ladd
NEW JERSEY—Camden, Read; North Plainfield, Somerset
NEW YORK—Binghamton, Daniel S. Dickinson, East Junior High, Eldredge Park, Benjamin Franklin School No. 7, Alexander Hamilton, Health Education, Theodore Roosevelt School No. 11, West Jr. High
OHIO—Youngstown, Elm
PENNSYLVANIA—New Kensington, Entire System
TENNESSEE—Springfield, High School
WISCONSIN—Wauwatosa, Longfellow Jr. High

FOURTEEN YEARS

ARIZONA—Tucson, Entire System
CALIFORNIA—Santa Barbara, Montecito Union Elem.
COLORADO—Englewood, Lowell
CONNECTICUT—Bristol, Clarence A. Bingham

ILLINOIS—Decatur, Dennis, Mary W. French, Garfield, E. A. Gastman, Johns Hill Jr. High, Oakland, Riverside, Ullrich, Warren; Elmhurst, Hawthorne; East St. Louis, Jefferson, Signal Hill
INDIANA—Fort Wayne, Hanna; Michigan City, Central, Eastport, Elston, Isaac C. Elston Jr. High, Isaac C. Elston Sr. High, Garfield, Park
KANSAS—Norton, Entire System; Paola, Paola Sr. High
MINNESOTA—Minneapolis, Washington
NEW JERSEY—Bridgeton, Irving Ave., Monroe St.; Carney's Point, John J. Pershing; Hightstown, Hightstown High; Ventnor, Oxford Ave.
NEW YORK—Schenectady, Brandywine Ave.
OHIO—Ashtabula, Columbus Grade, Pacific Grade; Bowling Green, Church St.; Columbus, West Broad St.; McDonald, Entire System; Rittman, Entire System
PENNSYLVANIA—Broomall, Marple Twp.; Chester, Lower Chichester Twp., Parkside Borough, Trainer Borough; Clearfield, Entire System; Clifton Heights, Clifton Hgts., Clifton Hgts. Boro, Clifton Hgts. High; Drexel Hill, Drexel Hill; Gettysburg, Entire System; Glenolden, Glen-Nor Sr. High, Glenolden; Marcus Hook, Elementary; Media, Crozer, Elementary, Media High, Sandy Bank; Middletown Twp., Lima, Parkmount; Norwood, Norwood; Oakmont, Oakmont; Sharon Hill, Bethel Central, Sharon Hill Sr. High; Springfield, Central; Summit Hill, Entire System; Upland, Upland Boro; Upper Darby, Essington
UTAH—Salt Lake City, Garfield
VIRGINIA—Lynchburg, West End

THIRTEEN YEARS

CALIFORNIA—Anaheim, La Palma; Needles, Entire System; Pomona, Washington
FLORIDA—Daytona Beach, Lenox Ave.; Lake Worth, North
ILLINOIS—Decatur, Centennial Jr. High, Durfee, Grant, Lincoln, Pugh, Washington
INDIANA—Hammond, Washington; Indianapolis, Public School No. 3
MAINE—Machias, Washington State Normal
MASSACHUSETTS—Brookline, Michael Driscoll Jr. High; Melrose, Calvin Coolidge, Ripley, Winthrop
MINNESOTA—Minneapolis, Audubon, Cooper
NEW JERSEY—North Plainfield, Harrison
NEW MEXICO—Albuquerque, Eugene Field
OHIO—Ashtabula, Columbus Jr. High, West Avenue Grade; Cincinnati, Chase; Columbus, Hubbard Ave.; Goshen, Entire System; Lockland, Entire System; Marion, Forest Lawn, Oak St., Olney Ave., Pearl St.; Piqua, Bennett Elementary, Bennett Jr. High, North St., Spring St., Wilder Elem., Wilder Jr. High
PENNSYLVANIA—Dormont, Kelton
TENNESSEE—Knoxville, Lincoln Park
WYOMING—Casper, Roosevelt

TWELVE YEARS

ILLINOIS—Decatur, Entire System; Evanston, Foster; Rock Island, Frances Willard
INDIANA—Indianapolis, Francis Willard School No. 80
KANSAS—Merriam, Shawnee Mission Rural High; Wichita, Carleton, Kellogg, Lowell, Park, Skinner, Washington
MAINE—Waterville, Myrtle St.
MISSOURI—Kansas City, J. C. Nichols
NEW JERSEY—Atlantic City, Senior High; Bradley Beach, Bradley Beach; Camden, Yorkship
NEW YORK—Hartsdale, Hartsdale
OHIO—East Cleveland, Rozelle; Marion, North Main St., Oakland Hgts.; Piqua, Entire System; Willoughby, Entire System
PENNSYLVANIA—Middletown, Central Grammar
TENNESSEE—Springfield, Junior High, Main St., Woodland St.
WISCONSIN—La Crosse, Hogan

ELEVEN YEARS

ALABAMA—Valley Head, Valley Head Cons.
ARIZONA—Phoenix, Phoenix Jr. College
CALIFORNIA—Pismo Beach, Pismo
CONNECTICUT—East Hartford, South Grammar
ILLINOIS—Elmhurst, Old Field, Washington; Harvey, Whittier
KANSAS—Wichita, College Hill, Lincoln, Sunny-side, Waco, Woodland
MINNESOTA—Minneapolis, McKinley
NEW JERSEY—Atlantic City, Venice Park; Bridgeton, Bank St.; Summit, Summit Sr. High; Ventnor, Ventnor Ave.
NEW YORK—Mount Vernon, Nathan Hale
NORTH CAROLINA—Durham, Holloway St.

OHIO—Canton, Henry S. Martin; Columbus, Garfield, Highland; Rossford, Eagle Point
PENNSYLVANIA—Middletown, Susquehanna Bldg.

TEN YEARS

ARIZONA—Tucson, Carrillo, Safford
CALIFORNIA—Claremont, Claremont; National City, Entire System; Stockton, Jefferson
CONNECTICUT—East Hartford, Woodland
FLORIDA—St. Petersburg, Child's Park; Tampa, Seminole Hgts.
GEORGIA—Atlanta, Inman Park
ILLINOIS—Puffer, Puffer School Dist. No. 69; Rock Island, Denkmann
KANSAS—Hutchinson, Allen; Wichita, Fairmount
MASSACHUSETTS—Beverly, Ryal Side; Springfield, White St.
MINNESOTA—Saint Cloud, Garfield
MISSOURI—Kansas City, Hale H. Cook
NEBRASKA—Grand Island, Lincoln
NEVADA—Battle Mountain, Lander Co. High No. 2; McGill, McGill Elem.
NEW YORK—Johnson City, Theodore Roosevelt
NORTH DAKOTA—Carrington, Entire System
OHIO—Toledo, Wynn
OREGON—Rainier, Rainier Grade School No. 13
PENNSYLVANIA—Halifax, Halifax Boro School Dist.; Mauch Chunk, Entire System; Nesquehoning, East End, Junior-Senior High; New Kensington, Martin, Valley Hgts.
TENNESSEE—Springfield, Entire System
WISCONSIN—Kenosha, Deming

NINE YEARS

ARIZONA—Gila Bend, Entire System; Tucson, Government Hgts.
CALIFORNIA—Calwa City, Calwa; Riverside, Magnolia; Ventura, Mound
COLORADO—Denver, Rosedale
GEORGIA—Griffin, Entire System
ILLINOIS—Elmhurst, New Field; Lebanon, Entire System
INDIANA—Crawfordsville, John Beard, Junior & Senior High, Horace Mann, Mills, Tuttle, Willson
KANSAS—Hutchinson, Central
MAINE—South Portland, Reynolds
MASSACHUSETTS—North Andover, Bradstreet; Waltham, North Jr. High
MICHIGAN—Detroit, Mason
MINNESOTA—Minneapolis, Lyndale, Northrup
MISSOURI—Kansas City, St. Joseph's Home, E. F. Swinney, Westport Jr. High; St. Louis, Hamilton
NEW JERSEY—Atlantic City, Administration Bldg.; Camden, Starr
NEW YORK—Endicott, George F. Johnson; Genesee, State Normal School; Solvay, Boyd, Intermediate, Prospect
OHIO—Dayton, Fort McKinley; Zanesville, Special Teachers and Supervisors
PENNSYLVANIA—Grove City, Central, Lincoln, Washington; Knoxville, Knoxville Boro; Lawrenceville, Lawrenceville Boro; New Kensington, Fifth Ave., Fourth Ward, Mt. Vernon, Parnassus Jr. High
VIRGINIA—Norfolk, Coleman Pl.

