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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 29, NUMBER 3

H. A. ALLAN, Business Manager

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

For Editor and Reader

JOURNAL GROWTH LEAFLETS, which began their development about a year ago under the management of the JOURNAL staff, have passed the experimental stage. People delight to tell their friends about them and write for order blanks to distribute. Leaflet circulation has had an amazing growth so that thousands now go out daily, serving a variety of uses. (Note the list on p89.) They promise especially to add length to the committee work of our Association. The great care which noted authors are willing to give to the preparation of these leaflets shows the value which they place on their wide circulation.

The problem now as the list of leaflets expands is to keep the standards high—to obtain manuscripts sufficiently well done to justify such publication. Readers are invited to submit manuscripts. Most of the manuscripts that come in, however, have to be returned. They are too hurried in their preparation; too lacking in broad comprehensiveness; too verbose; too abstract, uninteresting, and technical. Before submitting material for a leaflet, it is well to go over it with others, reading it aloud to friends and neighbors in different walks of life to get the common touch.

The field of educational biography—so important to Future Teachers—is yet untouched in the leaflets. Rural education needs much inexpensive material. There is room for series of leaflets on curriculum revision, each level—lower elementary, upper elementary, junior highschool, senior highschool, college, college, teachers college. A page "specifications" for writing leaflets will be in request.

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The Outlook for America

EACH YEAR for some time we have returned to this theme to examine our outlook on the state of humanity. Much has happened since the editorial last March—the outbreak of war in Europe; the alliance between Hitler and Stalin, quite disillusioning to American partisans of either nazism or communism; the rape of Poland and Finland. In America we have had the continued drive to stifle criticism, which is the lifeblood of democracy; our reversal of policy on arms embargo; our fantastic program for naval spending; our failure to balance the federal budget; billions of dollars idle in the banks, millions of youth idle in the streets; liquor and indulgences destroying wealth that should go into education and housing; the unwillingness of some politicians to subordinate partisanship to the general welfare; many people occupying places of leadership, but unwilling to give leadership to the people; the increasing evidence that the magnitude of our problems will require more far-reaching change in our institutions than most people are now willing to concede. It is not a reassuring picture. It might at first seem foolhardy to write of outlook in such a time of world chaos and domestic confusion, when change is so rapid that old landmarks disappear with every passing day. But it is in just such times as these that the need for prophecy and planning is greatest and it is in just such times, too, that the great plans—for example, the American constitution and our free school system—are born.

The prophet may be sure of this: Beneath uncertainty there lies abiding certainty. Time brings men back to the ancient truths and the changes are seen to be not in fundamentals but in the outward aspect of things. The habit of perspective is hard to acquire in our world of immediate pressures, but it deserves cultivation.

If one asks what should America do during 1940, he encounters the conflicts of opposing parties and ambitions. If one asks what should America do during the next century, the feeling of conflict is less, because most of us do not expect to be here a hundred years from now, and we are forced to take an impersonal view. If one asks what should America do during the next millennium—and if intelligence means anything that is not an unreasonable question—the immediate and the personal fall far into the background, and one is forced to think in terms of fundamental qualities of human stock; the saving or building of the soil;

the conservation of irreplaceable minerals; and the preservation of such great ideals as human brotherhood and the golden rule. These things transcend our daily worries. They go beyond partisanship and even the form of government itself to the great realities of human existence, to man's place in the world of nature, whose laws he must understand and obey if he is to survive. And man may be serene in the faith that if he obeys the eternal laws all will be well.

There are in these times of worry and failure and despair, great beginnings that are not heralded in newspapers or over the radio; beginnings that could not be identified with certainty, but be sure they are there, pointing the way to a brighter dawn. Christianity itself was born in such a time as this—and may be even now entering a new birth.

The two forces that are producing the present upheavals are of immense significance and full of hope. They operate thruout the world. They are human aspiration and scientific technology. Aspiration is the stuff that civilization is made of. Under its upward thrust empires tumble and old institutions break up. Aspiration may be leading men of confused values to follow for a time wrong leaders, or to want wrong things, or to seek them by wrong methods, but the fact of aspiration cannot be ignored. It is a force for good to be brought into harmony with truth and law.

Scientific technology—so disturbing to the old order—is both the creature and the servant of aspiration and some day will be made to do its bidding and to reward the worker for his labor.

We may be sure of this: The individual may go down, but the people will go forward. They will climb and fall and lose ground, but never all the ground. Leaders will weaken and pass, but new ones will take their places and humanity will go forward and will not fail.

America today is between two sets of leaders—the older going in every walk of life, the newer seeking to find themselves. We have faith in these oncoming leaders in home and school and church and state; in agriculture, industry, and business; in education, law, medicine, and engineering; in the cooperative movement, and in political statesmanship. The going is not easy, but the new leaders will find their way and we shall learn to follow them. We have faith to believe that America will go forward!

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Joy Elmer Morgan

BEST BOOKS of 1939

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BEST means selected by a consensus of expert opinion as most important and interesting to the average intelligent American adult. This list is a composite of the year-end suggestions of *The Nation*, *New Republic*, *Time*, *The Commonwealth*, *Publishers' Weekly*, *New Yorker*, *Saturday Review of Literature*, *New York Times*, and *Current History*. The starred items are those most suitable for highschool libraries.

SCIENCE AND ART

☆ CRAVEN, THOMAS, ed. *Treasury of Art Masterpieces*. Simon. \$10.

Color reproductions (144) from Giotto to the moderns, with able, zestful comment upon each. The art book of the year.

LEVY, HYMAN. *Modern Science*. Knopf. \$5.

Covers only the principal sciences. Good but not easy, despite the 154 helpful diagrams. History, exposition, and interpretation—736 pages.

PUBLIC AFFAIRS

☆ GUNTHER, JOHN. *Inside Asia*. Harper. \$3.50.

Absorbingly interesting and well-balanced survey of public affairs in Asia today.

☆ HITLER, ADOLF. *Mein Kampf*. Reynal, \$3; Stackpole, \$3.

The vicious, vulgar, and violent gospel of the modern Machiavelli. Panting and screaming, he states his methods and aims with a frankness that implies insanity. (There is little to choose between the translations. The Stackpole edition pays no royalty to Hitler.)

☆ RAUSCHNING, HERMANN. *Revolution of Nihilism*; warning to the West. Alliance. \$3.

Inside story of the Nazi regime and of Hitler's illimitable aims. It bears the stamp of truth which it will be perilous to ignore.

☆ SHEEAN, VINCENT. *Not Peace but a Sword*. Doubleday. \$2.75.

Storm and stress in Europe. A literary reporter tells what he saw in Spain, Austria, and Czechoslovakia between March 1938 and March 1939.

☆ SOUVARINE, BORIS. *Stalin; a Critical Survey of Bolshevism*. Alliance. \$4.50.

A founder of the communist party in France, but no admirer of Stalin, writes the life of the Man of Steel, and tells the story of Bolshevism from 1900 to 1937.

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Here is the low-down on the New Deal, by one who was its ghost-writer for seven

years. They call it "The Sour Grapes of Wrath." "Like it or loathe it, you cannot ignore it."

☆ STREIT, C. K. *Union Now; a Proposal for a Federal Union of the Democracies of the North Atlantic*. Harper. \$3.

This is no book for the cynical, the world-weary, the hopeless. But if you are on the side of the angels and can believe in sunrise even during a blackout, you had better read it. The world owes much to those whom men have called visionaries.

HISTORY, TRAVEL, DESCRIPTION

☆ BEARD, CHARLES A., and BEARD, MARY R. *America in Midpassage*. Macmillan. \$3.50.

Contemporary social history from the Coolidge boom (1924) to 1938. (Vol. 3 of *The Rise of American Civilization*.)

☆ CARMER, CARL. *The Hudson*. Farrar. \$2.50.

Treasure-trove of history, description, legend, and anecdote of the Hudson River valley from Tear-in-the-Clouds to the Narrows, from Father Jogues to Father Divine.

☆ COMMAGER, HENRY STEELE, and NEVINS, ALLAN, eds. *Heritage of America*. Little. \$4 and \$2.40.

Fascinating sourcebook of American history from Leif Ericson to now.

☆ DURANT, WILL. *The Life of Greece*. Simon. \$3.95.

The best history of Greek civilization for today's general reader. Scholarly, highly readable, well-illustrated.

☆ KEITH, AGNES NEWTON. *Land below the Wind*; Sketches by Author. Little. \$3.

American wife of a British official tells about life in North Borneo. A gay book and a witty one. Aunt Parthenia might think it a bit rowdy till told it had won an Atlantic prize.

BIOGRAPHY

BAKER, R. S., ed. *Woodrow Wilson, Life and Letters*, v. 7-8. Doubleday. \$5 each.

These final volumes cover the period of America's war participation, April 1917 to November 1918. Unlike the others they are strictly chronological in arrangement: a sourcebook for history.

CANBY, H. S. *Thoreau*. Houghton. \$3.75.

Here for the first time this great American writer is set before us, credibly, as a real man, not as just "a queer stick."

PRINGLE, HENRY F. *Life and Times of William Howard Taft*. 2v. Farrar. \$7.50.

Intelligent, dignified, and authorized, but not at all stodgy, in spite of its subject. The true picture of a good man.

☆ SANDBURG, CARL. *Abraham Lincoln: the War Years*. 4v. Harcourt. \$20.

Get the right author to develop a great theme. Sometimes a great book results—

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BELLES LETTRES

EMERSON, R. W. *Letters [1813-1881]*; ed. by Ralph L. Rusk. 6v. Columbia Univ. Press. \$30.

This monumental work of scholarship is a major event in the history of American literature. Of the thousands of letters here, the greater part are new to print.

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Six of the author's books are here placed within a single pair of covers. "One feels on every page, in every line, the healthy, earth-tang soundness of the man—like a ripe Baldwin apple, plucked in its prime."

LAWRENCE, T. E. *Letters*; ed. by David Garnett. Doubleday. \$5.

About 600 letters are extremely well edited in these 850 pages. "They read as though sparks flew from the pen as he wrote. Personality electrifies them . . ." but do they solve the enigma that was Lawrence?

☆ SAINT EXUPÉRY, ANTOINE DE. *Wind, Sand and Stars*. Reynal. \$2.75.

A poet-philosopher tells us some of his flying adventures—some of his thoughts about flying. A bracing, purifying book for a bad age. Perhaps it is the best-written book of the year.

☆ VAN DOREN, MARK. *Collected Poems, 1922-1938*. Holt. \$3.50.

"Distinguished interpretation in verse of the American scene."—*Forum*.

☆ WALN, NORA. *Reaching for the Stars*. Little. \$3.

A gentle American Quaker lady—her culture and sympathy worldwide—tells what she saw and felt during four years' residence in Nazi Germany. Paradoxically, it might move us less if it had more anger and less compassion.

FICTION

MARTIN DU GARD, ROGER. *The Thibaults*; trans. by Stuart Gilbert. Viking. \$3.

One of those immense French novels of indubitable importance. A chronicle of the breakup of a middleclass family in the pre-war years, it is of the naturalistic tradition and it won a Nobel prize.

STEINBECK, JOHN. *Grapes of Wrath*. Viking. \$2.75.

Story of the hapless Joad family, migrants from the Dust Bowl to Golden California. Unquestionably the novel of the year. It is "a fiery document of protest and compassion," blasphemous, indecent, and, one hopes, beneficent.

☆ VANCE, ETHEL, pseud. *Escape*. Little. \$2.50.

A genuine melodramatic thriller about Nazi Germany, but with good characterization.

EDUCATION and ECONOMIC WELLBEING in American Democracy

By

JOHN K. NORTON

*Professor of Education, Teachers College,
Columbia University, and Member, Edu-
cational Policies Commission*

DURING the depression decade, provision made for the support of education has often been determined by immediate financial expediency. There has been relatively little consideration of the long-range effects on economic wellbeing of the kind and amount of education provided.

Accordingly, the Educational Policies Commission shortly after its appointment initiated an extensive investigation of the inter-relationships of education and economic wellbeing. More specifically, the Commission sought authoritative answers for the following questions: Has the nation reached a period when it appears that basic economic limitations require restriction of the further development of free and universal education? Or does it appear wise and practical, from a purely economic point of view, further to extend this expression of the American ideal of equality of opportunity?

The result of the Commission's study of these vital questions has just come from the press. What are its conclusions as to the relationship of education to economic wellbeing?

First, education aids in increasing national productivity by improving the occupational effectiveness of the individual worker. Trained workers generally produce more than unskilled laborers. The schools and colleges of the nation for many decades have helped progressively to increase the vocational skill of our employed population. A growing number of highly trained physicians, lawyers, engineers, chemists, teachers, and other professional workers provide technical services which are essential to a civilization such as ours. Agriculture has developed from relatively unskilled work to the place where it increasingly requires general economic knowledge as well as

EDITORIAL NOTE

One of the leaders of the progressive movement in education recently made the statement that he had read every publication of the Educational Policies Commission while on his vacation last summer. His comment was: "They compose the most significant series of publications in the history of American education." Just off the press is another of the major publications of the Commission, entitled "Education and Economic Wellbeing in American Democracy." It was prepared for the Commission by one of its members, Dr. John K. Norton of Teachers College, Columbia University, who summarizes here some of the principal ideas set forth in the report. We have long believed that the schools are an economic investment, not an economic liability. This report puts the case in more forceful manner than ever before and suggests the tremendous latent possibilities of education waiting to be realized. It is important not alone to the school administrator and finance worker. It should be read by every classroom teacher—and by laymen. This attractive 217-page stiff-bound book is available for 50¢ from the Educational Policies Commission, 1201 Sixteenth Street Northwest, Washington, D. C.

specialized training. Industry demands not only general literacy but a growing number of semiskilled and skilled workers. An economy such as ours would be impossible without the increasing numbers of trained workers which schools and colleges have helped to supply. Seager in his *Principles of Economics* [Holt, 1923] concludes that "the investment of capital in educational opportunities tending to add to the industrial capacity of boys and girls is a certain means of adding to the collective wealth."

