

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

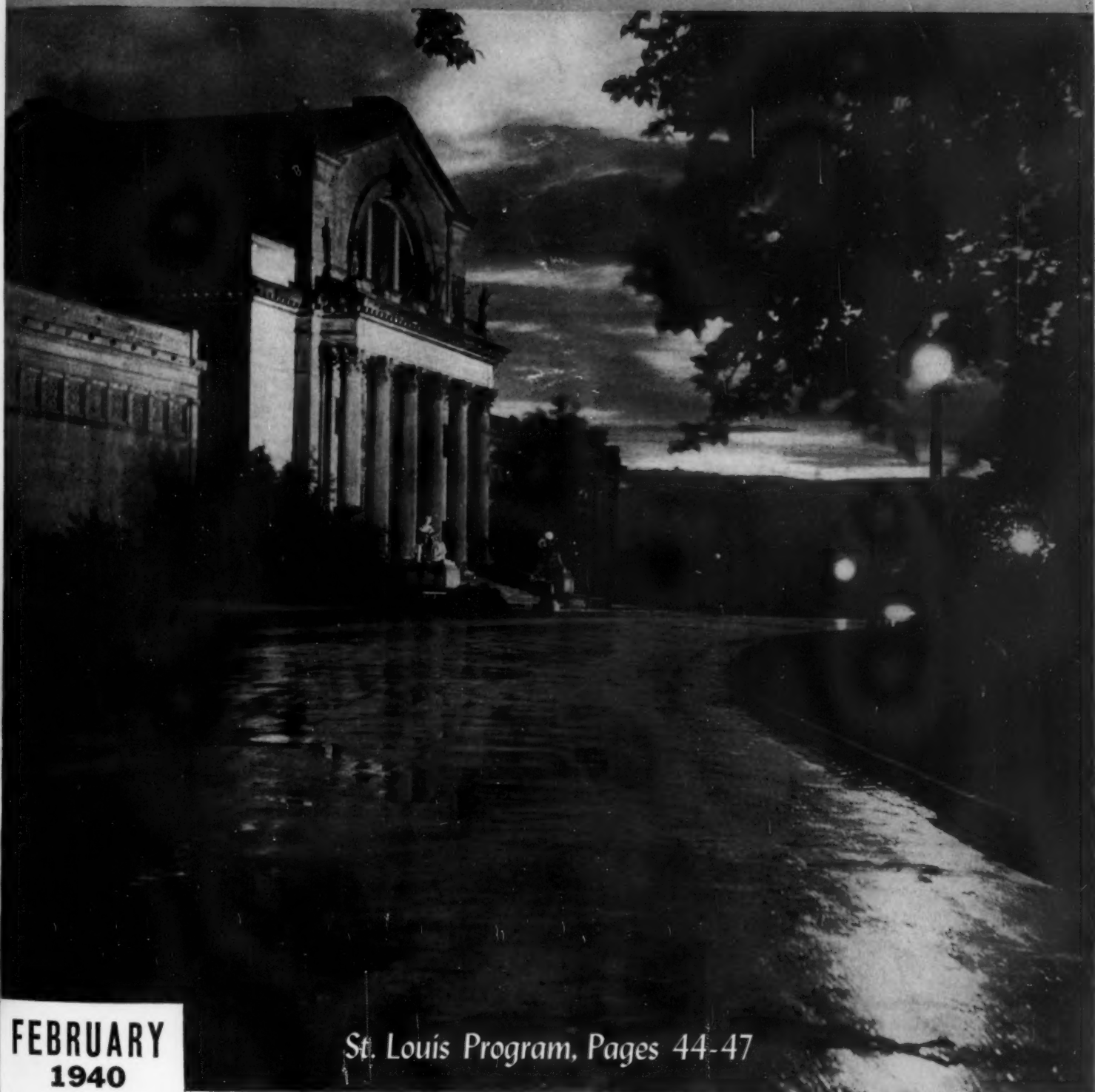
JAN 29 1940

The

JOURNAL

of the

**NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES**



**FEBRUARY
1940**

St. Louis Program, Pages 44-47

Photograph by Alexander Piaget, St. Louis

New Light on Education Problems

ADMINISTERING THE SECONDARY SCHOOL

By LEONARD V. KOOS and WILLIAM C. REAVIS, *Department of Education, University of Chicago*, and J. MONROE HUGHES, *School of Education, Northwestern University*, and PERCIVAL W. HUTSON, *School of Education, University of Pittsburgh*

This exceptionally well-balanced treatment covers the problems of organization and management in secondary schools. Practice is emphasized particularly but not to the neglect of essential theory, questions, research work, and reading are included. The authors have had a broad experience in this field.....\$3.25

THE EMERGING SECONDARY-SCHOOL CURRICULUM

by HAROLD SPEARS, *Director of Research and Secondary Education, Public Schools, Evansville, Indiana*

Written by one actively engaged in high-school curriculum organization, this book discusses the factors to be considered in improving the curriculum and gives a detailed review of the promising experiments now under way. Liberal, definite, practical, it shows the need of greater co-operation between all those who are associated in high school work. Present-day weaknesses are pointed out and suggestions given for their remedy.....\$2.50

FUNDAMENTALS OF DEMOCRATIC EDUCATION

An Introduction to Educational Philosophy

By ROBERT ULICH, *Professor of Education, Harvard University*

Following modern scientific thought, this book draws on various fields of knowledge. It brings together aspects of sociology, psychology, education and philosophy to enable the teacher-in-training or the teacher-in-service to understand the relation between the complex problems of education and modern democracy. Aims at a constructive synthesis which will embody the results of a modern re-examination of past philosophical ideas.....\$2.25

ADMINISTRATIVE PRACTICES IN LARGE HIGH SCHOOLS

By N. WILLIAM NEWSOM, *Professor of Education, Teachers College, Temple University*, and R. EMERSON LANGFITT, *Assistant Professor of Education, School of Education, New York University*, and Others

A compilation of chapters on important aspects of high school management by two professors of education in schools of education and by several principals of large high schools in various parts of the country. The manner in which these administrative problems have been actually worked out is illuminating and of much value....\$3.25

AMERICAN BOOK COMPANY

New York Boston Atlanta Cincinnati Dallas Chicago San Francisco

NEW The Strathmore Plan of MOTIVATED MATERIAL

For Testing, Teaching, and Practicing the Basic Skills in

ARITHMETIC and ENGLISH

A new, motivated method... a source of abundant test and exercise material in all Arithmetic and Language skills, grades 2 through 6.

Pupil's mastery of a skill is determined by inventory tests. Pupils practice only on needed skills. Motivation is provided by transparent test and practice sheets placed between the two films of an intriguing PRACTICE SLATE. Pupils write as they would on paper. After work is checked, scores and errors recorded, two films are lifted and writing disappears.

Test and practice material so constructed, pupils find their errors, note improvement, are impressed and stimulated by success. Can be used with any textbook. Provides all the material needed for thorough mastery.

FREE PRACTICE SLATE—Send today for FREE Practice Slate (actual size), transparent test and practice sheets and illustrated brochure. Address Dept. E.

THE STRATHMORE CO.
EDUCATIONAL DIVISION
AURORA, ILLINOIS



Teachers depend on BRADLEY'S WATER COLORS AND CRAYONS

For best results in every art use... from Kindergarten to College!

Start your "young hopefuls" off right—by insisting on the quality and economy of genuine Milton Bradley art supplies—Embeco crayons, Neptune and Bradley poster colors and water colors—long famous as the preferred materials for art teachers and students everywhere.

Send for complete information contained in the Neptune color chart or the complete Milton Bradley catalog, describing outstanding values in school supplies of every description.



MILTON BRADLEY COMPANY
SPRINGFIELD, MASSACHUSETTS

NEW BRUNSWICK, N. J. BOSTON ATLANTA KANSAS CITY HOOVER BROS. Agents

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 29, NUMBER 2

H. A. ALLAN, Business Manager

Members of the Journal Editorial Staff: Lyle W. Ashby; Ethel Blake; Eleanor Fishburn; Erle Prior; Mildred Sandison

Between Editor and Reader

THIS MONTH we carry here for the first time the names of members of the JOURNAL editorial staff. It is well-deserved recognition of faithful service and proved ability. Dr. Ashby, assistant director of the Division of Publications since 1928, is in charge of Association printing, is director of American Education Week, has pioneered Vitalized Commencements, and is secretary-treasurer of the Educational Press Association of America. Miss Blake, with the NEA since 1925, handles manuscripts submitted for publication in THE JOURNAL, the systematic reader checkup, and Future Teachers of America in colleges and universities. Mrs. Fishburn, on the NEA staff since 1931, prepares THE JOURNAL's service pages and is in charge of publication of Personal Growth Leaflets. Much of the effectiveness of the Horace Mann Centennial, which was serviced by the JOURNAL staff, was due to her untiring efforts. Erle Prior, who came to the NEA in 1934, is the artist responsible for the typography and design of JOURNAL pages and other NEA publications. His work speaks for itself. Mildred Sandison, with the NEA since 1931, is the makeup editor who follows thru as each issue of THE JOURNAL passes from manuscript to galley proof to pageproof and on to the highspeed presses. She also prepares Notes and Announcements and carries important responsibilities in the pioneering of Future Teachers of America. The JOURNAL staff spends much time estimating manuscripts, writing and rewriting articles, criticizing results, and formulating plans in keeping with Association policies, and with the help of other members of the headquarters staff and a host of JOURNAL readers whose letters and suggestions are most valuable and welcome.

CONTENTS FOR FEBRUARY 1940

Children First in Our Democracy	Editorial	33
Developing the School's Social Service Relationships	Adrian F. Nader	34
Federal Relations to Education	Howard A. Dawson	36
The Government Takes a Census	William Atherton Du Puy	37
A Post Office for St. Valentine		39
Culture-Conflict and the Public School	Otto G. Hoiberg	40
The Code of the Good American		41
Bulkhead Thinking and Human Welfare	Edward G. Olsen	43
The Sea of the Prairie Schooners	Belmont Farley	44
Program — St. Louis Meeting		46
Membership in Departments of the National Education Association, 1939	Statistics	48
A Third Grade Operates a Real Store	Frances Ross and Wilhemine Mobme	49
Qualifications of City Teachers	Hazel Davis	51
Community Life—Today and Yesterday	Mildred Green	52
Looking to the 1940 Commencement		53
Secretaries of State Associations		54
The Affiliated State Associations	Amy H. Hinrichs	55
Elementary-School Service		56
Rural-School Service	Iman E. Schatzmann	57
Highschool Service		59
Teacher-Education Service		60
Notes and Announcements		61
One Hundred Percent Enrolments		63

The articles herein printed are the expressions of the writers and not a statement of policy of the Association unless set by resolution

Published monthly except June, July, and August by the National Education Association of the United States, 1201 Sixteenth St. N. W., Washington, D. C.
AMY H. HINRICHs, President J. W. CRABTREE, Secretary-emeritus WILLARD E. GIVENS, Executive Secretary

The Journal goes to all members of the Association. Active membership dues, including Journal \$2; including other publications in addition to Journal \$5; life membership \$100. Entered as second-class matter October 23, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.

DIRECTORS OF DIVISIONS: Accounts and Records, Mary J. Winfree; Affiliated Associations, Agnes Winn; Business, H. A. Allan; Field Service, Charl Ormond Williams; Membership, T. D. Martin; Publications, Joy Elmer Morgan; Research, William G. Carr, Associate Director, Frank W. Hubbard; Rural Service, Howard A. Dawson; Secretary's Office, Harriett M. Chase.

SECRETARIES OF DEPARTMENTS LOCATED AT NEA HEADQUARTERS: Deans of Women, Kathryn G. Heath; Elementary School Principals, Eva G. Pinkston; Health, Physical Education, and Recreation, N. P. Neilson; Secondary School Principals, Director, Discussion Group Project, Walter E. Myer; School Administrators, S. D. Shankland; Supervisors and Directors of Instruction, Ruth Cunningham.

44 years

of Library Experience is Available to You!

Gaylord Planning and Designing Department



Send for this free brochure on planning and equipping the modern library for school or community. It's full of helpful suggestions.

Let Us Help You Plan Your New Library

In the 44 years we have actively worked in the field we have learned the requirements and preferences of librarians all over the world, and have accumulated a vast amount of practical information and knowledge which we will be more than glad to share with you and your architect.

During these years we have specialized in the manufacture of library furniture and supplies. There have been no other interests to divide our attention.

Whether you are planning to modernize or enlarge your present library — or to build a new library — we will be glad to furnish specific arrangement suggestions. Simply send a blueprint or rough sketch of space available.

GAYLORD BROS., Inc.

Established 1896

SYRACUSE, N. Y.

STOCKTON, CALIF.

Originators and Makers of Better Library Furniture and Supplies

A Healthful Pleasure Everyone Enjoys is

Chewing Gum

- 4 Helps to Good Teeth:
1. Proper Food, 2. Personal Care, 3. Dentist's Care and 4. Daily Chewing Exercise.

University research is the basis of our advertising.

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



Teachers - the daily enjoyment of wholesome Chewing Gum exercises the teeth and helps cleanse and brighten them. See for yourself.

U-16

National Association of Chewing Gum Manufacturers, Staten Island, New York

CHILDREN FIRST in Our Democracy

TO OUR NEA staff come constantly such problems as these from Association members in various parts of the United States:

What can be done to help a situation in a city where schools are closed for want of funds?

What can be done to help in a state where the legislature has failed to make the usual provision for necessary school finance?

What can be done to save the schools in a city where their service and efficiency are threatened by a drive of real estate interests to reduce taxes?

There is gradual encroachment of other tax-consuming activities upon the regular funds of the schools. This will not grow less but greater during the next few years. The underlying conditions in America and in the world are such that competition for funds is certain to increase and the educational staff of the Republic faces a challenge which it dare not ignore if we wish to preserve our democracy. In facing this challenge we do well to keep these things in mind:

Children come first! On a sinking ship we would strike down a man who attempted to save himself at the expense of a child. There is age-old wisdom in this tradition of children first, for they are the tomorrow of the race. The very existence of all that we hold dear depends upon keeping children first, upon finding some way to restrain in ourselves and those about us the mad impulse to crowd in and take what we want even if the race goes down and the temple of civilization itself perish. Without the children—carefully guided by right education—we shall have no one to care about tomorrow; no one even to take care of us in our sunset years; no one to give value to our dollars which derive their true worth from their power to serve people. The schools must be saved and made better!

The teachers must take the lead in saving the schools. No one else will. If teachers who see every day the miracle of child growth under wise guidance, who know the power of the school and the needs of the school, are not sufficiently interested and intelligent to lead in this matter, who else can be expected to lead? Teachers hold a special trusteeship for childhood. They are selected, educated, certificated, and employed by the people to maintain

that trusteeship just as soldiers are employed to guard our borders. There must be an awakening of every teacher everywhere to do his part.

The schools belong to the people, who have a right to know about them. The people want their children to have a chance in life. They want good schools now more than ever because they know that the young people must have the best preparation to face the difficulties of today's world. The people take pride in their schools and are willing to pay the cost of keeping them strong and efficient, if they have the information and leadership. Those who shape public policy must be led to see that people want good schools and will insist on having them.

The work of saving the schools is best done before the storm breaks. When issues become confused and people lose their tempers in partisan conflict, fundamental values are often lost sight of. One does not establish his house upon the sand and wait till the storm breaks to build the foundation. Good schools are built upon the bedrock of intelligent public understanding and loyalty. Schools are having least difficulty in areas where there has been a comprehensive, sustained, and consistent program of educational interpretation permeating the entire community. There have never been more avenues for reaching the people than now and the schools have never had a better case to present. So far as possible, the schools must perfect public relations before serious trouble comes.

And finally it is well to keep before ourselves and the public the fact that our power to produce is great and capable of being steadily increased; that there are wealth and skill enough in America to finance our necessary enterprises. That is what money is for. Its value is not in hoarding but in service. Money, like the blood in the human body, gets its strength from circulation. Its great function is dynamic, not static. Granted a proper organization of methods of taxation, it is not necessary to starve the unemployed, or neglect the aged in order to provide adequate schools. We can and must keep children first and still do the other things demanded by social justice and common sense.

Joy Elmer Morgan



The WPA sewing center makes costumes for the school plays.

Developing the School's SOCIAL SERVICE Relationships

ADRIAN F. NADER

*Teacher of English and Journalism
New Lexington, Ohio, Highschool*

TODAY IS AN AGE in which long-established social agencies find it necessary to broaden their scope of activities in order to keep up with the ever-expanding demands made upon them; an age in which new social agencies develop almost daily to care for the wellbeing of the citizenry; an age in which the American home, unable alone to cope with the complexities of modern life, is forced to rely more and more upon both old and new social agencies to help with the solution of problems.

The school finds itself confronted with a threefold duty: [1] To include in its program many functions which formerly it did not consider its responsibility; [2] to cooperate with social agencies whose work overlaps its own; [3] to help preserve and improve the American home by encouraging the development of family responsibility. The school must develop its social service relationships to the utmost.

"Just how can our school carry out such a development?" many schoolmen are asking. In answer the Educational Policies Commission published last spring a document called *Social Services and the Schools*, wherein the Commission defined policies that it believed "fundamental to effective relationships between education and other public social services."

During the past four years our two schools at New Lexington, Ohio, a town of 3901 population, have developed a program such as the Commission recommends. This program was developed under the leadership of Superintendent of Schools N. P. Blatt, Principal Myron Fowler of the highschool, and Principal E. A. Holcomb of the grade school, with the cooperation of teachers and the board of education.

The New Lexington program grew up before the Commission's recommendations were published. However, since

the fundamental objectives behind the planning of the Commission and the work of local school officials were the same, our program fulfils twelve of the Commission's sixteen recommendations.

The New Lexington program is here presented as an illustration of how adequate social service relationships may be developed in one locality under one set of social conditions. This program was built around the following points:

[1] *Encouraging community use of the school plant*—Formerly a charge of \$15 was made each organization which used the highschool auditorium. In 1936 the board of education voted to allow any non-commercial group free use of the auditorium, charging only a slight fee to pay for janitor service and for heat and light. Boy Scout, Girl Scout, church and social groups, and WPA recreational groups have free use of the highschool gymnasium. Parochial-school students make use of handicraft and recreation rooms at the grade school. All WPA adult education classes and several NYA classes have been held in our building since 1936. These groups use commercial equipment, including typewriters and a mimeograph machine. Tho no charge is made, students have contributed funds toward payment for light and heat.

[2] *Cooperating with agencies for community and student welfare*—The older of two grade-school buildings has housed during the past four years the following WPA agencies: A nursery school, book repair project, nutrition project, sewing center, household aid project, recreation and handicraft project.

For the past three summers the school has sponsored a garden project, the first

of its kind in Ohio at the time of its establishment in 1937. This project offers an excellent illustration of how national, state, and local agencies can cooperate to bring about welfare work which singly none could accomplish.

The school buys seeds and other supplies and secures donations of land. WPA adult education workers supervise the gardening, which is done by NYA youth. Produce is canned by women of the nutrition project, who then use this food in a free cafeteria for indigent school children which is supported by county funds. During school months 160 students of grade, high, and parochial schools are fed at this cafeteria.

Each year the school leads in a campaign to raise money and clothing for needy children. Thru the cooperation of local organizations \$150 and many suitable garments were collected last year. Each Thanksgiving churches donate union service collection money to the school welfare fund.

Included under these activities should be mentioned the school's part in promoting student health. Full cooperation is given the county health officer, who conducts yearly examinations of all new students, and to the county health worker, who visits both schools regularly.

Special examinations are made of students suspected of having eye troubles or other afflictions that would hinder their academic work. The school has arranged to secure half rates from eye specialists in surrounding cities. Superintendent Blatt or the county health



School children enjoy using the community swimming pool.

worker takes students to see these specialists when parents cannot provide transportation. Several town organizations contribute to a fund to buy glasses for needy children. The Lions Club makes this project a major activity.

[3] *Cooperating with agencies for community recreation*—Public use of the school auditorium, gymnasium, and recreation rooms already has been mentioned. In addition, the highschool opens its tennis courts to the public thruout vacation months.

During the summer of 1938 the board of education employed the highschool coach as director for all town recreational activities. In other years the school has cooperated closely with WPA recreational leaders. A recent campaign for the erection of a shelter house and playground at the community park was supported actively by the school. Two members of the board of education serve on the park board.

By contributing publicity indorsing a campaign for a community swimming pool, the school helped secure the passage of a bond issue which made possible the building of this much-needed recreational facility. The pool was opened last July, the only public swimming center in the entire county.

[4] *Aiding in development of community library service*—Public library facilities at New Lexington virtually had ceased to exist during early years of the

depression. Then in 1935 a library board was formed, thru the cooperation of city and school authorities. Superintendent Blatt has served as president of this board since its reorganization; a junior highschool teacher has been a member.

The new board worked to establish a countywide library system, with a central library at New Lexington and branches in six other villages. Today this system has become firmly established. It receives a yearly appropriation from the county; trained librarians conduct it. The local branch now places its resources at the disposal of the schools. The state department of education recognizes this additional library service as a part of the school facilities.

[5] *Developing home-school relationships as an aid to student guidance*—Each school day, student guidance is undertaken as a part of the highschool home-room program. Teachers are encouraged by the administration to call at homes of retarded or problem students whenever possible. Parents are invited several times during the year to visit the superintendent's office to discuss any difficulties their children may be having.

To acquaint parents fully with the manner in which their boys and girls adjust themselves to the school program, a report card is used which gives, in addition to the usual marks, a list of nine character traits graded on a scale of excellent, average, and below average.

Extracurriculum activities of the student also are listed, and any skills for which he shows a special aptitude.

To acquaint parents with the program the school carries on, visitation days are conducted during American Education Week and each spring at both grade and highschools. A weekly section of school news is published in the local paper; a yearbook is issued at graduation time. For the past two years a spring bulletin has been distributed free. This bulletin enables parents to help their children select suitable courses of study.

During 1936 a placement bureau to aid graduating seniors was established as a function of the principal's office. This bureau was discontinued, but the aid of a faculty committee still was extended to students looking for work. A similar bureau will be established soon as a part of project work undertaken in Business English.

Thus have our New Lexington schools developed necessary social service relationships thru the five-point program given here—a program which is in no sense completed at this date but which will be expanded each year as local conditions permit.

Many benefits—chief among them, increased community interest in the school—have accrued to our schools as a result of this program. Town groups cooperate willingly in projects the school helps to sponsor. Voters passed a three-mill levy needed by the schools altho similar levies had been turned down in several surrounding districts. The town council built the new swimming pool on land adjacent to the highschool, specifying that the pool may be used free by physical education classes.

Public interest in band concerts, athletic contests, plays, and similar school events reaches a high peak. This interest is reflected daily in the local paper, which gives premium space and display to stories of school activities.

Proper development of a school's social service relationships is not only desirable—it is good policy! The school that follows recommendations contained in *Social Services and the Schools* is doing its part toward betterment of social conditions in its community, state, and nation. At the same time that school gains for itself an immediate reward—stronger support from its own patrons.

FEDERAL RELATIONS to Education

HOWARD A. DAWSON

DIRECTOR OF RURAL SERVICE
NATIONAL EDUCATION ASSOCIATION

THE ADVISORY COMMITTEE ON EDUCATION has published the last of nineteen staff studies following its general report issued in February 1938.

These technical studies are readily grouped into six general areas, altho there is some overlapping in such classification. Seven of the studies deal in general with a broad description of the status of education in the states. Three deal with the need for federal aid to education and with certain issues involved in that proposal. A third group deals with the present federal grants for vocational education, vocational rehabilitation, and landgrant colleges. The fourth comprises two reports on temporary federal emergency activities in education—the NYA and the WPA educational programs. The fifth deals with certain federal activities which are presumably permanent and continuous; namely, the educational work with Indians and the work of the United States Office of Education. A final group of studies deals with education in special areas—the District of Columbia, federal reservations, and the territories and insular possessions.

The report and studies of the Advisory Committee are the most recent link in a long chain of events showing the federal interest in education: The early land grants, pronouncements of statesmen, the establishment of landgrant colleges, the cooperative agricultural service, the vocational education acts, the movement for federal aid following the World War, the work of President Hoover's Advisory Council on Education, the strong support of the Harrison-Fletcher Bill in Congress 1937, and President Roosevelt's Advisory Committee "to study the experience under the existing program of federal aid for vocational education." In April

1937 the President enlarged the assignment of his Advisory Committee to investigate "the whole subject of federal relationship to state and local conduct of education."

It is a matter of interest to members of the National Education Association to know that Senate Bill 1305, known as the Harrison-Thomas Bill for Federal Aid to Education, now pending in the United States Senate, and sponsored by the Association, is based on the major recommendations of the Advisory Committee.

The Committee has established beyond any reasonable doubt certain general conclusions with regard to federal relations to education. It has shown:

[1] That there are a number of areas in which public education is clearly inadequate; [2] that among these areas are library service, education in the rural areas, school buildings in reorganized local administrative units for rural schools, teacher education, state departments of education, and the education of Negroes; [3] that the primary cause for these inadequacies is the lack of financial resources on the one hand and, on the other, comparatively large numbers of children in proportion to adults in the very areas with the least financial ability to support schools; [4] that the provision of additional financial resources is, in a large number of cases, not reasonably possible on the basis of local and state effort alone; [5] that the federal government ought to take prompt and appropriate measures, including the granting of financial aid largely on the basis of objective measures of need, to relieve this situation; [6] that the administration of schools should be reserved explicitly to state and local agencies.