EIGHT YEARS

CALIFORNIA—Anaheim, Horace Mann; Sunnyvale, Sunnyvale
COLORADO—Denver, Milton
ILLINOIS—Decatur, Special Teachers and Supervisors, Woodrow Wilson Jr. High; Rock Island, Entire System; Urbana, Lincoln
INDIANA—Fort Wayne, Hoagland
KENTUCKY—Louisville, Emma Dolfinger
MAINE—Portland, Cliff Island
MISSOURI—Kansas City, Gladstone, Norman; St. Louis, Lincoln
NEVADA—Boulder City, Entire System
NEW JERSEY—Princeton, Princeton
NEW YORK—Endicott, George Washington; Rochester, Samuel Lattimore School No. 11; Rome, Columbus
OHIO—Canton, Allen; East Cleveland, Prospect; Toledo, Coy Elem.; Willoughby, Andrews School for Girls; Youngstown, East High
PENNSYLVANIA—Covington, Putnam-Covington Joint School; Gilbertville, Lower Pottsgrove Twp.; Huntingdon Valley, Lower Moreland Elem.; Mansfield, Senior High; Terrace, Millin Twp.
WISCONSIN—Milwaukee, Solomon Juneau High

SEVEN YEARS

CALIFORNIA—Anaheim, Benjamin Franklin; Oakdale, Oakdale Union
COLORADO—Englewood, Entire System
CONNECTICUT—Greenwich, Riverside
DELAWARE—Kenton, Kenton
FLORIDA—Miami, Riverside
ILLINOIS—North Chicago, Central, Lindbergh
INDIANA—Fort Wayne, South Wayne; Indianapolis, Stephen Foster School No. 67; Mongo, Springfield Twp. High; Rushville, Belle Gregg
KANSAS—Wichita, Finn, Irving, Longfellow, Robinson, Willard
KENTUCKY—Richmond, Eastern Ky. State Teachers College
MASSACHUSETTS—Beverly, McKay; Gloucester, Babson; Waltham, Nahum Hardy
NEW JERSEY—Atlantic City, Monterey Ave. Girls' Voc. School, Pennsylvania Ave., Texas Ave.; Glen Rock, R. E. Byrd

OHIO—Akron, Harris; Marion, Glenwood, Mark, Silver St.; St. Bernard, St. Bernard; Wyoming, Entire System
PENNSYLVANIA—Greenville, Penn High; Millerton, Jackson Twp.; Wellsboro, Wellsboro Sr. & Jr. High; West Homestead, West Homestead Borough
SOUTH DAKOTA—Sioux Falls, Longfellow
UTAH—Salt Lake City, Onequa
VIRGINIA—Lynchburg, Thomas C. Miller; Richmond, Nathaniel Bacon
WISCONSIN—Milwaukee, Carleton

SIX YEARS

ALASKA—Sitka, Sitka
CALIFORNIA—Berkeley, Oxford; San Bernardino, Attowhead, Marshall
COLORADO—Grand Junction, Washington
DISTRICT OF COLUMBIA—Washington, Benning, Buchanan
FLORIDA—Miami, Buena Vista; St. Petersburg, Mt. Vernon
GEORGIA—Atlanta, Jerome Jones
ILLINOIS—Aurora, C. M. Bardwell, Beaupre, Young; Champaign, Entire System; Charleston, Eastern Ill. State Teachers College; Mendota, Mendota Twp. High; Payson, Seymour Community High
INDIANA—Bloomington, Hunter; Fort Wayne, J. S. Irwin; Indianapolis, Henry P. Coburn School No. 66, Ben Davis High; Rushville, Graham; Wichita, Entire System
LOUISIANA—New Orleans, John J. Audubon Elem.
MASSACHUSETTS—Brookline, George S. Baldwin; Gloucester, Point Grammar; Holden, Rice; Winchester, Mystic
MICHIGAN—Adrian, New McKinley
MINNESOTA—Minneapolis, Madison
MISSISSIPPI—McComb, Entire System
MISSOURI—Kansas City, Ashland, Bancroft, Fairmount
NEBRASKA—Kearney, Nebraska State Teachers College
NEVADA—Ely, White Pine Co. High School No. 1; Reno, Billingshurst Jr. High, Northside Jr. High, Southside; Sparks, Mary Lee Nichols
NEW HAMPSHIRE—Portsmouth, Whipple
NEW JERSEY—Red Bank, Mechanic St., River St.
NEW YORK—Oneonta, Center St.; Schenectady, Edison
NORTH CAROLINA—Durham, East Durham, Lakewood
OHIO—Canton, Market; Delphos, Lincoln; Marion, Vernon Hgts. Jr. High; Steubenville, Washington; Toledo, Clay Elem., Clay High; Youngstown, Roosevelt
PENNSYLVANIA—Chambersburg, Entire System; Chester, Larkin-Huber; Middletown, Entire System; Pittsburgh, Penn; Port Allegany, Entire System; Washington, Eighth Ward
VIRGINIA—Richmond, Robert Fulton
WEST VIRGINIA—Barboursville, Barboursville; Clarksburg, Carlile, Towers; Hinton, Greenbrier
WISCONSIN—Milwaukee, Roosevelt Jr. High