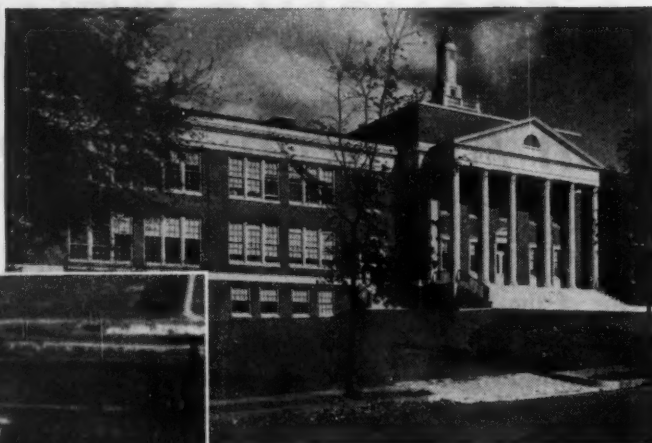
Second, education aids in increasing national productivity by promoting occupational mobility. When the door of educational opportunity is kept open workers may obtain the training permitting them to transfer from unskilled, overcrowded, and lowpaid callings to those in which their service is of greater economic value. The highest productivity is achieved when this process is facilitated by providing free educational opportunity to all youths of capacity and energy. Bye and Hewett in their *Applied Economics* [Knopf, 1928] state that "without education one is likely to

be limited to unskilled occupations. With education he is able to find more remunerative employment."

Third, the provision of educational opportunity encourages workers to rise thru personal effort. When opportunity depends more upon individual effort, and less upon social and economic position of family and similar factors, a powerful incentive is provided. Carver and Lester in *This Economic World and How It May Be Improved* [Shaw, 1928] conclude that the "greatest stimulus that can be given to the human spirit is to serve notice upon it that its achievements are to be limited solely by its own native power." Taussig further emphasizes this point in his *Principles of Economics* [Macmillan, 1939] by stating that "the removal of all artificial barriers to choice of occupation is the most important goal of society."

Fourth, education contributes to economic wellbeing by providing the general economic intelligence essential for effective work in a complex, industrial economy. Production in the United States increasingly involves large business enterprises in which thousands of

*Our educational
and economic life
are inter-related.*



Under our present economic system the main directing source of all economic activity is expenditure by consumers. To the extent that their choices are irrational and uninformed, the system fails to reach its optimum performance.

Wellordered habits of purchasing and consumption, therefore, tend both to increase productive efficiency and to maximize satisfactions.

Sixth, education promotes economic wellbeing thru the development of broad social intelligence on economic problems. A high degree of economic literacy is required so that citizens may have the ability to criticize and intelligently appraise the economic goals and policies of society. The rank and file must achieve that degree of economic intelligence permitting them to understand the meaning of the new forms which capital now takes, and to exercise the controls which will increase the assets and decrease the liabilities which it brings to mankind. This involves something more than a retreat to ancient shibboleths no longer appropriate in a machine economy.

The Educational Policies Commission warns against either exaggerating or minimizing the economic effects of education. Education is only one of several factors responsible for the fact that the volume of goods produced and consumed in the United States during the last seventy years has increased three times as fast as population. The assumption that even a minor fraction of this unprecedented increase in productivity can be credited to the cumulative effects of education would more than amortize its cost.

The relation of education and productivity is most clearly understood when

one looks upon them as complementary. The existence of a high level of productivity makes possible the financing of an extensive system of schools and colleges. Adequate provision for education is essential to a high level of productivity. Each makes the other possible. Modern economic productivity and popular education have developed concurrently and both are requisite to the maintenance and improvement of the nation's economic wellbeing.

The Commission is not content with an analysis of the past contributions of education to economic wellbeing. Most of its report is devoted to an examination of the kind and amount of general and occupational education which is essential if its economic effects are to be maximized in the future. An extensive analysis of economic and social trends in the United States is presented as a basis for substantial revisions in both general and vocational education.

From the economic viewpoint it is wise public policy to offer the kind and amount of education which will result in the largest total income after paying the cost of the education to individuals and to the nation. There are sound economic reasons for making it possible for larger numbers of young people to continue their schooling for longer periods. The nature of our economic system is such that it calls for and is able to translate increasing amounts of economic intelligence and technical skill into increased productivity and income.

The point of diminishing returns has not been reached in the United States in expanding educational opportunity. Tens of thousands of youths each year are foolishly being thrown into the overcrowded ranks of casual and unskilled labor who could have qualified for callings which demand more and pay more. They have both the capacity and the ambition to so qualify. But we permit fortuitous forces beyond their control to sentence them to thirty or forty years of lowgrade and lowpaid service. The youths thus condemned by an uneconomic social policy will earn less than they could have earned, and the nation's income will be less than it might have been. Wise public policy urges that this undemocratic and uneconomic situation be corrected as rapidly as possible thru the right kind of effectively free education.

workers must cooperate. Chester I. Barnard, president of the New Jersey Bell Telephone Company, concludes that "the effectiveness of individual capacity to produce, or to manage production, is determined by the degree of social cooperation, and that this cooperation depends primarily upon education. High productive efficiency is impossible without widespread education."

Fifth, schools and colleges contribute to economic welfare thru consumer education. The quality and the amount of satisfactions received by consumers depend upon the knowledge and intelligence which enter into the economic votes cast each time a purchase is made. The whole pattern of a democratic nation's economy is a reflection of the ideals of its consumers. If standards are pitched at a low level, production schedules will be planned accordingly. Quality of goods and services is also largely determined by the consumer. If shoddy goods and inferior services find a ready market, they will be produced in large quantity. A study by the Twentieth Century Fund states the matter thus:

Children in a Democracy

AVAILABLE AS PERSONAL GROWTH LEAFLET NUMBER 95

The White House Conference

ONCE EVERY TEN YEARS, since 1909, a White House Conference has reviewed what is being done, and what ought to be done for the nation's children.

The White House Conference on Children in a Democracy, meeting in 1940, and composed of parents, teachers, doctors, social workers, and representatives of many labor, farm, and civic interests, adopted a general report which is summarized in this leaflet. The full report can be obtained from the Children's Bureau, U. S. Department of Labor.

Children Our Greatest Asset

EVERY CHILD in America is important to every citizen, because he holds a part of the nation's future. Any ragged urchin may grow to be a scientist who will add billions of dollars to the nation's wealth, or a criminal who will cost the nation millions. More probably he will be an ordinary citizen, wise or unwise. All together, today's children will make the world in which your own sons and daughters must live.

It is fitting that every ten years the President of the United States should call a Conference to report on the condition of the nation's children.

The Conference of 1940 found many signs of progress since 1930 in the health and care of children and the public services for their benefit. But it reported also that much more would be required to make the nation's future reasonably secure in the year 1950.

Each Child in His Own Family

A CHILD grows best in a secure and happy family. There he can receive not only material shelter and food, but love and understanding. The child needs to find in his family life first a sense of security, then courage, tolerance, self-sacrifice, by which he is made fit for the life of a free citizen in a democracy. The home comes first in child welfare.

The Conference recognized that in a democracy responsibility for the care of children centers in the family. But if too many of the families live in poverty and uncertainty as to the future, the nation's children will be weak and sickly, poorly

educated, and ill-prepared for responsible citizenship.

Our nation dare not neglect to strengthen by every means possible the security of its families, on which the future soundness of its own citizenship will be founded.

Families Need Income

CHILDREN, for their proper growth, need to live in a family that can give them a good place to live, good food, suitable clothes, and medical care.

The majority of American families have incomes of less than \$1200 a year. More than half the children in our country live in families with not enough income to give children what they need. This condition is dangerous to the nation, and lays a responsibility on our government.

The national government has the duty of strengthening our economic system by securing a better balance between agriculture and industry, with fair return to farmers and wage-earners; and by assisting the states to provide services that will either assure greater stability of family income or will promote directly the health and growth of the oncoming generation.

Some Families Must Have Help

EVEN in good times there will always be many thousands of families that cannot support themselves, because of sickness, or the death of the breadwinner, or other misfortune. The number of families with no income rises in hard times to millions.

Our tradition is that no one shall be left to starve. But beyond that, as the Conference pointed out, national safety requires that health, skill, and morale must not be broken. Children must be protected for the public good in spite of the misfortunes or even the "unworthiness" of their parents.

Public agencies are therefore bound to provide by social insurance, public work, and sufficient relief, that families without income may save their children from lasting harm. The safety of children is not charity but a necessity for national self-preservation.

Where Children Live

A CHILD'S HOME is first his house, and then his neighborhood. Good housing means more than a safe, sanitary, and comfortable dwelling. It means easy and safe access to play areas, schools, and other community services.

The Conference found that 3 million farmhouses and 4 million other dwellings are not fit places for bringing up children. Many of these dwellings are rickety, leaky, and unsanitary.

Children in slum neighborhoods are menaced by disease, by fire, by traffic, by evil associations. Slums lay heavy burdens not only on those who live in them, but on all taxpayers.

All levels of government should work to promote good low-cost housing as an important way of serving the general welfare. Much of the expense will be made up by savings in the cost of disease, delinquency, and crime.

Religion Is Necessary

GEORGE WASHINGTON said: "Reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle." Religion helps us to maintain a balance between freedom and social unity and it enriches every part of our lives.

Children get their first ideas about religion at home. The church and other social organizations share with the home responsibility for the religious growth of children and youth, in accordance with the accepted principle of separation of church and state.

Today about half the children in this country are given no organized religious teaching. The Conference urged all who deal with children to recognize the place of religion in American culture, and recommended greater efforts to bring the resources of religion to children and youth.

Democracy Depends on Education

THE AMERICAN PEOPLE decided long ago that education is so necessary for national wellbeing that it must be provided at public expense.

At the same time, democracy requires that the schools be controlled and managed by local authorities.

The poorer districts, however, cannot afford good schools, and they have the largest proportion of children.

Almost half the adults in this country did not get as far as the eighth grade. Nearly a million children of elementary-school age are not in school.

The Conference proposed, as part of the remedy, the consolidation of small school districts as a means of providing better schools. It also recommended state and federal grants to local school systems. In these ways children in every part of the country may be given a fair chance for an education.

Every Child Needs Play

WHEN life was simpler and play cost little or nothing, it was less important to consider the recreational needs of children. Play in these days often costs money for space, equipment, and leadership. The expense is more than many families can afford to pay.

Human beings require recreation especially in youth, to train both mind and body, to meet the need for comradeship, and develop ability to cooperate with others in work as well as play.

Today, in the opinion of the Conference, provision for recreation should be recognized as a public responsibility, shared by private agencies.

Recreational facilities include parks, playgrounds, libraries, athletic fields, museums, camp sites, and trained supervision. A large extension of these facilities will in the long run prove a profitable investment.

Child Labor

CHILDREN are future citizens and workers in process of development. Their education should give them the foundation for a successful work life; and when they begin work it should be under conditions that will not harm them but will make them better citizens and workers.

Child labor laws are designed to keep children from work that interferes with their health, education, and happiness. There are still about half a million children who leave school before the age of 16 to look for jobs.

The Conference recommended that no child under 16 should leave school for work, that all young workers should be protected against employment in dangerous occupations, or at very low wages, or for over-long hours, or at night, and that the enforcement of child labor laws should be strengthened.

Out of School, Out of Work

IN 1939, about four million young people were out of school and in need of employment, but with no job. About one-third of the total unemployed were under 25 years of age.

The CCC and the NYA together gave work and training to less than a million young people at any one time. True, they had also made a beginning in advising young people and placing them in jobs. But the majority of those needing help were untouched by these programs.

No good end can be served by blaming youth for failing to find work, so long as the number of jobs falls far short of the number seeking employment. The responsibility rests squarely on the adults who govern the nation and control its industry.

For its own safety the nation must provide work and training for youth who have no private employment.

Health Costs Less Than Sickness

A CENTURY ago children died because no one knew how to save them. Today most of them can be saved, and are saved where there are money and resources.

The great progress made in ten years is illustrated by the fact that of the babies born in 1938, 41,000 lived who would have died in 1928. But nearly a quarter of a million babies were born with no doctor at hand. Tens of thousands of children die for no other reason than lack of a doctor's care. Yet it would cost less to save them than to pay the cost of illness and death.

The Conference recommended that the federal government increase its work for health and medical care in cooperation with state and local agencies. The benefits of such work are proved.

In the light of medical knowledge, no child should be asked to give his life for a false economy.

Children under Handicaps

THERE WILL always be some children crippled in body or mind. With expert attention and a little money, a large number of handicapped children can be helped to be useful and happy, and many can even become selfsupporting.

Children whose handicaps arise from unhappy or broken homes need to be studied and treated, within their own

homes if possible. For children who require care away from home, foster home care or institutional care adapted to their needs must be provided.

The Conference believes that good public services for handicapped children should be available to all, regardless of race, creed, or residence status. Public and private agencies, and local, state, and federal governments, should work together to provide for all such children whose families cannot afford to give them needed care.

Children in Minority Groups

THE CHILDREN of Negroes, Jews, Mexicans, Indians, and the foreign-born often suffer under severe handicaps. Their parents are often ill-paid or unemployed. They may receive an unequal share in school, recreation, health protection, and medical care. They may grow up feeling that America is hostile to them because of their color or their race.

Democracy is endangered when large numbers of people are shut off from full membership and participation in the life of the community.

The Conference urged that all responsible Americans in public agencies, labor organizations, churches, and schools make a constant effort to secure a fair chance for racial and national minorities. Of especial value is the training of children to regard all Americans as having a right to equal opportunity and friendly treatment.