Other important conclusions indicated in the staff studies of the Committee are:

[1] That federal control in the vocational education status should be lessened; [2] that present grants for vocational rehabilitation, vocational education, and landgrant colleges should be continued; [3] that federal grants should be made for the education of children residing on federal reservations and at foreign stations; [4] that the Office of Education should have more financial support and greater freedom; [5] that a national youth service administration should be established to include NYA and CCC; [6] that the board of education of the District of Columbia should be made more nearly autonomous; [7] and that funds should be granted the Department of Labor to conduct an occupational outlook survey.

The conclusions of the Committee are not the offhand opinions of a small group of professionally interested persons. They are the deliberate judgments of a broadly representative group of citizens who have had before them one of the finest collections of evidence regarding the American school system that has ever been assembled. These conclusions are, to all intents and purposes, the unanimous conclusions of the entire Committee, representing labor, religious groups, women's organizations, business, agriculture, education, and government.

The staff studies present ample evidence to support even a larger program of federal aid than that proposed by the Committee. The means of administering federal aid objectively with full state autonomy has been amply demonstrated.

It should no longer be possible for people to dismiss the arguments for federal aid to education with casual remarks about the need for the states to put their own houses in order, or about the impropriety of educating Alabama children with New York money, or about the impossibility of federal money for education without a federally controlled program. The Committee has effectively disposed of these shallow excuses for inaction in an area of great social and economic importance. The Committee has done its job with technical skill and broad social vision. The next move must come from people of the United States and their representatives in legislative and executive branches of the federal government.

For a list of publications of the Advisory Committee on Education, see page A-26 of this issue.

THE GOVERNMENT Takes a Census

WILLIAM ATHERTON DU PUY

Noted Author

The Need for Facts

WHAT the government constantly may increase its efficiency it is necessary that it have many facts with relation to its people. There are lesser ventures between times but every ten years it takes a census which is the greatest fact-gathering undertaking in all history. In this way it finds out the number of its citizens, their ages, the degree of their education, the sort of homes in which they live, the crops they grow, whether or not they are out of work, whether they have permanent homes or are drifters, and many other vital facts. The findings go to Washington where they will be organized, tabulated, and published, over a period of two years. They will appear in impressive volumes that will find places on the shelves of the reference libraries of the world to furnish a cross section of conditions as they exist in the United States of America in 1940.

The First Census

THE MAKERS of the Constitution wrote it into that document that the population should be counted every ten years. The task was turned over to the seventeen U. S. Marshals then in office and the returns were made directly to the President. The findings were printed in a single volume of 56 pages. Virginia was the most populous state; New York, with 33,000, was already the biggest city. There were a few people in a settlement called Detroit. The total population was then less than four million. The unfolding of the nation was shown by a population of 9 million by 1820; 23 million by 1850; 50 million by 1880; 91 million by 1910; 122 million by 1930. Tho the rate of increase is lessening because of a decrease in the birthrate and in immigration, it is estimated that 1940 will show about 132 million people in the United States.

The 1940 Census

THE SIXTEENTH CENSUS is to be a huge undertaking. Beginning April 1, 1940,

approximately 150,000 enumerators will go into the field, will visit each household, will ask many questions. They will set down the names, ages, birthplaces, degree of education of each member of the family. They will ask if the family has moved recently. How big is the farm? Is there a tractor? Are any hands hired? Is the crop sold cooperatively? Is there a telephone? Are any cowpeas plowed under? The enumerators will want the facts of occupation. What sort of work does each person do? Has he worked regularly? This will show which occupations have suffered most. The government is worried about its farmers. Special attention will be given to those on farms. Are the farms being deserted? Is suburban farming increasing? How are soy beans coming along?

Help the Census Taker

IT IS IMPORTANT that everybody help toward making the census complete and accurate. All questions should be answered freely and carefully. Some people may feel that the census taker is prying into their private affairs and not want to answer. The questions may seem very personal. The answers, however, will never be used for any other purpose than in census tables. Even if some fact were revealed that might have to do, for example, with the payment of taxes, it could not be given to any other agency because the census taker is sworn to secrecy. The census belongs to the people. They are taking it that they may better govern themselves. All who understand will want to help. They can do so by cooperating with the census taker and by helping friends and neighbors to understand the aims and purposes of this most important civic enterprise.

The Teacher and the Pupil

THERE is probably no medium for the removal of this doubt that is equal to that offered by the school. If the teachers

of the nation would explain the census to their classes, its purposes, its advantages, the need of citizen cooperation, they would in the first place transmit a very timely educational idea to their pupils. If they would urge them to take the message home and to expound it to their parents, they might prove to be the means of reaching a large percentage of those who will be called upon to answer the questions that will form the basis of the imposing books that the government will be publishing in the months to come. Many a pupil might here get a first experience in the performance of a primary duty of citizenship. Happily it would be a duty that would have to do with making a shelf of books that will live forever.

Fewer Children in the Schools

NO BETTER EXAMPLE of the importance of these figures could be found than in showing the falling off of the birthrate and its effect on the schools. In 1921, for example, 2,621,000 babies were born. In 1937 only 2,203,000 were born. In the first eight years after 1920 there were 2,200,000 more babies born than in the second series of eight years. This means that there will be 2,200,000 fewer children in the grades accommodating those of one period than of the other. There will be fewer children in the elementary schools of the future than in those of the past. This furnishes information that should be valuable to those who study school problems of the nation. It illustrates the purposes in gathering such facts. Such broad purposes extend all thru the work of the census. Only the government could gather, organize, and publish such information.

Population Growth Slows

THIS MATTER of measuring the population tendencies of the nation is one of great importance. The census found that in 1915 in each block of 1000 inhabitants, 25 babies were being born. In groups of the same size in 1937 only 17 babies were arriving. Decline in the birthrate, together with the cessation of immigration, meant such a slowing up in the growth of the country as to give a new aspect to many matters of fundamental importance. Vast fortunes in the

United States have grown from an increase in real estate values based on increasing population. Growth of many businesses is based on increasing numbers. In the future we will have to figure on a different basis. The new census will show how closely we are approaching a static condition where population is concerned. A fundamental fact of American life is undergoing a change.

Death Takes a Holiday

IN THE YEAR 1900 people were dying as fast as they were being born in 1937. If the death rate had not been materially decreased thru the conquest of disease in this generation we already would have reached a condition of no population growth whatever. If tuberculosis had been killing people as fast in 1937 as it did in 1900, about 190,000 more would have died. Diphtheria was killing 20 times as many per 100,000 a generation ago as at present. At the old rate 50,000 more would have died in 1937. The decrease in typhoid deaths saved 44,000. Science has made such advances in fighting 15 of the deadly diseases, including typhoid, smallpox, scarlet fever, influenza, diarrhea, that the total lives saved each year over 1900 now amounts to 700,000. The census keeps track of science's valiant effort to counteract such devastations as war.

Jobs Grow Scarcer

ONE MAN can now harvest as much wheat as 67 could 100 years ago. Machines on the farm have driven half the workers to the cities. Machines in cities have left fewer jobs in industry. So is the nation's most difficult problem set up—providing a way out for some 10,000,000 workers who find their occupations gone. When a difficult situation must be faced, the first necessity is to get all the facts. The coming census will do just this. The color, sex, age, education, occupation of every nonworker will be set down. All this information will be brought together in such a way that whoever wants to know how many unemployed miners there are in Ohio, where the supply of Mexican beetfield workers is densest, where stenographers who can speak Italian are to be found, where most people have been out of work, can get facts from the census.

How about Houses?

THIS CENSUS will ask a whole series of questions about the houses in which we live. It has never done this before but it considers that the times require people to be more social-minded. It will want to know if the occupant owns or rents his dwelling place, what it costs, if he is the sole occupant of a palace or one of seventeen living in a grass shack in Pago Pago, if there is running water, a bathtub, and what is used for lights. It will want to know how much the fuel costs, if there is a mortgage and the rate of interest that is being paid. Is the house on a farm and is it built of stucco, wood, or brick? The government has been putting up many dwellings for its people. Private builders have been studying the possibilities of carrying better housing to the multitude. There is no telling what will be accomplished by marshaling all the facts.

Isn't It Odd?

THE CENSUS reveals many peculiar facts. Fifty years ago, probably because he lived more strenuously, each citizen consumed annually 61 pounds more wheat and 96 more of corn. He threw away his cotton seed from which he now takes \$100,000,000 worth of oil a year. The number of orange trees and the acreage in gardens has doubled in ten years. Four times as many tomatoes are grown since their juice began to be put in cans. But the number of horses and mules shrank from 30 to 15 millions in the 15 years that followed 1920. Cork stoppers are disappearing while paper cartons boom. Because of quantity production, the beds on which the multitude sleeps cost only half as much as they did. The product of the silkworm has been replaced by fabrics born in the laboratory. What surprises will the new figures reveal?

Men on the Move

THE CENSUS, recording the movements of the people, indicates prosperity or the reverse. When times are good and the wheels of industry humming, people go from the country to the cities as birds fly north in the spring. When the mills shut down, like the bobolinks in the autumn they reverse themselves. The temper of the times may be told by their drift. Sections where business is bad lose

population and those that are prosperous gain it. The flattening out of cities, made possible by the automobile, and semi-agriculture in the suburbs is a growing phenomenon. The past decade has been a most unusual era. It has been difficult to measure its most unusual movements. Only a great governmental agency could do this. In combing the whole of American life as the census does, no telling what indications of new emergencies of the future may be uncovered.

Census Work Never Ceases

THE 150,000 census takers, men and women, schedules in hand, will swarm forth on April 1 and within a month will have visited each of the 33,000,000 dwellings of the nation and at each will have asked some 200 questions. The returns will go to Washington and the fact-gathering army will disappear. The infinite task of tabulation and publication will begin. When the resulting 40 books find their places on the shelves of the libraries of the world, there will have been provided the most exhaustive supply of source material ever brought together by any single effort of man. Yet this is but part of the census activity of the great democracy. There are censuses of business, manufacturing, mines, agriculture, taken at other times. Counting the returns of births and deaths never ceases. A self-governing people thus performs one of its fundamental purposes.

The Role of the School

THE CENSUS TAKER hopes that he may find a welcome and cooperation wherever he goes. Those in important school posts can exert much influence to that end. School superintendents are urged to participate in community activities in preparation for census taking and to encourage its study in the schools. School principals are reminded of the timeliness of census taking as a topic for assembly discussion and as a theme that may be introduced into classwork bearing on citizenship. Faculty meetings might well discuss this event which is to bring the federal government to every door and consider how the lesson of it may be presented in the different grades. Much might be made of this incident of government that makes a permanent record, setting out many facts, with relation to every individual living within the far-flung boundaries of the nation.

A Post Office for St. Valentine

PEDAGOGY THRU PICTURES

These photographs of a February activity of second- and third-grade pupils of the Christine, Texas, public schools were sent to THE JOURNAL by Mrs. Marie Hays Spence, who calls herself "highschool English teacher and amateur photographer." L. L. Tubbs is superintendent of schools; Sadie Perry, teacher of the pupils shown here.



1—We bring boxes for building materials



2—We make money to buy stamps



3—We hectograph our stamps



4—We make labels for each department



5—We learn how to make Valentine letters



6—We teach one another



7—We make fancy letters



8—And we make them plain



9—A postal clerk sorts the mail



10—A rural carrier goes to each room



11—General delivery by the postmaster

Culture-Conflict and the Public School

OTTO G. HOIBERG

*Superintendent of Schools, Askov,
Minnesota*



WPA Photo

*Learning at school the folk dances of
their parents' native lands*

NUMEROUS COMMUNITIES still exist thruout the United States in which children of foreign-born parentage predominate in the schools. In many such communities the parents themselves no longer use the mother tongue but have swung entirely to the English language. Not infrequently, however, one encounters localities in which not only the parents but the children as well understand and to some extent still use the non-American language.

It seems that educators and school-boards have frequently lacked breadth of vision with regard to the language question in communities of the latter type. In a community where a foreign language is still spoken in a large proportion of the homes, school authorities are faced with a situation requiring careful consideration. Too often our public schools have developed their curriculums and activity programs without the slightest regard to the cultural background of the surrounding population. How many German, Danish, Polish, or Italian communities, for example, are found where the European culture in question is given very little recognition, if any, in the local public school, or is, in fact, even suppressed?

This lack of recognition has led children to look down upon the culture of their parents and has often engendered a sense of shame or timidity regarding the use of the ancestral tongue. Is it not

odd that a democratic educational institution should have become party to creating a feeling of shame in any American youth because of his ability to speak a foreign language?

We are informed by sociologists that the disproportionately high crime rate among children of foreign-born parents is due largely to the conflict of cultures in the immigrant home. The plastic nature of the child is rapidly Americanized thru his daily contacts outside the home, but the ideas, behavior patterns, and language of his parents change more slowly because the roots here are deeply imbedded in a European past. The younger generation has difficulty in recognizing the significance of this difference and tends to lose patience with the parents because of the latter's slow progress. A loss of respect for the elders ensues, seriously weakening that vitally important socializing influence—parental control over offspring. This problem is undoubtedly most aggravated in localities where extreme differences exist between the ancestral culture pattern and our typical American standards.

The public schools have in this connection passed up an excellent opportunity to foster cooperation and harmony in home situations otherwise apt to be characterized by internal strife. Might not this knotty social problem have been ameliorated somewhat if more public schools in these transitional communities had given formal recognition to the foreign language of the area thru club activities, group singing, or actual classwork in such language? Certainly a policy of this character would have indicated clearly to pupils that America really values worthwhile cultural contributions from immigrant groups. And the ability to speak two languages might have become a source of pride and satisfaction to the pupil, instead of a thing to be regretted.

A case in point is found in the small rural community of Askov, Minnesota. There virtually every adult one encounters on the street speaks fluently the

Danish as well as the English language, and over 90 percent of the pupils enrolled in the public school understand the Danish tongue, many of them speaking it also. While the culture-conflict between old and young in Scandinavian communities seldom reaches serious proportions, the problem does, nevertheless, exist. This group of Minnesota Danes has gone a long way toward solving the problem by offering in each elementary grade in the public school a half hour of instruction daily in the Danish language and by providing a two-year course in Scandinavian composition and literature in the senior highschool. In addition, assembly periods are devoted to singing our better American songs and Scandinavian folk songs and Christmas carols. Scandinavian folk dances and gymnastics are enjoyed regularly by the highschool student body.

The Askov community is not attempting thereby to establish a "little Denmark" on American soil. On the contrary, English is clearly recognized as the native language of the rising generation. It is felt, however, that so long as a relatively strong Danish background exists in the community, the public-school Scandinavian program will make for a better understanding between the younger and older elements of the social group.

Incidentally, it is difficult for these people to see why their highschool students should struggle with the totally foreign Latin, French, or Spanish languages when, with the same expenditure of time and effort, the children can gain intimate contact with an abundance of the best Scandinavian prose and poetry. It is maintained that where young people are able to read Ibsen, Björnson, and Hans Christian Andersen in the original, it is culturally wise to give them opportunity and encouragement to do so.

It is so easy to cry "Americanize!" In the rush, however, many of our public schools may have overlooked opportunities whereby a better parent-child relationship, a deeper appreciation of ancestral culture, and a more genuine toleration of the other fellow's ideas and ways might have been developed in this great American melting pot.

EDITORIAL NOTE—This material is available as a *Personal Growth Leaflet* [see page 62] and is a best seller. Commonly known as "The Children's Morality Code," it was prepared by William J. Hutchins and was awarded first place and the prize of \$5000 in a national competition conducted in 1916 by the Character Education Institution of Washington, D. C. The Code was published in revised form in 1926. This edition seeks to combine the best features of both the 1916 and 1926 versions. Let every child be given a copy and encouraged to understand and live by it. The various laws may be dramatized before a school assembly. Or attractive posters, with each of the laws in large type, may be made by printing classes for classrooms and bulletinboards. February is an appropriate time to emphasize patriotism in connection with the birthdays of Washington and Lincoln.

The Laws of Right Living

BOYS AND GIRLS who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed.

[1] The Law of Selfcontrol

THE GOOD AMERICAN CONTROLS HIMSELF
THOSE who best control themselves can best serve their country.

I will control my *tongue*, and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth.

I will control my *temper*, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my selfcontrol.

I will control my *thoughts*, and will not allow a foolish wish to spoil a wise purpose.

I will control my *actions*. I will be careful and thrifty, and insist on doing right.

I will not ridicule nor defile the character of another; I will keep my self-respect, and help others to keep theirs.

The Code of the Good American

ARRANGED BY JOY ELMER MORGAN

Editor, Journal of the
National Education
Association

PERSONAL
GROWTH
LEAFLET
NUMBER
SIXTY-TWO

[2] The Law of Good Health

THE GOOD AMERICAN TRIES TO GAIN AND
KEEP GOOD HEALTH

THE welfare of our country depends upon those who are physically fit for their daily work. Therefore:

I will try to take such food, sleep, and exercise as will keep me always in good health.

I will keep my clothes, my body, and my mind clean.

I will avoid those habits which would harm me, and will make and never break those habits which will help me.

I will protect the health of others, and guard their safety as well as my own.

I will grow strong and skilful.

[3] The Law of Kindness

THE GOOD AMERICAN IS KIND

IN AMERICA those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life; every kindness helps. Therefore:

I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.

I will be kind in all my speech. I will never gossip nor will I speak unkindly of anyone. Words may wound or heal.

I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite: rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty, and will give help to those who are in need.

[4] The Law of Sportsmanship

THE GOOD AMERICAN PLAYS FAIR

CLEAN PLAY increases and trains one's strength and courage, and helps one to be more useful to one's country. Sportsmanship helps one to be a gentleman, a lady. Therefore:

I will not cheat, nor will I play for keeps or for money. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

I will treat my opponents with courtesy, and trust them if they deserve it. I will be friendly.

If I play in a group game, I will play not for my own glory, but for the success of my team and the fun of the game.

I will be a good loser or a generous winner.

And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

[5] The Law of Selfreliance

THE GOOD AMERICAN IS SELFRELIANT

SELFCONCEIT is silly, but selfreliance is necessary to boys and girls who would be strong and useful.

I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I. I will develop independence and wisdom to think for myself, choose for myself, act for myself, according to what seems right and fair and wise.

I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.

When in danger, trouble, or pain, I will be brave. A coward does not make a good American.

[6] *The Law of Duty*

THE GOOD AMERICAN DOES HIS DUTY

THE SHIRKER and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share, for their country's good.

I will try to find out what my duty is as a good American, and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

[7] *The Law of Reliability*

THE GOOD AMERICAN IS RELIABLE

OUR COUNTRY grows great and good as her citizens are able more fully to trust each other. Therefore:

I will be honest, in word and in act. I will not lie, sneak, or pretend.

I will not do wrong in the hope of not being found out. I cannot hide the truth from myself and cannot often hide it from others. Nor will I injure the property of others.

I will not take without permission what does not belong to me. A thief is a menace to me and others.

I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

[8] *The Law of Truth*

THE GOOD AMERICAN IS TRUE

I WILL BE SLOW to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.

I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends; nor will I keep the truth from those who have a right to it.

I will hunt for proof, and be accurate as to what I see and hear; I will learn to think, that I may discover new truth.

[9] *The Law of Good Workmanship*

THE GOOD AMERICAN TRIES TO DO THE RIGHT THING IN THE RIGHT WAY

THE WELFARE of our country depends upon those who have learned to do in

the right way the work that makes civilization possible. Therefore:

I will get the best possible education, and learn all that I can as a preparation for the time when I am grown up and at my life work. I will invent and make things better if I can.

I will take real interest in work, and will not be satisfied to do slipshod, lazy, and merely passable work. I will form the habit of good work and keep alert; mistakes and blunders cause hardships, sometimes disaster, and spoil success.

I will make the right thing in the right way to give it value and beauty, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

[10] *The Law of Teamwork*

THE GOOD AMERICAN WORKS IN FRIENDLY COOPERATION WITH FELLOW-WORKERS

ONE ALONE could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.

I will help to keep in order the things which we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.

In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

[11] *The Law of Loyalty*

THE GOOD AMERICAN IS LOYAL

IF OUR AMERICA is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every rela-

tion of life; full of courage and regardful of their honor.

I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place, and show them gratitude. I will do my best to help each member of my family to strength and usefulness.

I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

I will be loyal to humanity and civilization. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance. I will seek truth and wisdom; I will work, and achieve if I can, some good for the civilization into which I have been born.

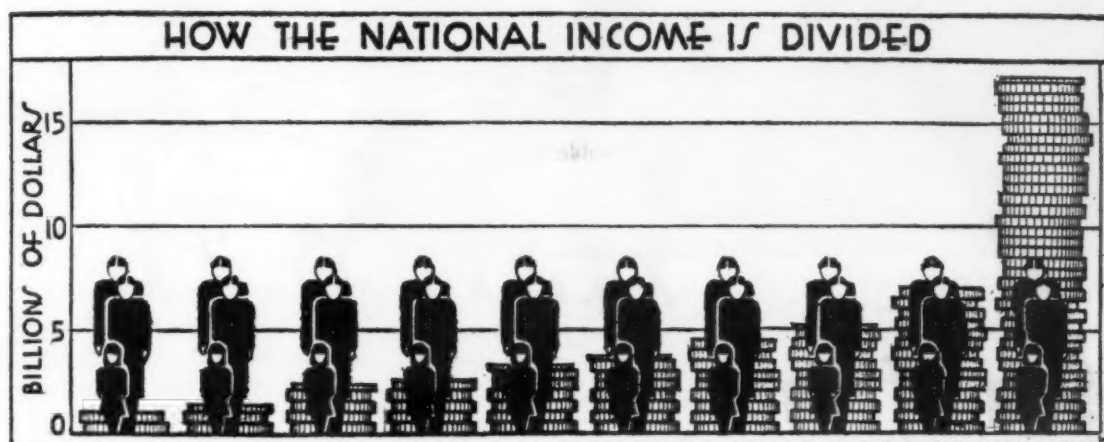
If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state, and my country. If I try simply to be loyal to my town, state, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state, and my town, to my school and to my family. And this loyalty to humanity will keep me faithful to civilization.

He who obeys the law of loyalty obeys all of the other ten laws of the Good American.

THE AMERICAN'S CREED—I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.—WILLIAM TYLER PAGE.

Bulkhead Thinking and Human Welfare

EDWARD G. OLSEN
Colgate University, Hamilton, New York



Each group of figures represents a tenth of the number of families in the nation, the tenth with the lowest income being at the left, the tenth with the highest income being at the right. Each pile of coins represents the share of the national income received by each group of families. The chart, showing income of 1935-36, is based on figures of the National Resources Committee and is reproduced from the New York Times.

WE AMERICANS point with pride to our standards of impartial and objective thinking. To be sure, we can easily spot the assorted prejudices of others, but we remain stubbornly convinced that our own habits of thought are free from emotional bias and always are wholly rational. Doubtless it is this very blindness which prevents us from realizing that our minds

WATER-TIGHT BULKHEAD:

The name applied to the various sides of the numerous compartments into which it is customary to divide iron vessels.

—THE OXFORD DICTIONARY

are often like the iron vessel—divided by stout bulkheads of prejudice into idea-tight compartments. Under those conditions an idea which penetrates into

one division of the mind's storehouse cannot easily come into contact with ideas in another compartment because of the intervening mental bulkheads.

Perhaps this is why we Americans usually see nothing inconsistent in holding simultaneously these obviously antithetical conceptions concerning the two most significant areas in our contemporary culture:

—in government

We believe that political power should be exercised by the many.

We maintain that the right to govern should always rest upon the consent of the citizens.

We insist that political power should never be used for personal advantage.

We are convinced that a free people will always demand political democracy.

PROFOUND WISDOM OF 1820—"Universal suffrage could not long exist in a community where there was great inequality of property. The holders of estates would be obliged in such case either in some way to restrain the right of suffrage, or else such right would ere long divide the property."—Statement by Daniel Webster

—in business

We think that economic power should be wielded by the few.

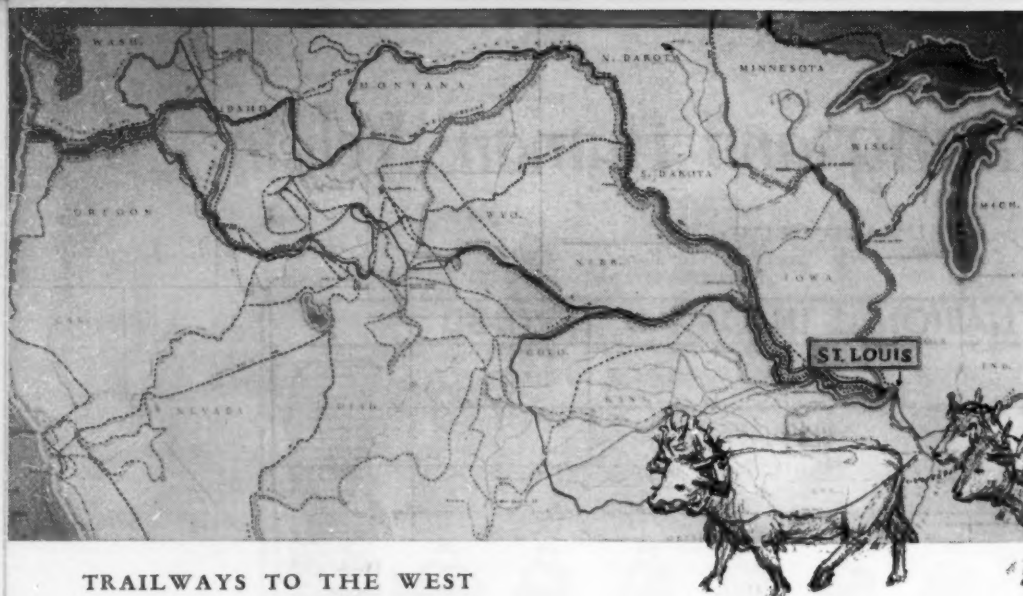
We assume that the right to control need never depend upon the consent of the workers.