FIVE YEARS

ALASKA—Haines, Haines
ARIZONA—Tucson, School Amphitheater Dist. No. 10
CALIFORNIA—Burbank, Burbank; Long Beach, U. S. Grant; Vallejo, Farragut
COLORADO—Colorado Springs, North Jr. High
FLORIDA—Miami, Miramar
GEORGIA—Atlanta, East Lake, Slaton; Macon, Joseph Clisby
ILLINOIS—North Chicago, South
KANSAS—Coffeyville, Entire System; Dodge City, Lincoln; Hiawatha, Entire System; Junction City, Departmental School; Paola, Entire System
KENTUCKY—Elizabethtown, Entire System
LOUISIANA—Grand Chenier, Grand Chenier High
MASSACHUSETTS—Plymouth, Mt. Pleasant; Waltham, Thomas R. Plympton
MICHIGAN—Albion, Entire System; Detroit, Vetal
MINNESOTA—Minneapolis, Loring, Lowell, Morris Park; Oak Park, Oak Park
NEVADA—Contact, Contact High; Elko, Elko County High; Reno, Mary S. Doten, Orvis Ring; Sparks, Robert H. Mitchell, Senior High, Sparks Jr. High
NEW JERSEY—New Brunswick, Washington School No. 5
NEW YORK—Endicott, George H. Nichols; Gloversville, Oakland Ave.; Mt. Vernon, DeWitt Clinton, DeWitt Clinton Jr. High, Robert Fulton, James M. Grimes, Hamilton, Lincoln School No. 2, Francis Pennington, Wilson Jr. High, William Wilson Elem.; Port Chester, Park Ave.
OHIO—Akron, Forest Hill; Alexandria, St. Albans School Dist.; East Cleveland, Chambers; Elyria, Edison; Toledo (Oregon Twp.), Entire System; Youngstown, Kyles Corners, Wilson High
OKLAHOMA—Tulsa, Sidney Lanier
PENNSYLVANIA—Antrim, Duncan Twp.; Arnot, Bloss Twp.; Blossburg, Blossburg Boro; Elkland, Elkland Boro; Gaines, Gaines Boro; Imperial, Findley Vocational; Liberty, Liberty Boro; Little Marsh, Chatham Twp.; Mainesburg, Mainesburg; Mansfield, Mansfield Jr. High; Marcus Hook, Entire System; Middlebury Center, Middlebury Cons.; Morris, Morris Twp.; Morton, Sidney Smedley; Nelson, Nelson Twp.; Odensburg, Odensburg; Osceola, Osceola Twp.; Rutland, West Rutland; Sabinsville, Clymer Twp.; Tioga, Tioga Boro; Wellsboro, Asaph, Charleston Twp., Marsh Creek Cons.; Westfield, Westfield Twp. Cons.
SOUTH DAKOTA—Sioux Falls, Hawthorne, Lowell
TEXAS—Texarkana, Dunbar High
UTAH—Morgan County, Entire System
VIRGINIA—Lynchburg, Fairview; Richmond, George Thorpe

WASHINGTON—Bellingham, Bellingham Administrative Bldg.; Seattle, Whittier
WISCONSIN—Madison, Randall; Racine, Stephen Bull, Garfield, William Horlick Sr. High, Jefferson, Knapp, North Racine, Washington Jr. High
WYOMING—Granger, Granger

FOUR YEARS

ALASKA—Skagway, Skagway Public; Valdez, Ellamar
ARIZONA—Mesa, Entire System
CALIFORNIA—Alhambra, Marguerita; El Segundo, El Segundo; Grass Valley, Grass Valley High; Pescadero, Pescadero Union High; Piru, Piru; Placerville, Placerville; Pomona, San Antonio; St. Helena, St. Helena Union High
COLORADO—Englewood, Washington; Windsor, Windsor Elementary Platoon
DELAWARE—Ellendale, Ellendale School Dist. No. 125; Wilmington, S. G. Elbert
DISTRICT OF COLUMBIA—Washington, Bunker Hill, Logan
FLORIDA—Miami, Earlington Hgts., Santa Clara; Miami Beach, Central Beach
GEORGIA—Atlanta, Morningside; Macon, Bellevue
ILLINOIS—East St. Louis, Cannady; Edwardsville, Entire System; Evanston, Miller; Gavin, Gavin School Dist. No. 37; Mokenmouth, Central, Garfield; Rockford, Nelson
INDIANA—Crawfordsville, Lincoln; Fort Wayne, Harrison Hill, Frances Slocum; Indianapolis, Public School No. 35; Muncie, Harrison; Terre Haute, Booker Washington; Vincennes, Lincoln Sr. High
KANSAS—Arkansas City, Washington; Dodge City, Entire System; Kingsdown, Entire System; Wichita, Boys Farm
KENTUCKY—Louisville, Albert S. Brandeis, George Rogers Clark
LOUISIANA—Grand Chenier, Grand Lake High
MAINE—Westbrook, Warren
MARYLAND—Baltimore, Henry Highland Garnet
MASSACHUSETTS—Brookline, William H. Lincoln; Melrose, Franklin
MICHIGAN—Adrian, Washington; Bay City, Trombly; Detroit, John J. Bagley, Bellevue, Breitmeyer, Capton, Cerveney, Edgewood, Jacoby, Wayne; Saginaw, Houghton
MINNESOTA—Minneapolis, Agassiz, Hale; Stillwater, Nelson
NEBRASKA—Potters, Senior High
NEVADA—Fallon, Churchill County High
NEW HAMPSHIRE—Candia, Moore; Farmington, Farmington High
NEW JERSEY—Linden, Linden High; North Plainfield, East End, West End; Plainfield, Irving, Jefferson, Lincoln
NEW YORK—Mt. Vernon, Charles E. Nichols Jr. High; Schenectady, Hamilton, Nott Terrace, Yates; Solvay, Senior High
OHIO—Canton, Cedar, Dueber, Liberty; Galion, North; Independence, Independence Cons.; Rittman, Rittman Jr. High; North Bloomfield, Bloomfield Centralized; Salem, Columbia St., McKinley; Troy, Edwards, Forest, Kyle, Heywood, Troy High; Wyoming, Hillcrest
PENNSYLVANIA—Bellefonte, Ferguson Twp.; Dauphin, Middle Paxton Twp.; Harrisburg, Penbrook Boro; High Spire, High Spire Boro; Hummelstown, Entire System; Jersey Shore, Jersey Shore Borough; Middletown, G. W. Feaser, Londonderry Twp.; Millersburg, Millersburg Boro; Oberlin, Swatara Twp.; Paxtang, Paxtang Boro; Rutledge, Rutledge Borough; Shinglehouse, Shinglehouse; South Williamsport, South Williamsport Boro
UTAH—South Sanpete District, Entire System; Sterling, Sterling
VERMONT—Ludlow, Black River Academy
VIRGINIA—Westhaven, Westhaven
WEST VIRGINIA—Bluefield, Glenwood Jr. High
WISCONSIN—Delavan, Entire System; North Fond du Lac, North Fond du Lac Sr. High

THREE YEARS

ALABAMA—Baileytown, Hulaco School No. 3; Chilton County, Entire System; Hanceville, Central School No. 31, Pleasant Hill School No. 29; Vinemont, Erion School No. 20
ARIZONA—Inspiration, Benjamin Franklin; Tolleson, Tolleson Union High
CALIFORNIA—Corcoran, Corcoran Union Sr. High; Cummings, Leggett Valley; San Bernardino, Metcalf; Santa Cruz, Laurel
DELAWARE—Farmington, Farmington; Houston, Houston; Laurel, Blades; Ocean View, Gumboro
DISTRICT OF COLUMBIA—Washington, Bryan
FLORIDA—Miami, Miami Shores; South Miami, Coconut Grove; Tampa, Grover Cleveland
GEORGIA—Atlanta, I. N. Ragsdale
ILLINOIS—Canton, Central, McCall; Chicago, Peirce; East St. Louis, Lansdowne Jr. High; Havana, Oak Grove; North Chicago (Dist. No. 64), Entire System; Rock Island, Central Jr. High, Lincoln; Warrenville, Seraph Warren Holmes
INDIANA—Columbus, Adjustment, Garfield, Jefferson, McKinley, Wilson; Danville, Central Normal College; Indianapolis, Public School No. 12; Union City, Entire System
KANSAS—Coats, Coats Rural High; Ford, Entire System; Topeka, Quinton Hgts.; Winona, Entire System
KENTUCKY—Boston, Boston Cons. Sr. High; Cox's Creek, Cox's Creek, High Grove; Howardstown, Howardstown Jr. High; Louisville, John Marshall;

Nelson County, Entire System; *New Haven*, Boonesmill, Nelsonville, New Haven; *New Hope*, New Hope Jr. High