Call to Action

GREAT PROGRESS has been made in developing private and public services needed for the protection of American children. Much still remains to be done.

No real economic obstacle stands in the way of the extension of proved methods of protection to all the children in the country. The cost of protection is much less, in the long run, than the costs that flow from neglect.

The security of the nation and of democratic institutions depends in part on military defense and conservation of material resources. But the most critical line of defense is the health, skill, and morale of the successive generations of the people. The national policy for 1940-50 should be to use to the full every tested method to assure the soundness of the population both for the present and for the future.



PEDAGOGY THRU PICTURES

- 1—Formulating plans
- 2—Making a chair
- 3—Painting furniture
- 4—Classifying books
- 5—Tidying the library corner
- 6—Reading in the room library
- 7—Sharing reading with others
- 8—Widening reading contacts at the public library

These photographs were taken in the second grade, Copeland School, Brockton, Massachusetts, Alice Bartelli, teacher; Marion E. Wiles, supervisor of primary grades.



Developing a Classroom Reading Center



Badger Land Calls—

THE BADGER STATE—land of many nationalities, progressive government, and recreational opportunities—is to be host to the seventy-eighth annual convention of the National Education Association, to be held in Milwaukee, June 30 to July 4.

Paul Bunyan, according to legend, took a high dive from the top of Rib Mountain to the waters of the Wisconsin River flowing nearby. So great was the splash that the lakes which dot the state were formed then and there. It's a good story despite the claim of scientists that glaciers were responsible. Few portions of the world are so largely covered by lakes as are parts of Wisconsin—about 8000 have been counted and 4000 mapped. Many of them are famous as summer resorts.

The French explorers, hunters, and missionaries who came to the Wisconsin area in the middle of the seventeenth century left many place names such as Prairie du Chien and Eau Claire. Wisconsin became a territory of the United States in 1836, including land now comprising Iowa, Minnesota, and parts of North and South Dakota.

In 1848 Wisconsin became a state. Meanwhile, events were transpiring in Europe which were to affect her destiny. In the same year a great liberal movement in Germany went down to defeat. The Wisconsin pioneers, eager to encourage the development of their new state, had made provision that any person expecting to become a citizen could

vote and hold office after only one year's residence. This combination of circumstances brought to Wisconsin a flood of German immigrants seeking a place where they might share in the privileges and duties of selfgovernment—a government that was in the making. There was also a stream of immigration from other North European countries and older sections of the United States.

Thus Wisconsin embarked upon a career of pioneering in political science. She was the first state to develop the direct primary and the third to ratify the equal suffrage amendment. The philosophy of government developed in Wisconsin, largely around Robert M. La Follette, came to be known as the "Wisconsin idea." The essence of the "idea" is "a willingness to experiment in meeting the changing needs of the economic order."

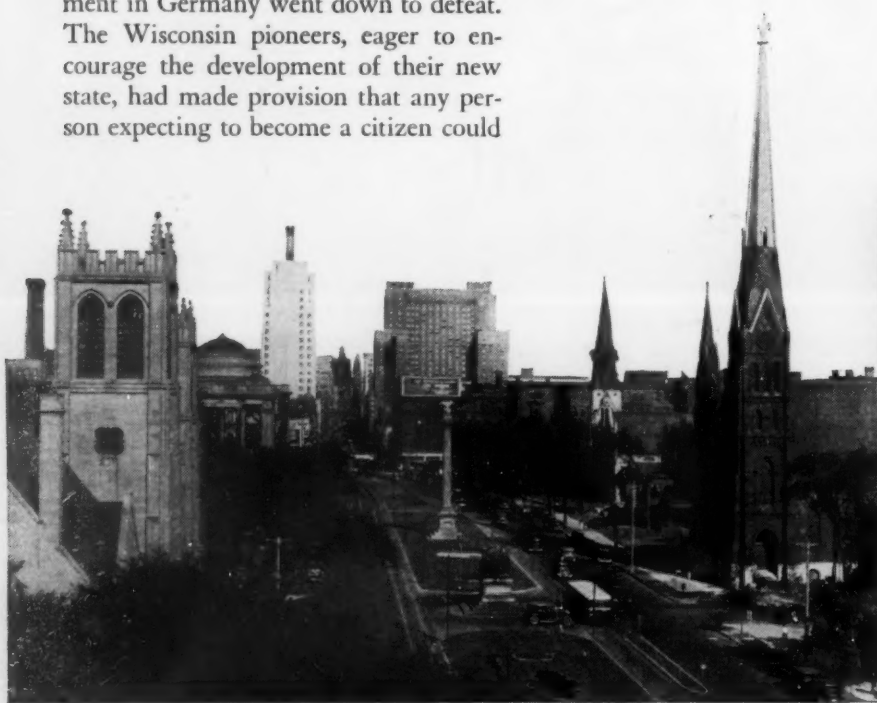
Wisconsin has pioneered in several educational areas. The first kindergarten in the United States was founded by Mrs. Carl Schurz at Watertown in 1856. The state holds a position of leadership in vocational education. It was one of the six states which, previous to the passage of the federal Smith-Hughes Act in 1917, had legislation providing state aid to vocational education. The

Milwaukee school system is noted for its strong vocational education program.

The University of Wisconsin has a well-deserved reputation for public service. In 1894, following labor trouble growing out of the depression, Richard T. Ely, head of the Graduate School of Political Science and History at the University, was investigated for alleged subversive activities. (How history repeats itself!) With rare insight the university board of regents exonerated him with these words, "Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

Milwaukee is sometimes called the Naples of America. Three rivers—the Milwaukee, the Menominee, and the Kinnickinnic flow thru the city into Lake Michigan. Up these streams to the very heart of the city comes the lake traffic. Most of the Milwaukee lake frontage is municipally owned and has been developed by the city into scenic drives, parks, and public beaches. Milwaukee is a city of many bridges, as will be noted in the pictures below.

You will be safe in Milwaukee—probably safer than in your home town. The consistent winning of numerous national awards has given Milwaukee recognition as the nation's safest city. The police department, separate from pol-



itics, has an international reputation for efficiency, Milwaukee having the lowest crime rate in the country. An internationally famous system of supervised playgrounds and social centers is considered responsible in part for the city's comparative freedom from crime.

The NEA convention program is being planned by President Amy Hinrichs. An innovation will be three national seminars on Protection of School Funds for Educational Purposes, Education and Economic Wellbeing in Our Democracy, and Building Stronger Professional Organizations. There will be one participant from each state in each seminar. These seminars will report findings to the entire convention at later sessions. The final session will be devoted to the political scene with representatives of the major parties taking part.

Among other topics that will receive attention at the convention are: America's place in the world situation, education for gifted children, modern procedures in the teaching of reading, Milwaukee's program of vocational education, safety education, health education, meeting the needs of the individual pupil, newer instructional practices of promise, trends in curriculum development, the place of music in the culture of the world, Pan-American relations in education, education in human relations, classroom use of war news and war problems, relationship of city schoolboards to central municipal authorities, the NEA program of teacher welfare, the use of human and natural resources in education, audio-visual aids

in education, the purposes of education in American democracy, and the youth problem.

Teachers wishing to combine summer school attendance or vacation plans with the convention trip will find the facilities of this region ample. The great north country abounds in woods and lakes. A few weeks spent resting, swimming, fishing, and hiking in upper Wisconsin, Minnesota, or Michigan will bring one immeasurable freshness of body and spirit. Get out your map now. Decide upon the general area where you would like to vacation. Then write the

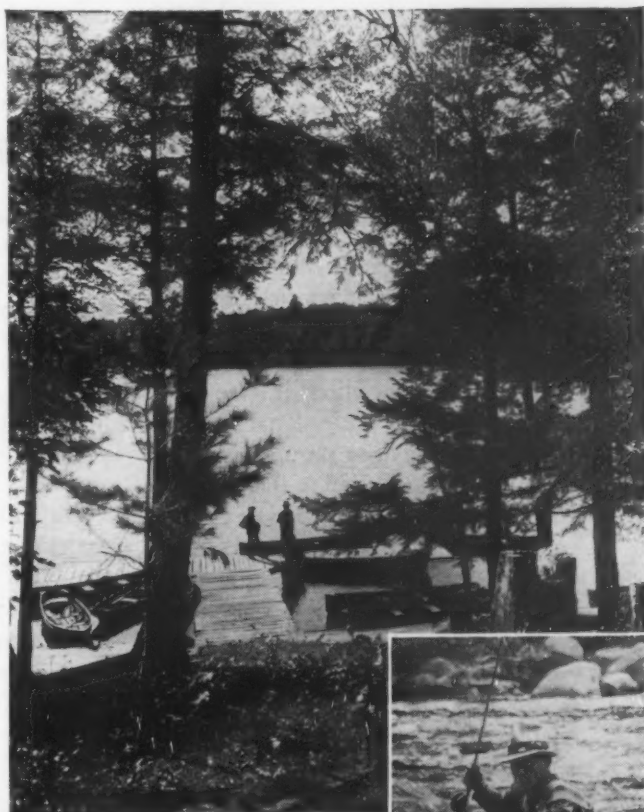
Chamber of Commerce of the nearest city for information on resorts, cottages, prices. They will gladly supply you.

Those who wish to continue their professional study at summer school sessions will find ample facilities enroute to or in the Milwaukee area. Write to the institution in which you are interested for complete information as to courses, living arrangements, and other factors.

Now is the time to make your plans for a profitable summer of personal and professional growth.

—LYLE W. ASHBY.

From left to right: Milwaukee's Court of Honor—its memorial to all veterans; Wisconsin Avenue Bridge as it opens to permit the passage of a boat; an air view of part of Milwaukee's downtown area; looking north along Lake Michigan and Lincoln Memorial Drive showing part of Milwaukee's famed waterfront; a fisherman about to take in a gamey rainbow in the rapids of one of Wisconsin's famous trout streams; forest-bordered lakes of Wisconsin like the one to the right appeal to vacationers and fishermen, too.



Acro-Graph Corp. Photo

Affiliated Local Associations

AMY H. HINRICHS

President, National Education Association

THE work of both state and national education associations is dependent upon and is accomplished by the individual teacher's active participation, the local professional association seems nearer to the average member of the teaching profession. The reason is not only the geographical factor, but the fact that the local association is usually chronologically first in the teacher's expression of professional interest thru service. It would be rare to find one who is prominent in the work of state or national association who had not begun as an earnest member of a local association, perhaps in committee work or as an officer in that association following interest and effort in behalf of the profession in the particular community.

The local association is, then, the very source of our professional activities. Many of its activities tie up with those of the national association thru the state association. Many of our leaders envision a time when local, state, and national associations will be so federated that membership in a local association will carry with it state and national membership.

Whether or not such close organic relationship comes soon, the working relationship of affiliation of local or state association with the NEA is of tremendous mutual benefit. Last month we considered our affiliated state associations. Let us now scan our affiliated local associations. To quote from our *Bylaws*:

ARTICLE II

Section 3—A local educational association or teachers organization within a state, territory, or district may affiliate with the National Education Association and shall be designated an affiliated local association. Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be \$5, which shall entitle said association to receive without application, or other condition, all regular

publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all bulletins and announcements when issued.

Section 4—Each affiliated association, both state and local, shall be furnished a certificate of membership.

Section 6—Each affiliated local association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated local delegates.

Section 7—Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a state or local affiliated association. An active member shall be permitted to vote for the election of delegates in but one affiliated local association. For determining the apportionment of delegates, an active member may be counted in two affiliated associations, and no more; and that one of these shall be the state association.

Certainly here is the opportunity for the closest kind of relationship between the NEA and "the folks back home." Think of the opportunities in affiliation of helping to shape the policies of our great national professional organization.

The NEA now has 940 affiliated local associations. Among them are city and rural, county and regional groups. Some of them are allinclusive organizations, in which nursery-school teacher and graduate-school professor, kindergarten teacher and superintendent, grade-school teacher and her principal and supervisors, work side by side on their common professional problems. Some of them are specifically classroom teacher groups or principals clubs, for example. Every field of educational endeavor has an organization whose membership is restricted to persons of that interest. Whether its membership is allinclusive or homogeneous, three great values of the local association are:

[1] Its usefulness in bringing about definite measures concerned with teacher welfare, [2] the professional companionships and cultural advantages that it develops

and fosters, and [3] its value as spokesman in interpreting education to the public.

No one pattern could be given for type of organization, or character, length, and frequency of meetings of local associations. Each must follow the plan of organization that experience proves best. Many associations publish fine magazines, journals, bulletins, or news sheets. Value of such publications is twofold:

[1] Direct and regular contact with the individual members, and [2] legitimate advertising to the world, both lay and professional, as to what an organization is doing.

The publications of the NEA and the results of its research are, of course, available to all its members. But the relationship of affiliation between local and national makes easier the flow of information, results of research, and statistical material from the NEA Headquarters to usefulness in the field, because the local association is one of the most important channels thru which all this influence flows to its absorption in the Sea of Public Opinion and the Oceans of Effective Functioning and Definite Accomplishment.

To facilitate this flow and otherwise develop the fine results of affiliation, the NEA has at Headquarters the Division of Affiliated Associations, with Miss Agnes Winn as Director. A former teacher, with many years of experience also in NEA Headquarters, Miss Winn works zealously to give maximum helpfulness to our affiliated associations.

Feeling the need of further study of all phases of the relationship of affiliation, involving, as it does, almost limitless possibilities for service to the profession, to education, to youth, the NEA last year created a Committee on Affiliated Associations. The personnel of the core committee, Reuben T. Shaw, immediate past president of the Association, chairman, was included in the list of committees in the January *JOURNAL*. The Committee on Affiliated Associations, the Division of Affiliated Associations, and the NEA itself, are at the service of its affiliated associations.