We assert that economic power should always be used for private benefit.

We are certain that a free people will never propose economic democracy.

FACTUAL FINDINGS OF 1930—"The 11,653,000 families with incomes of less than \$1500 received a total of about 10 billion dollars. At the other extreme, the 36,000 families having incomes in excess of \$75,000 possessed an aggregate income of 9.8 billion dollars. Thus it appears that 0.1 percent of the families at the top received practically as much as

42 percent of the families at the bottom of the scale."—Brookings Institution
WAS WEBSTER RIGHT? Can political democracy and economic oligarchy long continue to exist side by side? Or must Americans choose between policies of socializing the property or restricting the suffrage? Is not this an imperative challenge to American thinking today?



TRAILWAYS TO THE WEST

Map by Lee Warthen,
courtesy, National
Park Service; drawing
by Erle Prior

The Sea of the PRAIRIE SCHOONERS

*Their wagons are rust,
Their bodies are dust:
Their souls are with the
saints . . . I trust.—GOSSLER*

STRETCHING WESTWARD to a vaguely defined "crest of the Rockies" more than 880,000 square miles of terrain waited for the iron-clad felloes of the prairie schooners to carve the deep ruts of historic trails. Thomas Jefferson had sent James Monroe to Paris to buy New Orleans and a small slice of Florida. He and Ambassador Robert R. Livingston had brought back an empire.

It can hardly be said that the acquisition was a triumph of American diplomacy. Napoleon practically forced the Louisiana Purchase upon the United States. Yet in accepting it without hesitation in the face of admitted unconstitutionality and the opposition of the Federalist Party, Thomas Jefferson paved the way for American economic independence. He deserves the recognition being accorded to him in 1940, which properly may be termed a "Jefferson year."

On the banks of the Tidal Basin in Potomac Park of Washington is rising a three-million-dollar memorial to Thomas Jefferson. Members of the American Association of School Administrators who gather for their seventieth annual convention in St. Louis, February 24-29, 1940, may see wreckers at work demolishing 37 blocks of Mississippi waterfront busi-

ness buildings where the Jefferson National-Expansion Memorial is to commemorate the Louisiana Purchase of 1803.

Control of the Mississippi had always been the goal of nations having ambitions in the New World. La Salle claimed it for France in 1682. Iberville appropriated it to France when he colonized Louisiana in 1700. Bienville founded New Orleans, its principal port, as a French city in 1718. The fleurs-de-lis were the blazon of the delta country until 1762. Then Spain claimed all of Louisiana. The Spanish were easy neighbors. American products from Western Pennsylvania and the Northwest Territory barged down the Ohio and Mississippi to New Orleans, where they were reloaded on ocean-going vessels that cleared for the great seaports of the world.

But Britain was looking with envy at the Father of Waters. Napoleon's dream of empire also included a vast American dominion which was to regain for France a Louisiana united with the French possessions in the West Indies. When in 1802 the Spanish port authority withdrew the privilege of depositing on New Orleans docks the cargoes of Mississippi rafts and flatboats, the American government was alarmed. It was rumored that France was negotiating with Spain for the cession of Louisiana. No one expected the First Consul to be anything but an even harder master than the Spanish at the Mississippi gate to the

oceanways. The settlers in Kentucky and Tennessee were ready to go to war.

Then came an exciting moment in the age-old game at which nations play, called "Colony, colony, who's got the colony?" Napoleon had moved first, offering Charles IV of Spain a Duchy in Italy for Louisiana. After Napoleon had gone too far in the deal to retract, he had bad news. A man named Toussaint L'Ouverture had moved in San Domingo and San Domingo was lost. Britain moved and war between France and that country was inevitable. Napoleon feared that unprotected Louisiana would be clipped from his domain as the first military movement of the British.

Already Ambassador Livingston had been knocking in vain at the door of French Foreign Minister Talleyrand in an attempt to purchase New Orleans, or in some way guarantee the United States right of entrepôt at the docks of that city. To give added importance to the negotiations President Jefferson sent James Monroe to aid Livingston. The French treasury was running low. Suddenly Napoleon decided to take the cash and let the credit go—if cash he could get.

Before Monroe arrived, Talleyrand called in the American Ambassador.

"Mr. Livingston, you wish to purchase New Orleans?"

"Yes, sir."

"We will sell you Louisiana—all or nothing. Take it or leave it!"

Livingston gasped, but being a good Yankee, he recovered himself in time to haggle over the price. He had hoped to close for the city of New Orleans at

\$2,000,000. For \$15,000,000 he bought all the territory drained by the western tributaries of the great river on which New Orleans stood. It had cost about four cents an acre.

And so Monroe, who went to Paris to help the American Ambassador secure, at the minimum, right to dump hides and wheat on New Orleans docks, came home with a territory nearly as large as all the rest of the United States put together.

Unknown territory it was largely, and Jefferson asked his friend Meriwether Lewis, with Captain William Clark, to explore it. Their famous expedition up the Missouri and down the Columbia to the Pacific was under way so quickly that the explorers witnessed the ceremony of raising the American flag at St. Louis upon its transfer from France to the United States. Later Zebulon Pike pushed more directly westward into the new country, climbing the peak that bears his name, and then moving southward to the Rio Grande.

Then came the wagon wheels.

In Lancaster County, Pennsylvania, is a creek named for the Conestoga Indians who once erected their tepees on its banks. In that valley settled in the early 1700's skilled artisans whom William Penn had invited from the Rhine country to help people his American colony. These Pennsylvania Germans won great fame for the excellence of their covered wagons.

THOMAS JEFFERSON MEMORIAL WASHINGTON, D. C.

Courtesy, National Park Service



The six-horse bell teams of the Conestoga wagons plied the turnpikes from east to west for a hundred years in what is undoubtedly the world's most romantic epoch of transportation. Trails and taverns and a breed of horses bore the name of Conestoga, and many a poem and story was dedicated to the colorful, intrepid drivers who raced each other with their eight-ton loads from Philadelphia to Pittsburgh over Indian trails that became macadam and fords that became ferries and then bridges.

When the Conestoga began at last to help settle the Louisiana Purchase, joining the long trains that moved from Missouri out over the Santa Fe and Oregon and California trails, the curved boat-like body of the wagon was flattened and squared and the bows were raised to make the prairie schooner on which civilization took its voyage to the Pacific. Over the placid prairies, undulating foothills, sharp crested mountain billows rode the prairie schooner, descendant of the Conestoga, to make Jefferson's vision of a greater America come true.

Somewhere in the vast memorial soon to rise on the Mississippi should be a mighty monument to the covered wagon—conquering chariot of the West. Under its linen-covered hickory bows came to the pioneer life, death, romance—as Fate



Courtesy, Virginia Conservation Commission

MONTICELLO—

Jefferson's mountaintop home, Charlottesville, Virginia

passed each in his turn; but waiting at the end of the trail was independence and peace and home, without which no people ever became great or long endured.

In this memorial, of course, will be various means of commemorating the conquistadores, the long hunters, the explorers and trappers, prospectors, railroad builders, settlers, miners, and statesmen, the cast of America's own great drama. But there should be some shrine as well to the stage props and scenery used in the play. None will establish for itself greater prominence than that which brings back the dimming memories of the long-gone prairie schooners, gray ghosts of the Conestogas, their white bonnets bobbing over the hummocks as they wind in great caravans over now faded trails, bearing their living freight to the land of enchantment. —BELMONT FARLEY, director of publicity, National Education Association.



Photo by Alexander Piaget, St. Louis

With the passing of years "Ole Man River" still means much in trade and pleasure to the Mississippi Valley

Tentative General Sessions Program for the 70th Annual Convention of the American Association of School Administrators, St. Louis, Mo., February 24-29, 1940.

Saturday, February 24—All Day

Registration and exhibits in the St. Louis Municipal Auditorium

Saturday, February 24

2:00 PM—Joint conference on teacher education

8:00 PM—National Society for the Study of Education

Sunday, February 25, 4:00 PM

Character Building for Future American Citizenship

Presiding—Ben G. Graham, superintendent of schools, Pittsburgh, Pa.; president, American Association of School Administrators

St. Louis A Cappella Society

Presentation of Honorary Life Memberships

CONTEMPORARY CRUCIFIXION AND CRUSADE—Reverend G. Bromley Oxnam, resident bishop, The Methodist Church, The Boston Area, Boston, Mass.

Sunday, February 25, 8:00 PM

Music's Contribution to American Culture

"MUSICA AMERICANA," a dramatic portrayal of American music, will be presented by the St. Louis public schools. About 2700 highschool students will participate. Thru music, dancing, and dramatic art the story of American music will be told, beginning with the time of the Indian, the Puritan, and the Cavalier. In succeeding episodes the musical history of America will be traced to the modern works of Gershwin and Kern.

Monday, February 26, 9:00 AM

What Is Right with the Schools?

Presiding—Ben G. Graham, president of the Association

WHAT IS RIGHT WITH THE ELEMENTARY SCHOOLS?—Edgar G. Doudna, secretary, State Board of Regents of Normal Schools, Madison, Wis.

Program

WHAT IS RIGHT WITH THE SECONDARY SCHOOLS?—

Francis T. Spaulding, associate professor of education, Harvard University, Cambridge, Mass.

WHAT IS RIGHT WITH AMERICAN YOUTH?—Willis A. Sutton, superintendent of schools, Atlanta, Ga.

Monday, February 26, 2:15 PM

Afternoon discussion groups—first session
Allied departments and organizations

Monday, February 26, 8:00 PM

The National Scene

Presiding—Ben G. Graham, president of the Association

Detroit Schoolmen's Club Chorus, Howard A. Love, director

THE VITAL DIPLOMATIC FRONTS—James G. McDonald, chairman, President Roosevelt's Advisory Committee on Political Refugees; and president, Brooklyn Institute of Arts and Sciences, Brooklyn, N. Y.

ADDRESS—Paul V. McNutt, administrator, Federal Security Agency, Washington, D. C.

Tuesday, February 27, 9:00 AM

The Contribution of Safety Education to Good Citizenship in the Age of Speed

Presiding—Ben G. Graham, president of the Association

Showing of Safety Films

Platform Guests—Members of the "Safety Education" Commission, The 1940 Yearbook

INDUSTRY AND SAFETY EDUCATION IN THE SCHOOLS—Paul G. Hoffman, president, Automotive Safety Foundation, South Bend, Ind.

THE HOME AND SAFETY EDUCATION IN THE SCHOOLS—Willie Snow Ethridge, author, Louisville, Ky.

THE OBLIGATION OF THE SCHOOLS FOR SAFETY EDUCATION—Henry H. Hill, superintendent of schools, Lexington, Ky.; chairman, 1940 Yearbook Commission

BUSINESS SESSION—Unfinished business, nomination of officers from the floor

Tuesday, February 27, 2:15 PM

Afternoon discussion groups—second session
Allied departments and organizations

Tuesday, February 27, 8:00 PM

Program Presented by the Associated Exhibitors

This evening members of the American Association of School Administrators and of the National Education Association will be guests of the Associated Exhibitors.

Presiding—James A. Campbell, president, Associated Exhibitors of the National Education Association

TRIBUTE TO THE RECIPIENT OF THE AMERICAN EDUCATION AWARD—Ben G. Graham, president, American Association of School Administrators

PRESENTATION OF THE AMERICAN EDUCATION AWARD TO WILLIAM LYON PHELPS—James A. Campbell, president of the Associated Exhibitors

RESPONSE—William Lyon Phelps, author; professor emeritus of English Literature, Yale University, New Haven, Conn.

-St. Louis Meeting

IN LIGHTER VEIN—Irvin S. Cobb, author and humorist
VOCAL SELECTIONS—Walter Jenkins, Rotary International baritone; Nancy Yeager Swinford, Houston Symphonic Orchestra soloist
St. Louis Municipal Opera Orchestra, Benjamin Rader, conductor

The American Education Award was first presented in 1928. It has since been an annual feature of the Associated Exhibitors program at the American Association of School Administrators convention. Those who have received the Award are: J. W. Crabtree, Mrs. Susan M. Dorsey, Randall J. Condon, P. P. Claxton, A. E. Winship, Amos Alonzo Stagg, Walter J. Damrosch, Jane Addams, Lorado Taft, William McAndrew, Charles H. Judd, Payson Smith.

Wednesday, February 28, 9:00 AM

Superintendents Tell Their Story

A symposium on critical educational problems in which several superintendents of schools will participate.

REPORT OF AUDIT COMMITTEE—Louis Nusbaum, associate superintendent of schools, Philadelphia, Pa., chairman

REPORT OF COMMITTEE ON CERTIFICATION OF SUPERINTENDENTS OF SCHOOLS—Otto W. Haisley, superintendent of schools, Ann Arbor, Mich., chairman

Wednesday, February 28, 2:15 PM

Afternoon discussion groups—third session
Allied departments and organizations

Wednesday, February 28, 8:00 PM

A Mammoth Stage Revue

"The Purposes of Education"

Directed by—E. W. Jacobsen, superintendent of schools, Oakland, Calif.

Cast provided by—School systems of Clayton, University City, and Webster Groves, Mo.

Introducing an American "Mr. Chips." Known merely as Grandad, he is a kindly and lovable retired school superintendent, who interprets the purposes of education to his granddaughter, Sally, an earnest and intelligent college girl who wants to become a teacher.

In a series of episodes, there will be presented a modern stage interpretation of the Educational Policies Commission's book, *The Purposes of Education in American Democracy*. Around the thread of this central theme are woven colorful and dramatic scenes with tuneful songs, full choral effects, and orchestral backgrounds. Vividly drawn characters, chosen from many walks of life, give human interest to the Revue:

Joe, a middle-aged laborer, whose love for his son and his confidence in the boy's future are shown in sharp contrast to the empty, hopeless lives of two younger laborers who have no use for education.

A farmer, outwardly gruff, who reveals a fine and beautiful spirit kept aglow by the successes of his children at school and the promise that the future holds for them.

Three foreign-born women—Irish, Jewish, and Italian—who depict, in a tenement scene, their deep appreciation for the opportunities and benefits their children are receiving in America's public schools.

Many other characters—including three teachers, pleasant and sympathetic young women who under-

stand the hopes and heartaches of their pupils, the serious and carefree sides of their natures.

The entire cast of students and teachers will be drawn from the three nearby suburban cities of Clayton, University City, and Webster Groves.

The direction, script, and music for this Revue has originated in Oakland, California. Superintendent Jacobsen's hobby is the stage, and for years he has directed the local Scottish Rite plays. Jean Byers of Oakland's Fremont Highschool has written the script. Beatrice Burnett of the same school is casting and directing the production. Glenn H. Woods, supervisor of music in Oakland, has composed the music.

The committee in charge of local arrangements consists of Superintendents John L. Bracken, Clayton, Mo.; Charles Banks, University City, Mo.; and Willard E. Goslin, Webster Groves, Mo. Mechanical arrangements in the Municipal Auditorium are being handled by Assistant Superintendent F. J. Jeffrey of St. Louis.

Thursday, February 29, 9:00 AM

Second Performance

A Mammoth Stage Revue

"The Purposes of Education"

In order to have the proper lighting and sound effects for the stage revue, "The Purposes of Education," it is necessary to use the Opera House of the Municipal Auditorium rather than the larger Arena. To accommodate all who wish to see the Revue, it is planned to have two performances, the first on Wednesday evening and the second on Thursday morning.

Thursday, February 29, 2:15 PM

Keeping the United States Out of War

ADDRESS—William F. Russell, dean, Teachers College, Columbia University, New York, N. Y.

ADDRESS—C. Wayland Brooks, attorney-at-law, Chicago Jury Panel Discussion

REPORT OF BOARD OF TELLERS—H. Claude Hardy, superintendent of schools, White Plains, N. Y.

Thursday, February 29, 8:00 PM

America's Town Meeting of the Air

Moderator—George V. Denny, Jr., president, Town Hall, New York, N. Y.

The popular radio program, "America's Town Meeting of the Air," ordinarily presented from New York City, will be broadcast for the convention from the stage of the St. Louis Municipal Auditorium.

Hotel Reservations can be secured thru Philip J. Hickey, chairman, Housing Bureau, Suite 910, Syndicate Trust Bldg., St. Louis, Mo.

Convention Headquarters, general sessions, registration, exhibits, post office, and press room will be in the St. Louis Municipal Auditorium.

Railroad Rates—With the general lowering of rates about three years ago, special convention rates were discontinued. On some railroads, however, roundtrip winter tourist tickets are available. Consult your local ticket agent.



President Ben G. Graham



Bishop G. Bromley Oxnam



Professor William Lyon Phelps



Chairman Henry H. Hill

Membership in Departments of the National Education Association, 1939

Prepared by the Division of Research

States and territories	Adult Education	American Assn. for Health, Phys. Ed'n. and Recreation	American Assn. of School Administrators	American Assn. of Teachers of Colleges	American Educational Research Assn.	Art Education	Business Education	Elementary School Principals	Garden Education	Home Economics	Lip Reading	National Assn. of Deans of Women	National Assn. of Journalism Directors	National Assn. of Secondary School Principals	National Assn. of Teachers of Speech	National Council for Social Studies	Rural Education	Special Education	Supervisors and Directors of Instruction	Visual Instruction
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Total.....	3,754 ^a	8,333 ^b	4,359 ^c	186 ^d	485	530 ^e	4,501 ^e	6,104 ^f	155 ^g	475 ^a	115 ^h	1,011 ^a	110 ⁱ	8,112	4,395 ^j	2,431 ^k	235	198 ^m	1,227 ⁿ	469
Alabama.....	44	116	55	4	4	11	30	61		1	2	11		168	45	7	4		15	1
Arizona.....	13	30	25	2	3	1	39	22				9		28	20	1		3	3	1
Arkansas.....	2	36	31	2	1	1	18	23		24		6		61	34	24	3	1	1	1
California.....	997	1,024	144	4	39	41	798	650	15	85	12	42	8	672	262	80	33	30	206	24
Colorado.....	15	76	48	3	7	8	32	76		2	1	17	6	92	63	14	1		19	6
Connecticut.....	34	119	76	5	7		58	104		1		18	1	212	36	46	1		17	7
Delaware.....	5	23	20		1	2	26	5		1		3		14	4		2		11	1
District of Columbia.....	34	113	69	2	32	1	109	69		29	4	17	2	93	40	50	4	2	20	8
Florida.....	10	54	22		3	1	46	117	2	11	1	10		67	50	6	1		8	6
Georgia.....	47	62	63	2	5	6	36	145	21	8	2	7	1	40	34	12	4		23	5
Idaho.....	4	21	9	2	1	1	14	13				3	1	18	16		1		1	1
Illinois.....	258	625	328	7	46	65	299	319	1	5	8	61	11	707	290	173	9	4	58	34
Indiana.....	17	376	106	3	7	4	260	187	3	8	3	37	6	221	152	70	2	3	46	11
Iowa.....	13	179	93	1	12	7	79	103		4		21	6	140	139	96	13		0	9
Kansas.....	61	151	98	4	8	3	51	105		11	1	13		287	116	47	5		10	6
Kentucky.....	28	86	58	5	4	3	72	72	1	11		19		155	45	34	3		18	1
Louisiana.....	300	150	52	2	3		76	69	1	29		12	1	36	57	16	2	1	23	30
Maine.....	1	36	27	1			19	22		2	7	11		257	24	10	3		3	1
Maryland.....	8	78	63	3	7	2	78	106	1	3	1	13		137	23	32	1		24	1
Massachusetts.....	18	320	169	3	15		179	189	4	10	16	54	1	198	113	111	5		40	42
Michigan.....	60	267	219	5	34	87	291	392	12	9	9	56	21	281	283	78	14	5	48	18
Minnesota.....	12	174	110	6	17	6	22	86	1	2	3		5	170	131	78	19	2	52	11
Mississippi.....	62	30	41	2		1	11	44		3		4	1	52	30	5	1		6	1
Missouri.....	5	191	139	8	8	17	112	179		3	2	21	3	244	171	130	6	1	17	6
Montana.....	77	26	15	1			14	22		1		3		24	25	15	1	1	5	
Nebraska.....	43	70	46	4	3	5	25	82		2	1	14	4	119	65	25	4	1	13	3
Nevada.....	24	27	4				11	1				1		27	3	1	2			
New Hampshire.....	1	21	28	2	1		28	11		1		6		43	14	18	2			1
New Jersey.....	22	299	249	6	11	6	354	288	1	20	3	24	1	268	98	72	7	4	41	13
New Mexico.....	1	22	22	2	1		12	21		1		4	3	65	13	8	4		7	1
New York.....	193	1,018	424	11	81	13	292	510	81	31	12	113	1	746	530	453	26	131	110	96
North Carolina.....	135	85	56	4	7	4	52	109		5		24		72	34	4	5		15	9
North Dakota.....	2	27	15	5			30	17		4		2		23	17	9	4		4	3
Ohio.....	125	479	266	9	36	169	176	311	7	84	8	131	11	450	292	149	9		32	35
Oklahoma.....	22	99	60	6	4	1	30	139	1	1	1	15	1	191	89	36	2		9	2
Oregon.....	79	117	21	3	1	1	40	64		9	1	6		39	40	9	3		5	2
Pennsylvania.....	33	510	353	14	27	28	177	311	1	27	3	72		536	239	151	4	3	58	26
Rhode Island.....	3	27	37	1		1	26	32		4		7		15	22	11			3	6
South Carolina.....	3	37	37		2	4	16	27	1			8		35	18	9	1		2	1
South Dakota.....	2	41	21	4		4	19	24		1		5	2	65	37	9	2		5	1
Tennessee.....	24	59	40	5	9	3	25	72		1	3	10	1	123	58	57	8		47	5
Texas.....	568	223	227	7	9	2	59	247	1	2	2	24		197	194	78	2	1	33	11
Utah.....	3	90	24		1		31	39			1	3		43	35	4			9	5
Vermont.....	2	18	27	2	1		28	5		1		7	1	130	7	7	9		5	3
Virginia.....	60	73	62	4	3	3	49	132		2		15	1	100	50	11	4	2	49	1
Washington.....	41	93	26	3	5	5	70	131		2	1	8	7	97	66	47		1	17	2
West Virginia.....	225	63	53	7	3	4	29	113		3		13	2	159	42	27	4		4	2
Wisconsin.....	11	145	136	10	15	2	64	142		2	6	19	8	143	174	88	21	1	35	8
Wyoming.....	4	14	13		1	2	15	12		1		3	1	12	11	4		1	2	
Outlying possessions																				
Alaska.....			2					10				1		2			1			
American Samoa.....																				
Canal Zone.....			1				4									1				
Guam.....																				
Hawaii.....	1					1	24	48			1	1		12		9				1
Philippine Islands.....			2					9						4		5				
Puerto Rico.....			6				42	7		3				4		1				
Virgin Islands.....																				
Foreign.....	2	267	17			1	4	10				7		18	44	12				1

a Membership as of August 31, 1939.

b Membership as of June 1939 and includes 46 members in outlying possessions not distributed.

c Includes 4175 members who paid dues for year 1939, 6 honorary members, 174 life or twenty-five-year members, and 4 six-year members.

d Membership as of December 31, 1938.

e Membership as of July 31, 1939.

f Membership as of May 31, 1939.

g Membership as of December 8, 1939.

h Membership as of June 1939.

i Membership as of October 1, 1939.

j Membership as of December 15, 1938.

k Membership as of December 1, 1939.

m Membership as of November 1939.

n Membership as of December 31, 1938 and includes 25 members in outlying possessions and foreign countries not distributed.

THIS TABLE shows membership by states in twenty departments of the National Education Association. All the departments which are included above have separate, extra membership fees. Except when otherwise footnoted, figures are for the calendar year 1939. This type of material illustrates the farflung interests of the Association and shows how widespread is the membership in every department.

The table should be read as follows:

Alabama has 44 members in the Department of Adult Education; 116 members in the American Association for Health, Phys-

ical Education, and Recreation; 55 members in the American Association of School Administrators; and so on.

At the time of going to press, membership figures had not been received from the National Council of Administrative Women in Education, which had a membership of 269 in 1938; the Department of Science Instruction reported a total membership of 2112 but did not give a state-by-state distribution; the Department of Secondary Teachers reported a membership to date for 1939-40 of 1502 members but information was not available by states for the preceding complete membership year.