LOUISIANA—*Varnado*, Varnado High

MICHIGAN—*Hastings*, Entire System; *Saginaw*, Cray-Lincoln

MINNESOTA—*Minneapolis*, Bryn Mawr, Clinton

MISSISSIPPI—*Jackson*, Barr, Duling, Robert E. Lee, J. L. Power

NEVADA—*Caliente*, Caliente; *Cherry Creek*, Cherry Creek; *Contact*, Contact Grammar; *McGill*, Entire System; *Mina*, Mina; *Reno*, Mount Rose

NEW HAMPSHIRE—*Hinsdale*, Bridge St.; *Portsmouth*, Farragut

NEW JERSEY—*Hackensack*, Hackensack High, Longview Ave. School No. 7; *Lavallette*, Lavallette; *Milford*, Milford; *New Providence*, Entire System; *North Plainfield*, Entire System; *Plainfield*, Washington; *Union*, Jefferson

NEW MEXICO—*Portales*, Entire System

NEW YORK—*Binghamton*, North Senior High; *Endicott*, George W. Johnson; *Great Neck*, Arrandale; *Johnstown*, Perry St.; *Warren* St.; *Purchase*, Purchase (Harrison No. 2)

NORTH CAROLINA—*Durham*, Morehead, North Durham

OHIO—*Canton*, Garfield, Elizabeth Harter, Stark; *Dover*, South Ave. Bldg.; *Loudonville*, Loudonville Elem.; *Marion*, George Washington; *Salem*, Fourth St.; *Stoutsville*, Clearcreek Twp.; *Tiffin*, Monroe

PENNSYLVANIA—*Berlin*, Berlin-Brothersvalley; *Colonial*, Lower Paxton Twp.; *Elizabethville*, Elizabethville Boro; *Hershey*, West Hanover Twp.; *Highspire*, Entire System; *Indianola*, Indianola; *Prospect Park*, Prospect Park Borough; *Tioga County*, Entire System; *Verona*, Verona Borough; *Williamsport*, Porter Twp.

SOUTH CAROLINA—*Goldville*, Joanna Jr. High

TENNESSEE—*Knoxville*, Lockett

UTAH—*St. George*, Woodward High; *Salt Lake City*, Lowell; *Tooele*, Tooele Central

VERMONT—*Burlington*, Pomeroy

VIRGINIA—*Amonate*, Baldwin; *Richmond*, Stonewall Jackson

WASHINGTON—*Bellingham*, Fairhaven Jr. High

WEST VIRGINIA—*Belle*, Belle Elem.; *Huntington*, Peyton; *Sissonville*, Sissonville

WISCONSIN—*Madison*, Harvey

TWO YEARS

ALABAMA—*Cullman County*, Entire System

ALASKA—*Ninilchik*, Ninilchik; *Seward*, W. H. Seward; *Tetlin*, Tetlin

ARKANSAS—*Greenbrier*, Centerville Cons.; *North Little Rock*, Blue Hill

CALIFORNIA—*El Segundo*, Entire System; *La Verne*, Bonita Union High; *Littlerock*, Keppel Union; *Orland*, Capa; *Pomona*, Alcott, Abraham Lincoln; *San Bernardino*, Cajon

DELAWARE—*Milton*, Milton School Dist. No. 8

FLORIDA—*Miami*, Pinewood Park; *Tampa*, MacFarlane

GEORGIA—*Macon*, Fort Hawkins

ILLINOIS—*Berwyn*, Emerson; *Chicago*, West Pullman; *Clifton*, Clifton High; *Clinton*, Clinton Community High; *Decatur*, Oak Grove; *Harrisburg*, Horace Mann; *Havana*, Rockwell; *Lanark*, Lanark Public; *Marshall*, Marshall High; *Rockford*, Hall; *Sherrard*, Community High

INDIANA—*Indianapolis*, Public School No. 50, Public School No. 53; *Lafayette*, Tippicanoe

KENTUCKY—*Newport*, East Clifton, Ninth St., Tenth St., York St.; *Pendleton County*, Entire System; *Russellville*, Entire System

LOUISIANA—*Johnson Bayou*, Johnson Bayou Cons.; *New Orleans*, Merrick; *Plaquemine*, Crescent; *Sulphur*, Hackberry High

MAINE—*Anson*, Garret Schenck

MARYLAND—*Salisbury*, East Salisbury

MASSACHUSETTS—*Brookline*, Sewall; *Holden*, Jefferson; *Melrose*, Lincoln, Washington

MICHIGAN—*Detroit*, Division of Instruction of the Detroit Teachers Assn.; *Hillger*, Pattengill, Pulaski, White Special, Wingert; *Hastings*, Senior High; *Saginaw*, Jones

MINNESOTA—*Minneapolis*, Douglas

NEVADA—*Goldfield*, County High; *Mineral County*, Entire System; *Wells*, Wells

NEW HAMPSHIRE—*Lyme*, Lyme Plain; *Portsmouth*, Atlantic Hgts.; *Lafayette*

NEW JERSEY—*Linden*, Public School No. 8

NEW YORK—*Cornwall*, Cornwall Sr. High; *Geneva*, Cortland St.

NORTH CAROLINA—*Mount Airy*, North Main St.

OHIO—*Ashtabula*, State Road; *Canton*, Hartford; *Carey*, Entire System; *Dover*, Second St. Bldg.; *Elmwood Place*, Entire System; *Lockland*, Springfield; *Loudonville*, Loudonville Sr. High; *New Lexington*, Entire System; *Petersburg*, Springfield Twp. High; *Salem*, Prospect, Reilly; *Zanesville*, Bell

PENNSYLVANIA—*Somerset County*, Entire System; *Upper Darby*, Aronimink; *Washington*, Washington Sr. High

SOUTH CAROLINA—*Allendale*, Allendale Grade & High; *Elko*, Elko; *Goldville* (Joanna Schools), Entire System

SOUTH DAKOTA—*Sioux Falls*, Bancroft

TENNESSEE—*Knoxville*, Brownlow, Mountain View, Park City-Lowry, Staub

TEXAS—*San Antonio*, Herff School No. 18

UTAH—*Mayfield*, Mayfield Jr. High

VIRGINIA—*Roanoke*, Jamison, Morningside, Virginia Hgts.

WISCONSIN—*Madison*, Marquette; *Milwaukee*, Benjamin Franklin; *Racine*, N. D. Fratt, Howell,

James Elem., Mitchell Jr. High, Henry Mitchell Elem., Theodore Roosevelt, Washington Elem., Winslow

WYOMING—*Casper*, Park

CURRENT YEAR

ALABAMA—*Birmingham*, Acipco, Seventeenth St.; *Carbon Hill*, Entire System; *Plantersville*, Dallas Co. High

ALASKA—*Cordova*, U. S. Govt., High School; *Kenai*, Public School; *King Cove*, King Cove; *Sleetmute*, U. S. Govt.