Teachers, thruout the United States of America, develop your local associations, have them affiliate with the National Education Association, and thus augment the influences working for the improvement of education, the advancement of the profession, and the welfare of children and young people.

You Belong to Others

CONSIDER the number of times that your happiness and your place in the world have involved the estimate that others place upon you. They like you or do not care for your company; find you easy or hard to work with; employ you or pass you by; raise your salary or fail to promote you; seek you in marriage or business partnership. In the long run this estimate that people place upon you depends upon what you are—your inherited gifts; your cultivation of those gifts; your ability to make the most of your strong points, to correct or minimize your weaknesses. You live not in isolation or even in the family or neighborhood circle, but in a widening world of people with whom you must be in happy and effective relationship if you are to make the most of your life. Cultivate the habits and qualities that help you to get on with others.

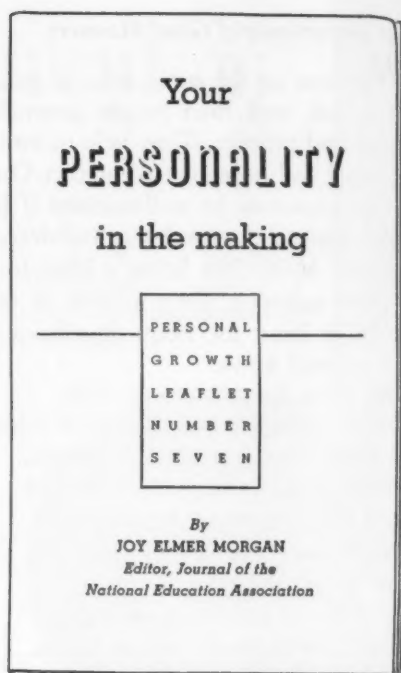
Have a Purpose and a Plan

IF YOU ARE the kind of person who does what the crowd does, having no mind or standards of your own, you cannot develop personality. The first step in the cultivation of personality is a strong purpose to be somebody and to make the most of yourself. If you have such a purpose and act in harmony with it, you will find that people take you at your own valuation. The impression one makes on others springs from many factors, chief of which is that deeper integrity and excellence commonly called character—the outcome of high ideals, right habits, and sustained cultivation. For a famous method of character cultivation, see *Personal Growth Leaflet Number 42*, "Franklin's Plan of Selfimprovement." Character finds outward expression in many ways, some of which are discussed in this leaflet. Note factors in your personality you can improve.

Be Friendly and Helpful

YOU CANNOT BE your best by withdrawing into your shell like a turtle. You were made to be friendly and to cooperate intelligently with mankind. It is intelligent cooperation that lifts man above the lower forms of life. Here are a few tests:

Are those with whom I associate in home, school, church, neighborhood, and



For information see page 89.

vocation happier, wiser, and better because of my association with them?

Do I speak to people by name when I meet them, and make friendly inquiries about relatives and friends?

Do I take my part without seeking to monopolize conversation?

When adjustments are to be made, do I yield pleasantly and cooperatively?

Do I write full, careful, and interesting letters to absent ones?

Do I seek constantly to extend and enrich my acquaintance and friendship?

To Meet People Easily

A WHOLESOME PERSONALITY is at home in the presence of all kinds of people—rich and poor; ignorant and learned; young and old. In meeting people easily there are several matters which might seem unimportant, but which in reality are of the utmost importance. When you are introduced to a person, let the eyes meet in a friendly smile. The eye is the most unchanging physical factor in personality and therefore the best to observe closely and to remember people by. Eyes that fail to meet ours squarely leave an impression of weakness. Likewise an indifferent handshake may mar an otherwise excellent impression. A friendly, firm, warm handclasp, with the eyes meeting squarely in mutual confidence, and a kindly word spoken with sincerity are outward signs of character and personality. If you are not sure on these points, practice them with a friend.

Improve Your Posture and Bearing

ONE WHO CARRIES himself firmly and gracefully erect with head up, shoulders well back, chest out, stomach held in, weight on toes, with arms and legs swinging easily, gives an impression of purpose, dignity, power, and inner mastery. Slouchy posture and bearing give the opposite impression of indifference and weakness. To attain right posture and good bearing requires practice every day, with enough exercise to maintain muscle tone and vigor. At least an hour of walking daily in the open air is desirable. Study your posture, movements, mannerisms, and facial expression in a full-length mirror. Study the way others stand, walk, and sit. Observe the best examples you can find and practice them until they become natural and easy. Have regular times each day for a check-up and practice until the correct forms become habitual.

Are You Well-Groomed?

- [1] Is your body clean and in good condition inside and out?
- [2] Is your hair trimmed in a style becoming to you, and well-brushed?
- [3] Are your hands clean; nails well-kept?
- [4] Are you properly shaved, if a man, or if a woman, have you used cosmetics with restraint and commonsense?
- [5] Are your teeth and mouth clean and free from infection?
- [6] Do you remain at home when you have a cold?
- [7] Is your breath free from objectionable odors?
- [8] Have blemishes and warts been removed where possible?
- [9] Are your clothes of good quality, suited to you; well-kept and in keeping with the occasion?
- [10] Are such accessories and jewelry as you may wear in good taste?

Improve Your Voice

YOUR VOICE reveals your condition as the clouds reveal the weather. It is quick to register weakness or strength, fear or courage, grief or joy, hate or love. It also reveals your background of family, race, and country; your breeding and personal cultivation. Your voice can be improved with training by a good teacher and thru practice. The first step is to maintain a high level of physical,

mental, and emotional fitness; the second to become conscious of your voice—to learn to listen to it, to hear it as others do, to discover its defects and correct them; the third is to learn to breathe deeply, using the diaphragm and keeping the voice under control; the fourth is systematic, daily practice on difficult passages with careful, resonant pronunciation and clear enunciation of every tone. Take a course in public speaking.

Enrich Your Conversation

WHAT ARE THE QUALITIES that make conversation enjoyable? Among them are these: your ability to put yourself in the place of others and to acquaint yourself with what appeals to them; the habit of listening carefully and of speaking only when it is your turn; the ability to draw out the other party or to spread the conversation to all if there are more than two; freedom from the spirit of contention; fairness in recognizing various points of view; quickness to sense and avoid depressing or irritating topics; the ability to keep attention on worthwhile rather than trivial topics; clear, vivid, easy presentation of what you have to say; a cultivated voice; humor; richness of illustration; careful use of facts. Thru reading and conversation fill your mind with interesting and useful information. Keep in touch with current affairs. Have something to talk about.

Cultivate a Sense of Humor

LAUGHTER and good cheer are important to health and happiness. A hearty laugh relaxes and tones up the body and clears the mind. We all value one who can change the mood of the company from gloom to wholesome gayety. We work together better after we have laughed together. A discriminating sense of humor is associated with the deepest spiritual appreciation. Ribaldry is sometimes mistaken for a sense of humor. Low characters see fun in lewd stories and in the misfortunes of their fellows. Such are not true humor. They degrade taste and weaken personality. A sense of humor can be cultivated. One can train himself to see the fun in the day's work and in the ups and downs of life even when the joke is on him. Pleasant incidents and clever anecdotes can be remembered and used at meals or to start the day off in fine spirit.

The Importance of Good Manners

MANNERS are the traffic rules of social life which well bred people generally accept and practice. They help to avoid confused and unregulated conduct. One cannot expect to be well-received if he is ignorant of these rules or indifferent to them. Make your home a laboratory of good manners. Keep a book on etiquette at hand for frequent reference. One should know:

- How to make and receive calls.
- How to introduce people to each other.
- How to accept or decline invitations.
- How to conduct himself at the table.
- Good form in using the telephone.
- What to wear on various occasions.
- How to apply for a job.
- The rules of good sportsmanship.
- About tips in hotels and on trains.
- Good manners in driving an auto.
- How to apply the Golden Rule in all life's relationships.

Be Yourself

CHILDREN learn much by imitation. Thus they acquire the accepted ways of mankind. With increasing maturity, the ego or self awakens and develops so that one acquires tastes, insights, judgment, and standards of his own. By seeking the highest and best in life and being ever true to the light of his own experience and meditation, he becomes different from others. Because it is peculiarly his own there is a constant quality in his individuality which adds to the charm and value of all his personal relationships. Here is no mere shadow of other personalities, but an abiding integrity that shines by its own light. The way to develop originality is to be original; to make yourself sensitive to the promptings of your own taste, imagination, and conscience; to cultivate a courage that avoids sham and pretense—in a word, to be sincere.

Desirable Personality Traits

- [1] *Flexibility*—The ability to change and grow, to listen, to question, to fit in with the plans of others.
- [2] *Cheerfulness*—The habit of enjoying life and of expecting the best.
- [3] *Poise*—The ability to keep serene amid trying circumstances.
- [4] *Loyalty*—The habit of being faithful to friendships and responsibilities.
- [5] *Enthusiasm*—Capacity for believing

in the success of worthwhile things.

- [6] *Initiative*—The power to think out things to do and to go forward.
- [7] *Dependability*—The habit of being on time and of keeping engagements.
- [8] *Industry*—The habit of staying at tasks until properly finished.
- [9] *Courage*—The moral stamina to stand firmly for right, truth, and justice.
- [10] *Good judgment*—The ability to consider evidence, to weigh carefully and tolerantly; to decide wisely.

Ways To Improve Your Personality

- [1] Spend at least two hours per week calling on friends and neighbors, taking an interest in them and their lives.
- [2] Become an active participant in church, club, or community affairs.
- [3] Arrange and maintain a schedule of varied exercise suited to your needs.
- [4] Read aloud or recite from memory ten minutes daily, giving special care to enunciation, grouping of words, and melody of tone.
- [5] Learn five good anecdotes and practice telling them with variations until you find the most perfect form.
- [6] Take a discriminating friend with you when you go to buy clothes.
- [7] Memorize a verse from the Bible every night before going to sleep.
- [8] Make a list of your weak points and work for a month to improve each in turn, keeping a careful record and seeking always to hold ground gained.

Character the Foundation

OBERVE the people who make an abiding impression of strength and goodness and you will see that their personal attractiveness and force are rooted in fundamentals of character. They have the physical vitality, endurance, and courage that come from right living. They have the mental stamina and penetration that come from facing up to one's problems however difficult and from keeping one's mind on things that really matter. They have the moral power that comes from an active sense of right; from doing their part to make truth, justice, and beauty prevail in the world. They have the inner peace and grace that go with cultivated religious feeling and understanding. People like to be with them, trust them, depend on them in emergencies. They are the salt of the earth.

Chicago Convention

THE American Association for Health, Physical Education, and Recreation, a Department of the NEA, will assemble in its 45th annual convention at Chicago April 24-27, 1940.

The physical educators, familiar with the practice of presenting honor awards annually to members of their own Association and others who have made outstanding contributions toward the welfare and health of youth, will hear themselves as a group lauded for their services to education, by authorities of a foreign government. This unusual honor, in the form of a decoration to three of the organization's officers and a general citation for the Association, comes from the Czechoslovakian government. The order for the decorations was signed January 23, 1939, less than two months before German troops marched into the Czech republic. The citations and medals did not arrive in the United States until a year later, when after traveling by some devious route they were delivered thru the Czech Minister in Washington to the American Association for Health, Physical Education, and Recreation and the following officers: F. W. Cozens, past-president, University of California at Los Angeles; N. P. Neilson, executive secretary, Washington, D. C.; and Elmer D. Mitchell, editor of the journal of the Department, University of Michigan.

Between three and four thousand delegates are expected at the Chicago meeting, which will bring together representatives of such varied fields as sports, nutrition, therapeutics, medicine, camping, dancing, health education, and safety education.

An elaborate entertainment program is being prepared under the direction of A. H. Pritzlaff, Chicago public schools, convention manager. Hospitality includes dancing, and presentations by the recreation department of the city of Chicago and by various societies of that city interested in recreation and physical welfare. A high spot in the entertainment program will be a banquet Thursday evening at which Delbert Oberteuffer, professor of physical education, Ohio State University, is to be the master of

A scroll and a medal come to the American Association for Health, Physical Education, and Recreation to memorialize a citation by the Czechoslovakian government.



ceremonies. Receptions and states' luncheons are scheduled for each day.

The Chicago convention is being managed jointly by officials of the general organization and by the Midwest District of the American Association for Health, Physical Education, and Recreation, of which Helen Hazelton, director of physical education for women, Purdue University, is president.

A convention innovation will provide for individual consultation of delegates with expert leaders in the various educational fields represented. Consultants will be available each day of the convention on physical education facilities, including gymnasiums and swimming pools; on women's athletics in discussions of standards, rules, and the participation of women in competitive sports. The intramural program of athletics will be a popular topic for consultation. Safety education with emphasis upon protection against accidents in sports and recreation, the general physical education program, health instruction, nutrition, corrective programs are among topics for these personal conferences.

Preconvention meetings include a two-day dance conference when instructors will discuss and demonstrate technics of the modern dance. Sessions will be led by nationally known authorities in the folk dance, social dance, and rhythmic bases of movement. The group plans to

present Lloyd Shaw's cowboy dancers from the Cheyenne (Wyoming) Mountain School, at one of its sessions.

The Society of State Directors will also hold a session in advance of the convention, presenting a program arranged by James E. Rogers, secretary, New York City. Mr. Rogers is a representative of the National Recreation Association. The convention will place special emphasis upon safety education. A section devoted to that topic will review the 1940 Yearbook of the American Association of School Administrators, entitled *Safety Education*. Among speakers on the Physical Education Division of the organization are: J. B. Nash, New York University; and Ira Thomas, chief talent scout of the Philadelphia Athletics.

Convention exhibits will be devoted to educational work including activities of the American Red Cross, youth hostels, and camping institutions as well as to displays of commercial equipment and supplies used in physical education and health programs. Exhibits will be in the display rooms of the Stevens Hotel at which convention sessions will be held. Hotel officials will provide unusual "dormitory" accommodations for delegates. The plan permits four or more persons to share a room at a minimum cost of \$2 each per day. Reservations are being made directly with the Stevens Hotel by members of the organization.