A THIRD GRADE

Operates a Real Store

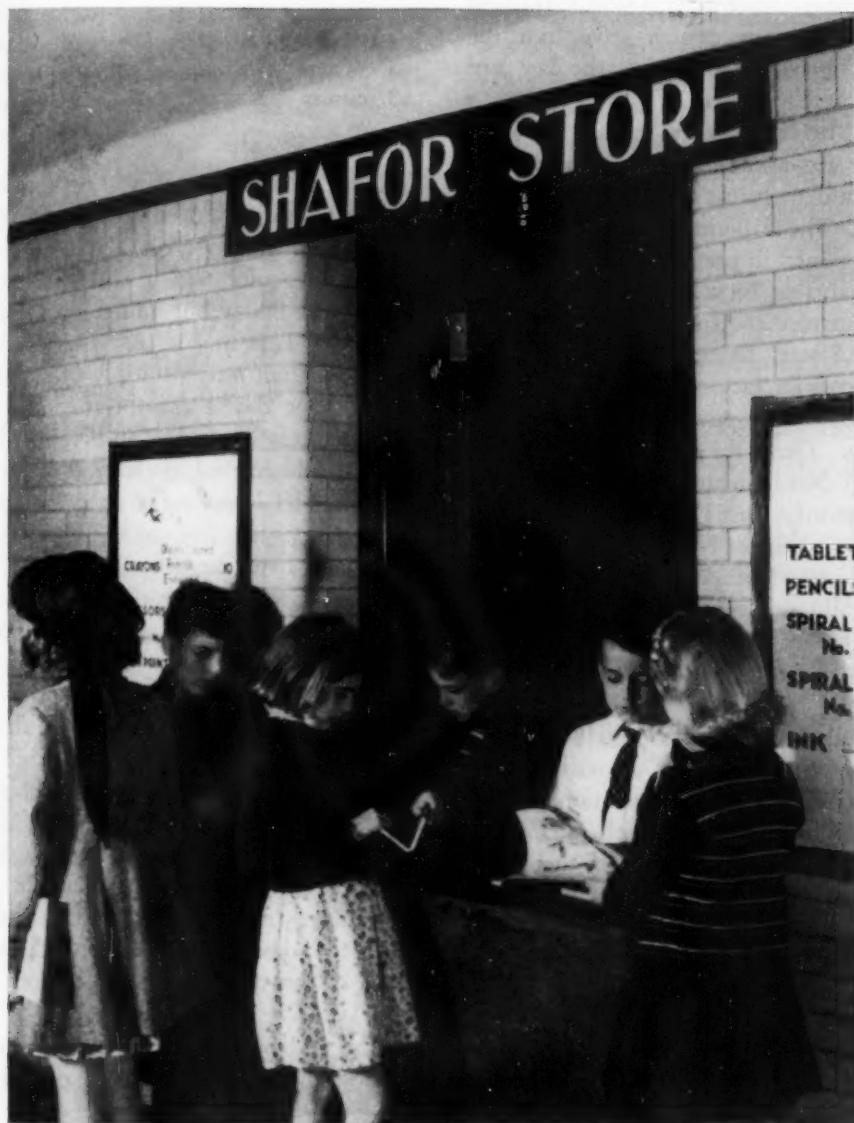
And does it efficiently and enthusiastically, say their principal and teacher. . .

FRANCES ROSS

and

WILHEMINE MOHME

*Shafar Boulevard School
Oakwood, Dayton, Ohio*



These third graders have found it fun to be either customer or storekeeper in their own store.

TEACHERS in the elementary field who believe in the modern philosophy of education, that children learn most easily when facts are closely linked with real experiences, are constantly searching for activities which will be vital to their children. But their greatest difficulty lies in the problem of finding worthwhile

experiences that really seem important enough for children to wish to develop.

For instance, let us look at the many play stores which we find in the primary grade. After the kindergarten period where the store has been an important feature of the community life, it soon begins to be highly artificial when built

again in the first and second grades. Children very early in life want real things to market, as is evidenced by their selling projects—such as lemonade and flower stands—planned away from the atmosphere of the school. The young salesman usually displays his wares in a conspicuous place on a busy highway. The modern generation of eight and nine, feeling able to use real money, is no longer interested in “pretend” money.

Since the selling interest seems to be a dominant one in the lives of most children, and since the modern child of the third grade usually knows the different coins such as a penny, a nickel, a dime, a quarter, sometimes the half dollar, and often a bill, we decided to ask our third-grade boys and girls if they would be interested in managing a store for the school.

When the question was brought up before the class for discussion, the children enthusiastically indorsed the plan. They realized that a store in which the children could buy their supplies would be a real asset to the school, as it is located about a mile from any business center. So the “felt need” was an actual one. Next, they listed the supplies that should be ordered to take care of the demands of the 350 children. The articles named were tablets, notebooks, rulers, pencils, penholders, pens, ink, erasers, crayons, and scissors.

The problem of determining prices soon arose and it was decided to keep

them the same as those asked by the local merchants. The merchants, in turn, cooperated with the school authorities by ordering the three types of tablets recommended by the board of education. Thus thru the cooperation of all parties the boys and girls were able to buy their materials when and where it was most convenient.

The money made from the store was put aside for a petty cash fund. However, the children did not seem to be much interested in the money-making side. Their satisfaction seemed to come from the pleasure gained in taking responsibility and in making correct change.

As soon as the list of supplies had been decided upon and the prices fixed, the children were told that all of the articles which they needed could be bought thru a local paper firm. The local firm was then called by the school secretary and asked to send a representative out to the school. When the agent arrived, he reported to the office but was immediately directed to the third grade where he was initiated into the new plan for the year and given an order for seventy-two dozen tablets. As soon as the different supplies were received at the office, they were sent to the third grade where the children checked them with the invoices and carried them to "The School Store." Here the various articles were carefully and conveniently arranged on shelves.

Every two weeks new clerks were chosen to take the places of the two who had finished taking their turn. The clerks were appointed not because they were "the best" in arithmetic but because of their improvement. They also had to be children who had a sense of responsibility. However, in order to make the transactions move a little more smoothly—for no teacher was in the store to help out—a child who could handle money easily was always put with one who occasionally needed assistance. As a result each boy and girl was given several opportunities during the year to serve, provided he could be at the building by 8:30 AM and 12:45 PM. The hours of business for the store were from 8:30 to 9:00 AM and from 12:45 to 1:00 PM.

One boy who had always found it difficult to reach school on time was told that his position would depend upon his ability to arrive early enough in the morning to take care of the customers. The young man assured his classmates that he would be there in plenty of time to take part in the enterprise. He proved his point by buying an alarm clock and as a consequence he was usually the first clerk to arrive, which gave him the added privilege of getting the key and opening the store.

At the end of the month the local agent was asked to deliver more tablets and also to bring the bill for the first order. The experience which the children gained in preparing to pay the bill was valuable. First, they again examined their invoice and found that they would need \$30.24. Since they had charged five cents for each tablet, they had taken in \$43.20. This gave them a balance of \$12.96. Then they opened the large money box in which they kept most of their money, since they used only a small box for their daily change. When the change was spread out on a large table, the children were overwhelmed with the sight of so many pennies, nickels, dimes, quarters, half-dollars, and bills. Nancy gasped and said, "My! if I had all of that money, I would be rich! I would be so rich that I could buy a bicycle." But when the money was counted and the part which they owed was taken out, she found that there was not nearly enough to buy the much desired bicycle.

Next, certain children were given the task of sorting the money and putting it into piles. The pennies were stacked into piles of ten and then the tens put into the fifty-cent tubes which had been procured from the bank. The forty nickels were pushed into the two-dollar tubes and the fifty dimes into the five-dollar tubes. When the delivery man arrived, he presented his bill to the two storekeepers who were on duty. They checked it against their invoice and, finding it correct, they handed him their neatly wrapped tubes of money. The man was both surprised and pleased with their businesslike methods. He received the money with thanks and receipted the bill in the presence of the entire class.

By the end of the year the children had sold 4294 articles and had accounted for \$215.72.

The Third-Grade Report

3042 tablets	@ \$.05	\$152.10
315 notebooks	@ .05	15.75
38 rulers	@ .05	1.90
311 pencils	@ .05	15.55
24 penholders	@ .05	1.20
72 bottles of ink	@ .10	7.20
302 erasers	@ .01	3.02
162 crayons	@ .10	16.20
28 scissors	@ .10	2.80
		\$215.72

The experience of having a real store brought to the children a variety of problems. For instance, one day a member of the faculty sent a child to the store with a dollar bill and a note for ten tablets. This meant that the storekeeper must not only multiply but also subtract. One day a child returned to his room greatly elated and said, "I have just sold five tablets to one of the teachers, and I knew right away that I should get twenty-five cents. I didn't need to add five, five times, this time!" Occasionally someone would go to the store to have a five- or ten-dollar bill changed.

But the most thrilling moment of the year was when a grownup asked the clerks to change a twenty-dollar bill. This necessitated getting out the "big money box" and doing a great deal of hard thinking. Both storekeepers felt it such an important event that they stopped nearly everyone whom they met during the day to say, "We had to change a twenty-dollar bill this morning."

At the end of the school year when the children were being thanked for carrying on the store so successfully, they were asked if the last days of school had been busy ones. One of the clerks immediately volunteered her reactions, "Oh, no," she said, "yesterday was a very poor day! We made only ten cents. The best time of school is in the fall when the boys and girls need many things. Then we make a lot of money."

So we learned that even a third-grade store has its seasonal periods of good business and "very poor business" the same as does the business world of the grownups.

Qualifications of City Teachers

THE TEACHER of today is also the teacher of the future, at least of the near future. Thus the qualifications of today's teachers deserve attention as a major factor in continued educational achievement. The January 1940 *Research Bulletin* of the National Education Association pictures in broad outline the qualifications of some two hundred thousand city teachers today, showing the facts in relation to salaries paid. Questionnaires to city superintendents of schools provided the basic information. This bulletin, "City Teachers: Their Preparation, Salaries, and Experience," reports striking progress over earlier years in teachers' qualifications. Findings such as the following, for the school year 1938-39, are given:

[1] The median city teacher has completed 4.2 years of educational preparation beyond highschool graduation. The corresponding level in 1920 was 2.5 years. The 1938-39 figure is 3.4 years for elementary-school teachers; for teach-

ers in senior highschools it is 4.8 years.

[2] The median level of preparation is the same in small cities below 5000 in population as in large cities above 100,000 in population—4.2 years. But in large cities there is a higher proportion of teachers who have completed five years of college work.

[3] Fourteen years of teaching experience has been completed by the median city-school teacher. Levels of experience are much higher in large cities than in small ones.

[4] Differences in the average salaries paid to teachers in seven regions of the country are greater than the regional differences in preparation and experience. (The map on this page illustrates regional variations in preparation, experience, and salaries of teachers for the cities reporting.)

Professional levels of preparation and long tenure of service are becoming typical of city teaching. But there is no room for complacency. Quality of prep-

aration and experience, as well as quantity, should be scrutinized. Such basic needs as the following continue to demand attention:

[1] Selective admission to the teaching profession

[2] Enriched curriculum for prospective teachers

[3] Local school administrative practices adapted to the needs of professional teachers

[4] Better social and economic recognition of teaching

[5] Constructive program of professional growth in service

[6] Increased participation by teachers in community living.

Thoughtful effort toward the solution of these problems, in the light of state and local conditions, is essential to continued improvement in the service rendered by teachers.—HAZEL DAVIS, Assistant Director of Research, National Education Association.

REGIONAL DIFFERENCES IN PREPARATION, EXPERIENCE, AND SALARIES OF TEACHERS
IN CERTAIN CITY-SCHOOL SYSTEMS, 1938-39



Research Division, National Education Association

COMMUNITY LIFE—Today and Yesterday

MILDRED GREEN

Teaching Principal, Blake School, Washington, D. C.

TO INTEREST a group of slow, underprivileged sixth-grade children of meager background, in the topic prescribed in the history course of study as "How Civilization Has Developed" was a problem.

What is meant by civilization? What kind of civilization have we? To understand and appreciate how our modern mode of life has evolved from the past, we must first know what our mode of life is. Consequently, the first step we undertook was to find out in what type of community we were living. The class decided on the following topics for observation: Types of homes in our community; kinds of work being done in it; recreational opportunities; provision for religious worship; means of protection, fire, police, safety; communication, transportation facilities; health conditions.

After defining the community boundaries, we started out with our checklists to make the survey. It took four trips of one hour each to cover the territory. Interest was 100 percent.

The crowded and substandard housing conditions in our community were instantly apparent. Reasons for such conditions were partially explained by the proximity to the railroad and numerous industries. The fact that it was an old community was brought out in its history and partially accounted for some of the houses' lacking modern conveniences. This lack of conveniences caused lower rents, which in turn accounted for the crowded conditions.

The study of the history of this area, which is adjacent to the Capitol grounds, showed it to be the residence of congressmen and society leaders in the early days. This historic background seemed to prevent any stigma's being attached to living in such a dilapidated neighborhood. Maps made by the Council of Social Agencies gave figures which offered a picture of conditions in this area. These reports verified our own observations. This study offered an excellent medium for groundwork in elementary learnings of sociological and economic questions. The charts accompanying the maps presented information in percentage form, furnishing a functional introduction to that arithmetical subject.

After comparing this area with the other sections of the city, it was noted that the city had spread out in successive rings or circles of development, always seeking more space and newer homes.

These characteristics of our city and its growth were applied to other modern cities and found to be common to all: Crowded industrial centers with homes near work; stores to provide necessities for these people; suburban areas, less crowded, small stores to meet needs; quick and adequate transportation and communication; police and fire protection; recreational facilities; efficient sanitation; democratic government.

Important cities in the United States and other countries were located and the reasons for their growth discussed. The generalization was formed that cities get started in one of these ways:

- [1] Waterways determine the location of cities.
- [2] Natural resources cause the concentration of population.
- [3] Accessibility to trade and transportation routes for the distribution of goods affects growth of population.
- [4] Unusual scenery or favorable climatic conditions attract population.
- [5] Inventions and new industries affect the growth of cities.
- [6] Definite planning, as in case of Washington, D. C., and Greenbelt, Maryland.

Has man always lived in cities? The solution of this problem was our second step. Here it was necessary to examine the past. This led naturally into the study of man's struggle thru the ages to better his living conditions in the successive periods of civilization.

Culminating activities connected with the study included making a guidebook of our community and reporting on the findings of the survey at the PTA meeting. Plans for a mural depicting the growth of cities or community life thru the ages, were formulated.

The class decided upon the following chapters for its guidebook: Our boundary; history of our community; our homes; work in our community; recre-

ational opportunities; provisions for care of health; means of protection; transportation and communication facilities; public buildings. The children divided themselves into committees of four or five to work on the various chapters. Each committee wrote its chapter and made accompanying illustrations.

Lack of sufficient recreational opportunities was readily noticed and formed the basis of an appeal for action on behalf of the adults of the community. Committee chairmen reported on their topics at the PTA meeting. The report on recreational opportunities resulted in the formation of a Camp Fire Circle by several parents and a Boy Scout gathering at Opportunity House.

The study is rich in developing the following desirable outcomes:

- [1] Teamwork thru shared activity
- [2] Critical and scientific analysis: Respect for community resources; criticism of shortcomings
- [3] Constructive participation in present-day community life
- [4] Realization of personal responsibility for community welfare
- [5] First-hand appreciation and understanding of basic sociological and economic principles that influence the mode of life in each civilization.

For those who feel that developing attitudes and understandings is not sufficient, we point to the growth in such major skills and knowledges as taking notes; organizing material; expressing oneself orally in good English, speaking in a clear voice, and presenting a pleasing appearance; expressing oneself in writing with good English, legible writing, and correct spelling; drawing maps to scale; reading and interpreting tables, charts, graphs; using percentage in a really functional situation; reading to gain information; creating designs for book cover with proper lettering; recognizing our neighborhood trees and rocks.

This fresh approach to the study of community life, past and present, has brought about appreciation of the value and problems of group living and has offered opportunity for practice within the schoolroom of those habits of co-operation and responsibility necessary to effective harmonious living.

Looking to the

1940 COMMENCEMENT

THE COURAGE of presentday youth is revealed by the graduation programs with which they conclude their highschool education.

These young people have faith in the future but it is no blind faith. They are aware of the difficulties which confront them. Many of them are better informed than citizens generally. The graduating students who gave the introductory and closing talks at the program of the Abraham Lincoln Highschool, Council Bluffs, Iowa, said in part:

"American youth has a priceless heritage of opportunity. Nowhere else in the world is the privilege of selfdetermination enjoyed by youth to a similar extent. We have our public schools, founded in liberty and dedicated to the principle of developing every individual to the limit of his personal capacity." "The trial and strain of a period which has seen the destruction of law and culture by irresponsible leaders have sapped the life stream of the great democratic system. An influx of new blood is the greatest factor to which America can look for its preservation."

No one could examine a large number of the 1939 commencement programs without the conviction [1] that the presentday philosophy of these programs is that they should be democratic student projects, [2] that they deal with problems of significance to the graduates and to the school and community, [3] that they are valuable in their interpretation of school activities and achievements.

More of the 1939 programs dealt with democracy than any other one theme. Other popular themes were the purposes of education, school and community history, youth problems, and interpreting various aspects of the school program. Programs of the latter type have special value at the present time when school revenues are endangered by the pressure of the tax reductionists on the one hand and new and increasing demands for governmental funds on the other.

About seventy-five 1939 graduation programs are summarized in the 96-page

Vitalized Commencement Manual for 1940 just issued by the Division of Publications of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., and available at 50¢ per copy. A number of complete scripts and an annotated bibliography of more than thirty articles dealing with graduation programs appearing in educational magazines during 1939 are also included in the *Manual*. Following are glimpses from a few of the 1939 programs.

An Anniversary Program—Observing the fiftieth anniversary of the first graduation exercises of the Delta (Colorado) Highschool, the class selected the theme "Fifty Years in Delta Highschool." Brief speeches were given on selected chapters from the history of the school. One was given by a member of the graduating class on the history of the school in general. Following this a member of the classes of 1889, 1899, 1909, 1919, and 1929

gave brief talks. The program concluded with talks by members of the 1939 class on studies, activities, and vocations.

Our Country—As the special feature of its 1939 program the East Highschool, Sioux City, Iowa, developed a musical pageant based on Carl Sandburg's *The People, Yes*, published by Harcourt Brace and Co. Eight members of the class served as interpreters of the program augmented by a speaking choir of sixty voices, a singing choir of 120 voices, and an orchestra of 80 pieces.

A Community History Program—The 1939 program of the Taft Junior Highschool in Washington, D. C., was based upon the theme, "The Story of Our Towns." It depicted episodes in the history of the community in which the school is located. Many school departments contributed to the program as did citizens of the community who were interviewed for history and traditions.



Harold M. Lambert, Philadelphia



Frank L. Grove
ALABAMA



*R. M. Prizer
ALASKA



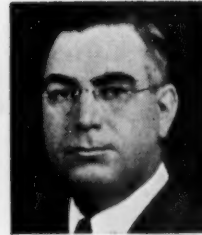
Nolan D. Pulliam
ARIZONA



Roy W. Cloud
CALIFORNIA



W. B. Mooney
COLORADO



Francis E. Harrington
CONNECTICUT



*Nellie S. Collins
DELAWARE



James S. Rickards
FLORIDA



Ralph L. Ramsey
GEORGIA



Earl L. McTaggart
HAWAII



John I. Hillman
IDAHO



Irving F. Pearson
ILLINOIS



Robert Wyatt
INDIANA



Agnes Samuelson
IOWA



F. L. Pinet
KANSAS

SECRETARIES of State Associations

Secretaries shown here are fulltime except those whose name is preceded by an asterisk. For a tribute to the state secretary, see page 61.



W. P. King
KENTUCKY



Adelbert W. Gordon
MAINE



Hugh Nixon
MASSACHUSETTS

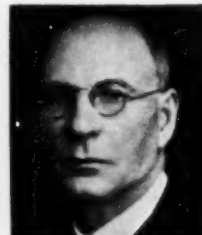


A. J. Phillips
MICHIGAN

Photos have not yet been received from the secretaries of the Arkansas, District of Columbia, Louisiana, Maryland, Nevada, New Hampshire, Puerto Rico, Rhode Island, and Vermont associations.



Walter E. Englund
MINNESOTA



Walter N. Taylor
MISSISSIPPI



Thomas J. Walker
MISSOURI



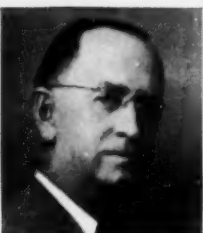
Martin P. Moe
MONTANA



Archer L. Burnham
NEBRASKA



S. C. Strong
NEW JERSEY



R. J. Mullins
NEW MEXICO



Arvie Eldred
NEW YORK



Jule B. Warren
NORTH CAROLINA



M. E. McCurdy
NORTH DAKOTA



Walton B. Bliss
OHIO



C. M. Howell
OKLAHOMA



E. F. Carleton
OREGON



Harvey E. Gayman
PENNSYLVANIA



J. P. Coates
SOUTH CAROLINA



S. B. Nissen
SOUTH DAKOTA



A. D. Holt
TENNESSEE



B. B. Cobb
TEXAS



Milton B. Taylor
UTAH



Francis Chase
VIRGINIA



Arthur L. Marsh
WASHINGTON



R. B. Marston
WEST VIRGINIA



O. H. Plenzke
WISCONSIN



O. C. Kerney
WYOMING

The Affiliated State Associations

AMY H. HINRICHS

President, National Education Association

THE RELATIONSHIP of the state and territorial education associations to the National Education Association is that of affiliation. The NEA has no direct jurisdiction over them. Yet they work harmoniously with the national Association for the advance of education, the welfare of childhood and youth, and the good of the teaching profession. This joint effort is a fine example in our great American democracy of how effective is the democratic way—a functioning, growing, developing way.

Affiliated state associations function in and thru the NEA primarily thru their delegates in the Representative Assembly of the national organization. Says Article II, Section 2 of NEA Bylaws:

"... Each Affiliated State Association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly. . . . The annual dues of an Affiliated State Association shall be \$10. Said Association shall receive without application, or other condition, all regular publications of the National Education Association. . . ."

Article II, Section 5 provides that:

"Each Affiliated State Association shall be entitled to elect one delegate and one alternate to the Representative Assembly [at the annual meetings of the NEA] for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members, and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated State Delegates."

Every elected delegate to the Representative Assembly represents either a state association or a local association. There was a total of 1489 delegates in the 1939 Representative Assembly. When we realize that the Representative Assembly is the policy-adopting body of the NEA, we appreciate how great is the

influence of the state associations in shaping the policies and directing the activities of the national organization.

Another channel thru which the influence of the state associations flows into the national is service on NEA committees. [See January 1940 JOURNAL, p21.] The democratic contribution of the advisory members of the committees—representing each state and territory—thru correspondence and thru informal conferences at NEA conventions is absolutely essential to the effective work of the executive core committees. It is usual that the membership of teachers of a state in their state association is almost 100 per cent. It is likely that persons named to a committee, whether as core or advisory members, have "won their spurs" by work in their states, often done thru or for the state associations. Before naming the committees, the NEA president asks for suggestions from state and local affiliated associations and individuals in the state. Possibilities for a state association to make its influence felt thru national committee work are therefore almost unlimited.

The records of the state associations in their own states give sure indication that their influence in the NEA will be exerted in line with the purposes of the national Association. Section 2 of our Charter defines our purposes as "to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States." The state associations have been pioneers in teacher welfare activity. Professional teacher preparation and certification laws, tenure, retirement allowances, and salary schedules that look in the right direction—these are the major accomplishments in regard to the professional status of the teachers that have engaged the state associations thruout their existences, and more specifically since their organization with full-time secretaries. Certainly all state associations have done much to make teaching a profession.

The state education associations are active in their states in pressing forward for legislation beneficial to the schools

and in seeking to prevent passage of objectionable bills. Much advance in modern curriculum matters and in rural education, for instance, is largely attributable to the legislative activities of the state organizations.

Most state associations have an annual convention, the business part of which is a delegate assembly. Some states with large numbers of teachers, however, have found one annual all-state convention unwieldy or impracticable, and so have district conventions, usually one after the other so that prominent speakers may address all the sections. A state may have two or three sectional conventions; it may have seven or eight. Some states have all-state conventions and sectional conventions in alternate years. In cases where there are sectional conventions only, there are usually large and active all-state executive boards or other delegate bodies composed of members from the sections.

Nearly all state and territorial associations now have fulltime executive secretaries. Some own their headquarters buildings: Illinois, Kansas, Louisiana, Michigan, Missouri, New York, North Carolina, Pennsylvania, West Virginia, and others. Some state associations rent space in office buildings. The Kentucky Education Association, for instance, has an imposing suite in a prominent office building in Louisville. An association office often has quite a staff of workers. A number of the states have systems of retirement allowances for these workers.

It is interesting to see the different forms and dresses of the journals of the state associations. It is gratifying, encouraging, and inspiring to scan their contents. The teacher who reads carefully and regularly his state professional magazine should certainly have [1] abundant knowledge of the activities of the association and therefore clear conception of what the individual can do to help, [2] invaluable professional guidance, and [3] insight into many problems of our world today.

Use your state association and its affiliation with the NEA to the full! Your efforts to improve yourself professionally and to contribute to the cause of education both in your state and in the nation can certainly find no larger or more important areas in which to make themselves felt.

Washington on Character—To be under but little or no control may be pleasing to a mind that does not reflect, but this pleasure cannot be of long duration. If your fortune is small, supply the want of it with a well-cultivated mind, with dispositions to industry and frugality, with gentleness of manners, obliging temper, and such qualifications as will attract notice and recommend you to a happy establishment for life. ¶ Be courteous to all, but intimate with few; and let those few be well tried before you give them your confidence. ¶ Integrity and firmness shall never forsake me, altho I may be deserted by all men. ¶ It is a fixed principle with me that whatever is done should be well done. ¶ I never wish to promise more than I have a moral certainty of performing. ¶ The love of my country will be the ruling influence of my conduct.—From *Selections from George Washington*, Personal Growth Leaflet 25, by Laurance H. Hart.

Heroes of Our Nation—February as birth month of Washington, Lincoln, and other great Americans, is a fitting time to encourage wide and careful reading of biography, of which there is an increasing wealth for young people. Many of the biographies on this page will also be useful in citizenship and naturalization classes. New citizens welcome an introduction to America's leaders thru simple, well-illustrated biography.

On Washington and Lincoln—Outstanding is Jeanette Eaton's *Leader by Destiny: George Washington, Man and Patriot* [Harcourt Brace, New York, 1938, 402p] for junior and senior high school age, as well as for adults. For younger children is the lively story of *Washington and the Lafayettes* by Frank and Cortelle Hutchins [Longmans, Green, New York, 1939, 211p].

The "picture books" on *George Washington* and *Abraham Lincoln* by Ingri and Edgar Parin D'Aulaire, will appeal to every child—and adult—interested in our nation's history. [Doubleday Doran, New York, price \$2 each.]