ARIZONA—*Ashfork*, Entire System; *Oracle*, Oracle School Dist. No. 2

CALIFORNIA—*Alhambra*, Emery Park; *Anaheim*, Benjamin Franklin; *Burbank*, Ralph W. Emerson; *Claremont*, Claremont Jr. High; *Los Angeles*, Clifford St.; *Richmond*, Grant; *Riverside*, Grant, Lincoln, Lowell Elem.; *San Bernardino*, Meadowbrook, Urbata; *Santa Rosa*, Office of the County Supt.; *Yucaipa*, Yucaipa

COLORADO—*Grand Junction*, Columbus

CONNECTICUT—*Darien*, Darien High

DELAWARE—*Bellefonte*, Mt. Pleasant School No. 2; *Georgetown*, Sycamore; *New Castle*, William Penn

FLORIDA—*Coral Gables*, Merrick Demonstration; *Miami*, Gladeview; *Tampa*, Theodore Roosevelt

GEORGIA—*Atlanta*, Forrest Ave., J. C. Murphy Jr. High; *Columbus*, Entire System

IDAHO—*Albion*, Albion State Normal College

ILLINOIS—*Aurora*, G. N. Dieterich; *Bedford*, Lincoln Elem.; *Blue Island*, Greenwood, Paul Revere; *Canton*, John Dean, Junior High; *Centralia*, Entire System; *Chatsworth*, Chatsworth Twp. Sr. High; *Clinton*, Entire System; *Downers Grove*, Public School Dist. No. 17; *Du Quoin*, Lincoln, McKinley, West Park; *East St. Louis*, Park; *Galesburg*, Bateman, Cooke, L. T. Stone; *Lanark*, Entire System; *Peoria*, Washington; *Rockford*, Jackson; *Waukegan*, Greenwood, Special Teachers and Supervisors

INDIANA—*Bedford*, Senior High; *Columbus*, Entire System; *Elwood*, Linwood; *Granger*, Harris Twp. Cons.; *Stuckey*, Indianapolis, Calvin Fletcher Jr. High; *Theodore Potter*, Fresh Air School No. 74, Public School No. 23, Public School No. 58; *Lakeville*, Lakeville High; *Logansport*, Columbia, Franklin, Longfellow, McKinley, Tipton, Washington, Daniel Webster; *Michigan City*, Entire System; *Mishawaka*, Roosevelt; *North Terre Haute*, Otter Twp. Grade; *Rushville*, Havens; *Southport*, Southport High; *Sullivan*, High

KANSAS—*Junction City*, Franklin Departmental; *Leavenworth*, North Broadway; *Meade*, Entire System; *Wichita*, Friendly Gables, John Marshall

KENTUCKY—*Boyd County*, Entire System; *Bullitt County*, Entire System; *Hardin County*, Entire System; *Hopkinsville*, West Side; *Mayfield*, J. B. Hardeman; *Newport*, Entire System

LOUISIANA—*Bell City*, Sweet Lake Cons.; *Cameron*, Cameron, Creole Sr. High; *New Orleans*, Jefferson

MAINE—*Gardiner*, Central St.

MARYLAND—*Glen Burnie*, Richard Henry Lee; *Poolesville*, Entire System

MASSACHUSETTS—*Bedford*, Bedford Union; *North Abington*, Abington High; *Revere*, Carl Willard; *Mable*, Webster, Filmer

MICHIGAN—*Detroit*, Arthur, Goodale, East Side Girls Voc., Hamilton, Irving, Longfellow, Parkman; *Saginaw*, George W. Morley

MINNESOTA—*Minneapolis*, Wenonah

MISSISSIPPI—*Greenville*, Carrie Stern

MISSOURI—*Ferguson*, Entire System; *Kansas City*, Rollins; *Springfield*, Fairbanks; *Webster Groves*, Douglass High

NEBRASKA—*Omaha*, Speech Correction

[Cont. from page 29] critical analysis. He is introducing the child to the product of a system of news dissemination which is constructed on a basis of news distortion, false values, sensation mongering, and crude materialism. There is little doubt that by introducing the child to the average newspaper, the teacher lets loose a flood of suggestion where crime, sex, money, and social trivialities all play their part. Moreover the tone of advertising is considerably lower than it was twenty years ago and the modern "picture-story" advertisement is often so crude and vulgar that it is surprising the long-suffering public has not revolted.—A. H. McIntock in *National Education*, the Journal of the New Zealand Educational Institute.

Dates To Be Remembered

☆ **January 25-27**—Annual conference of the American Camping Association at Asilomar, Cali-

NEVADA—*Baker*, Consolidated School No. 1, White Pine Co. High School No. 3; *Ely*, East Ely, Ely Grade; *Goldfield*, Goldfield; *Goldpoint*, Goldpoint; *Kimberly*, Kimberly; *Lund*, Lund, White Pine Co. High School No. 2; *Preston*, Preston; *Wells*, Elko Co. High School No. 2

NEW HAMPSHIRE—*Enfield*, Enfield Cons. High; *Etna*, Etna; *Lyme*, Lyme Chesley; *Lyme Whipple*, Lyme Whipple

NEW JERSEY—*Atlantic City*, Special Class Dept.; *Belleville*, Public School No. 2, Public School No. 10; *Camden*, Dudley; *Glen Rock*, Central, Glen Rock Jr. High; *Hackensack*, Fairmount School No. 4, Union St. School No. 2; *Moorestown*, Public School No. 9; *Passaic*, Grant School No. 7; *Trenton*, Eldridge Park, Hillcrest, Jefferson

NEW YORK—*Binghamton*, Calvin Coolidge; *Johnstown*, Irving St., Montgomery St.; *Rye*, Milton; *Schenectady*, High St., Prospect Ave.; *Suffern*, Entire System; *Tuckahoe*, Waverly

NORTH CAROLINA—*Durham*, South Side; *Kannapolis*, Entire System; *Mount Airy*, Green Hill, Mount Airy High, Rockford

OHIO—*Akron*, Allen, East Liberty, Pfeiffer; *Alexandria*, Jersey Rural School Dist.; *Andover*, Entire System; *Brewster*, Entire System; *Cambridge*, Lofland, Oakland; *Chillicothe*, Central; *Cincinnati*, Peaslee; *Cleveland*, Cuyahoga Hgts., Fairview, Settlement, Sussex; *Columbus*, Michigan Ave., Mt. Vernon, Contoy, Tully-Convoy Cons.; *Curtice*, Jerusalem Twp.; *Elyria*, Allen; *Ironton*, Campbell; *Lodi*, Lodi; *Lorain*, Boone Elem.; *Marion*, Central Jr. High, Thomas Edison Jr. High; *Middletown*, Mayfield; *Mount Victory*, Mount Victory-Dudley; *Newton Falls*, Braceville Twp. Cons.; *Piqua*, Stauton St.; *Salem*, Entire System; *Shaker Heights*, Fernway; *Springfield Twp.*, Entire System; *Toledo*, Ottawa Hills; *Willoughby*, Kirtland High

OKLAHOMA—*Britton*, Britton Elem.

OREGON—*Albany*, Maple St.; *Ashland* (Dist. No. 5), Entire System; *Astoria*, Svensen; *Bonneville*, Bonneville School Dist. No. 46; *Butte Falls*, Butte Falls Sr. High

PENNSYLVANIA—*Berwyn*, Tredeffrin-Easttown High; *Chester*, Franklin, Tome St.; *Edgemont*, Edgemont Twp.; *Folscroft*, Elementary; *Gilbertsville*, Fegleysville Ind.; *Glatz*, Glatz Boro; *Johnstown*, Park Ave., Lower Yoder Twp.; *Lansdale*, Montgomery Twp.; *Morton*, Jr. and Sr. High; *Rosevelt*, *Royersford*, Royersford Borough; *Swarthmore*, Jr.-Sr. High; *Upper Darby*, Elem. High School Bldg.; *Full Time School Nurses*, Washington; *Washington*, Entire System; *West Chester*, Concord, Concordville, Johnsons Corner, Markham, Matson

SOUTH CAROLINA—*Charleston*, Corner, South Goodland; *Cordova*, Cordova; *Kingstree*, Grammar; *Neeses*, Pine Hill; *Oak Grove*, Oak Grove; *Samaria*, Samaria; *Wateree*, Wateree

TENNESSEE—*Nashville*, Junior League Home; *St. Joseph*, Greenhill

TEXAS—*Amarillo*, Bivins, Dwight W. Morrow, Sanborn, Wilson; *Johnson City*, Entire System; *San Antonio*, Knox, Tynan

UTAH—*Grantsville*, Grantsville; *Kamas*, South Summit High; *Salt Lake City*, Franklin, Hamilton, Hawthorne, Lafayette, Liberty; *Washington County*, Entire System

VERMONT—*Lyndonville*, Lyndonville

VIRGINIA—*Glen Allen*, Short Pump; *Richmond*, Binford Jr. High

WEST VIRGINIA—*Caretta*, Public; *Killarney*, Killarney; *Matoaka*, Matoaka High; *White Sulphur*, White Sulphur

WISCONSIN—*New Holstein*, Entire System; *Wauwatosa*, Entire System; *West Milwaukee*, Pershing

fornia. For information write to Harold A. Wagner, 715 South Hope, Los Angeles.