Wide World Photo

Children's Crusade for Children

SOME QUESTIONS AND ANSWERS BY

Dorothy Canfield Fisher

HOW DID IT START?—With the flowing together into one broad stream of thought and emotion inside the minds and hearts of innumerable Americans:

[1] The passionate wish to preserve our national neutrality; [2] an equally passionate feeling that that neutrality must not degenerate into mere selfish, ignoble complacency over being safe while so many of our fellowmen are in agony; [3] a "decent concern for the opinion of mankind," to prove to ourselves and to the world that our far-flung democracy is a strong united nation, as capable in 1940 as ever, of making a noble gesture of that humane idealism which is one of its most living traditions; [4] compassion for the plight of the children—Chinese, German, Spanish, French, Austrian, Czech, Polish—driven from their homes for no fault of theirs, and an alarmed realization that they represent the future of our race and must be saved from ruin not only out of ordinary human decency, but for our collective future; [5] an equally concerned feeling that our own American young people, like all of us, have been so troubled by our economic difficulties as to ignore, with a forgetful indifference which is a danger to our country, the magnificent political success of our incomparable federation; [6] a heart-felt old-American confidence that our public schools preserve intact the old-American capacity for idealistic fervor along grandly broad lines of brotherly, comradely, human feeling.

Who is behind the Children's Crusade?—If all their names were set down here, there would be nothing else on the page. Here are a very few:

Ex-president Angell of Yale; William Green; S. D. Shankland; Raymond Gram Swing; William Russell; Pearl Buck; Theodore Roosevelt; Walter Damrosch; Charles A. Beard; Irvin A. Wilson; Dorothy Thompson; Helen Hayes; Harry Emerson Fosdick; Charles B. Glenn; George A. Buttrick. President Conant of Harvard; Justice Frankfurter; Secretary Givens of the NEA; U. S. Commissioner Studebaker; Archibald MacLeish are helping with good counsel.

What is the Children's Crusade?—After a nationwide campaign (outside the schools) of newspaper, magazine, radio, movie publicity about what we

have to be thankful for and to guard and work for as Americans, and a period (inside the schools) of centering the regular lessons in American history, current events, social sciences, and the like, around the same idea, a mite-box thank-offering of pennies will be taken during the fourth week in April (Monday, April 22 thru Tuesday, April 30) among American children to go to the children without a country, wherever they are on the globe.

How will this money be distributed?—Mrs. Eleanor Roosevelt; Monsignor Ryan, director of the National Catholic Welfare Conference; Caroline Woodruff, former president of the NEA; William Allen White; and Superintendent Charles B. Glenn, Birmingham, Alabama, and Chief Justice Irving Lehman of the New York Circuit Court of Appeals, have accepted membership on the independent jury of award.

To whom will they apportion the money?—To responsible, well-known, well-organized relief organizations already operating in Roman Catholic, Jewish, Protestant, and nonsectarian fields. The Quakers are to be responsible for non-sectarian relief.

Won't a great deal of the collection go for overhead?—Not a penny of it. All expenses are guaranteed from a source outside the collection. A clear way is thus opened from child to child.

How can one learn more details?—By writing to Director, Children's Crusade for Children, Empire State Building, New York City. Remember that we are longing for suggestions as to how to be most effective.

How about safeguarding the feelings of our poorer children?—There will be no set hour or day for the collection. The mite-box will stand, available to all pupils during each school day of that week in April. No one need know whether a child has given anything. Perhaps no children will profit more, spiritually, by this opportunity to make a humane and generous gesture than our less well-to-do. When even a penny means real help to real flesh-and-blood children, in desperate need, the poorer

of our own children can, for once, have their share of the dignity and joy of helping others.

Isn't this exploiting our American children?—The statistics as to the consumption of chewing-gum, candy, and tickets to the movies, vividly suggest that most American children can give up the price of one bar of chewing-gum without undue deprivation. If a small temporary sacrifice is involved—so much the better. Since when has a small temporary sacrifice been considered unwholesome for the human spirit? One of the anxieties of all educators and parents has long been that our American children have so much done for them, with so few demands on them to do for others. After the special publicity given both to the reasons (our Constitution, our Federation), why our own children are not refugees fleeing bombs, and to the plight of children who are without a country to protect them, our children will feel compassion for others, and wholesome thankfulness for their own safety. We know that it is psychologically sound to provide an outlet in action to aroused emotions.

How about our own destitute American children?—In the first place, they are in a haven of safety compared to the children of exiles. The nation to which the destitute American child belongs is remorseful because he does not have what he needs, is trying hard to take better care of him, to open the door to a decent future for him. The nation to which the refugee child formerly belonged has slammed shut the door to his future. And in the second place, because you have a sick child in your home, do you feel justified in not stirring to help a child who has been knocked down by an automobile and is lying helpless in front of your home? No, you open your heart wide to the need of both children, and try to live up to the magnificent opportunity thus forced on you for the deepening of your spiritual life.



Courtesy, East Orange, New Jersey, Public Schools

WHAT IS IT?—A two weeks' conference-course sponsored by the NEA Department of Elementary School Principals and the School of Education of the University of Wisconsin.

Where?—University of Wisconsin, Madison.

When?—July 6-19, 1940.

Who is invited?—Teachers, principals, superintendents, and others interested in elementary education.

Theme—"Enriching the Elementary School Curriculum."

The program—In the mornings from 9:00 to 10:00 there will be a series of demonstrations. There will also be opportunity for observation in the summer elementary laboratory school. From 10:15 to 11:45 will be held a general assembly planned to give a well-rounded presentation of problems of interest to those in the field of elementary education. Between 1:15 and 2:45 study and seminar groups will meet. The evenings are reserved for a general conference.

Fees and credits—Registration will take place on Saturday morning, July 6. Students completing the course for credit will be allowed two semester hours. The registration fee of \$16 includes regular registration in the University, the report of the proceedings of the conference, use of the student recreation building, and the services of the student infirmary in case of illness.

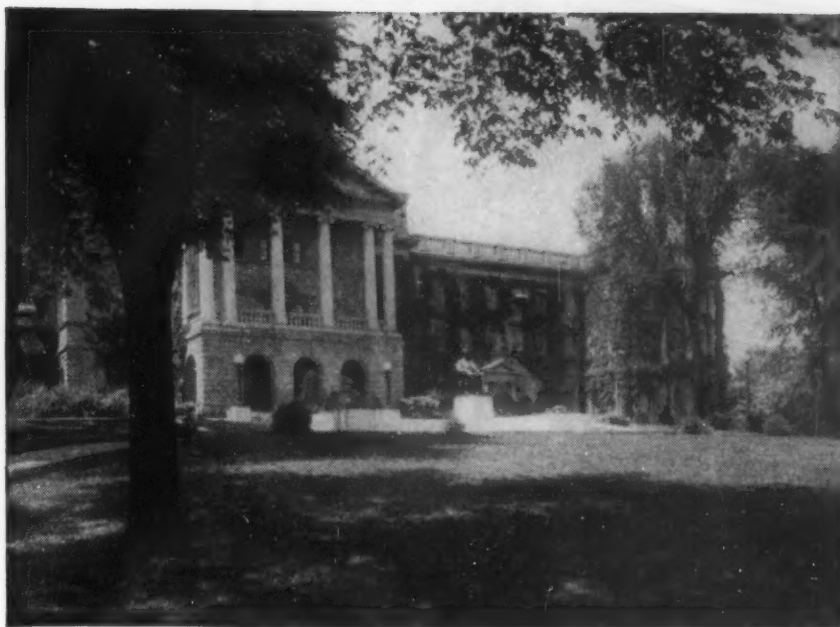
The faculty—The course will be under the general direction of J. Murray Lee, assistant professor of education at the University of Wisconsin. Among educational leaders who will participate in the program are: Assistant Superintendent Prudence Cutwright, Minneapolis Public Schools; Howard A. Dawson, director, NEA Division of Rural Service; C. A. Dykstra, president, University of Wisconsin; W. S. Gray, professor of education, University of Chicago; Executive Secretary Willard E. Givens of the NEA; John Hansen, chief, Bureau of Visual Instruction, University of Wisconsin; William H. Kilpatrick, professor emeritus, Teachers College, Columbia University; Bernice Leary, visiting lecturer, University of

Wisconsin; Mrs. Lois Nemec, state elementary supervisor, Madison; Superintendent Paul Misner, Glencoe, Illinois; Edwin H. Reeder, professor of education, University of Illinois.

Recreational opportunities—There are unusual recreational opportunities and special trips of considerable interest. Fishing, swimming, and boating will be available.

Housing accommodations—Members of the conference will be housed in three dormitories on the lake front, with meals in an adjoining dining room. Meeting places are near the living quarters. The housing rate, including room and meals for the two weeks, will be \$25. If accommodations are desired in the dormitories, the application blank below, accompanied by a deposit of \$5 (made out to the University of Wisconsin) should be mailed to Eva G. Pinkston, 1201 Sixteenth Street Northwest, Washington, D. C., before May 25. Make your reservations early.

If accommodations other than dormitory are desired, write directly to J. Murray Lee, School of Education, University of Wisconsin, Madison.



Lincoln Terrace, University of Wisconsin, Madison

Fourth Annual Conference on Elementary Education

APPLICATION BLANK

Fourth Annual Conference on Elementary Education, July 6-19, 1940

Department of Elementary School Principals

1201 Sixteenth Street Northwest
Washington, D. C.

☐ I wish to become a member of this conference

☐ I wish college credit

☐ I do not wish college credit

Inclosed is a \$5 check (made out to the University of Wisconsin). Kindly make a reservation in the dormitory for me.

Name.....

Address.....

Position.....

NEA Safety



*Life may be moulded—taken warm
and young;*

*Life may be shaped to new endur-
ances.*

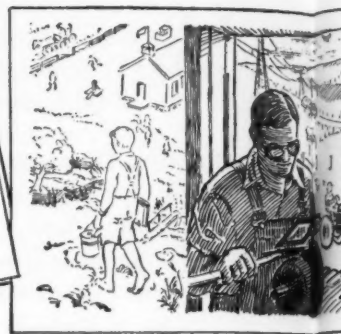
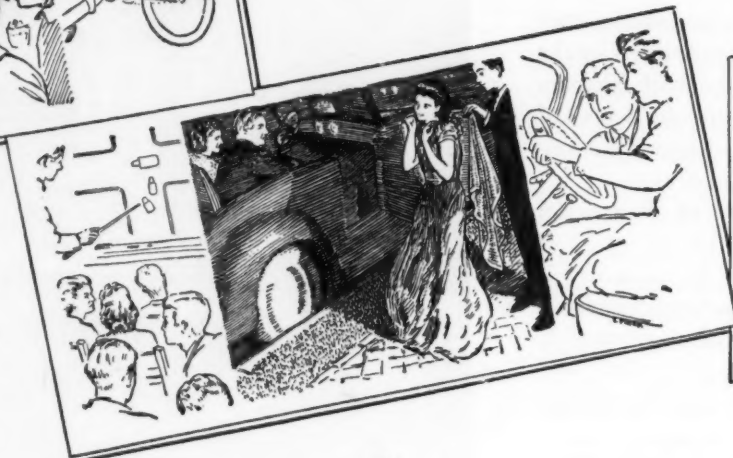
Fate leaves the choice to us . . .

Shall we choose Chance,

*Or visioning farther, staunch her
bleeding stroke,*

*Take Knowledge for our guide, and give the race
Far in the future, deeper potencies?*

—THOMAS WOOD STEVENS



MANY ORGANIZATIONS and agencies—public, semipublic, and governmental—are joined today in an effort to promote safety. In the past century of the public school, teachers have given attention to "safety" in education. The National Education Association has furthered many activities in the safety field. Over a period of years THE JOURNAL has published articles on instructional practices in safety. In 1925 the Committee on Schoolhouse Planning issued its significant report. The extensive use of school buses led in 1936 to the publication of a *Research Bulletin*, "Safety in Pupil Transportation."

In 1937 the Highway Education Board and the Automotive Safety Foundation offered to provide the National Education Association financial aid for the preparation and publication of safety materials for teachers. Expenditure of these funds was assigned to S. D. Shankland, executive secretary of the American Association of School Administrators; and Frank W. Hubbard, associate director in charge of the NEA Research Division. Most of the work has been carried out thru the Safety Education Projects of the Research Division.

TEACHERS REPORT PRACTICES

The first step was to secure information regarding safety instruction in the schools. More than 14,000 teachers cooperated. The results showed that while safety instruction was widespread at the elementary-school level, it was given unsystematic attention in junior and senior highschools. Teachers were impressed with the possibility of visual aids in safety education and with the effectiveness of relating safety to the use of school equipment and materials. Essay contests, excursions to the scenes of accidents, and library reading of safety booklets were thought by the teachers to be among the least effective methods. The results of this survey of instructional practices were presented in the *Research Bulletin* for November 1938, entitled "Safety Education thru Schools." It includes an ex-

tensive list of organizations supplying aids to teachers as well as nearly 100 reviews of safety films (64 pages, 25¢ per copy).

SAFETY MATERIALS LISTED

Since the growing interest in safety instruction has created a demand for information as to how safety may be taught, the second project was the preparation of a bibliography. More than 1400 items published in recent years were collected, examined, and annotated. Classified under more than three dozen headings, these references are readily available. In a letter received from a state supervisor of safety, this comment was made: "Your annotated bibliography is the best that I have been able to obtain." [*Safety and Safety Education: An Annotated Bibliography*, 64 pages, 25¢ per copy.]