Also in colored pictures with large type is Sanford Tousey's *Daniel Boone* [Rand McNally, New York, 1939, 36p].

For a vivid picture of early days in our country, elementary-school children will enjoy *Tom Jefferson: A Boy in Colonial Days* by Helen Albee Monsell [Bobbs-Merrill, New York, 1939, 168p].

The beginnings of a library collection on American patriots can be made thru the penny *Personal Growth Leaflets*, including: Selections from [25] George Washington; [26] Ralph Waldo Emerson; [27] Abraham Lincoln; [28] Horace Mann. For a list of leaflets with prices, see page 62.

The 1940 postage stamp series in honor of 35 Americans who achieved fame in the arts and sciences gives fresh interest to reading of biography. To be honored:

Authors—Ralph Waldo Emerson, Samuel L. Clemens [Mark Twain], Washington Irving, Louisa May Alcott, and James Fenimore Cooper. [See panel below.]

Poets—Henry W. Longfellow, James Whitcomb Riley, Walt Whitman, John Greenleaf Whittier, James Russell Lowell.

Artists—James Abbott McNeill Whistler, Daniel Chester French, Augustus Saint-Gaudens, Gilbert Stuart, Frederic Remington.

Educators—Horace Mann, Charles W. Eliot, Booker T. Washington, Frances E. Willard, and Mark Hopkins.

Inventors—Alexander Graham Bell, Eli Whitney, Samuel F. B. Morse, Elias Howe, and Cyrus H. McCormick.

Composers—John Philip Sousa, Edward A. MacDowell, Stephen Collins Foster, Victor Herbert, and Ethelbert Nevin.

Scientists—Luther Burbank, Dr. Crawford W. Long, Dr. Walter Reed, John James Audubon, and Jane Addams.

For Stamp-Collectors—These stamps will be placed on sale during 1940. The series on authors is now available. Stamp-collecting is a worthwhile hobby which encourages interest in American history. For information about stamps, address the Philatelic Agency of the U. S. Post Office Department, Washington, D. C. Two pamphlets may be secured from this Agency: [1] *A Description of U. S. Postage Stamps 1847-1939*, price 25¢; and [2] a junior edition of the same booklet for 1893-1939, price 10¢.

Fascinating biographies of several Americans in the stamp series include:

[1] *Youth's Captain, The Story of Ralph Waldo Emerson* by Hildegard Hawthorne. Longmans, Green, New York, 1935, 205p. Also by the same author and publisher, *The Happy Autocrat, A Life of Oliver Wendell Holmes*, 1938, 213p.

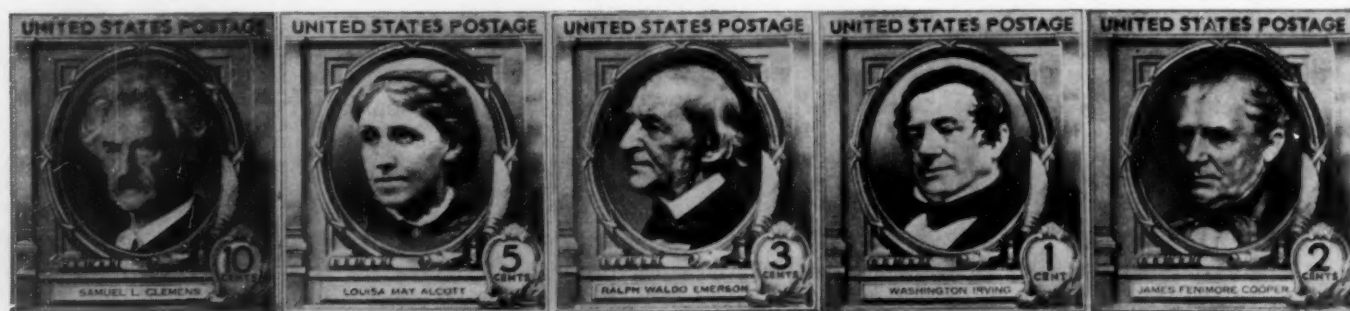
[2] *Wizard of the Wires: A Boys' Life of Samuel F. B. Morse* by Helen Nicolay. Appleton-Century, New York, 1938, 326p.

[3] *Invincible Louisa* by Cornelia Meigs. Little, Brown, Boston, 1936, 260p.

[4] *Audubon* by Constance Rourke. Harcourt Brace, New York, 1936, 342p.

Children who prefer short biographies will enjoy such books as: *American Scientists* by C. J. Hylander [Macmillan, New York, 1935, 186p] which includes Audubon and Burbank; *A Child's Book of Famous Composers* by Gladys Burch and John Wolcott [A. S. Barnes, New York, 1939, 184p] including Foster and MacDowell.

What are the ten most readable biographies of American patriots for use in naturalization and citizenship classes? Send your list to THE JOURNAL.



Courtesy, U. S. Post Office Department.

Schools Unknown and What They Do



IMAN E. SCHATZMANN

*Executive Secretary,
The Committee on Rural Education*



An ounce of actual performance is worth a pound of theory.—Noelle Davies

IT was a bitterly cold but gloriously clear day in March. Snow still covered the ground, but the air was full of promise of a new spring. It was a joy to be out in the woods miles away from cities. While the car tried to forge its way thru the labyrinth of the deep ruts of a country road which the noonday sun had softened, little cabins peeked thru the wide Minnesota woods, and isolated inhabitants looked in surprise at the unusual sight of a passing car.

Did these people enjoy living in primitive huts, frequently covered with tar paper? How did they keep warm? How did they feed themselves at a seventeen miles' distance from the nearest village? What sort of a living could they make in this gorgeous wilderness? Could they keep reasonably healthy without the help of a doctor? Where were their children? The answers to these and many other questions were soon to be received from the well-informed rural-school teacher.

There it was, on the edge of the woods on "the point" of Leech Lake, not the traditional "little red schoolhouse," but an attractive white frame building. A "teacherage," people called it, because

the teacher and his wife lived there all year round. Altho he was the one to draw the salary, his wife was a normal-school graduate and just as capable as he.

What a sight to behold when the door opened! Was this a school, a workshop, or a happy home? Instead of twenty-five children neatly seated at their traditional desks, twiddling thumbs, yawning, and waiting for their turn to recite a meaningless lesson, each was busily doing something important.

The large, bright room was humming with strange noises. Two girls were at the sewing machine and, while one diligently treaded the wheel, bent on finishing her pretty gingham dress that day, the other was basting the khaki overalls she had just cut out for her little brother. Three older boys were making a chair.

Another group of youngsters was clustered around a large table, each intent on carving out with a scoop a picture he had drawn on a square piece of wood about an inch thick. Hunting scenes seemed closest to their hearts. Four second- and third-graders were at another table, painting wooden birds mounted on long sticks; these were to be used later in their gardens at home, but meanwhile were to serve as Easter gifts for parents.

Left—A glimpse of the Squaw Point School. Above—Robert stands at his rostrum to read. Ordinarily bashful, this way he knows that he has an audience and he uses his voice accordingly.

Thirteen-year-old Fern and fifteen-year-old John were confronted with arithmetic problems. They were in charge of the "community grocery store" located in the schoolroom. John and Fern were entirely responsible for running the store. This included ordering and purchasing supplies; filling orders and making bills correctly; measuring, counting, and weighing the goods purchased or delivered; keeping account books, records, and cash to determine whether or not the store would be "in the red" at the end of each month. With genuine pride in the honesty of their classmates, the storekeepers stated that neither a penny nor a candy bar had been missing all year!

Clattering of dishes indicated that the children must have had their luncheon at school. Sure enough! Two girls were washing dishes in the kitchen. Assisted by others, they had prepared a hot meal for the whole group under the direction of the teacher's wife.

The teacher's home was the community center because of the fine leadership assumed by him and his wife. Young,

full of enthusiasm, wanting to serve, they had found a challenging field of opportunities. They had first established friendly relations with the widely-scattered members of the Squaw Point community. Once the people had made their own trails to the teacherage, they discovered that this young couple knew not only the dark mysteries of learning contained in textbooks, but more tales about fishing, hunting, gardening, planting, and reaping than the woodsmen did themselves. Why, they even knew how to can berries, fruits, and vegetables.

Besides, the teacher had a great variety of tools and knew how to use them in and around the schoolhouse—and in other people's homes, while calling on a sick child or bringing a new blanket and hot soup to a shivering grandmother. Under his influence shacks took on a new air of selfrespect and so did their inmates.

The community soon discovered that the school no longer closed at 3:30. There was twenty-four-hour service at the teacherage and whoever dropped in was welcome. This man was a friend, counselor, doctor, dentist, farmer, hunter, chauffeur, artist. Untiringly and capably, his wife took his place when more urgent community matters called him away from the school premises.

The two transformed the community into a practical workshop. First, the "school acres" were started, and each child was made responsible for a garden plot. The land was carefully chosen and fertilized and community members invited to help. Many did come. Others started gardens at home, in response to a better-gardens campaign, but the "school acres"—more scientifically planted and better tended—gave better yields. Potatoes, carrots, beets, turnips, red and white cabbages, and onions were grown. To make them last for the winter, a first-rate root cellar was built on the school premises, with the cooperation of some adults. Once the generous harvest was stored away, the pupils discovered that there was a market in the community for the fruits of their toils.

The storekeeper and his partner investigated food prices at the village store and began to advertise their "own grown" vegetables. It was a lucrative enterprise. The school did not have to buy the vegetables for the noonday meals until along in March, and Fern

and John sold at a profit and fair prices to school patrons and to other schools. Net gains were so considerable that new hopes and ambitions were kindled. Plans were made for the coming spring and autumn. The best seeds had to be bought for the gardens. Fertilizers and new tools were necessary, but still about \$27 was left after all deductions had been made. The children knew that various items of food were needed at Squaw Point which were too expensive to be bought each day. Couldn't they get a pair of goats to secure milk and build some chicken-coops to raise chickens and beehives to get honey? Plans are underway.

The people could raise enough on the land to provide a livelihood for themselves thruout the year. Very few inhabitants are farming-minded, since most have lived by hunting, fishing, and part-time jobs. Yet seeing is believing. Enthusiastic reports made by youngsters of results achieved thru their gardens have done more to convince parents of the value of farming than any talks could have done. Many wanted to find out why their own gardens had not done so well as the "school acres." Slowly but steadily, with the patient and intelligent help of the friendly teacher and his wife, standards of living of the thirty families—with their yearly average cash income of \$300—are being raised.

The school has within two years grown to be the community activity center for these isolated woodsmen and their families. Already there is a semi-antique, semi-fragile conveyance called "school bus" helping the children to have more regular attendance. Now that going to school means doing things, little coaxing needs to be done. Besides, who would want to miss a good hot meal at school, if staying at home means eating a scanty lunch? A continuous lack of food had resulted in a lack of culinary knowledge in the homes. Therefore while in school the youngsters must not only be well fed, but taught how to prepare wholesome, simple dishes properly. They must not only be clothed, but taught how to make sensible clothing out of old or new goods. They must learn how to make a living after the eighth grade, for only the exceptional child goes to highschool.

Past records show that no child from this school ever graduated from highschool. But already Fern wants to go to

highschool and become a public nurse to serve her own people. John has visions of being an apprentice in a store. For these shy and unapproachable woodland youngsters to want to acquire the necessary tools and knowledge for making a decent living is a true adventure and shows real progress. Formerly they would have had no other ambition save that of selling kindling wood, berries, and bullheads in the summer!

Don't the pupils learn the Three R's in school? Of course! The child who struggles with "reading, 'riting, 'rithmetic" is not chided, but encouraged. If he is a little slow with his books, what's the hurry? He is good at other things.

No pupil is "failed" at the end of the term, for all have progressed in one way or another. Mary may not know how to deal with intricate problems in arithmetic, but she has learned when and how to wash and press her dirty frock. Joan may not know the names of all the rivers in the United States, but she can cook a wholesome meal.

Should Tom be "flunked" because he can't recall each part of the Constitution? Why, he is "tops" in gardening and assists and teaches the little fellows when the teacher is busy. He is the true promotor of coöperation in the school community. He is in charge of bulletinboards and sees that current events are given proper attention. He is keenly interested in baseball and, if he has his way, it won't be long before pupils and parents will build a playground and acquire equipment for a baseball team. After all, he knows plenty of sugar maple trees which can be tapped for the having, and there is always a market for maple sugar. By setting many to work, a neat amount of money could be earned.

The Squaw Point School is seething with doings and learnings. The community asked that the store be kept open during summer vacation and the storekeepers consented, since the store is an asset to the school. Three hundred chicks will be bought with the profits made and will be raised by ten children, each of whom will be held responsible for his own flock. These will be the first chickens ever raised at Squaw Point. Thus new hopes, new courage, new ambitions are nurtured thru new outlooks on new possibilities. The lives of a whole community are being enriched just because of one rural teacher and his wife!



HIGHSCHOOL SERVICE



Youth Make Their Own Jobs—The National Youth Administration of Illinois gave each youth in that state a chance to create a job and win a reward for thinking of it. A total of \$50,000 contributed by businessmen, employers, and civic groups was granted to 300 of these young people. Prize-winning ideas included:

A young nature-lover conceived a plan to collect biological specimens and sell them to schools.

A group of four young men formed a woodworking firm and even became incorporated. Another idea in the mechanical field was to make cabinets for kitchen tools.

—From *Vocational Trends*, a magazine for young people, published monthly by Science Research Associates, 600 South Michigan Avenue, Chicago, 25¢ a copy.

The Horlick Herald, published by the William Horlick Highschool, Racine, Wisconsin, includes as a regular feature a "Parents' Page" which is designed to present items of special interest to parents and patrons.—*School Activities*.

Phonograph Record Service—Any member of the consumer-owned Cooperative Book Club, 118 East 28th Street, New York City, may use the Club's phonograph record service at no additional cost. *The Reader's Observer*, the Book Club's monthly periodical for members, will carry news of recordings and reviews by music authorities. Encourage your students to join this cooperative purchasing plan.

The Government at Your Service by Archie Robertson is an expert guide for teachers and other citizens to the amazing array of federal services [Houghton Mifflin Company, Boston 340p. \$2.75].

A free bibliography on *Materials for Consumer Education* is available from the Consumers' Counsel Division, Agricultural Adjustment Administration, Washington, D. C.

High Schools and Sex Education, a manual by the U. S. Public Health Service, outlines a course on sex education and suggests reading lists, pamphlets, and visual aids. Order from Government Printing Office, Washington,

D. C. 1939, 110p., 20¢. See also "Sex Education—A Challenge" by Surgeon General Thomas Parran in the January 1940 JOURNAL, pages 16-17.

Useful for social studies is a bulletin listing *Selected Pamphlets*, available from the Federal Council of Churches of Christ in America, 297 Fourth Avenue, New York City, 8 pages, 10¢. Such series as the Headline Books, World Affairs Pamphlets, Public Affairs Pamphlets, and Foreign Policy Reports are listed.

Dictators, Democracy and the Future is the title of a short pageant for high-schools, by Stella and Janet Burt. Price 50¢ from the authors, Box 23, Rochester, New York.

Supervised Correspondence Study as a means of enriching educational opportunity is the subject of the December 1939 *Phi Delta Kappan* [published by Phi Delta Kappa Fraternity, 2034 Ridge Road, Homewood, Illinois, \$1.50 per year, 25¢ per copy]. See also Personal Growth Leaflet 75, *Supervised Correspondence Study for Highschools* in the November 1939 NEA JOURNAL.

Sciences for the Blind—Physiology, general science, some chemistry, and physics may be enjoyed by blind highschool students who do the same work in classroom and laboratory as their seeing colleagues. Blind students write experiments and keep notes in Braille, using calculators for mathematical problems. Several have made amazing progress in practical applications of sound and electricity. The illustration shows a blind student learning the Morse Code in the physics class. A blind technical graduate is earning his living as an expert radio electrician and repair man. In biology the blind students raise their own plants and animals and make their own dissections. They study microscopic

material with their fingertips, using diagrams or models in clay, wood, or cardboard.—*Arthur H. Bryan*, Baltimore City College, Baltimore, Maryland.

Teachers who supervise the education of physically handicapped children will be glad to see George T. Stafford's *Sports for the Handicapped* [Prentice-Hall, 1939]. Activities and games by which the individual can improve not only his physical condition but also his outlook on life are given.

Is the nonacademic student a problem in your highschool? Then read *That All May Learn* by B. L. Dodds, a handbook for teachers who are seeking to adjust the highschool program to the needs of all youth. Published by the National Association of Secondary-School Principals, 5835 Kimbark Avenue, Chicago. \$1.10 postpaid, rates for quantities over five.

Also valuable for teachers interested in a program of general education as distinguished from college preparatory or vocational, is the 1939 Yearbook of the New Jersey Secondary School Teachers' Association. Its title: *Tentative Steps Toward General Education*. More than thirty examples of classroom practice in such fields as homemaking, consumer mathematics, and practical biology are given. F. M. Raubinger, Glenfield School, Montclair, New Jersey, is chairman of the Yearbook committee. Copies at 25¢ each may be secured from Mr. W. C. Compber, New Brunswick Highschool, New Brunswick, New Jersey.





TEACHER-EDUCATION SERVICE



Future Teachers of America—FTA chapters have been chartered at the following colleges within the past month:

Teachers College of Connecticut, New Britain
Southern Illinois Normal University, Carbondale

Hutchinson Jr. College, Hutchinson, Kans.
Murray State Teachers College, Murray, Ky.

Georgetown College, Georgetown, Ky.
State Teachers College, St. Cloud, Minn.
Oberlin College, Oberlin, Ohio

Northwestern State College, Alva, Okla.
Eastern College of Education, La Grande, Ore.

Austin Peay Normal School, Clarksville, Tenn.

Corpus Christi Jr. College, Corpus Christi, Tex.

University of Utah, Salt Lake City
State Teachers College, Farmville, Va.
State Teachers College, Athens, W. Va.

An exhibit appropriate to the Centennial of Teacher Education is being arranged for the St. Louis meeting of the American Association of School Administrators by the American Association of Teachers Colleges with the cooperation of the Commission on Teacher Education of the American Council on Education. It will include pictures of activities and buildings of American teachers colleges; charts and historical materials; and the showing of lantern slides portraying the history of teacher education. The theme of the exhibit will be "The Relation of Teacher Education to the Development of Public Education."

A wealth of material on the history of public teacher education in this country appears in the teacher-education centennial numbers of the *Teacher-Education Journal* (December 1939) and the *Educational Forum* (November 1939).

Benjamin Franklin's plan of self-improvement is worthy of study by present and Future Teachers. The plan is given in Personal Growth Leaflet 42; the companion leaflet, 43, contains a personal growth recordbook. For further information see page 62 of this JOURNAL.

The number of volumes in teachers college libraries doubled in the years between 1927 and 1938-39.

A bronze plaque of Francis Wayland Parker was dedicated at a memorial program at the Chicago Teachers College during American Education Week 1939. Colonel Parker, principal of the Chicago Normal School, 1883-99, believed that "character constantly realizing itself in practical citizenship, in community life, in complete living is the immediate, everlasting, and only purpose of the school."

Pioneering Leadership—Many reforms that came to education in the past ten decades would have been long delayed if it had not been for the quick readiness of the normal schools to carry the message. For example, there was Guyot, whose contribution to geography literally flowed into the lower schools through the channels of the normal schools. There was Agassiz who wanted the common man to share the secrets of natural science hitherto open only to the learned. It was the normal school that made it possible for the common schools to open the eyes of children to the wonders of nature. Without conscious planning on the part of the universities, the normal schools became their agencies of popular enlightenment.—Payson Smith.

The College of Education, Wayne University, Detroit, is conducting for the second consecutive year its Secondary Curriculum Workshop, providing opportunity for teachers and administrators in the metropolitan area to work intensively upon problems of the improvement of instruction.

The Training School—its work, its relationship to the pupil, the practice teacher, the college, and the community—is discussed in the December 1939 *Bulletin* of East Carolina Teachers College, Greenville

The FTA News Service Project gives valuable training in writing and is a service to your school and its students. **Purpose:** To maintain a close tie between the school and the people who support it, by spreading information about the school, its work, and the activities of its students. **How to proceed:** If the school has a press service of any

kind, work in cooperation with it; otherwise see the head of the school and make plans to send news items to newspapers in the service area. It means much even to the smallest county weekly or to the local highschool paper to have occasional news about a student who is away at school. Write the editor telling of your plans and asking what kind of material will be acceptable and when it should reach the news office. Write the FTA National Committee for suggestions.

To Encourage Personal Libraries—President Uel W. Lamkin of the State Teachers College, Maryville, Missouri, is offering an annual prize of \$25 to the senior student who during his college years has [a] formed the best personal collection of books in one or more departments in which the student is interested; [b] given evidence, by the discriminating use of his books, of his appreciation of the joy of ownership; [c] demonstrated in oral interview with the judges proof of familiarity with and interest in his books.

Specialization even within levels of the school system which leads to disunity and separateness within the broader professional group is of questionable merit. Rather should specialization be the particular threshold from which one enters the common courtyard there to share in the struggle for social improvement through increasing rational control of the world in which we live. Unless we can come to understand that we are first educators joined by a common purpose, pledged to a common goal, and that then we may think of ourselves as elementary teachers, supervisors, principals, or college instructors, we shall not achieve the strength of national professional unity which is so much needed today.—J. W. Studebaker, U. S. Commissioner of Education.

It is clearly possible to advance at once on a nationwide front to a full four-year program of post-highschool education for all public-school teachers. In at least nine states today this is the legal minimum. The policy of selective admission to the professional schools should be adopted on a nationwide scale.—William C. Bagley.

Life Members Received in December 1939

ALASKA—John G. Gordon, Clyde Spears
 CALIFORNIA—B. F. Enyeart
 DISTRICT OF COLUMBIA—Alden H. Struble
 ILLINOIS—Angela M. Cylkowski
 INDIANA—J. P. Girard, James I. Mills
 KANSAS—Carl A. James
 MAINE—George M. Carter
 MARYLAND—Eugene W. Pruitt
 MASSACHUSETTS—W. J. Crotty, Thelma B. Foster
 NORTH CAROLINA—J. R. McDonald
 OHIO—Carl A. Coffeen
 PENNSYLVANIA—Abel R. Cunningham
 TEXAS—B. C. Watts
 VERMONT—Allan J. Heath, Josiah S. McCann,
 George R. Stackpole
 WASHINGTON—Marguerite E. Cross

The Fulltime State Secretary

★ THIS YEAR we are celebrating the thirtieth anniversary of the employment of the first fulltime paid secretary of a state education association. The first state association that employed a secretary was California. Previous to 1919, seven state education associations employed fulltime secretaries: California, 1909; New York, 1910; Illinois, 1913; Kansas, 1914; Missouri, 1915; and Iowa and Oklahoma, 1918. During the ten years which followed, twenty-seven additional states employed them, and at the present time forty states and the Territory of Hawaii have fulltime secretaries.

The executive secretaryship is one of the most strategic and important of state educational positions. It gives unlimited opportunity for leadership and requires unusual vision, vigor, courage, and diplomacy. The executive secretary is an employee of all the teachers of his state and, therefore, their servant; yet he must possess and exercise those qualities of leadership which will enable him to represent effectively in the eyes of the public the great profession of teaching.

The early fulltime secretaries were pioneers. They blazed the trails which their successors have followed. The teaching profession in America owes a great debt to these loyal leaders who during the past thirty years have contributed so largely to the progress which our profession has made and it now looks to those who hold these important offices for continued leadership. They are the heirs of a great tradition and the bearers of a large responsibility.—From an address given at the San Francisco Convention by Willard E. Givens, executive secretary, National Education Association.

[In connection with this tribute, JOURNAL readers will be especially interested in President Hinrichs' discussion of "The Affiliated

State Associations" on page 55 and the photographs of state secretaries on page 54 of this issue.]

NEA Life Members Honored

★ NEA LIFE MEMBERS were platform guests at the second general session of the Louisiana Teachers Association, November 19-22, 1939. This courtesy arranged by officers of the Louisiana association is a significant step toward the development of closer integration between state and national associations.

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 reply to the letter sent, 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.]

In enrolling for this volunteer service, Elizabeth E. Beaver, RFD #1, Verona, Pa., states: "This is, I hope, an opportunity to repay you in a small way for the help the NEA JOURNAL has been to me."

The Department of Elementary School Principals

★ THE FEBRUARY *National Elementary Principal* will carry the complete program of the social meetings and general sessions of the Department of Elementary School Principals at St. Louis, February 24-29, 1940. On Monday morning an *acquaintance breakfast* will be held in Parlor A, Statler Hotel, at 7:30. The semi-annual banquet of the Department will take place Monday evening, February 26, in the Ballroom, Statler Hotel, 6:00. Mrs. Dorothy Canfield Fisher will be a special guest to tell the group about her "Children's Crusade for Children." A *Showboat Program* is being planned by the St. Louis principals under the leadership of Isabel Tucker, principal, Festus Wade School, St. Louis. The theme for the Monday afternoon program, February 26, Auditorium, Bishop Tuttle Memorial Hall, will be "What Good

Educational Practices Can Be Found In Our Elementary Schools." The Missouri Elementary Principals, under the leadership of Frank Gorman, president, have planned the program for the Tuesday afternoon general session, February 27, around the theme of "The Role of the Elementary School Principal as Director of a Workshop for Citizenship."

"Enriching the Elementary School Curriculum" is the general theme for the Fourth Annual Conference on Elementary Education to be sponsored by the Department of Elementary School Principals at the University of Wisconsin, Madison, July 8-19, 1940. The program will include in the morning a series of demonstrations and observations. The afternoon program will include a variety of ninety-minute seminars on the most important problems related to the enrichment of the curriculum. The February *National Elementary Principal* will carry details.