February 1—Fourth National Social Hygiene Day. Materials may be secured from Social Hygiene Day Service, American Social Hygiene Association, 50 West 50 Street, New York City.

February 11-17—Negro History Week. For information address the Association for the Study of Negro Life and History, 1538 Ninth Street Northwest, Washington, D. C.

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

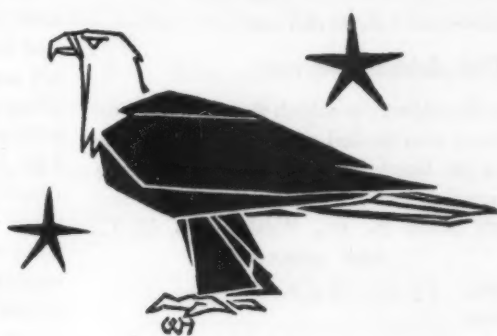
April 24-27—Annual convention of the American Association for Health, Physical Education, and Recreation, a Department of the NEA, to be held with the Midwest Physical Education Association at the Hotel Stevens, Chicago. For information address the Department at 1201 Sixteenth Street Northwest, Washington, D. C.

June 30-July 4—Annual convention of the National Education Association, to be held at Milwaukee. For information, address the NEA, 1201 Sixteenth Street Northwest, Washington, D. C.

[Continued on page A-8]

Again

publishers anticipate a need!



A leading educator says of Mersereau's *Why Is America?—a Primer of Democracy*

"I am glad to see that your company is recognizing the need for an earlier and clearer understanding of the meaning of democracy in the relationships of human beings. We have long taken too much for granted that children would learn the essentials of democracy by observing casually the behavior of adult groups who are often governed by many other principles than those that are essential in democracy."

In publishing this school year such a little book as *Why Is America?*—a really inspirational story of democracy simple enough for reading as early as the fourth grade, and valuable reading for any age—Ginn and Company is again fulfilling one of the most important functions of the publisher—to anticipate educational needs and to make educational ideas workable through instructional materials.

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Glenn-Leavitt-Rebmann: The World of Music

Atwood-Thomas: Geographies, Revised

BOSTON

NEW YORK

CHICAGO

ATLANTA

DALLAS

COLUMBUS

SAN FRANCISCO

[Cont. from page 32]

Tear this out

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New Jersey Teachers Honor Board of Education Member

☆ THE 1939 Distinguished Service Award given annually by the New Jersey Education Association was presented at the annual banquet of the Association on November 10, to Charles A. Brown, who has been a member of the Union City Board of Education for seventeen years, and for the past five years has served as legislative chairman of the State Federation of District Boards of Education. In this capacity he has been a leader in that organization's campaign for increased state aid to schools and adoption of the Mort Plan.

The scroll presented to Mr. Brown along with the award medal says: "Education and the welfare of the schools of New Jersey are his hobby and his life work. He is always willing to take time to fight for the ultimate benefit of the youth of the state. His distinguishing characteristics are his unselfish devotion to this cause, the personal friendliness which makes him always welcome to the fray, and his sincere support of all teachers in their efforts to obtain adequate salaries and to protect their tenure and pension rights. In bestowing this award on Mr. Brown the teachers also pay tribute to the thousands of men and women thruout the state who, like Mr. Brown, serve unselfishly, without tangible reward, as members of New Jersey boards of education."

Athletic Leaders Expect Teachers To Be Professional

☆ PAUL M. VINCENT, superintendent of schools, Stephens Point, and secretary of the Wisconsin Valley Athletic Conference, reports that all teachers in the Wisconsin Valley Conference will be admitted to all athletic contests at student prices providing they present their WEA membership cards. "By this action the Wisconsin Valley Conference goes on record to say in effect that

no one will be recognized as a teacher unless he assumes his professional obligation in joining the state education association."

Pedagogy thru Pictures

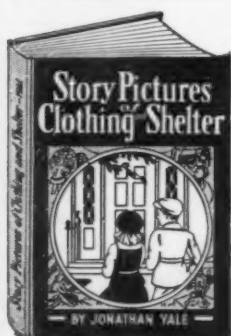
☆ READERS ARE INVITED to send teaching units-told-thru-photos for use in connection with "Pedagogy thru Pictures" (see page 8), which has become one of the most popular features of THE JOURNAL.

U. S. Circuit Court Decision on Flag Salute

☆ BY UNANIMOUS DECISION, the Third U. S. Circuit Court of Appeals at Philadelphia on November 11, 1939, upheld the right of school children to refuse to salute the flag if it violates their religious beliefs. The opinion was written by Judge William Clark, who declared that the "necessity for any choice between conscience and country is tragic."

The Detroit Speakers' Bureau

☆ THIS BUREAU, operating under the Division of Informational Service of the Detroit public schools, organizes a select list of qualified speakers from the educational personnel, who address the school faculty, civic, philanthropic, and business organ-



NEWEST in the Primary Social Studies Series

Story Pictures of Clothing, Shelter, and Tools is the latest addition to The Primary Social Studies Series. It is the story of man's shelter and clothing from earliest times to the present. The story of tools and man's first attempts to secure food and fire is told, followed by the stories of modern workers and materials. Grades 3-4. Price, 92c.

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A Teaching Guide is available for each book.

THE PRIMARY SOCIAL STUDIES SERIES

A DAY IN SCHOOL, Michaels—Primer, STORY PICTURES OF TRANSPORTATION AND COMMUNICATION, Beaty—Grades 1-2, 80c list. HOME IS FUN, Mason—Grade 1, 80c list. 3-4, 88c list. STORY PICTURES OF OUR NEIGHBORS, Beaty—Grades 2-3, 84c list. STORY PICTURES OF CLOTHING, SHELTER, AND TOOLS, Yale—Grades 3-4, 92c list.

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izations of the city. The project, which each year grows in popularity, has proved to be a popular and fertile source of public relations. Otis A. Crosby of the Division of Informational Service writes, "We have literally won battles and gained ground thru the personal contacts of the Speakers' Bureau, which has addressed more than 100,000 people during the ten months of the school term. We also have a student Speakers' Bureau operating under our municipal university of Wayne." Topics include: The Detroit Public-School System, Education Keeps Pace with Social Change, What We Get for Our Taxes, What Art Instruction Offers the Child, New Trends in Reading Instruction.

New Teacher Credit Unions

☆ THERE ARE twenty teacher credit unions in Texas for white teachers and three organizations for Negro teachers. These organizations include about 6000 members and have assets totaling \$600,000.

Political Science in American Colleges and Universities, 1636-1900

☆ THIS IS THE TITLE of a history of the development of political science, written by Anna Haddow, who is in charge of the Educational Research Service of the American Association of School Administrators. Published by D. Appleton-Century Company, this 308-page volume sells for \$2.50.

The Journal Index

☆ THE INDEX FOR 1939 is now available on request from the National Education Association, Washington, D. C.