FOR CHECKING PRACTICES IN YOUR SCHOOL

Upon the principal and teachers of an individual school falls much of the responsibility for the safety program. To help these people discover the strengths and weaknesses of their activities, a checklist covering all phases of school safety was developed. In preliminary drafts the checklist was sent to several hundred teachers and administrators for criticism and was also submitted to technical authorities of the federal government and various safety organizations. The final result was a list of 214 questions. More than 10,000 copies of this publication have already been distributed. Why not check your school against it? [*Checklist on Safety and Safety Education*, 30 pages, 25¢ per copy.]

YEARBOOK ON SAFETY EDUCATION

The 1940 Yearbook of the American Association of School Administrators is entitled *Safety Education*. This 544-page volume reviews the status of safety education in public-school systems. There are chapters indicating what can and should be done in elementary, secondary, and adult education and in teacher training. Attention is given to the hazards and the preventive measures in the individual school. Emphasis has been placed upon the possibilities of coordinating the many community efforts to increase

Safety Projects



Illustrations are from
"Safety Education," 1940
Yearbook of the American
Association of School Ad-
ministrators.

safety. Included is a list of 70 organizations distributing free and inexpensive materials and a list of more than 130 agencies from which teachers may obtain films. Perhaps one of the most helpful sections for schools which still do not have a comprehensive safety program is the "Point of View" of the Commission itself. The yearbook was prepared under the chairmanship of Henry H. Hill, superintendent of schools, Lexington, Kentucky, with the assistance of a Commission of wellknown superintendents and authorities in safety education. The yearbook may be obtained from the American Association of School Administrators for \$2 per copy.

VISUAL AIDS IN SAFETY EDUCATION

Since the first study of the Safety Education Projects showed that classroom teachers were particularly interested in visual aids, much time and effort have been spent in reviewing available safety films. The majority of these are sound motion pictures. A few of the older films are silent. Some tendency has been noted of the development of film slides, both with and without sound. For the purpose of making the reviews a committee was appointed, consisting of an elementary-school teacher, a junior high-school teacher of social studies, and a highschool teacher of science. These persons met with members of the NEA staff over a period of a year and a half for the purpose of seeing the visual aids. The evaluation of each motion picture has been summarized in a brief paragraph designed to tell the teacher whether or not the film will meet her needs. Gruesomeness of scenes, advertising, and other undesirable characteristics have been noted. There are listed in this report 156 motion picture films, 24 sound films, 14 silent film strips, and 18 lantern slides as well as the distributors from which these various items may be obtained. [*Visual Aids in Safety Education*, 32 pages, 25¢ per copy.]

SAFETY INSTRUCTION CONTENT

The charge has sometimes been made that safety education is an area that lacks content. Teachers complain that it is difficult to think of the items, methods, and

activities which can be grouped together into effective instructional units. That there is sufficient content material is shown by a bulletin reporting an analysis of 271 courses of study. The courses analyzed deal with most aspects of safety education with the exception of driver training and have been issued by city-school systems, state departments of education, and nonschool state and national agencies. [*Problems and Topics in Safety Instruction*, 32 pages, 25¢ per copy.]

UNITS IN SAFETY TEACHING

Primarily for the purpose of showing how safety units may be developed in accordance with modern patterns, the Research Division has prepared twelve units for classroom teachers. Four of these units have been designed for teachers of the first two grades; four are for the third and fourth grades; and four are for the fifth and sixth grades. At the present time these units are being tried out by classroom teachers in a number of school systems. The four units for the primary grades have been revised in the light of the criticisms offered and will soon be available in printed form (now in press). The other units will be revised and printed during the spring of 1940.

WHAT OF THE FUTURE?

The publications issued to date and those now being prepared will accomplish nothing if they are allowed to gather dust on shelves. These bulletins are handbooks designed to assist the individual classroom teacher and curriculum committees. Several thousand copies of each bulletin are being placed in the hands of principals and superintendents who have the responsibility of passing them along to those who largely determine the effectiveness of safety instruction. Altho the experiences and training of many teachers have not included systematic safety education, any teacher may become familiar with the best that has been done to date thru the publications reviewed on these pages. They may help you to prevent an accident—or to save a life. [All publications mentioned in this article may be ordered from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.]

THE JOURNAL'S Annual Roll Call

A CONTINUING RECORD OF EDUCATIONAL PROGRESS

THIS is the eighteenth year that THE JOURNAL has gathered reports summarizing the educational situation. Letters were sent to three persons in each state—the state superintendent of education, the NEA state director, and the secretary of the state education association. From the replies received, the following facts have been compiled. No report was received from Colorado, Mississippi, New Hampshire, New Mexico, and Rhode Island. Local education associations or faculty meetings may well use THE JOURNAL'S Annual Roll Call as the basis for study. We shall be interested to hear of ways in which this material is used.

ALABAMA School legislation: An appropriation of approximately \$2,400,000; teacher tenure and retirement; statutes guaranteeing prompt payment of teachers' salaries; new index of the taxpaying ability of local school units to be used in distributing state equalization funds. To these may be added continuation of the curriculum program, increase in average daily attendance, new buildings, statewide observance under PTA auspices of Citizenship Recognition Day for those young people becoming 21 years of age.

ALASKA Most significant achievements were legislative establishment of a minimum wage law for all teachers, with no differentiation between grade and high, city and rural, and completion of preliminary work on course of study for elementary schools.

ARIZONA A fulltime secretary has been employed by the Arizona Education Association. *The Arizona Teacher* has been made the official organ of the AEA and

the State Congress of Parents and Teachers. Teacher retirement legislation passed one house, died on the calendar of the other.

Some illadvised legislative proposals affecting education were defeated. Increased appropriations were secured for free textbooks and for safeguarding the permanent school fund. The year brought a closer federal-state tie-up in Indian education, inauguration of a pre-secondary teaching certificate, much school building construction.

ARKANSAS Educational achievements included: Making permanent the retail sales tax; increased equalizing funds; teacher retirement system in full operation after a two-year preparatory period; wide-

STATE EDUCATIONAL LEADERS

State	Superintendent or Commissioner	NEA Director	State Secretary
Ala.	A. H. Collins	L. Frazer Banks	Frank L. Grove
Alaska	Anthony E. Karnes	Everett R. Erickson	R. M. Prizer
Ariz.	H. E. Hendrix	Harold W. Smith	Nolan D. Pulliam
Ark.	T. H. Alford	W. F. Hall	Willie Lawson
Calif.	Walter F. Dexter	Leonard L. Bowman	Roy W. Cloud
Colo.	Mrs. Inez J. Lewis	W. B. Mooney	W. B. Mooney
Conn.	Alonzo G. Grace	Daisy Lord	Francis E. Harrington
Del.	H. V. Holloway	H. V. Holloway	Mrs. Nellie S. Collison
D. C.	Frank W. Ballou	A. Grace Lind	Mrs. Anne Thrasher
Fla.	Colin English	James S. Rickards	James S. Rickards
Ga.	M. D. Collins	M. D. Collins	Ralph L. Ramsey
Hawaii	Oren E. Long	Earl L. McTaggart	Earl L. McTaggart
Idaho	John W. Condie	W. D. Vincent	John I. Hillman
Ill.	John A. Wieland	John W. Thalman	Irving F. Pearson
Ind.	Floyd I. McMurray	L. V. Phillips	Robert Wyatt
Iowa	Jessie M. Parker	Fred D. Cram	Agnes Samuelson
Kans.	George I. McClenny	F. L. Schlagle	F. L. Pinet
Ky.	John W. Brooker	William S. Taylor	W. P. King
La.	T. H. Harris	J. N. Poche	H. W. Wright
Me.	Bertram E. Packard	William B. Jack	Adelbert W. Gordon
Md.	Albert S. Cook	Eugene W. Pruitt	Walter H. Davis
Mass.	Walter F. Downey	Annie C. Woodward	Hugh Nixon
Mich.	Eugene B. Elliott	Grover Stout	A. J. Phillips
Minn.	John G. Rockwell	Daisy Brown	Walter Englund
Miss.	J. S. Vandiver	H. V. Cooper	Walter N. Taylor
Mo.	Lloyd W. King	Everett Keith	Thomas J. Walker
Mont.	Ruth Reardon	M. P. Moe	M. P. Moe
Nebr.	Charles W. Taylor	Alice Robinson	Archer L. Burnham
Nev.	Mildred Bray	J. R. Warren	Dwight L. Dilts
N. H.	James M. Pringle	Lyle Wilson Ewing	John W. Condon
N. J.	Charles H. Elliott	Sarah O. Whitlock	S. C. Strong
N. M.	Mrs. Grace J. Corrigan	R. J. Mullins	R. J. Mullins
N. Y.	Frank P. Graves	Frederick Houk Law Rena Rockwell	Arvie Eldred
N. C.	Clyde A. Erwin	Elmer H. Garinger	Julie B. Warren
N. D.	A. E. Thompson	G. W. Hanna	M. E. McCurdy
Ohio	E. N. Dietrich	L. W. Reese	Walton B. Bliss
Okla.	A. L. Crable	Kate Frank	C. M. Howell
Ore.	Rex Putnam	Marie A. Lessing	E. F. Carleton
Pa.	Francis B. Haas	Harvey E. Gayman Helen Maxwell	Harvey E. Gayman
P. R.	José M. Gallardo	Francisco Rodriguez-Lopez	Francisco Lebron
R. I.	James F. Rockett	James F. Rockett	Raymond J. Betagh
S. C.	James H. Hope	A. C. Flora	J. P. Coates
S. D.	J. F. Hines	S. B. Nissen	S. B. Nissen
Tenn.	B. O. Duggan	S. L. Regsdale	A. D. Holt
Tex.	L. A. Woods	Rush M. Caldwell	B. B. Cobb
Utah	Charles H. Skidmore	N. Howard Jensen	Milton B. Taylor
Vt.	Francis L. Bailey	Joseph A. Wiggin	Raymond E. Bassett
Va.	Sidney B. Hall	Mrs. Edith B. Joyner	Francis S. Chase
Wash.	Stanley F. Atwood	John Rushing	Arthur L. Marsh
W. Va.	W. W. Trent	W. W. Trent	R. B. Marston
Wis.	John Callahan	Amanda H. Schuette	O. H. Plenzke
Wyo.	Esther L. Anderson	H. H. Moyer	O. C. Kerney

spread participation in highschool evaluation program; provision of state budgetary supervision of local school districts; expansion in vocational education program; continued trend toward state certification of teachers; marked improvement in financial affairs of local school districts; continued growth in enrolment and attendance.

CALIFORNIA The California Teachers Association has created an educational policies and plans committee, which is sponsoring local professional study groups. Preschool activities have been extended. The state supreme court has declared constitutional establishment of local teacher-retirement systems; this will encourage formation of additional local systems.

CONNECTICUT The year has seen broadening and improvement of the retirement act; groundwork for adoption of a continuing contract type of tenure; enactment of a law establishing credit unions; appropriation of funds to continue teachers colleges and trade schools pending further study; defeat of unfavorable educational legislation.

DELAWARE The state legislature restored the principle of increments for all teachers. A bill for teacher retirement failed and the budget for adult education was reduced by 50 percent. A bill was passed ending practice of setting aside definite sources of revenue for school purposes. Other developments included passage of a vocational rehabilitation act, improvement of guidance procedures, expanding of curriculum and preparation of reading and social study bulletins, continuation of discussion groups on problems of secondary education, use of evaluative criteria of the cooperative study of secondary education.

DISTRICT OF COLUMBIA Most significant development during the past two years is a curriculum revision program still under consideration by a committee of school officers and teachers, and rapidly expanding to cover all levels of the system.

FLORIDA A new school code, reorganizing school laws, was adopted by the legislature. A teacher retirement system was put into operation. A comprehensive state curriculum program was inaugurated. School faculties thruout the state are evaluating objectives of their school program.

GEORGIA

The Advisory Committee on Teacher Education and Curriculum is working on a program for preservice and inservice training of teachers. The state has been facing a financial crisis and the school program was left, at the close of the school term and after the adjournment of the legislature, with a deficit of about four million dollars. No appropriation bill was passed.

HAWAII

Compulsory school age now extends from the sixth to the sixteenth birthday. Commissioners of public instruction were authorized to set up safety standards for school buses. The major activity of the Hawaii Education Association is to work for a single salary schedule for teachers. Plans are afoot for a federal survey of education in Hawaii.

IDAHO

An unfortunate tendency has been the avowed intention of the state legislature to put the public schools in direct competition with the relief program and to put the two on the same basis so far as the state taxing program is concerned. More favorable developments have been perfection of a working statewide curriculum organization; promotion of safe school transportation; progress in consolidation; enactment of a junior college law, and organization of two colleges; expansion of vocational education; improvement of educational opportunities afforded by the NYA, WPA, and CCC; initiation of evaluations of secondary schools.

ILLINOIS

Legislation provided state transportation assistance for the first time; an increase from \$26,057,000 to \$29,494,000 in the state distributive fund; increased levy limits for non-highschool districts; lower levy requirements for equalization in unit districts (grades one thru twelve); an increase of \$3,000,000 in the Chicago pegged levy; a new actuarial reserve teacher pension system; and greater efficiency in distribution of state school funds. Transportation assistance is now legal. Appropriations for the state university and teachers colleges have been increased. There has been increased interest in development of a new curriculum program.

INDIANA

Educational developments center about consolidation and elimination of one-teacher units; expansion of facilities for education of youth over six-

teen; a new retirement law; increased interest in ethical practices; closer cooperation among educational organizations in the state; provision for establishment of a research division within the state teachers association; appointment of a commission to make recommendations for reorganizing secondary teacher training.