Michiganders Want Their Schools Adequately Supported

★ A RECENT POLL of public opinion in Michigan indicates clearly and definitely that the citizens of that state do not approve of the drastic curtailments that have been made in revenues for their public schools, according to a most interesting report in the *Michigan Education Journal* for December 1939. A large majority condemned the 11 percent cut in state aid made by the 1939 legislature. The replies were: Disapproval of cut, 68 percent; approval, 19 percent; no opinion, 13 percent. Seventy-six percent favored as much money for schools this year as last, even if it meant a tax increase.

Teachers at Play

★ THE LOS ANGELES FACULTY SPORTS LEAGUE is now in its fourteenth year, with teachers from all of the city's schools competing in eight sports: Golf, volleyball, handball, pistol shooting, badminton, tennis, bowling, baseball. The climax to the year's activities is the Annual Faculty Sports League Banquet. Two trophies, one for volleyball and one for baseball, are made by the school which is host for the banquet.

Personal Growth Leaflets

★ "THE GOVERNMENT TAKES A CENSUS" [page 37 of this issue] and "The Code of the Good American" [page 41] are avail-

able as Personal Growth Leaflets. Each month many thousands of these leaflets are distributed thruout America and in foreign countries. Size 3x5 inches, printed on attractive India paper, the leaflets sell for a cent apiece. *No orders are accepted for less than 25¢.* Cash must accompany orders for \$1 or less. A special assortment of 100 or more leaflets, including all the titles now available, may be secured by asking for Special Offer Number One. Or the following leaflets may be ordered by title from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.:

- [1] Your Life in the Making
- [2] Your Mind in the Making
- [3] Your Health in the Making
- [4] Your Home in the Making
- [6] Your Citizenship in the Making
- [7] Your Personality in the Making
- [9] The Planning of Your Life
- [11] Future Teachers of America
- [12] Shall I Become a Teacher?
- [13] Community Forces and the School
- [14] The Challenge of a United Profession
- [15] The First State Normal School in America
- [16] The American Plan of Education
- [17] Education for Democracy
- [18] Education in a Living Universe
- [19] John Dewey's Pedagogic Creed
- [20] The Growing Teacher
- [21] A Golden Treasury of Beauty and Wisdom
- [22] A Golden Treasury from the Bible
- [23] A Golden Treasury on the Art of Living
- [25] Selections from George Washington
- [26] Selections from Ralph Waldo Emerson
- [27] Selections from Abraham Lincoln
- [28] Selections from Horace Mann
- [31] Shall I Go to College?
- [41] Learning To Be a Leader
- [42] Franklin's Plan of Selfimprovement
- [43] Franklin's Personal Growth Recordbook
- [44] The Tyranny of Bad Habits
- [45] A Parliamentary Primer
- [51] The Story of the NEA
- [52] NEA Platform and Resolutions
- [53] Individual Guidance thru the Schools
- [55] Projects for Local Associations
- [56] Federal Aid for Education
- [57] Better Salaries for Better Schools
- [59] The Story of American Education Week
- [60] Our Faith in Education
- [61] Horace Mann's Letter to Young Americans
- [62] The Code of the Good American
- [65] Allied Youth: A School Club
- [73] Teaching Materials for Rural Schools
- [75] Supervised Correspondence Study
- [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

Unless We Act

☆ WE CAN either educate the people of this Republic to know and therefore to value and therefore to preserve their own democratic culture, or we can watch the people of this Republic trade their democratic culture for the ignorance and the prejudice and the hate of which the just and proper name is fascism. These are the alternatives our time presents us. They are not alternatives which will remain forever open. We may accept them now or lose them now. "History," says Wystan Auden—

"History to the defeated
"May say Alas, but cannot help nor pardon."

History can say Alas to this American civilization of ours as well as to any other. Unless we save it. Unless we act, not only with our words but with our minds, to save it.—Archibald MacLeish, Librarian of Congress.

Education and Economic Wellbeing in American Democracy

☆ THE REPORT of the Educational Policies Commission, which will be issued in March 1940 under the title, "Education and Economic Wellbeing in American Democracy," will deal with such questions as the following:

- [1] What kind and amount of education will result in the greatest economic wellbeing for the American people?
- [2] What contribution does education make to economic productivity?
- [3] To what extent are children and youths of superior ability denied educational opportunity because of lack of family finances?
- [4] Has the nation reached a period when basic economic limitations require us to restrict the further development of free education? Or does it appear wise and practical from a purely economic point of view to extend further the educational expression of American ideals of equal opportunity?

Affiliated with the NEA

☆ AGNES WINN, the director of the NEA Division of Affiliated Associations, reports more than 100 new affiliates since June 1, bringing the total to 973 as of January 1, 1940. There are five states—California, Massachusetts, New Jersey, New York, and Virginia—that have more than 50 associations affiliated with the National Education Association.

Available for Classroom Use

☆ THE ASSOCIATION has on hand a limited supply of the four-page preprint from the January JOURNAL, "Cultural Cooperation with Latin America," by Herbert E. Bolton. These preprints, particularly useful for social studies classes, may be secured free for classroom use. Write to the NEA, 1201 Sixteenth Street Northwest, Washington, D. C.

When Art Begins at Forty

☆ THE PAINTINGS of Floyd Amburn were exhibited at the Knoxville (Tennessee) Highschool December 7-15. Mr. Amburn, former principal of the Rule and Boyd Schools, Knoxville, resigned because of tuberculosis. To divert his mind, he then took up art after forty years of age. Superintendent Harry Clark writes that Mr. Amburn paints beautifully. He can be addressed at the United States Veterans Hospital, Oteen, North Carolina.

A New Emphasis Needed in American Education

☆ I SINCERELY HOPE that the National Education Association will drive home to the teachers of the land the need of making several things evident to youth today: [1] That unless youth prepares itself for the adult responsibilities in government, this type of government must die; [2] that along with a full stomach must go a full mind and a full heart; [3] that material success will never insure continuance of democracy since only he who grasps, as William James has said, "the inner mystery" can serve himself, his God, and his country; [4] that there is nothing in daily living which can be made a substitute for hard work and honest labor (he who would live by his wits dies); [5] that while life must be lived strenuously, it should be lived cheerfully; [6] that no one really lives unless he has a fine sense of humor; [7] that egoism destroys more fine material than any other one ism we have to combat.—Sam H. Cohn, deputy superintendent of public instruction, Sacramento, California.

Safety Education Association

☆ FOR INFORMATION concerning the newly organized Safety Education Association, write to Howard G. Danford, secretary-treasurer, 20 Washington Square North, New York.

Drinking by Women

☆ MARTIN NELSON, secretary of the Keeley Institute at Douglas, Illinois, stated in a recent press report that drinking among women is increasing at a rapid pace. From January 1 to December 1, 1938, the number of women taking "the cure" at the institute showed a gain of 90 percent over the corresponding period in 1933, when the prohibition law was still in effect. Mr. Nelson said, "Today public complacency about women's drinking at bars is making the problem of the woman inebriate tragically serious." Eighty percent of the institute's [Cont. on page A-26]

☆ ☆ 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.

100 PERCENT IN NEA MEMBERSHIP SINCE 1918



... This is the fine record of the Lowell School, Madison, Wisconsin, Miss Annie D. Axtell, principal.

Completed Enrolments

THE FOLLOWING COUNTIES, cities, and individual schools reported 100 percent membership thru December 30 and have been continuously enrolled in their national professional organization for the number of years indicated:

TWENTY-TWO YEARS

MISSOURI—St. Joseph, Entire System
NEW JERSEY—Morris Township, Entire System

TWENTY YEARS

CALIFORNIA—Long Beach, Fremont
MINNESOTA—Minneapolis, Hay

NINETEEN YEARS

CALIFORNIA—South Pasadena, Marengo Ave.
ILLINOIS—Chicago, Pullman; Maywood, Lincoln, Washington
MASSACHUSETTS—Springfield, Homer St.
NEW YORK—Schenectady, Horace Mann
OHIO—Bedford, Entire System

EIGHTEEN YEARS

ARIZONA—Phoenix, Entire System
MASSACHUSETTS—Beverly, Manual Training Jr. High
PENNSYLVANIA—Doylestown, Doylestown Grade, Doylestown High

SEVENTEEN YEARS

CALIFORNIA—Long Beach, George Washington Jr. High
ILLINOIS—Maywood, Garfield, Irving

SIXTEEN YEARS

CALIFORNIA—Monrovia, Monroe (Orange Ave.); Oakland, Emerson; San Jose, Grant; South Pasadena, Lincoln Park
DELAWARE—Delmar, Delmar
KANSAS—Kansas City, Abbott, L. M. Alcott, Argentine Sr. High, Attacks, Bancroft, Clara Barton, Bryant, Central, Central Jr. High, Chelsea, Columbian, Cooper, Douglass, Dunbar, Emerson, John Fiske, Franklin, Garrison, Grant, Hawthorne, Major Hudson, J. J. Ingalls, Irving, Kealing, Library, Lincoln, Longfellow, Lowell, Maccochague, Horace Mann, McKinley, Morse, Northeast Jr. High, Northwest Jr. High, Park, Parker, Phillips, Noble Prentiss, Prescott, Quindaro, Riverview, Roosevelt, Rosedale Sr. High, Snow, Stanley, Stowe, Sumner High, Mark Twain, Eugene Ware, B. T. Washington, Whitmore, Whittier, Frances Willard, Wyandotte High and Jr. College.
MASSACHUSETTS—Melrose, Whittier
NEBRASKA—Omaha, Beals, Jackson
NEW JERSEY—Englewood, Franklin; New Brunswick, Livingston School No. 4
OHIO—Columbus, Fourth Street
PENNSYLVANIA—Pottstown, Entire System
VIRGINIA—Richmond, John Smith

FIFTEEN YEARS

CALIFORNIA—Long Beach, Horace Mann; San Jose, Woodrow Wilson Jr. High
FLORIDA—Daytona Beach, Seabreeze High
ILLINOIS—East St. Louis, Longfellow; Watseka, North Side, South Side
MINNESOTA—Minneapolis, Cleveland
MISSOURI—Kansas City, Greenwood
NEW JERSEY—Asbury Park, Asbury Park High, Bond St., Bradley; Atlantic City, Boys' Vocational
NEW YORK—Schenectady, Howe
OHIO—Walbridge, Lake Twp. High
PENNSYLVANIA—Abington, Abington Sr. High; York, Entire System
TENNESSEE—Memphis, Humes High
TEXAS—Dallas, Sam Houston
WISCONSIN—Madison, Hawthorne

FOURTEEN YEARS

NEW JERSEY—Asbury Park, Entire System
OHIO—Youngstown, Sheridan
PENNSYLVANIA—Camp Hill, Camp Hill High, Nathan C. Schaeffer; Clairton, Entire System
VIRGINIA—Richmond, Oak Grove
WISCONSIN—Ashland, Ashland Co. Normal; La Crosse, Hamilton

THIRTEEN YEARS

ILLINOIS—River Forest, Lincoln, Roosevelt, Washington
MISSOURI—Kansas City, Foster Opportunity, McCoy
NEW JERSEY—Plainfield, Evergreen; Ridgefield Park, Lincoln

TWELVE YEARS

CALIFORNIA—San Jose, Hester, M. R. Trace
ILLINOIS—Cicero, McKinley; Silvis, Entire System
NEW JERSEY—Pitman, Elwood Kindle, W. C. K. Walls
NEW YORK—Ithaca, Central, East Hill, Fall Creek, Open Air, Reconstruction Home, Saint John, Belle Sherman, South Hill, West Hill
WYOMING—Casper, Willard

ELEVEN YEARS

ARIZONA—Phoenix, Madison
CALIFORNIA—Coronado, Coronado; San Diego, Benjamin Franklin, Andrew Jackson
CONNECTICUT—East Hartford, Silver Lane
ILLINOIS—Bellwood, Entire System; DeKalb, DeKalb Twp. High; Lombard, Entire System; Maywood, Entire System; Melrose Park, Robert Louis Stevenson; River Forest, Entire System
NEW JERSEY—Atlantic City, Richmond Ave.
PENNSYLVANIA—Northampton, Entire System
TEXAS—Dallas, Arcadia Park

TEN YEARS

CALIFORNIA—Riverside, Independiente; South Pasadena, Oneonta
ILLINOIS—Springfield, Hay-Edwards
INDIANA—Indianapolis, Public School No. 64
MISSISSIPPI—Drew, Entire System
NEVADA—Ruth, Ruth
NEW YORK—Ithaca, Entire System
OHIO—Homerville, Homer Rural Cons.

PENNSYLVANIA—Bloomsburg, State Teachers College; California, State Teachers College; Morrisville, Capitol View, Wm. E. Case, Manor Park; York, Arch St.
VIRGINIA—Hopewell, Highland Park

NINE YEARS

CALIFORNIA—San Diego, Alice Birney, John Muir; San Jose, Horace Mann
KANSAS—Hays, Lincoln, Washington
MINNESOTA—Minneapolis, Calhoun
MISSOURI—Kansas City, Franklin, Garfield, Thacher, Mark Twain
NEW YORK—Irondequoit, Seneca; Ithaca, Atypical; Poughkeepsie, Christopher Columbus, Edward Elsworth, High School, George W. Krieger
OHIO—Centerville, Washington Twp.
TEXAS—Dallas, T. C. Hassell
VIRGINIA—Richmond, Bellevue, John B. Cary, Chimborazo, Helen Dickinson
WEST VIRGINIA—Owings, Owings

EIGHT YEARS

CALIFORNIA—Anaheim, Lincoln; Riverside, Glenavon; San Jose, Herbert Hoover Jr. High, Longfellow
ILLINOIS—Bellwood, Wilson
MASSACHUSETTS—Acushnet, M. S. Howard
MISSOURI—Kansas City, Lowell, Manchester, William Rockhill Nelson, John J. Pershing
NEW JERSEY—Palmyra, Spring Garden
NEW YORK—Amsterdam, McCleary
OHIO—Willoughby, Andrews School for Girls
PENNSYLVANIA—Allentown, Hokendauqua; Belle Vernon, Kerr Jr. High; Catasauqua, West Catasauqua; Cementon, Butz's; Coplay, Cementon, North Coplay; Fayette City, LaGrange; Forest Grove, Wycombe Independent; Fullerton, Fullerton; Hulmeville, Hulmeville-Middletown Twp.; Langhorne, Langhorne-Middletown Elem., Langhorne-Middletown High; Stiles, West Coplay
TEXAS—Dallas, Richard Lagow, San Jacinto
VIRGINIA—Hopewell, "B" Village, Patrick Copeland
WISCONSIN—Milwaukee, Thirty-fifth St.

SEVEN YEARS

CALIFORNIA—Long Beach, Whittier; Newport Beach, Newport Harbor Union High; Riverside, Palm
FLORIDA—Homestead, Redland Elem., Redland Jr. Sr. High
GEORGIA—Macon, Alexander School No. 4
ILLINOIS—Aurora, East High
INDIANA—Evansville, Baker, Delaware, Henry Reis, Howard Roosa; Indianapolis, Whittier School No. 33
MICHIGAN—River Rouge, Ann Visgai
MISSISSIPPI—Vicksburg, Carr Central Sr. High
MISSOURI—Kansas City, Henry C. Kumpf; Nevada, Entire System
NEBRASKA—Omaha, Washington
NEW JERSEY—Atlantic City, Junior High; Palmyra, Cinnaminson Ave.; Pitman, Entire System
NEW YORK—Wellsville, Martin
OHIO—Greenford, Greenford High
OREGON—Portland, Woodmere
PENNSYLVANIA—Chester, Lincoln; Nanticoke, Entire System
SOUTH DAKOTA—Sioux Falls, Lincoln
TENNESSEE—Nashville, Central High
TEXAS—Dallas, James Bowie, John H. Reagan
UTAH—Jordan Dist., Entire System
WISCONSIN—La Crosse, Franklin, Roosevelt, Washburn

SIX YEARS

ALABAMA—Birmingham, Minor (New)
CALIFORNIA—Long Beach, Lafayette; Oakland, Jefferson, Maxwell Park
FLORIDA—Tampa, V. M. Ybor
IDAHO—Leaviston, Whittman
INDIANA—Evansville, Chestnut, Walnut, Wheeler; Petersburg, Entire System
KANSAS—Hays, Entire System
MAINE—Old Orchard Beach, Old Orchard Beach Elem., Old Orchard Beach Jr.-Sr. High, Old Orchard Beach Public; Saco, Entire System
MARYLAND—North East, North East High
MASSACHUSETTS—Swampscott, Stanley
MICHIGAN—Bay City, Wenona
MISSISSIPPI—Gulfport, Entire System
MISSOURI—Kansas City, Horace Mann, Marlborough
NEBRASKA—Omaha, Druid Hill
NEW JERSEY—Red Bank, Oakland St.
NEW YORK—Rochester, Indian Landing
PENNSYLVANIA—Easton, Franklin, Traill Green, Washington, Webster
TENNESSEE—Davidson County, Entire System

TEXAS—Dallas, Alamo, Leila P. Cowart, Benito Juarez, John F. Peeler
 UTAH—Salt Lake City, Highland Park
 VIRGINIA—Richmond, Franklin, Robert E. Lee, Springfield
 WEST VIRGINIA—Morgantown, Pursglove

FIVE YEARS

ALABAMA—Birmingham, Elyton, Brewton, W. S. Neal High
 ALASKA—Haycock, Territorial
 CALIFORNIA—Burbank, Burbank; Chico, Central; El Modena, Lincoln, Roosevelt; Long Beach, U. S. Grant, Robert E. Lee, Theodore Roosevelt; Oakland, Anthony Chabot, Fremont Sr. High, Garfield Jr. High, Hawthorne, Highland, Lafayette, Laurel, Lazear, Manzanita, Melrose, Montclair, Parker, Peralta, Redwood Hights., Sequoia, Elizabeth Sherman, Webster, Whittier; Palos Verdes Estates, Entire System; Pomona, Hamilton; San Diego, Euclid, Fremont, Loma Portal, Rest Haven; San Jose, College Park, Edison High, Lowell, Washington; San Pedro, Barton Hill; Stockton, Monroe; Turlock, Lowell
 COLORADO—Idalia, Idalia High
 ILLINOIS—Danville, Washington; Dolton, Entire System
 INDIANA—Evansville, Emma Roach; Rushville, Webb Cons.
 IOWA—Sioux City, Hobson
 KANSAS—Kansas City, Prairie
 MASSACHUSETTS—North Chelmsford, Princeton St.
 NEW JERSEY—Palmyra, Entire System
 NEW YORK—(Lansingburg) Troy, Haskell, Powers, Whipple
 OHIO—Columbus, Mound Jr. High; Delaware, East; Niles, Lincoln, Monroe; Portage, Portage Twp.
 PENNSYLVANIA—Yeadon, Bell Ave.
 TENNESSEE—Knoxville, Beaumont
 TEXAS—Addison, Addison; Dallas, Stephen F. Austin, David Crockett, Margaret B. Henderson, Lida Hooe, Oran M. Roberts; Texarkana, Sunset
 VIRGINIA—Hopewell, Entire System; Norfolk, Ingle-side
 WASHINGTON—Tacoma, Grant
 WEST VIRGINIA—Slaty Fork, Seneca Trail Cons.

FOUR YEARS

CALIFORNIA—Chico, College Elem.; Hermosa Beach, Entire System; Laguna Beach, Entire System; Long Beach, Avalon, Burnett, Lowell, McKinley; Monrovia, Santa Fe; Moorpark, Moorpark Union; Oakland, Allendale, Fruitvale, Hamilton Jr. High, Horace Mann, Rockridge, Stonehurst; San Diego, Chollas, Sunshine
 CONNECTICUT—East Hartford, Second North
 DELAWARE—Middletown, Middletown School Dist. No. 120C
 FLORIDA—Miami, Comstock; Tampa, Jackson
 ILLINOIS—Des Plaines, Central, North, West; Harrisburg, McKinley; Peoria, Irving
 INDIANA—Decker, Decker Chapel High; Elwood, Osborn; Evansville, Entire System; Indianapolis, Public School No. 37, Public School No. 86; Vincennes, Fritchton
 KENTUCKY—Burdine, Burdine; McRoberts, McRoberts Jr. High; Somerset, Parker
 LOUISIANA—Estherwood, Estherwood High; Iberia Parish, Entire System; Loreauville, Loreauville High
 MAINE—Camden, Public School; Saco, Saco Kindergarten
 MARYLAND—Elkton, Providence, Union Elem.; Warwick, Warwick Elem.
 MASSACHUSETTS—Melrose, Melrose High; Swampscott, Clarke; Waltham, Royal E. Robbins
 MICHIGAN—Bay City, Kolb, Woodsdale; Detroit, Gardner, White; River Rouge, Furgason
 MISSOURI—Kansas City, Longfellow, Mount Washington; St. Joseph, Junior College, Krug Opportunity
 NEVADA—Eureka, Consolidated School No. 1, Eureka High
 NEW YORK—Oneonta, East End; Poughkeepsie, Cannon St.
 OHIO—Bartlett, Wesfield High; Galion, Entire System; Johnstown, Johnstown-Monroe; Mansfield, Western Ave.
 PENNSYLVANIA—Easton, Entire System; Tylersport, Salford Twp.
 TENNESSEE—Memphis, Peabody
 TEXAS—Dallas, John Henry Brown, Colonial
 UTAH—Salt Lake City, Columbus
 VIRGINIA—Nansemond County, Entire System; Richmond, Ginter Park
 WASHINGTON—Seattle, Maple Leaf School Dist. No. 164
 WEST VIRGINIA—Raysal, Raysal

THREE YEARS

ALABAMA—Jacksonville, State Teachers College
 CALIFORNIA—Alhambra, Granada; El Monte, Entire System; Monrovia, Wild Rose; Oakland, Markham; Pasadena, Grover Cleveland, Linda Vista; Pomona, Emerson Jr. High; Redlands, Entire System; San Diego, Central, Edison, Ocean Beach, Ocean View, Vaulchain Home; San Jose, Anne Darling, Lincoln Glen, Willow Glen; Tracy, Tracy High
 CONNECTICUT—New Haven, Lovell
 FLORIDA—Kendall, Kendall; Miami, Orange Glade, Silver Bluff; Sarasota, Bay Haven
 ILLINOIS—Danville, Garfield, Jackson

INDIANA—Brazil, Alabama, Jackson, Junior High, Lambert, Meridian, Pinckley; Evansville, Washington
 KANSAS—Kansas City, Roseland School Dist. No. 92; Merriam, South Park School Dist. No. 90; Parsons, Entire System
 KENTUCKY—Pikeville, Entire System
 LOUISIANA—Lake Charles, Grand Lake Sr. High
 MARYLAND—Conowingo, Pilot; Elk Mills, Elk Mills; North East, North East Public Schools; Rising Sun, Calvert School No. 9
 MASSACHUSETTS—Brookline, Edith Baker; Revere, Theodore Roosevelt
 MISSISSIPPI—Blaine, Blaine Cons.; Jackson, Edward L. Bailey Jr. High
 MISSOURI—Kansas City, Graceland, Irving, Seven Oaks
 NEBRASKA—Omaha, Clifton Hill, Miller Park
 NEW JERSEY—Absecon, Entire System; Atlantic City, Massachusetts Ave.; Pemberton, Entire System; Ridgefield Park, Grant
 NEW YORK—Auburn, Division St., Evans St., Genesee St.
 OHIO—Cincinnati, Theo. Roosevelt; Columbus, Pilgrim; Trenton, Trenton Cons.
 PENNSYLVANIA—New Cumberland, Entire System
 TENNESSEE—Knoxville, Bell House, Flenniken, West View
 TEXAS—Dallas, Stephen J. Hay, George Peabody, Ascher Silberstein, T. G. Terry, Vickery Pl.
 VERMONT—Poultney, Central
 VIRGINIA—Norfolk, LaFayette; Portlock, Portlock High; Richmond, William Fox, Patrick Henry

TWO YEARS

ALABAMA—Ozark, Dale County Jr.-Sr. High; Talladega County, Entire System
 ALASKA—Stebbins, Stebbins
 ARIZONA—Tempe, Tempe School Dist. No. 3
 CALIFORNIA—Burbank, Abraham Lincoln; Long Beach, Bryant; Oakland, Bella Vista, Luther Burbank, Clawson, Cleveland, Cole, E. Morris Cox, Crocker Highlands, Detention Home, Durant, Grant, Bret Harte Jr. High, Hoover, Piedmont Ave., Toler Hights.; San Diego, McKinley; San Francisco, Kate Kennedy; San Jose, Olinder
 COLORADO—Joes, Joes Sr. High & Elem.
 ILLINOIS—Chatsworth, Chatsworth; Eldorado, Jefferson; Peoria, Calvin Coolidge
 INDIANA—Brazil, Entire System; Fort Wayne, North Side Sr. High; Hammond, Edison, Maywood; Lafayette, Centennial; Terre Haute, Welde; West Terre Haute, Fairview
 IOWA—Sioux City, East Sr. High
 KENTUCKY—Camp Dix, Laurel High; Jenkins, Dunham High, Jenkins High; Livermore, Livermore; Louisville, Victor H. Englehard
 MAINE—Dayton, Burnham Grammar, Clark, Franklin, Lincoln, Union; Kennebunkport, Burnham Grammar; North Kennebunkport, Burnham Primary School, Durrell, Iron Bridge, Irving, N. Chapel; Saco, Ferry, Nonesuch, Sawyer
 MARYLAND—Elkton, Cherry Hill, Hart's
 MASSACHUSETTS—Worcester, Greendale
 MICHIGAN—Detroit, McKerrow
 MISSOURI—Kansas City, Teachers College of Kansas City
 NEBRASKA—Omaha, Harrison, Minne Lusa
 NORTH CAROLINA—Greensboro, Jacksonville
 OHIO—Canton, Summit; Colebrook, Colebrook Cons.; Fremont, Fremont Ross Sr. High; Lenox, Lenox Centralized; Monclova, Entire System; Niles, Jackson; Youngstown, Chaney Elem., Taft
 PENNSYLVANIA—Carnegie, Lincoln
 TENNESSEE—Knoxville, Christenberry Jr. High, Belle Morris, Mynders, South Knoxville; Memphis, A. B. Hill
 TEXAS—Dallas, William Lipscomb, Ben Milan, William B. Travis, Winnetka