School Taxes

☆ THE NEA COMMITTEE ON Tax Education calls to the special attention of JOURNAL readers an article on "School Taxes—A Study in Misinformation" in the October 1939 issue of the *Nebraska Educational Journal*. The article was written by Archer L. Burnham, executive secretary, Nebraska State Teachers Association.

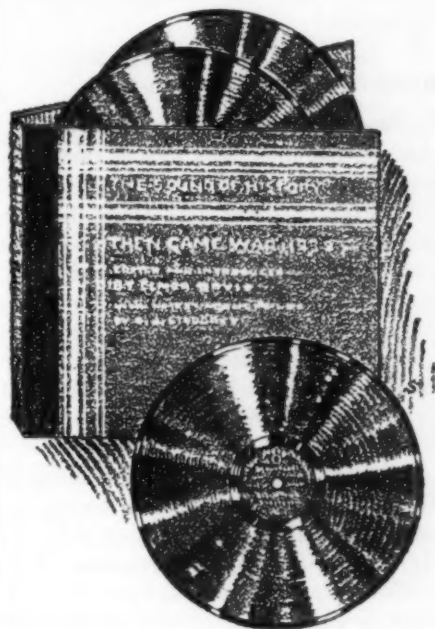
NEA Department of Supervisors and Directors of Instruction

☆ THE DEPARTMENT announces the publication of its *Twelfth Yearbook*, "Newer Instructional Practices of Promise," a practical guide to supervisors, administrators, and teachers in achieving growth and improvement in teaching. Included are only those practices found to be practical and sound in the progressive school. The chapters on the evaluation of newer instructional practices and the supervisory techniques adapted to these practices are especially significant to [Cont. on page A-10]

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Alexander J. Stoddard

Superintendent of Schools, Philadelphia, and Chairman, Educational Policies Commission of the N.E.A.

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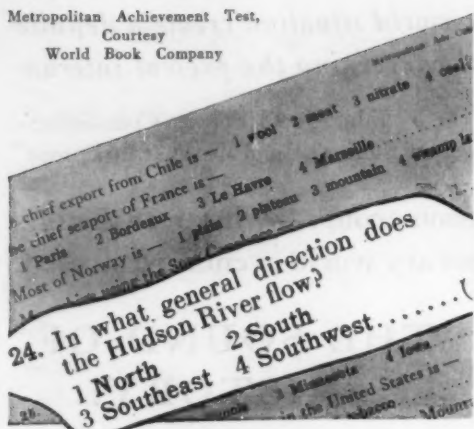
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[Cont. from page A-9] the supervisor and administrator.

The *Twelfth Yearbook* will be discussed at a joint session with cooperating organizations at the morning session on Tuesday, February 27, at the St. Louis convention. The yearbook will be evaluated by a representative of the Society for Curriculum Study, Department of Elementary School Principals, Department of Rural Education, and Association for Childhood Education.

Resolution Adopted by Kiwanis

☆ WHEREAS, service to under-privileged children has long been one of the major activities of Kiwanis International, and . . .

WHEREAS, we note with regret that certain liquor and tobacco interests seek, thru widespread publicity by press and radio, and particularly thru the use of pictures and quotations of outstanding athletic and professional notables, to convey to the minds of youth the benefits to be obtained thru the use of their products, therefore be it

Resolved, by Kiwanis International, in its Twenty-First Annual Convention assembled at Indianapolis, Indiana, June 21, 1937, that we deplore and condemn these insidious practices, and call upon Kiwanis Clubs in states and provinces where there are no prohibitory regulations, to actively assert themselves in an effort to combat said influences, by every legal means, and we further urge the public and all public officials to assist in every way possible in the suppression of all these destructive influences.

Prices of Electricity

☆ BEFORE TVA, the power companies paid \$2.18 for Wilson Dam current and sold it for \$86.10. Today the city of Florence pays TVA \$6.62 for the same amount of power and sells it for \$10.50. Profit to the government is \$4.44. Saving to the consumer is \$75.60.—From *Land of Liberty, The United States Today: A Regional Story*.

Correctional Education Today

☆ THE BASIC AND ULTIMATE aim of the correctional institution may be stated to be "the social and economic rehabilitation of inmates." This is certainly the major objective of education in correctional institutions. Delinquents and criminals are socially and vocationally maladjusted. They represent a definite and special problem for adjustment. . . . Education in correctional institutions aims first, to see that as large a percentage of inmates as possible do not repeat criminal acts, and second, to enable the individual to live

efficiently, and with sufficient interest so that he will adjust and contribute to the welfare of society.—From the *First Yearbook* of the Committee on Education of the American Prison Association. For information concerning this volume, address Walter M. Wallack, director of education, New York State Department of Correction, Albany, New York.

How Large Should a School Be?

☆ THE REGENTS INQUIRY of the New York State schools recommends that twelve or thirteen hundred should be the maximum size for secondary schools, with perhaps half that many for elementary schools. In our judgment, this recommendation looks in the right direction. A school can, of course, be so small that it is impossible to offer the varied curriculum essential to modern education, but there is no reason why a wellrounded program should not be offered in any community in a highschool that enrolls from six to twelve hundred pupils. . . . Two types of schools ought to be virtually abolished in this country: the inordinately large school with thousands of children and, in most areas, the little one-, two-, and three-teacher schools.—*The School Executive*.

International Correspondence

☆ BOYS AND GIRLS all over the United States are constantly receiving letters from children in other lands who have become their personal friends. The correspondence is carried on thru the International Friendship League, 41 Mt. Vernon Street, Boston. An inquiry to the League Headquarters will bring a prompt response with all descriptive material.

Ethics Committee

☆ THE NEA CORE COMMITTEE ON ETHICS met recently at the NEA Headquarters office and developed the following three-point program: [a] To secure suggestions from members of the Association for improvement of the NEA Code; [b] to secure the cooperation of leaders in local and state associations and teacher-training institutions to develop plans for widespread discussion of problems of professional ethics; [c] to encourage local and state associations to develop committees on professional ethics whose function would be to suggest improvements in our Code, to interpret the Code, and to secure its enforcement.—*The Kentucky School Journal*, November 1939.

Teacher Retirement

☆ DURING THE 1939 sessions of state legislatures, more than thirty bills were considered in the field of [Cont. on page A-12]

The Teacher

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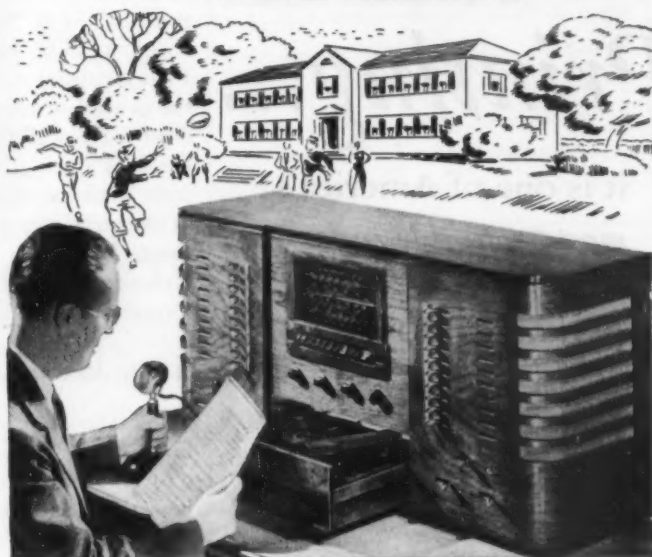
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[Cont. from page A-10] teacher retirement. Several were statewide teacher retirement bills introduced in states where no retirement system has existed heretofore. The Wyoming bill was passed but was vetoed by the governor. The Alabama bill was passed but will not become effective until the governor certifies that there is enough money in the fund to pay the state's contribution provided in it. South Dakota and West Virginia bills were enacted into law. Florida passed a retirement bill also, but the general revenue fund may not be sufficient to retire all teachers who apply for retirement during the first year. Revisions were made in existing retirement systems in seventeen states. Bills introduced in Arizona, Delaware, Idaho, Iowa, Missouri, Nebraska, North Carolina, Oklahoma, Oregon, and Tennessee were defeated.