IOWA

A minimum term of nine months for all public schools was made mandatory by the legislature. There was increasing interest in state support for public schools. The teacher retirement bill passed the senate but did not come up for vote in the house. Attendance at the state teachers association eclipsed all records. There has been continuous interest in curriculum revision and improvement of instruction thru continuance of the statewide program for improvement of instruction. Iowa's longterm program of improvement is becoming apparent in the higher scores made by pupils in silent reading tests. *Midland Schools*, official organ of the ISTA, is serving the profession more effectively.

KANSAS

A concurrent resolution was adopted by the legislature, asking that the state school laws be recodified before the next session. The legislative research department was requested to study teacher retirement and free textbooks. A department of legislation, public and professional relations was established as part of the state teachers association. Effort is being made to unite educational forces in a longterm program for educational improvement and advanced teacher welfare.

KENTUCKY

About 25 highschools and 760 one-room elementary schools have been eliminated and their children transported to consolidated schools. Nearly twenty million dollars has been spent for new school buildings in the last four years, as compared with less than four million in the previous four years.

LOUISIANA

The system of state-operated trade schools was expanded from three to nine, with an additional investment in plant and equipment of \$770,000.

MAINE

A new staff of officers has been elected for the Maine Teachers Association in accordance with the constitutional amendment calling for employment of a fulltime executive secretary. The associa-

tion has appointed a committee to formulate a teacher tenure law. The scope of the equalization law was broadened by the legislature and a constructive bill enacted permitting teachers to be elected under contract for a period not exceeding five years. This has been a year of steady educational growth.

MARYLAND The legislature adopted a minimum salary schedule for county teachers, based on preparation and providing increments for experience every two years up to the seventeenth year of service. State appropriation was provided for night schools. The legislature authorized the governor to appoint a commission to survey the public elementary and highschools and state teachers colleges. Thirty-two county highschools were surveyed with "evaluative criteria." The state department published highschool bulletins in English, science, and social studies. Highschool instruction in art and physical education, and library and guidance services reached larger numbers of county highschool pupils.

MASSACHUSETTS The compulsory school attendance law has been improved so as to reduce to a minimum the leaving of school before age sixteen. The law on school appropriations has been improved. The department of education is making a statewide study of problems of Massachusetts youth. A court fight is on to test whether school committees shall be upheld in their exclusive right to say what teachers' salaries shall be, regardless of wishes of appropriating authorities. Appointments to all permanent positions in the department of education are now made under a new procedure without political restrictions.

MICHIGAN The Michigan Institute of Public Surveys, organized and supported by the Detroit Teachers Association and the Michigan Education Association, conducted a poll of public opinion concerning state school financial support. The results have real significance for future school legislation. Citizens overwhelmingly expressed themselves in favor of adequate financial support of public schools.

MINNESOTA Following are significant developments: Cooperation of the Minnesota Education Association with the state legislature's interim education committee on a study of all phases of the public-school problem; favorable court decisions involving principles of continuing contract

law; enrolling profession in statewide study of curriculum; record enrolment in MEA; department of research with director added to the association's services. The legislature increased state aids \$1,470,000 over the previous biennium. Control over establishment of junior colleges has been placed directly with state board of education. The school census law was amended to provide for a complete census of all youth up to age 21. An Indian folk agriculture school for out-of-school youth was established on an experimental basis.

MISSOURI Educational developments include installation of revised elementary courses of study and development of reorganized curriculum for highschools; installation of uniform financial accounting forms in the schools; forum education; reorganization of school libraries; extension of vocational courses. The general assembly continued appropriation of one-third of the general revenue fund for support of public schools.

MONTANA Highlights were the passing of a bill providing for establishment of junior colleges; provision for vocational centers financed as are highschools and open to students 16 to 21; increased appropriation for teacher retirement by one-third and opening retirement law to higher institutions; killing of bill which would have thrown all school funds into a general fund so that school people would have had to battle every legislative session for the school's share of money. The state correspondence school has been established to extend and equalize educational opportunities.

NEBRASKA The legislature appropriated \$7500 to promote improvement of the state's highschool program, the first appropriation of its kind in the history of the state. Findings of an educational survey under the auspices of the state planning board may be the basis for legislation next session.

NEVADA Presentation to all secondary principals and teachers of the purpose and value of the evaluative criteria; enlistment of all elementary teachers in a project wherein pupils write community histories; appropriation of \$103,800 additional by the legislature to the elementary schools so that statutory apportionments may be made—are outstanding features of the 1939 educational program.

NEW JERSEY The reorganized state education association is continuing development of mutual understanding between the state association and other organizations interested in taxes as related to education. The association helped hold school finances at a steady level in spite of intense pressure groups.

NEW YORK Regulations have been adopted requiring five years of training for secondary-school teachers and four years for elementary teachers. Elementary teacher-training institutions have all adopted a four-year course. The legislature, desiring economy, reduced the state aid program for education 10 percent. Ill effects are now being felt, but there is reason to believe that the legislature at its next session will grant full state aid as provided in the statutes. A bill destroying all state control over education was defeated. There has been much study of the Report of the Regents' Inquiry; increasing emphasis on closer relationships between home and school; more appreciation of the importance of a broad general education with increasing stress on citizenship; greater understanding of the function of health and physical education; first steps in a long-range program of progress testing.

NORTH CAROLINA The state has sufficient money to pay every teacher for the full minimum term and this year will spend more money than ever before on the schools. The state association has its largest and most active membership.

NORTH DAKOTA Money is the most important school problem. The legislature appropriated more than taxes will yield. The sales tax, previously earmarked largely for the schools, has been thrown into the general fund, and schools will not get their share. But thru the closing of onerous schools and small highschools and providing for transportation to a neighboring school, the department of public instruction changed a deficit of \$1,500,000 to a surplus of \$300,000.

OHIO The state subsidy of \$49,000,000 for schools was paid in cash each quarter for the first time since the state foundation law was enacted. The accumulated deficit of \$18,000,000 has been refunded and provision made for its gradual retirement with the state assuming the interest charges. Ohio availed herself of federal money in constructing hundreds of new school buildings. Ohio teachers are

taking a decided interest in the NEA and FTA. A program of conservation education has been started. Curriculums in the teacher-educating institutions have been revamped to meet presentday needs and changes in the certification law.

OKLAHOMA Passage of legislation providing for a nine-months' term in all schools of Oklahoma is something which comes up every two years—but is a victory every time. However, state aid was reduced. Governor vetoed teacher tenure bill passed by legislature. A board of agents was created for the state teachers colleges. More intent study is being given to taxation, tenure, retirement, teacher education, curriculum, and guidance.

OREGON The Oregon State Policies Commission was formed for the purpose of a joint study of educational problems by laymen and educators. The legislature passed a reorganization law, which may prepare the way for state support of the public schools at the 1941 session.

PENNSYLVANIA Fundamental features of the tenure act were retained in the face of aggressive opposition. The law governing the merging of school districts was revised to increase local authority and to provide for initiation of petition at any annual general election. Legislation governing transportation of pupils was broadened. Legislative authorization was given for appointment of three area supervisors in special education for mentally and physically handicapped children. A field secretary has been attached to the state education association. The equalization bill growing out of a PSEA committee on survey of school costs did not pass, but it has created statewide interest.

PUERTO RICO The World Federation stopped in Puerto Rico on its South American cruise and held several educational meetings. Rules of ethics for the teaching profession have been put into force. New rules for selecting teachers are more effective in selecting the best candidates available.

SOUTH CAROLINA The three-mill school tax was removed from the constitution by the vote of the people, but the general assembly kept it on by legislative enactment.

SOUTH DAKOTA The legislature adopted a resolution calling for a constitutional amend-

ment which would change provisions regarding the permanent school fund. The state education association is organized to defeat the amendment. The legislature enacted a teacher retirement law but made no appropriation to meet the state's obligations. Four district conventions were held for the first time in the SDEA's history. SDEA enrolment increased despite larger membership dues.

TENNESSEE Among educational achievements were an increase of 16,212 in elementary and 5971 in highschool average daily attendance; increase of \$1,180,780 in total state public-school allotments; free textbooks for grades one, two, and three; defeat of bill automatically extending teachers' certificates; statewide survey of transportation and consolidation.

TEXAS Increased equalization fund has lengthened school term. "School of the Air" has been set up, and radio division created in department of education. Progress has been made in decreasing administrative units and in unifying all educational agencies in building up a better philosophy of education.

UTAH An Educational Survey Committee was appointed by the governor to study the schools and make recommendations to the governor to be submitted to the legislature.

VERMONT Vocational education has been strengthened by addition of teacher training in trade and industrial education at the state university. Several vocational schools and courses have been added throuth the state. Demonstration schools, in connection with the normal schools and the state university, and statewide guidance service in the selection of prospective teachers have been improved. Other significant developments were the spread of adult education in handicraft classes and public forums; resolution of the state education association pointing to a three-year minimum training requirement for rural teachers in 1941.

VIRGINIA Programs of adult education and vocational training were developed in rural and urban communities. Other accomplishments are statewide nine-month term; improved school library service, including bookmobiles in many counties; peak in school building; Virginia Education Association's study of sources of reve-

nue to support school program; special education for handicapped children.

WASHINGTON The legislature appropriated for common schools 9 percent more than any previous legislature. The equalization fund of \$4,500,000 automatically prorated with basic support in apportionment. Teachers' salaries are highest in history. Reserve plan was adopted by legislature for teacher retirement system and the system was opened to noncertificated employees and teachers in state colleges of education. School administrators are attempting to get the point of view of the community concerning the schools. Work of classroom teachers and administrators is being unified.

WEST VIRGINIA The year was good to the schools. Salaries for superintendents, principals, and teachers holding masters' degrees were increased. A greater number of youth were transported to highschools. A beginning was made toward tenure, retirement, and free textbooks. School revenues increased by approximately two million dollars. A few counties completed extensive building programs. Public opinion became more favorable for schools.

WISCONSIN Progress was made in school legislation. Outstanding were the laws limiting full state and county aids to schools with ten or more in average daily attendance, legalizing highschool transportation, granting the state superintendent power to consolidate districts with less than \$100,000 valuation, and making possible the expansion of city school districts. A more equitable highschool tuition law was enacted. Certification authority was centralized in the department of public instruction. One-room rural schools were exempted from the teacher tenure law. Administration of classes for handicapped children is to be under a director in the state department. A program of education for those to be inducted into citizenship was made mandatory upon all county superintendents. Legislative appropriations were decreased for state institutions of higher learning. A supreme court decision ruled that marriage is not a cause for dismissal.

WYOMING The retirement bill sponsored by the Wyoming Education Association passed in both houses but was vetoed by the governor. Membership in the WEA has increased.

Why I Don't Like Poetry

To me, most poems are a pain.
Their thoughts and words do not contain
Much reason.

For in my youth my time was spent
In learning poems, to repent
My treason.

With book and pencil at my seat
I strove to learn the things complete
With commas.
While teacher walked with manly stride
A ruler swinging at her side
To warn us.

No beauty did that poem hold,
On me the punctuation cold
Was weighing.
I pushed my pencil to and fro
To master words, so I could go
Out playing.

And every time I broke a rule
Or caused disturbance in our school,
Just 'ornery
The teacher found another book
And out of it a poem took
To haunt me.

My disposition now is fair
I don't put gum in people's hair
For pleasure.
But love of poems is the cost
That I have paid, and thereby lost
A treasure.

—Lawrence Tuleen

Can children use an English handbook?

—Traditionally the answer has been "no." Elementary-school children have been given a language textbook, not a reference book. But actual experiment with the *Handbook of English for Boys and Girls*, grades 4, 5, and 6, shows three facts: First, the children like to use the handbook and to find things out for themselves. Second, children can use a handbook, and it helps them form the habit of "never guessing," which means progress and correctness. Third, the children need a handbook as a tool that is always available for use when needed. The *Handbook of English* was prepared by the National Conference on Research in English [published by Scott, Foresman Company, Chicago, 60 cents a copy]. A second handbook for grades 7, 8, and 9 will be presented at the St. Louis meeting of the Conference.—E. W. Dolch, College of Education, University of Illinois, Urbana.

The Crabtree Readers—New readers to be introduced at the St. Louis convention of the American Association of School Administrators are named for Dr. J. W. Crabtree, for many years secretary of the NEA, and in their theme, "The Art of Living," preserve his fine philosophy for the children of America. The authors are his daughters, Eunice K. Crabtree and LuVerne Crabtree Walker. Co-author is the eminent writer, Dorothy Canfield. The Crabtree Basic Series is published by the University Publishing Company, Lincoln, Nebraska.

The Garden Service, recently set up by the National Recreation Association, makes available on request the services of a garden specialist to help communities organize programs thru schools, recreation departments, or garden clubs. Printed materials, including a *Garden Manual*, are also available. Requests should be addressed to Reynold E. Carlson, director of the NRA Garden Service, 315 Fourth Avenue, New York City.

I consider a human soul without education like marble in the quarry, which shows none of its inherent beauty till the skill of the polisher brings out the colors.—Addison's *Spectator*.

Polly, Put the Kettle On—Thru our weekly tea-party for parents, we bring home and school close together. On a shelf in the cupboard that is used by the children are an electric plate, a whistling tea-kettle, colorful dishes, and other supplies. Tea is prepared and served by the children to any visitor who can stay at least an hour. In that time the child can show his work to his mother and ask his friends to show theirs. We reserve discussion of problem behavior until another visit, unless the mother volunteers to talk about it that afternoon. If so, we leave the class to have privacy in which to talk. Friendship begun over the tea-table and continued thruout the year brings rich rewards to child, teacher, and parent.—Nan B. Tracy, teacher, Kansas City, Missouri.

Every child should have mud pies, grasshoppers, water-bugs, tadpoles, frogs, mud turtles, elderberries, wild straw-

berries, acorns, chestnuts, trees to climb, brooks to wade in, water-lilies, hayfields and pinecones, rocks to roll, sand, snakes, huckleberries, and hornets, and any child who has been deprived of these has been deprived of the best part of his education.—Luther Burbank, naturalist, born March 7, 1849.