CURRENT YEAR

ALABAMA—Valley Head, Valley Head High
 ALASKA—Dillingham, Snag Point
 ARIZONA—Phoenix, Dunbar, Roosevelt School Dist. No. 66, Whittier
 CALIFORNIA—Burbank, Joaquin Miller; Dinuba, Dinuba Elem.; Long Beach, Columbia, Frances E. Willard; Los Angeles, Pacific Lodge High; Modesto, Monte Vista, Ransom, Shiloh; Oakland, Dewey, Franklin, Glenview, Longfellow, McClymonds Sr. High, Prescott Jr. High, John Swett, Tompkins, Washington; Presidio, Junior High; San Diego, Balboa, Bay Park, Brooklyn, Cabrillo, Curriculum Project of Board of Education, Encanto, Garfield, Mission Beach, Pacific Beach, Sherman; San Francisco, Franklin, Jefferson; San Jose, Lincoln, San Jose Tech. High
 CONNECTICUT—Branford, Center
 DISTRICT OF COLUMBIA—Washington, Cook
 FLORIDA—Miami, Little River Jr. High; West Palm Beach, Detention Home
 ILLINOIS—Chicago Heights, Franklin, Jefferson, Washington Elem. & Jr. High; Colfax, Colfax Community High; Danville, Cannon, Collett, Daniel, Douglas, Edison, Elmwood, Fairchild, Franklin, Grant, Hooton, McKinley, Oaklawn, Roselawn, Tilton; Evanston, College Hill School Dist. No. 75; Havana, Central; La Grange, Oak Ogden; Peoria, Columbia Elem.; Sublette, Sublette Public; Waukegan, Entire System
 INDIANA—Brazil, Zeller; Evansville, Campbell, Caze, Harper, Lodge, Mechanic Arts, Schmadel,

Tekoppel, Third Ave., Vogel, White; Indianapolis, Austin H. Brown, Public School No. 38; Jeffersonville, Chestnut St., Ingramville, Spring Hill; Muncie, Forest Park; North Terre Haute, Otter Creek High; Sullivan, Gymnasium; Terre Haute, Maple Ave., Woodrow Wilson Jr. High; Vincennes, St. Thomas Cons.; West Terre Haute, Sugar Creek Cons.
 KANSAS—Eureka, Entire System
 KENTUCKY—Somerset, Columbia, Fourth Ward Elem.
 LOUISIANA—Cameron Parish, Entire System
 MAINE—South Portland, Hutchins
 MARYLAND—Colora, Colora; Rising Sun, Rising Sun
 MASSACHUSETTS—Malden, Ayers, Maplewood; Newton Lower Falls, Hamilton
 MICHIGAN—Elberta, Elberta; River Rouge, Dunn
 MISSOURI—Kansas City, Linwood, John K. Stark; Nevada City, Lincoln Elem.
 NEBRASKA—Omaha, Brown Park, Monmouth Park, Robbins, Saunders
 NEVADA—Imlay, Imlay
 NEW JERSEY—Glen Rock, Entire System; Hightstown, Primary; New Brunswick, Nathan Hale School No. 2
 NEW MEXICO—Taos, Taos Municipal
 NEW YORK—Poughkeepsie, Trade; Rochester, Andrew J. Townsend School No. 39; Schenectady, Woodlawn
 NORTH CAROLINA—Mt. Airy, Rockford St.
 OHIO—Akron, Bryan; Canton, Archibald McGregor; Cincinnati, Linwood; Fremont, Entire System; Hamilton, Fairfield Twp., Port Union, Venice; Ironton, Central; Somerville, Somerville
 OKLAHOMA—Oklahoma City, Emerson, Wilson
 OREGON—Portland, Buckman, Chapman, Highland, Portsmouth, Rose City Park, Sitton, Sunnyside, Terwilliger, Woodlawn
 PENNSYLVANIA—Lemoine, Herman Ave., Washington Hights.; Yeadon, Yeadon Jr.-Sr. High
 SOUTH CAROLINA—Cope, Public School
 TENNESSEE—Knoxville, Perkins
 TEXAS—Alameda, Alameda Elem., Alameda Jr. High; Dallas, Cockrell Hill, Stonewall Jackson, Obadiah Knight; Orange, Black Bayou
 UTAH—Ogden, Washington Elem.
 VERMONT—Ludlow, Rutland
 VIRGINIA—Hopewell, Dupont; Richmond, Highland Park, Matthew Maury
 WEST VIRGINIA—Charleston, Kanawha; Rosemont, Rosemont; Wheeling, Centre, Madison, Ritchie, North Warwood, Triadelphia, Warwood High, Washington, Webster, West Liberty, Woodsdale
 WISCONSIN—Janesville, Adams, Garfield, Roosevelt; La Crosse, Lincoln, Logan Sr. High, Washington

From Letters to Headquarters

☆ "ON JANUARY 27, 1939, I had the honor to pay you a visit. The NEA is certainly a wonderful institution. Many students of education in the world are indebted to it for its valuable publications of educational knowledge. . . .

"After visiting your honorable country I went to England in February, and I spent almost three months to visit the universities and secondary schools there. After that I went to Germany and spent one month in that country to study the educational work of the Nazi's regime. I returned to China two months ago. . . . The United States is still the most advanced country in the study of education. I feel that NEA is largely responsible for it."—Pu Hwang, dean of School of Education, Hua Chung [Central China] University.

☆ "BEING a Life Member of the NEA is something of which I'm proud, and THE JOURNAL, Bulletins, and Proceedings have helped me. When I study them, I get a tremendous thrill out of being in the same group with the outstanding educators of America. I am a better teacher because of my small part in our professional organization. I teach in a one-room school, with a yearly salary of \$800, and the price of my membership has been a real sacrifice for me."—A rural teacher.

◀◀◀
Eager for life and learning thousands of boys and girls of all ages come each September to school. They — and even more than they the less alert and the less able children — deserve the stimulation and the essential help which an adequate supply of textbooks can give them. Yet all too often into their hands go books with torn or missing pages or books shockingly out of date; all too often the scarcity of textbooks requires an all-around unsatisfactory “sharing” of books.

Latest official figures of expenditures in city school districts throughout the country show that the average expenditure for textbooks per pupil during 1932 was \$1.35; for 1934, 95 cents; for 1936, \$1.12. The figure today from all signs marks a declining not a rising trend.

Commenting on these figures, an important educational journal says editorially: “When one examines the needs of our city school instructional programs . . . the conclusion is inescapable that expenditures for text, reference, and library books are still *dangerously low*. It is doubtful if these needs can be marginally met for less than \$1.50 per capita and a more reasonable expenditure would be \$2.00.”

If you are thinking in terms of fewer failures, of the most effective use of teachers' time, of a better break for children, start making sure of *More Textbooks in 1940* now. Increases of book budgets are needed from 25% to 75% in text- to bring textbook efficiency in most of our schools up to even a reasonably high point.

GINN

AND

COMPANY



BOSTON
 NEW YORK
 CHICAGO
 LONDON
 ATLANTA
 DALLAS
 COLUMBUS
 SAN FRANCISCO



[Cont. from page 62] women patients are married. More patients—both men and women—were treated at the Keeley Institute from the end of 1935 thru 1938 than at any other time in more than 30 years.—*Scottish Rite News Bureau.*

Publications of the Advisory Committee on Education

☆ THE FOLLOWING PUBLICATIONS of President Roosevelt's Advisory Committee on Education will be of special interest to those who read "Federal Relations to Education" on page 36 of this issue. Copies of any of these publications can be obtained from the Superintendent of Documents, Washington, D. C., except #21, which can be had from the American Council on Education, Washington, D. C.

- [1] Education in the Forty-eight States. Payson Smith, Frank W. Wright, and associates. 199p. 30¢.
- [2] Organization and Administration of Public Education. Walter D. Cocking and Charles H. Gilmore. 183p. 20¢.
- [3] State Personnel Administration: With Special Reference to Departments of Education. Katherine A. Frederic. 271p. 35¢.
- [4] Federal Aid and the Tax Problem. Clarence Heer. 101p. 15¢.
- [5] Principles and Methods of Distributing Federal Aid for Education. Paul R. Mort, Eugene S. Lawler, and associates. 99p. 20¢.
- [6] The Extent of Equalization Secured

through State School Funds. Newton Edwards and Herman G. Richey. 55p. 15¢.

- [7] Selected Legal Problems in Providing Federal Aid for Education. Robert R. Hamilton. 71p. 15¢.
- [8] Vocational Education. John Dale Russell and associates. 325p. 40¢.
- [9] Vocational Rehabilitation of the Physically Disabled. Lloyd E. Blanch. 101p. 15¢.
- [10] The Land-Grant Colleges. George A. Works and Barton Morgan. 141p. 25¢.
- [11] Library Service. Carleton B. Joeckel. 107p. 15¢.
- [12] Special Problems of Negro Education. Doxey A. Wilkerson. 171p. 25¢.
- [13] The National Youth Administration. Palmer O. Johnson and Oswald L. Harvey. 121p. 15¢.
- [14] Educational Activities of the Works Progress Administration. Doak S. Campbell, Frederick H. Blair, and Oswald L. Harvey. 185p. 25¢.
- [15] Public Education in the District of Columbia. Lloyd E. Blanch and J. Orin Powers. 99p. 20¢.
- [16] Public Education in the Territories and Outlying Possessions. Lloyd E. Blanch. 243p. 35¢.
- [17] Education of Children on Federal Reservations. Lloyd E. Blanch and William L. Iversen. 145p. 25¢.
- [18] Educational Service for Indians. Lloyd E. Blanch. 137p. 25¢.
- [19] Research in the United States Office of Education. Charles H. Judd. 133p. 20¢.
- [20] Report of the Committee. 243p. 35¢.
- [21] Equal Educational Opportunity for Youth. Newton Edwards. Revision of a preliminary staff study by Dr. Edwards for the Advisory Committee on Education. 189p. \$2.

Bath County Has "Allinclusive" Plan

☆ THE TEACHERS of Bath County, Virginia, have developed an "allinclusive" enrolment plan. They pay a \$5 fee, which covers dues for local, state, and national associations. Salaries are paid on a ten-months' basis, and deductions for professional dues are made \$1 per month for five months or 50¢ per month for ten months.

New Building Dedicated

☆ SUPERINTENDENT L. O. MURRAY of Aitkin, Minnesota, reports the dedication of a new school building to meet the needs occasioned by the growth of the Aitkin public schools during the past decade. Ten years ago there were 33 seniors in the highschool; today, 125; then, 80 freshmen; today, 189. Ten years ago the school buses covered an area of 150 square miles; today, 1000 square miles. It is a happy occasion when a new school building is completed in a community where it is greatly needed.

For Exclusive Use of Education

☆ THE UNIVERSITY OF KENTUCKY has applied to the Federal Communications Commission for a license to build and operate a broadcasting station [Cont. on page A-28]

MINNESOTA Summer Session

The best proof of the value of Minnesota's summer sessions is their large enrollment. More than 800 courses cover all fields of interest, with especial emphasis upon those leading to Baccalaureate or Advanced Degrees in Education. • More than 500 educators, many of national and international reputation, plus advantages of the University's great Library, Laboratories, and Research facilities, create an outstanding opportunity. • Two terms—the first beginning with registration Monday and Tuesday, June 17 and 18...registration for second term, Monday, July 29.

Write NOW for complete Bulletin
DIRECTOR OF SUMMER SESSION

660 ADMINISTRATION BUILDING

UNIVERSITY of MINNESOTA

MINNEAPOLIS • MINNESOTA

YOU ARE INVITED

to visit

SPACE K10, L11, and L12

N. E. A.—A. A. S. A. CONVENTION

ST. LOUIS—FEB. 24-29

TO SEE THE LATEST IN VISUAL EDUCATION EQUIPMENT



CONTINUOUS demonstrations of the New Economies—Wide Utilities and Applications that will interest every educator.

VICTOR

FOR THE REFERENCE SHELF—

Encyclopedia Americana

"SECOND CENTURY EDITION"

30 VOLUMES 88,000 ARTICLES 10,000 ILLUSTRATIONS 100 MAPS

No reference library is complete without the latest edition of this great American reference work. It is authentic, comprehensive, and up-to-date. Special effort has been made by the Editorial Division on the articles dealing with the United States (all State articles completely revised), Foreign Countries, Important Cities, Developments in Science and Industry, Economic Trends, and numerous other subjects which are of great interest to the student of today.

Full Value for the Library Dollar!

In these days of rigid economy, schools and public libraries can afford to select only the very best books at the lowest prices possible. Cognizant of the need to replace worn-out reference material, and with a sincere desire to meet the requirements of reduced budgets, our company is now offering the "Encyclopedia Americana" to schools and libraries at a special reduced price. Free literature and information regarding prices and terms will be sent on request.

The latest edition of the "Encyclopedia Americana" will be on display at the N. E. A.-A. A. S. A. Convention in St. Louis. You will be cordially welcomed at our exhibit.

AMERICANA CORPORATION 2 West 45th St., New York City



Time—Hours spent on various operations are major factors in the cost of PRINTING. Through careful planning and advanced production methods we have reduced the time element to a minimum.

(This magazine is from our presses)

JUDD & DETWEILER, Inc.
WASHINGTON, D. C.

No printing job too small—none too large



...and Costs so MUCH to be SORRY!

The SAFEST Place for TEACHERS is under the T.C.U. Umbrella

Perhaps some people can afford to belong to the "happy-go-lucky" crowd who refuse to worry about "rainy days." But most teachers are not that fortunate. They have to be SURE of an income when disabled by sickness, accident or quarantine.

Bad Luck Hits 1 out of 5 Teachers Every Year

Each year one out of every five teachers loses time, due to illness, accident or quarantine. The very nature of your occupation increases the health hazard. Why not be safe—why not get under the T.C.U. Umbrella? Write today to know what the T.C.U. will do for you. No agent will call.

TEACHERS CASUALTY UNDERWRITERS, 636 T.C.U. Bldg., Lincoln, Nebr.



FREE INFORMATION COUPON

To the T.C.U., 636 T.C.U. Bldg., Lincoln, Nebr.

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

Name.....
Address.....

NO AGENT WILL CALL

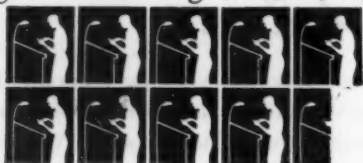
Printing Education and Industry
are inseparable

Teach Printing

...it is one of America's
highest paid industries*

Total Yearly Salaries and Wages

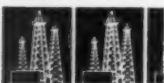
Printing and Publishing . \$955,122,000



Forest Products \$763,613,000



Oil and Coal \$221,591,000



*U. S. Department of Commerce Figures

Printing pays its skilled workers a higher average weekly wage than any other major industry. That means that ...year in and year out...craftsmen in the printing industry maintain a uniformly higher standard of living...an important reason why the basic training of young people for this well paid industry should begin in the vocational schools.



Send for your copy of this interesting free booklet today!

- Visit ATF's Booth
- Nos. E21-23 at the
- CONVENTION
- of the A. A. S. A.

American Type Founders

Department of Education
200 Elmora Avenue • Elizabeth, N. J.

• Types used: Onyx and Bodoni Family

[Cont. from page A-26] on one of the ultra-high frequencies set aside for the exclusive use of education. These frequencies are already being used by the public-school systems of Cleveland, Ohio, and New York City. They should be used by cities, counties, and states thruout the nation. Write to the United States Commissioner of Education, Washington, D. C., for full information.

Horace Mann Movie

☆ IN HER "Hollywood" column in the *Washington Evening Star*, Sheilah Graham asserts that James Roosevelt and his recently formed "Globe Productions, Inc." are planning to make a movie based on the life of Horace Mann, father of the American public-school system.

Recession Predicted

☆ EDITOR E. R. BOWEN of *Consumers' Cooperation*, who predicted the June 1937 recession two months before it hit, again predicts a recession "for the simple reason that farmers' and workers' incomes cannot absorb the present amount of production." According to Bowen, the present degree of activity can be maintained in only three ways:

First, *by war*. Our economy is now geared to war. Our production will be determined by war so long as it lasts, but when the war is over we will again collapse unless we adopt other economic policies than we seem likely to do.

Second, *by taxation*. If we would tax the few in the higher income brackets enough and distribute the amount to the lower income groups thru social insurance and relief programs, instead of continuing to dodge the day when we must tax-as-we-spend, we could maintain a higher degree of business activity. But there is little indication that we are yet ready to do this and we will again collapse if we do not tax.

Third, *by increasing farmer and worker incomes*. This is the only way by which business activity can be permanently increased. But it will be a gradual and not a sudden increase as now.

The Efficiency of Government

☆ THE UNITED STATES Bureau of Reclamation has built 156 dams, large and small, and none has ever been a failure.

Case of Fritz Thyssen

☆ IT IS DOUBTFUL if Adolph Hitler could have risen to power in Germany—certainly at the time he did—if it had not been for the support, and particularly the financial backing, of Fritz Thyssen. It is ironic indeed, that the great industrialist has now been compelled to flee from the Reich because of his opposition to the Nazis and the war.

Fear of a communist revolution originally led Herr Thyssen and other wealthy

AVIATION or HUMAN FLIGHT THROUGH THE AGES

By ERNEST E. WALKER

Master's degree, Harvard University; Director of Aeronautics Education Foundation

A clear presentation of human flight from the dreams of yesterday to the achievements of today. Authoritative, instructive, beautiful literary style and attractively illustrated. This book is endorsed by educators and aviation specialists as exceptionally valuable for schools.

Cloth binding, \$3.00 postpaid

AERONAUTICS EDUCATION FOUNDATION

Post Office Box 447 Washington, D. C.

Safety Education

Safety Education is to be one of the main themes at the American Association of School Administrators' Convention at St. Louis.

An exhibit dealing entirely with safety education materials will be on display at the Convention.

The Eighteenth Yearbook of the American Association of School Administrators will be presented and discussed. This yearbook under the title of "Safety Education" will go on sale February 20 and may be purchased at the Convention or may be ordered by mail from the N. E. A. at price of \$2.00 per copy.

Other publications on safety education now available from the National Education Association are:

Safety and Safety Education: An Annotated Bibliography. January, 1939. 64 pp. \$.25

Checklist of Safety and Safety Education. November, 1939. 30 pp. \$.25

Safety Education Thru Schools. Vol. XVI, No. 5, November, 1938. 64 pp. \$.25

Safety in Pupil Transportation. Vol. XIV, No. 5, November, 1936. 44 pp. \$.25

Orders which amount to \$1.00 or less must be accompanied by cash. Carriage charges will be prepaid on cash orders but orders not accompanied by cash will be billed with carriage charges included.

ORDER NOW

NATIONAL EDUCATION
ASSOCIATION OF THE
UNITED STATES

1201 Sixteenth Street, N. W.
Washington, D. C.

RECENT PUBLICATIONS that have received wide acceptance

OUR DEVELOPING CIVILIZATION, a series of social studies textbooks based on history.

The Story of Ancient Times, by McClure, Scheck, and Wright—a story of mankind from pre-historic days to the fall of the Roman Empire. Easy enough for the fourth grade, but interesting to any age. . . . \$1.00

The Middle Ages, by McClure, Scheck, and Wright—an interesting and accurate picture of European civilization from the decline of Rome to the beginning of modern times. For the intermediate grades. . . . \$1.20

The Background of Modern Nations, by McClure, Scheck, and Wright—a text dealing with the background of the nations of the world today. . . . \$1.44

The United States of America, by McClure and Yarbrough—written specifically for upper grades and junior high school with emphasis on the causes and effects of the great events in American history. . . . \$1.68

Fundamentals of Citizenship, by Blough and McClure—a civics text which will inform, inspire, and challenge pupils to their sense of duty and responsibility. . . . \$1.20

STUDIES IN PROSE AND POETRY, a complete literature program for Grades 7 to 12.

For Upper Grades—Two Books

Studies in Prose and Poetry, by Wellons, McTurnan and Smith
Seventh Grade \$1.12
Eighth Grade 1.20

For Junior High School—Three Books
A Junior Anthology, by Wellons, McTurnan, and Smith

Book One \$1.48
Book Two 1.56
Book Three 1.64

For High School—Four Books

High School Anthology
World Literature, by Wellons, McTurnan, and Smith. . . . \$1.64

Literary Types, by Sharp, Tigert, Mann, and Dudley 1.80

American Literature, by Sharp, Tigert, Mann, and Dudley . . . 1.80

English Literature, by Sharp, Tigert, Mann, and Dudley . . . 1.80

PURPOSEFUL MATHEMATICS, a series which stresses the importance of mathematics in everyday life.

Algebra, First Course, by Breslich \$1.40

Plane Geometry, by Breslich . . . 1.40

Algebra, Second Course, by Breslich 1.20

Solid Geometry, by Breslich . . . 1.12

Trigonometry, by Breslich and Stone 1.60

See these and other Laidlaw publications on display in Booth E-14 at the St. Louis meeting.

LAIDLAW BROTHERS INC.

Chicago New York San Francisco
Dallas Atlanta

Rhineland magnates to throw their influence back of Hitler. But they were increasingly disillusioned with the passing of the years as they witnessed the Nazis take over control of business, as well as the political power. We do not know when they came to realize that they were in a movement just as revolutionary as that of the communists, but the deal with Red Russia was probably the last straw.

The case of Fritz Thyssen deserves the thoughtful study of any American industrialists and businessmen who ever had any leaning toward fascism as an antidote for communism. Actually the two isms are only slightly different forms of the same disease and they are aimed to destroy both capitalism and democracy.—*Brooklyn Eagle*.

Teaching by Telephone

☆ IN WATERLOO, IOWA, instruction by telephone to physically handicapped shut-in children is being started. The *Waterloo Courier* describes the system as follows:

The instruction will be given over a telephone hookup from the classroom to the home of the child. A microphone will be set up in a schoolroom from which the instruction will be given. The words of the teacher will be sent, via a speaker, to the child in his home. Thus all of the teacher's instruction will be given to the crippled child just as it is to those in the schoolroom. The child in his home can ask questions of the teacher over the hookup and the broadcasting equipment can be taken from one school building to another and plugged in on telephone lines.

First Woman President of Phi Beta Kappa

☆ FOR THE FIRST TIME since its establishment in 1776, Phi Beta Kappa will have a woman president. Dean Marjorie Nicolson of Smith College has been nominated (tantamount to election) to succeed Frank Pierrepont Graves, New York State Commissioner of Education.

100 Percent Membership Pays

☆ A. E. MOODY, superintendent of schools in Bedford, Ohio, recently forwarded \$124 covering NEA dues for members of his staff. The following paragraph expresses his conviction regarding the importance of organized action:

We have had 100 percent enrolment in membership for the entire system of Bedford since 1921 in the NEA, the Ohio Education Association, and the Northeastern Ohio Teachers Association as well as our own Local Teachers Federation. We believe that it has paid us in every case. Our teachers have kept up our 100 percent enrolment during the darkest days of the depression, even when their salaries were delayed as much as 5 months, and in all cases have felt it eminently worthwhile. Times are now much better for the schools and the organized forces of education are largely responsible. [Cont. on page A-30]



The Three "R's" of Modern Education



• RESEARCH • REASONS • RESULTS

THE equipment requirements of the modern school are as advanced as the educational requirements of its staff. Today, books, quills and copy sheets are supplemented with Weber Costello charts, maps, globes and other aids to visual education . . . all expertly designed for functional education . . . equipment that allows the student, himself, to find out the what, where and why of past and present occurrences.

An investigation of Weber Costello Visual Teaching Aids will readily convince you of their splendid adaptability to your school system . . . convince you, too, that they can't help but result in better teaching.

Weber Costello Headquarters at the 1940 N.E.A. Convention will be Booths G21 and G23—the "welcome mat" is out.

Tryon Series American History Maps
Reality Political-Physical Maps
Globes
Hyloplate, Sterling, Velvstone Blackboards
Greensite (Sight-saving Boards)
Alphasite (Sight-saving chalk)
Alphacolors (Colored chalk)
Alphatone (All-purpose art paper)
Erasers—Chalk—Charts
Drawing Equipment

WEBER COSTELLO CO.
MANUFACTURERS & PUBLISHERS
CHICAGO HEIGHTS, ILLINOIS

MAKE A WISH



BOBBY BREEN'S

Newest 16mm. Sound Release

Musical drama of boys' camp in great North Woods, with Basil Rathbone and Marion Claire.

JACKIE COOPER

in the inspiring film
STREETS OF NEW YORK

The tense, exciting drama of an ambitious idealistic young man known as the "Abe Lincoln of 10th Avenue."

NOTE: Visit our Booth J 34 at the NEA-AASA Convention.

Send for catalog of over 1500 Entertainment and Educational Subjects.

WALTER O. GUTLOHN, Inc.

35 West 45th St., Dept. A-2, New York

MAKE MONEY & TRAVEL

We train you and equip you to sell and make money during vacation. \$270 for 90 days; \$150 for 60 days. Write for detailed information. No obligation.