A Life Member at Sixty

☆ CHARLES R. COCKAYNE of the Technical Highschool, Springfield, Massachusetts, writes: "Tho I am sixty years of age, I hope that I have ten of the best years of my teaching ahead. For a number of years, I have been a member of the Association, paying \$5 dues annually. The appeal to become a Life Member interests me. Enclosed herewith please find \$10, the first instalment, provided, of course, that in case of my death the unpaid balance does not involve a claim upon my estate." It does not.

Hotel Reservations at St. Louis

☆ THE AMERICAN ASSOCIATION of School Administrators (see page 18) announces that advance hotel reservations indicate a larger attendance than ever before. Altho St. Louis is well-provided with big modern hotels, accommodations of every sort in the downtown section are exhausted. Those who are still in need of sleeping-room reservations are advised to write soon to Philip J. Hickey, chairman, Housing Bureau, Suite 910, Syndicate Trust Building, St. Louis, Missouri.

"All-Inclusive" for Twenty Years

☆ HARRY C. SMITH, president of the Altoona (Pennsylvania) Education Association, recently wrote: "It pleases me to inform you that the Altoona Education Association at its business session September 6 established the unique record of joining the three education associations unanimously 100 percent, the National Education Association, the Pennsylvania State Education Association, and the local association for the twentieth consecutive year."

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The Way Out

☆ RECENT YEARS have found an increasing number of our intellectuals coming to the conclusion that what the world most sorely needs today is a return to religion. Such is the thesis of Harold G. Black's recently published volume, *The Way Out* (Willett, Clark Co., \$1.50). It is a compilation of twelve articles written by nationally known Southern Californians in answer to the question raised by Mr. Black in his preliminary chapter: "What has religion—particularly Christianity—to offer by way of solving world problems?" For the past twenty years Mr. Black has been a teacher of English in the Hollywood Highschool, Los Angeles.

Keep Out of War

☆ MEMBERS of the Central Missouri District Teachers Association in convention at Warrensburg went on record as being opposed to our country's participating in the present war in Europe or taking up arms unless this continent is invaded. They further asked that such sentiments be conveyed to their members of Congress.

A Wish for the New Year

A little laughter when the day is done,
A little carefree, self-forgetting fun,
A little, too, of music just to charm the
hours away,
And jesting once-a-while to make you gay—
A little labor and a little play—
I wish for you.

Kind thoughts and noble—ways that never
roam
Far from the harbor of a peaceful home—
Friends who are true. Loved ones who min-
ister with tender hands.
World's goods enough for all its stern de-
mands.
And one good pal at least who under-
stands—
I wish for you.

Patience, good temper, fine ideals and clean,
A faith to face the future all serene;
A broader view that sees beyond the trivial
to the whole,
A trust that knows heaven's goodness in
control
And God to guide you—body, mind, and
soul—
I wish for you.

—WILFRED REEVES

Toledo Takes Time Out

☆ ON JANUARY 1, 1940, a new board of education will take office in Toledo, Ohio, and will at once face as crucial a problem as any board has ever [Cont. on page A-14]

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[Cont. from page A-13] faced—how to re-open the public schools, which will have by that time been closed for six weeks. The day before Thanksgiving 44,000 boys and girls trooped out of their schoolrooms, not to return until after the new year begins, if then. Teachers and other school employees faced the enforced vacation not only with income stopped, but with some uncertainty about collecting salaries still unpaid for October and part of September.

Commenting on the situation, the *Cleveland Plain Dealer* says: "Last week Toledo voters rejected 2 to 1, their board of education's request for 4 mills in school taxes. . . . Other special levies were voted down in 1936 and 1937. . . . In effect, the board of education is calling the bluff of anti-tax groups which, opposing the levies, have continued to insist that the schools will 'get along somehow.' . . . Curiously enough, the same real estate interests which promote the groups opposing school taxes are often most ready to point with pride to 'our fine schools' when it helps their business. Perhaps it is necessary to see 'our fine schools—closed' in order to impress on many communities their obligation toward public education."

To Nip Crime in the Bud

☆ WITH its persuasive human interest stories drawn from the author's experience as chairman of the Parole Board in the nation's capital, *Parole with Honor* by Wilbur LaRoe, Jr. [Princeton University Press, \$3] is a book of importance to educators, for as the author points out, "to no other group is a better opportunity afforded to nip crime in the bud."

A Challenge

☆ IT WILL NOT DO for us, as Carlyle warned America long ago, to sit idly causing and ballot-boxing upon the graves of our ancestors, saying "It is well, it is well." Rather it is for us to look with clear eyes upon the welter before us, to curb our hates and passions, to forget our trivial slogans and party distempers, to clarify and purify our hearts and minds, to discover or invent, by concerted effort, the best means for coping now with the central issues raised amid indubitable facts. It is for us to find the common denominators of faith, interest, and action necessary to success in applying the conclusions of our earnest searching, and, equipped with all the strong instruments of civilization, march upon the goal we have set before us, remembering that those who labor thoughtfully in this undertaking labor under the eye of eternity in a cause of the greatest talents and the noblest wisdom.—Charles A. Beard in the *National Parent Teacher*.

This English

☆ "I BEGIN to understand your language better," said my French friend, "but your verbs trouble me still. You mix them up so with the prepositions.

"I saw your friend, Mrs. Berky, just now," he continued. "She says she intends to break down her school earlier than usual. Am I right there?"

"Break up her school," she must have said."

"Oh yes, break up her school."

"Why does she do that?" I asked.

"Her health is broken away."

"Broken down?"

"Oh yes. And indeed, since fever has broken in in her town—"

"Broken out."

"She thinks she will leave it for a few weeks."

"Will she leave her house alone?"

"No, she is afraid it will be broken—broken—how do I say that?"

"Broken into. . . Is her son to be married soon?"

"No, that engagement is broken—broken—how do I say that?"

"Broken off."

"She is very sorry about it. Her son only broke the news forth to her last week. Am I right? I am anxious to speak English well—"

"He merely broke the news; no preposition this time."

"It is hard to understand. That young man, her son, is a fine young fellow—a breaker, I think?"

"A broker, and a fine one. Good day."—*Philadelphia Evening Public Ledger.*

New NEA Publications

Just off the press is "Checklist of Safety and Safety Education," prepared by the Safety Education Projects of the NEA Research Division. This unusual document is a carefully prepared, arranged list of 214 questions covering all aspects of the subject, by which schools can check their own protective and teaching procedures. The questions cover general administration, condition of structures, grounds, and stationary equipment, school routine and maintenance, fire exit drills and fire-fighting equipment, personnel, street safety and bus transportation, special activity rooms, safety instruction, and community relationships. The price is 25¢.

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CARL CARMER, noted author who now aids the preparation of Cavalcade, is an able storyteller whose best sellers include *Stars Fell On Alabama*; *Listen For A Lonesome Drum*; and *The Hudson*. Mr. Carmer has also been a college professor and editor, and is well known as a popular lecturer. To Cavalcade Mr. Carmer brings a fresh and exciting approach to American history.



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