EDUCATORS ASSOCIATION
Educational Distributors

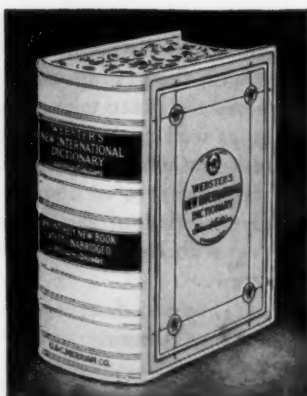
307 Fifth Ave. Dept. A New York, N. Y.

BALOPTICONS

A B&L Balopticon will prove the most economical as well as the most efficient means of teaching visually. There is a B&L Lantern Slide or Opaque Balopticon for every still projection purpose. Write for a catalog. Bausch & Lomb Optical Co., 684 St. Paul Street, Rochester, N. Y.



Bausch & Lomb



The
**Foundation
Book
of
Education**



THE NEW MERRIAM-WEBSTER

Encyclopedic: information on every subject, at your finger tips.

Up to date: twenty-five years newer than any comparable dictionary; 122,000 more entries.

Economical: the acquisition of Webster's New International Dictionary lessens the need for investment in supplementary reference books.

Free Booklet: to educators who request it, "The New Merriam-Webster; What it will do for you."

G. & C. MERRIAM CO., Dept. 79
SPRINGFIELD, MASS.



DRATEX
The Extra
Value Shade
Cloth
Obtainable
only in
**DRAPER
SIGHT-
SAVING
SHADES**

Sample and
Catalog FREE
Address Dept. J-2

Visit us at the American Association of School Administrators Convention—Booth D-37
LUTHER O. DRAPER SHADE CO. Spiceland, Ind.

BOOK MANUSCRIPTS

Wanted — All subjects, for immediate publication. Booklet sent free.

Established 1925

Meador Publishing Co.
324 NEWBURY ST., BOSTON, MASS.

Reproductions of the World's Great Paintings
Aids in teaching Language, Literature, History, Geography, Picture Study
THE WORLD FAMOUS

Perry Pictures

ONE CENT SIZE, 3 x 3 1/2, for 60 or more, **TWO CENT SIZE,** 5 1/2 x 8, for 30 or more, **TEN CENT SIZE,** 10 x 12, for 6 or more.
Also Miniature Colored Pictures of any kind, many of them approximately 3 1/2 x 4 1/2 inches. 400 subjects. **ONE CENT** and **TWO CENTS** each for 60 cents worth or more. Assorted as desired. All postpaid.
A sample Perry Picture of the ONE CENT and TWO CENT sizes and a sample Miniature COLORED Picture and two lists of Miniature Colored pictures. **FREE** to teachers naming grade and school.
CATALOGUE of The Perry Pictures, 1600 small illustrations in the Catalogue, and two Perry Pictures, for 15 cents in coin or stamps.
Ask about "Our Own Course in Picture Study." 72 Pictures. 72 Leaflets describing them. One picture for study each month.

The Perry Pictures Company
Box 4, Malden, Massachusetts

Order February pictures now: Washington, Lincoln, Longfellow, Lowell, Dickens, their homes, etc. 30 pictures, 5 1/2 x 8, for 60 cents, assorted as desired. Or 60, 3 x 3 1/2, for 60 cents.



Age of Innocence

Reynolds

[Cont. from page A-29]

Immediate Action Is Necessary

☆ THE FOLLOWING STATEMENT was adopted by a conference of leaders in business, labor, and education called by Paul V. McNutt, administrator of the Federal Security Agency, and held in Washington, D. C., on December 13 and 14, 1939, to consider the activities of the National Youth Administration and the general problems of youth. Among those participating in the conference were Secretary Willard E. Givens, National Education Association, and Floyd W. Reeves, director, American Youth Commission.

There is in the United States an urgent problem arising from the widespread unemployment of youth. The conference is firmly convinced . . . that immediate and vigorous action is necessary if very serious consequences to the nation are to be avoided. One-third of the young people of this country between the ages of 16 and 25 who are out of school are unable to secure employment. At least 4,000,000 young people between these ages are out of school and unemployed. This constitutes between one-third and one-half of the total unemployed in this country.

All young people who are out of work and out of school must be provided with opportunities for employment or with opportunities for assistance to continue in school. Employment should, so far as possible, be provided by private business, industry, and agriculture. To the extent to which private enterprise does not provide jobs for youth who are out of school, unemployed, and seeking work, public employment should be provided. When young people are employed thru the use of public funds, work projects should be selected, so far as possible, which are not in competition with private enterprise. These work projects should contribute to the needs of youth and to the public welfare.

The program provided by the educational system in all its branches should be so organized as to emphasize useful work experiences gained thru cooperation with business, agriculture, and public employment.

The development of an adequate program for the realization of the plan of work and training here outlined requires not only participation by the federal government but also participation in local communities of representative citizens who will take effective action to meet so far as possible the situations with regard to unemployed youth that exist in these communities.

It is quite impossible to meet the urgent needs of unemployed young people of the present time without the expenditure of larger sums of public money than are now devoted to the solution of the employment problems of young people.

The conference recommends that an investigation be conducted by a committee of this conference to determine the amount which can properly be recommended for the enlargement of the program of the National Youth Administration so that it shall not be limited, as it now is, in providing for unemployed youth.



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

National College of Education

EDNA DEAN BAKER, PRES. BOX 016-B EVANSTON, ILL.

**You're
Closest
to
BELL & HOWELL
Motion Picture
Service!**



**125 Visual Education
Specialists Are Always
Ready to Help You!**

WHEREVER your school is located, chances are you're closest to Bell & Howell service. For B&H maintains 125 Visual Education Specialists in strategic points throughout the nation. When you want help, a specialist can be at your door within a few hours!

These 125 men are fully informed about motion picture equipment, about school films, and about the application of motion pictures to teaching needs. Their knowledge and their services are yours for the asking.

And behind these specialists is the Bell & Howell Company, supplying a complete school service—(1) the finest projectors in such diversity that there's one exactly suited to your requirements, (2) a constantly growing library now numbering more than 1,400 films, and (3) competent factory service stations in New York, Chicago, and Hollywood.

Should your visual education program be expanded? Let a B&H specialist help you. Mail the coupon today—no obligation. Bell & Howell Company, Chicago; New York; Hollywood; London. *Established 1907.*

At the convention in St. Louis, February 24 to 29, see the Bell & Howell exhibit of the newest in visual aids, Booths A-40, 42, 44.

-----MAIL COUPON-----

BELL & HOWELL COMPANY JNEA 2-40
1854 Larchmont Ave., Chicago, Ill.

Without obligation, please have your nearest Visual Education Specialist help me with this problem:.....

☐ Include details on ☐ Filmsound School Projectors; ☐ Filmo Silent Projectors.

Name.....

School.....

Address.....

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

**PRECISION-MADE BY
BELL & HOWELL**

This committee is also directed to consider what steps should be taken to carry out the arrangements that are now being organized between the work projects of the National Youth Administration and educational institutions.

Educational Aid Available to World War Orphans and Children of Veterans

☆ CHILDREN of World War veterans are eligible to receive certain scholarships thru the American Legion and its Auxiliary. Teachers may secure information to enable them in educational and vocational guidance of such young people by writing to the American Legion Auxiliary, Indianapolis.

For Leadership and Support

☆ THE TROUBLE with us in the past has been that we were too often allied or drawn into an alliance with the wrong side. Selfish employers of labor have flattered the church by calling it the great conservative force, and then called upon it to act as a police force while they paid but a pittance of wages to those who worked for them. I hope that day is gone by. Our place is beside the poor, behind the workingman. They are our people; they build the churches; they occupy the pews; their children crowd to our schools. They look to us for leadership, but they look to us, too, for support.—Cardinal Mundelein.

New Secretary for NEA Department of Supervisors and Directors of Instruction

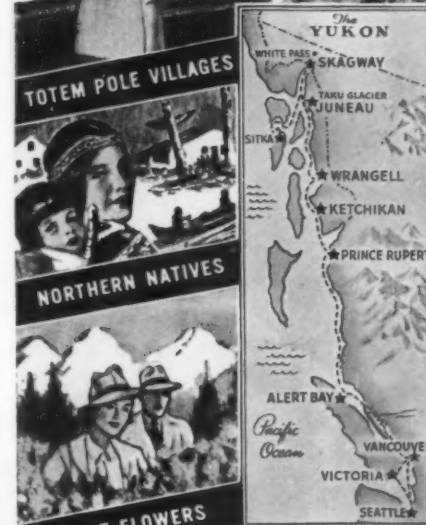
☆ RUTH CUNNINGHAM has recently been appointed the new executive secretary of this NEA Department, succeeding Edna Simmons, who served in this capacity for three months while on temporary leave of absence from the District of Columbia school system. Miss Cunningham comes to the Department from the University of Michigan where as a teaching fellow, she taught educational psychology and worked in connection with the Curriculum Laboratory.

A Public Health Program Needed

☆ THE NATIONAL HEALTH SURVEY showed that of the youth who were disabled for a week or more during 1936 by tuberculosis, pneumonia, appendicitis, or childbirth, 30 percent received no hospital treatment. Undoubtedly a vast number of minor illnesses go without medical attention and thus create a danger of more serious illness. The remedy for these handicaps lies mainly in a nationwide public health program on a scale never before attempted in this country. Such a program should be directed to the needs of citizens of all ages, but there may well be especial emphasis on youth.—From a statement by the American Youth Commission. [Cont. on page A-32]

**SEE THE BEAUTY THAT
INSPIRED GREAT WRITERS**

ALASKA AND THE YUKON



9-DAY "Princess Cruises"

Come to the fabled land of "sourdoughs" ... historic gold rush towns ... giant colorful totem poles ... sunlit nights. Inspiration of immortal writers and poets. Cruise the sheltered Inside Passage through gorgeous fjords ... skirting majestic glaciers ... in June-mild weather. Ship life aboard a smart Princess liner is filled with music, dancing and gay deck games.

9-DAY CRUISES ... To Skagway ... Sailings from Vancouver each week ... from **\$105**

Special 11-DAY CRUISES ... Via Sitka and Skagway ... from Vancouver June 25, July 16 and August 6 ... from **\$125**
Fares from Vancouver, Victoria and Seattle include meals and berth except at Skagway.

See BANFF ... LAKE LOUISE ... COLUMBIA ICEFIELD HIGHWAY ENROUTE

Low rail fares to North Pacific Coast points and California via Canadian Rockies. Fast Canadian Pacific transcontinental trains—air-conditioned. CANADA WELCOMES U.S. CITIZENS—No Passports

Ask Your Travel Agent or Canadian Pacific 41 OFFICES IN U. S. AND CANADA

Canadian Pacific
WORLD'S GREATEST TRAVEL SYSTEM

FISK

**TEACHERS
AGENCY
CHICAGO**
OUR SERVICE
IS NATIONWIDE

There are better opportunities for qualified teachers than ever before. Executives are searching carefully for teachers who have the educational training, experience, and excellent qualifications in personality. Early registration is an advantage. Member N.A.T.A. Address 1200-11 Stager Bldg., 28 E. Jackson Blvd., Chicago

ALBERT TEACHERS' AGENCY

Room 1513-25 E. Jackson Blvd., Chicago

Established 1885. When in search of candidates, write or wire us. Care and promptness assured. Corr. Agencies: White Plains, N. Y.; Hyde Bldg., Spokane, Wash.

Member National Association Teachers' Agencies.

VISIT

BOOTH C-27 at the A. A. S. A. meeting to look over the latest publications available from the National Education Association.

Good News— from T.P.U.



To T.P.U. members who meet with income-cutting sickness, accident or quarantine, T.P.U. promptly sends the mailman with "good news"—a generous check. For every member holding a Peerless Certificate who has been hospitalized, T.P.U. adds a 50% increase to these liberal benefits.

When regular pay stops, these prompt T.P.U. checks are "good news" for you. Over 27,000 teachers enjoy T.P.U.'s peace-of-mind protection all year 'round, at home or abroad, even after they stop teaching. It costs only a few cents a day.

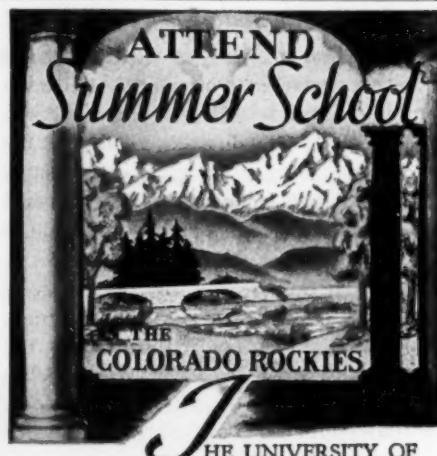
Be wise—join them. Mail coupon for full details.

TPU
Teachers Protective Union
TPU Building
Lancaster, Pa.

Tell me more about T.P.U.'s year 'round protection—and especially about the extra hospital benefits of the Peerless Certificate. (112)

Name _____

Address _____



THE UNIVERSITY OF COLORADO presents a summer program for serious and effective study. It provides excellent buildings, libraries, laboratories, and a faculty of nationally recognized competence. Located in the foothills of the Rockies, a mile above sea level, in sight of perpetual snow, the University has a superior environment for summer study, with unsurpassed climatic and recreational advantages. Organized hikes, week-end outings, visits to glaciers, excursions to the Rocky Mountain National Park, and mountain climbing.

Two Terms: June 17 to July 19
July 22 to Aug. 23

Courses in Arts and Sciences, Medicine, Law, Education, Home Economics, Business, Journalism, Art, and Music. Special Mountain Camp for Geology and Biology. Maison Française. Casa Española. Deutsches Haus. University Theater with special instruction in Dramatic Production. Complete system of Demonstration Schools—Nursery to High School. Many special courses for teachers, supervisors, and administrators. Special opportunities for graduate work. Organ recitals and public lectures. Educational Conferences.

**UNIVERSITY OF
COLORADO**
BOULDER, COLORADO

Dean of Summer Quarter (Dept. S)
Please send complete information and Bulletins checked:

- ☐ Summer Quarter Catalog (including Graduate School)
☐ Summer Recreation Bulletin
☐ Field Courses in Geology and Biology

Name _____

St. and No. _____

City and State _____

[Cont. from page A-31]

— Tear this out —

Is This Address Correct?

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

NEW ADDRESS

Name _____

Address _____

City _____

State _____

OLD ADDRESS

Address _____

City _____

State _____

Superintendent Graham Re-elected

☆ AS THE JOURNAL goes to press, word comes that Ben G. Graham, president of the American Association of School Administrators, has just been re-elected to the Pittsburgh, Pennsylvania, superintendency for a six-year period. The Pittsburgh board of education recently adopted unanimously the recommendation of Superintendent Graham, providing that credits toward highschool graduation be allowed for religious instruction offered by various faiths to the young people in their denominations.

Highlights in Science's 1939 Progress

☆ LONG AFTER the war of 1939 is forgotten, the splitting of the uranium atom with release of energy, hinting practical production of power from within the atom, may be listed as the year's outstanding achievement. In the air, wings across the Atlantic, 500-miles-per-hour planes in the making. From the past, the oldest dated American monument; a Neanderthal skeleton from Turkestan. From the sky, new stellar super-explosions, an unusual number of comets. In the realm of life, a deep-sea fish supposedly extinct since the dinosaurs. For our health, more chemical conquests of disease. For our minds, quickened appreciation of propaganda's effect.—*Science News Letter*.

To Help the Investor

☆ FIFTEEN MILLION Americans hold securities of various sorts. There are 39,000,000 savings-bank accounts, 124,000,000 life-insurance policies. Nearly all of these investors, depositors, and policy-holders are ignorant of the essential facts about the enterprises into which they have put their money. Millions of people have been robbed of many billions of dollars by unscrupulous or incompetent financiers. Millions more have lost money in life-insurance schemes that failed because they were badly planned. . . . Banks invest the funds of their depositors in enterprises of which those depositors know nothing, enterprises they

might strongly disapprove if they knew the facts. New securities nowadays are registered with the SEC, which gives many people a false sense of safety—false since the SEC does not guarantee the obligations recorded with it. Even a statement by a certified public accountant may be meaningless—remember McKesson and Robbins!

To help remedy this situation, the American Investors' Union has just been formed. A nonprofit membership corporation, it will seek to give the small investor who becomes a member the service, and even more than the service, now available only to persons of great wealth. Its experts will study the reports of corporations and reduce them to nontechnical language within the understanding of the average man. They will analyze the savings plans and insurance programs of individuals. New securities and savings schemes will be investigated. When possible, the AIU will try to get representation on boards of directors. It will seek stronger legislation and enforcement of existing laws. In addition to special reports, it will publish a monthly magazine for its members, whose annual dues will be \$3 a year. Inquiries can be addressed to the AIU at 10 East Fortieth Street, New York City.—*The New Republic*.

President Hinrichs in the Field

☆ AMY H. HINRICHS, president of the NEA, delivered four addresses at the convention of the Louisiana Teachers Association on November 19-21. On November 23 and 24 she addressed the Louisville Education Association and the Fifth District of the Kentucky Education Association. The following day she visited the University of Kentucky as guest of Dean Sarah Blanding, president of the NEA Department of Deans of Women. December 1 and 2 President Hinrichs represented the NEA at the tenth anniversary of the dedication of the Social Science Research Building at the University of Chicago. She made two addresses at the Gulf States Vocational Guidance Conference in New Orleans on December 5 and 6, and spoke before the Illinois Education Association on December 28.

Tennessee Valley Material Available

☆ REPRINTS of the special sixteen-page feature entitled *The Tennessee Valley Looks to the Future* published in the December 1934 issue of *THE JOURNAL* are still available. As long as the supply lasts, shipments of reasonable quantities will be sent to anyone desirous of securing copies at the cost of transportation. Send your request to the National Educa- [Cont. on page A-34]

\$40 to \$100 a Week THIS SUMMER

if you can meet these qualifications

AN unusual vacation position open to teachers who can meet these qualifications . . . a position that will pay \$40.00 to \$100.00 a week depending on ability, effort and length of time you can work.

Age 25 to 45. Normal School or College Training. At least 3 years' teaching experience with good record and standing among associates. If your teaching has been in the Social Studies, Reading or the Sciences, or with new type curriculum work, your application will be given preference.

Must be ambitious to make money, resourceful, and have the type of personality to enjoy solving problems, seeing new places, meeting new people, working and traveling with congenial teacher companions. Sales or personnel experience an asset but not necessary. A pleasing personality and initiative most important.

Teachers selected will be given valuable franchise, backing and assistance, and opportunity for advancement. Don't confuse this position with any "vacation proposition" you ever have been offered. It is a position that will be equal in new experiences, new contacts and opportunity for personal advancement to the best summer school you ever attended. If you qualify, you will be prepared to succeed and will have the backing of one of the largest, strongest, and most progressive educational publishing institutions in this field.

Number of openings limited. Write today stating age, education, teaching experience, sales or personnel experience if any, date your school closes, length of time you can work, and if you are free to travel. Personal interview will be arranged. All applications kept confidential.

F. E. COMPTON & COMPANY

Compton Building, 1002 N. Dearborn Street, Chicago, Illinois

A Good Sun Tanning...IS A HELP TO HARD STUDYING



FAMED Waikiki Beach is "just around the corner" from this American campus! Here you'll play in the surf and brown in the sun . . . relax as you've never relaxed before. This fully accredited university offers both graduate and undergraduate courses . . . including studies of the Oriental or Polynesian Culture, which has fascinated students the world over. Plan to study and play this summer in the Paradise of the Pacific . . . Hawaii!

MAIL THIS COUPON TODAY

Director of Summer Session, University of Hawaii,
Dept. A, Honolulu, T. H.

Please forward to me complete information about
courses and instructors for your 1940 Summer Session.

Name (PRINT) _____

Address _____

IMPORTANT

BOOK PASSAGE NOW
SPACE AT A PREMIUM

COST: As little as \$300,
all-inclusive. Round trip
steamer fare, board,
room and tuition.

FOLLOW SMART WORLD TRAVELERS' LEAD Double Enjoyment of Pacific Coast Trips With

STOP-OVER ALL-EXPENSE TOURS

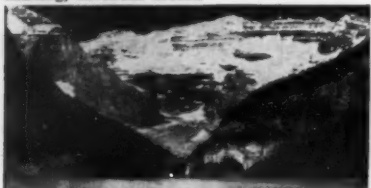
Banff
LAKE LOUISE
AND EMERALD LAKE in the
Canadian Rockies



3 VACATIONS IN ONE



1. BANFF... beautiful Banff Springs Hotel... mile-high golf, swimming, riding, hiking, dancing, excellent meals.



2. CHATEAU LAKE LOUISE... skyline rides, hiking, mountain climbing, swimming.



3. EMERALD LAKE CHALET... Swiss-like charm, informal comfort, boating, riding, hiking.

ALL-EXPENSE TOURS...

So much to see... so much to do... at so little cost. Tours start June 8.

- 2 Glorious Days . . . from \$37.50
- 3 Spectacular Days . . from \$47.25
- 4 Colorful Days . . . from \$57.00
- 6 Wonderful Days . . . from \$74.50

Tours begin at Banff and include hotel accommodations and meals at Banff and Lake Louise, with visit to Emerald Lake, and 126 miles of mountain motoring; or in reverse direction from Field. Add rail fare to Banff (or Field). Spectacular motor tours from Lake Louise to the Columbia Icefield and return at moderate cost.

Low round-trip Summer fares to or from Pacific Northwest and California via Canadian Pacific transcontinental trains...air-conditioned, 165-mile steamship trip included on your ticket between Vancouver and Seattle, stopping at Victoria.

Ask Your Travel Agent or Canadian Pacific OFFICES IN U. S. AND CANADA

Canadian Pacific
WORLD'S GREATEST TRAVEL SYSTEM

[Cont. from page A-33] tion Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Dates To Be Remembered

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 18-25 (week of Washington's birthday)—Brotherhood Week. "Democracy at its best is brotherhood in action. To remind ourselves of this is timely. There are voices being raised among us that teach group prejudice. All who love our nation and desire liberty must set their faces in another direction. In these United States, every man must be free to worship God at his own altar and to share equally with all others in the opportunities and responsibilities of citizenship."—From a statement by the National Conference of Christians and Jews, the organization sponsoring Brotherhood Week. Inquiries should be directed to Herbert L. Seamans, 300 Fourth Avenue, New York.

February 20-24—Convention of the American Council of Guidance and Personnel Associations and affiliated organizations to be held in St. Louis. For information address Donald S. Bridgman, 195 Broadway, New York.

February 24—National Council for the Social Studies to meet in St. Louis. Information may be secured from R. O. Hughes, director of citizenship and social studies, Public Schools, Pittsburgh, Pa.

February 22-23—Annual Meeting of the National Council of Teachers of Mathematics at St. Louis. For details write to 525 West 120th Street, New York.

February 24-29—St. Louis meeting of the American Association of School Administrators. See the program on pages 44-47.

March 17-23—National Wildlife Restoration Week. For information concerning the Fifth North American Conference and the Wildlife Poster Stamps, write to the National Wildlife Federation, 410 Normandy Building, Washington, D. C.

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.

April 29-May 3—47th Annual Study Conference of the Association for Childhood Education to be held in Milwaukee. Information may be secured from the Association for Childhood Education, 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.

NEA Department Honored

☆ WORD has recently been received by the national office of the American Association for Health, Physical Education, and Recreation, that on January 23, 1939, the Minister of Social Welfare and Public Health of the Czechoslovak Republic presented Medals of Merit to the Association and to N. P. Neilson, executive secretary; E. D. Mitchell, editor; and F. W. Cozens, president, 1938-39, in recognition of their distinguished work in the field of physical education in the United States of America.

School Masters' Rotary Luncheon

☆ THIS LUNCHEON will be held Wednesday noon, February 28, with the St. Louis Rotary Club, at the Statler Hotel. Superintendent E. E. Oberholtzer, Houston, Texas, is president; Superintendent S. T. Neveln, Austin, Minnesota, secretary-treasurer. President Homer P. Rainey, of the University of Texas, will be the speaker. Price of the luncheon is \$1.02. Tickets will be on sale at convention headquarters and at the Nation's Schools Booth. Sale of tickets will close Tuesday at 5:00 PM.

The Library's Bill of Rights

☆ TODAY indications in many parts of the world point to growing intolerance, suppression of free speech, and censorship, affecting the rights of minorities and individuals. Mindful of this, the Council of the American Library Association publicly affirms its belief in the following basic policies which should govern the services of free public libraries:

[1] Books and other reading matter selected for purchase from the public funds should be chosen because of value and interest to people of the community, and in no case should the selection be influenced by the race or nationality or the political or religious views of the writers.

[2] As far as available material permits, all sides of questions on which differences of opinion exist should be represented fairly and adequately in the books and other reading matter purchased for public use.

[3] The library as an institution to educate for democratic living should especially welcome the use of its meeting rooms for socially useful and cultural activities and the discussion of current public questions. Library meeting rooms should be available on equal terms to all groups in the community regardless of their beliefs or affiliations.

NeuNEAPublications

Heartening progress is reported toward permanence of service and professional levels of training of city teachers. The January 1940 *Research Bulletin* of the National Education Association, "City Teachers: Their Preparation, Salaries, and Experience," presents figures covering some 200,000 teachers in both large and small city-school systems. The median city teacher in this group has completed 4.2 years of preparation beyond highschool graduation and has been teaching for 14 years. Salaries show only slight relationship to levels of preparation. The bulletin discusses needed future developments that look toward qualitative as well as quantitative improvement in the professional equipment of teachers. Single copies 25¢.

Discounts for quantities on NEA publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33 1/3 percent. Order from the NEA, 1201 16th St., N. W., Washington, D. C. Cash must accompany orders for less than \$1.