Pioneer Photographer Club—The camera club of the Anne Hutchinson School, Bronx, New York, is dedicated to the great American, William H. Jackson, known as the "Pioneer Photographer." He was instrumental in making Yellowstone a national park, and has preserved covered-wagon days thru his camera and paintings (see *The Pony Express Goes Through* by Howard R. Driggs, illus. by Jackson; also *The Pioneer Photographer* by Driggs and Jackson). Each Christmas and on April 4, his birthday, Mr. Jackson receives a remembrance from the camera club. On his 96th birthday the children gave him a birthday party at which he showed many of his hand-colored slides. During the summer members were inspired by Mr. Jackson to take pictures of vacation activities.—Madeleine T. Schoenhof.

"*Literature for Children* is the theme of our sixth-grade study this year," writes Julia N. Clifton, teacher in Spring Street School, Atlanta, Georgia. "The children and I, their parents and friends, have selected the following 25 classics as of first importance":

<i>Alice in Wonderland</i>	<i>Black Beauty</i>
<i>Tom Sawyer</i>	<i>The Secret Garden</i>
<i>Huckleberry Finn</i>	<i>The Wizard of Oz</i>
<i>Little Women</i>	<i>Little Men</i>
<i>Treasure Island</i>	<i>Swiss Family Robinson</i>
<i>Robinson Crusoe</i>	<i>The Story of Dr. Dolittle</i>
<i>Gulliver's Travels</i>	<i>Kidnapped</i>
<i>Tales from Shakespeare</i>	<i>Pinocchio</i>
<i>David Copperfield</i>	<i>Heidi</i>
<i>Just So Stories</i>	<i>Hans Brinker</i>
<i>Five Little Peppers</i>	<i>Dog of Flanders</i>
<i>Little Lord Fauntleroy</i>	<i>Ben Hur</i>
	<i>Moby Dick</i>

Readers are invited to send material for this page.

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Auto Driving Course for Rural Pupils



M. M. GUHIN

*Supervisor Rural Demonstration Schools
Northern Normal and Industrial School
Aberdeen, South Dakota*

THE TRAGIC RECORD of highway accidents in the United States indicates that one child in every three is destined to be in an auto accident. For this reason the Rural Division of Northern State Teachers College has begun a course in auto driving for grammar-grade children in the Rural Demonstration Schools associated with the college. A secondary objective is to give training in an activity in which, according to estimates of the automobile dealers in South Dakota, fully 95 percent of the children will eventually be engaged. The objection that children in the grades are too young is nullified by our finding that 30 percent of the grammar-grade children in our schools had already driven a car or truck to some extent.

As a prerequisite to taking the course each child signs an application blank stating that neither the course nor the certificate issued on its completion will enable him or her to drive a car independently until the minimum age of fifteen years required by state law is reached. The application sets forth the work involved in the course. It must be signed by the critic teacher in charge and by both parents of the child. The schoolboard also approves the course before any child is eligible to take it.

Initial work in the course includes driving a small practice car five miles. This little car, with a speed limit of nine miles an hour, is a homemade toy-

like auto which a businessman had constructed for his children. By practice with it the children learn to control the driver's wheel, keep on the right side of the road, watch for traffic, and assume to some extent driving responsibility. The little car carries two passengers; each child rides for a time as a passenger before driving. The police commissioner has authorized us to place safety-zone signs to mark the practice route. Drivers are asked to stop at all street intersections before crossing. Driving the practice car is considered a great treat by the children.

Each child taking the course is required to keep a notebook in which accounts of accidents, clipped from newspapers, are pasted. A section of the notebook is devoted to cartoons, pictures, and other graphic representations teaching highway safety. The notebook also has a section on safety slogans and rules, and each child writes in his own words an auto driver's code. Some notebooks have original drawings and cartoons.

Each driver is required to attend one lecture by an auto mechanic and one by a traffic policeman, and to write a synopsis of the lectures in his notebook. A copy of *Man and the Motor Car* by Albert W. Whitney (published by the National Conservation Bureau, New York City, 256p., 1937) is placed in each school library. Material on highway safety is also provided each school, obtained from the National Safety Council, insurance companies, auto dealers, police departments, and other organizations promoting safety. Tests given to

persons applying for a driver's license in other states (South Dakota does not have a driver's license law) are being collected and a test will be given the children as they complete the course.

Each child is required to drive a standard car, accompanied by an instructor, at least twenty-five miles and at the same speed of nine miles an hour as on the practice car. Before driving, children practice shifting gears and operating the mechanism. The pupil is cautioned to observe all rules of safety.

Mechanics of driving are a minor part of the course. Emphasis in every lesson is placed on driver responsibility and safe driving. The reaction of children has been most gratifying. An absolute limit of thirty miles an hour is placed on all child drivers, even where the child has had considerable experience in driving the home car. Thus far, children have kept within the twenty-five-mile limit, even when told they might drive a few miles faster.

Children discuss accidents daily reported in newspapers and condemn carelessness which causes accidents. They are learning that safety on the highway is largely a matter of good citizenship—courtesy, consideration of others, assumption of responsibility for the lives of passengers, pedestrians, and other motorists, law observance, and strict attention to the work at hand. A certification of completion of the course will be awarded each driver at the demonstration-school picnic in May—attended by officers, teachers, parents, college students, and children.

Conservation Club Work

THE NEENAH Highschool Conservation Club, organized about two years ago under the direction of the writer, is now one of the most active clubs in the highschool and has a membership of 110 boys and girls. Two other teachers are now assisting in the guidance program.

The club attempts to have students become conscious of the necessity of conserving and preserving all wild life if Wisconsin is to remain a worthwhile state in which to live; the opportunity for constructive participation in a worthwhile school and outofschool activity. The club also helps to give boys and girls an interest in the outdoors. These individual interests may be an outgrowth of some group discussion. While there are cooperative group activities, each member is given the opportunity to discover and develop some individual interest.

Among the club activities—which have as their objective preservation and conservation of all wild life contributing to the welfare of the state as a whole—are the following:

Food planting—Wild duck food has been planted along swamps near the city. This food includes pickerel plant roots, wild duck millet seed, and wild life upland game food mixture, which is good for pheasants. Wild celery and other deep-water foods are being planted for some of the wild life. More food is to be planted on reserves, so that the ducks will get the full benefit of the planting project.

Tree planting—This has been a major activity of the group. This planting of seeds and young trees suitable to Wisconsin has been done on a plot of ground near the school and will be used as the basis for study in general science. There are about two thousand trees of fifteen varieties planted on this plot. The trees when ready are to be transplanted in larger areas.

Brooder—The club has a brooder house which has a capacity of 250 chicks. Last year we raised about four hundred chicks from two shipments of day-old chicks. Pheasant eggs are also used, and about 350

ARMIN GERHARDT

who teaches in the Neenah, Wisconsin, Highschool, describes here a conservation project that is suggestive for other schools.



chicks have been raised. These have been released near Neenah, on land especially suited to the life of the pheasant. Significantly, club members seemingly care little to hunt such birds after they have spent so much time in rearing them. The club activities help to bring about in the members an appreciation for the work which some of the wild life perform in elimination of insects injurious to the crops. As many as 121 grasshoppers have been found in the crop of a single bird. When pheasants are found eating the farmer's corn, we advise the use of crow-repellent mixture, which is effective and costs little.

Conservation exhibit—The club sponsors a window display on conservation as one of its yearly activities. This display exhibits the actual activities participated in by club members—tree planting, pheasant feeding, bird banding, and the like.

National Wildlife Restoration Week is also observed. This year the dates are March 17-23. Stamps and albums secured from the National Wildlife Federation, Washington, D. C. are sold by the members of the club. A general assembly is sponsored by the group at this time to help conservation work.

Feeding stations—The club has maintained twenty-five pheasant feeding stations. There have been as many as twenty to thirty birds seen near the stations by our members. The feed is furnished by the state. Small bird feeders made of apple boxes and orange crates are placed in the city. We have placed fifteen such stations and plan to build many more.

Film study—Our club secures and shows motion picture films that pertain to the growth and conservation of wild life. Eight of the club members have learned to run the machine, and are becoming well versed in the explanation of the pictures. The pupils in the grade schools, after seeing

such films, are becoming conscious of the purpose and function of the conservation work. They enjoy the films a great deal.

Talks—Members of the club are given the opportunity of giving talks on pertinent phases of the conservation work of particular interest to them. To give a satisfactory talk the person must do some specific research on the subject to substantiate any statement he makes.

Bird banding—The bird-banding group has just been started as one of the activities of the conservation study. This group makes preparation before the return of the birds in the spring. This phase of the work will be under the direct guidance of the general science instructor, who has had wide experience in this banding work.

Other club activities—The club has raised money to carry on the conservation projects thru various endeavors. One of the financially successful money-making projects was a puppet show. Given for pupils from grades three to six at an afternoon matinee, the performance was repeated in the evening for older pupils and adults. This was well attended and many were the favorable comments. C. F. Hedges, our superintendent of schools, has supported our club, as have the people of the community. The club feels fortunate to have such capable leadership and whole-hearted community interest and support.

Social activities—The club has a few social activities, of which the fisherman get-together is exceptional. At this time prizes, donated by local merchants and the manufacturers of fishing equipment, are awarded for outstanding work. A good program is presented, and officers for the following year are elected.

Summer activities—During the summer the club members raise the pheasants, and at that time I visit each one to see how the birds are coming. When large enough, the birds are banded and at eight weeks old are liberated at suitable places.

The club feels that if each member will keep the club motto, he will be a little nearer to the outdoors and more friendly toward wildlife. The motto is "Be a sport at heart and you will be known as such."

FTA College Chapters—The National Committee, Future Teachers of America, has this month granted charters to chapters in the following colleges:

Florida Southern College, Lakeland
Pratt Jr. College, Pratt, Kans.
State Teachers College, Richmond, Ky.
State Teachers College, Kalamazoo, Mich.
Central College, Fayette, Mo.
Nebraska State Teachers College, Peru
State Teachers College, Johnson City, Tenn.

Kilgore College, Kilgore, Tex.
Texas Technological College, Lubbock

Whenever I see students taking education in other colleges or universities, I can't stress too strongly the great advantages and the almost necessity of establishing an FTA chapter. The FTA chapter is more than an organization of future teachers whose purposes are objectively expressed; it also has a certain something that causes its members to be not only welleducated men and women, but wellrounded individuals.—James C. Aldrich, president, Allen S. Whitney Chapter, FTA, University of Michigan.

The Influence of Teachers—In spite of economic distress, the greatest task of a democracy is the education of its youth. The success of the training received by our boys and girls cannot be attributed to fine buildings, beautiful grounds, or modern equipment, vitally important as these are. It is measured by the influence of instructors whose academic training and wellrounded personalities lead students to learn to think and to live rightly.—J. T. Anderson, president, State Teachers College, Wayne, Nebraska.

District conventions of the South Dakota Education Association in 1939 adopted resolutions indorsing Future Teachers of America and recommending the organization of such groups in all secondary schools and institutions of higher learning. The Louisiana Teachers Association, thru resolution, has reaffirmed its belief in and support of Future Teachers.

From a New York State Teachers College—Every year we have five times as many people applying as can be admitted. Ten hundred and fifteen students applied for entrance last year but only two hundred were accepted.

FTA Journal Checkup Project—Purposes: To give Future Teachers practice in participation in their national professional organization; to aid the editorial staff to discover what readers desire in *THE JOURNAL*. **How to proceed:** The secretary of the chapter may write to the *JOURNAL* staff, 1201 Sixteenth Street Northwest, Washington, D. C., saying, "Our chapter hereby volunteers for the *JOURNAL* evaluation service." Special blanks for this purpose will then be sent for the current month and thereafter so long as the chapter replies. Each month immediately after receiving *THE JOURNAL*, FTA members may fill in their checkup blanks individually, these to be collected and sent in by the secretary. Or the current *JOURNAL* may well be discussed at an FTA meeting, after which group evaluation of the issue may be mailed to *THE JOURNAL*.

Children's Museum—The Shippensburg (Pennsylvania) State Teachers College is conducting a children's museum [a] where children and college students may observe displays in connection with curriculums; [b] containing materials to be lent to schools as supplements to classroom work; [c] for children's activities on Saturdays and during their spare time.

"Our club has been active in trying to acquire a better knowledge of the teaching profession. A delegation was sent to the state education association meeting at Wheeling to participate in a panel discussion with members of the West Liberty FTA chapter. Here we joined with West Liberty in trying to interest highschool teachers in starting Future Teachers groups.

"We have had several night meetings in the homes of club members where we had teachers as guests, visited other highschools in order to observe the different methods of teaching, and tried

to contribute something worthwhile to each meeting. We are planning a radio broadcast in order to acquaint pupils, teachers, and parents with our club and its place in the teaching profession."—Elspeth and Lorah Byers, Future Teachers, Lakin F. Roberts Club.

There were in 1900 in the United States 313 college students for each 100,000 population. In 1930 there were 897 per 100,000 population.

Valuable for Curriculum Workshops—A number of universities report distribution of Personal Growth Leaflets to participants in their Curriculum Workshops, and their widespread use by the group. For information concerning these leaflets, see page 89.

"Grand Old Man" of Murray State Honored—Dr. John W. Carr, dean, State Teachers College, Murray, Kentucky, was honored on his 80th birthday, when the John Wesley Carr Health Building was informally dedicated. Dr. Carr is a founder of the FTA chapter at Murray.

The Indiana State Teachers College, Terre Haute, for the first time in its history has more men than women enrolled.



THE LAKIN F. ROBERTS CLUB, FUTURE TEACHERS OF AMERICA at the University Demonstration Highschool, Morgantown, West Virginia, was the first highschool FTA club in that state

Any existing group in a college—such as the Education Club—that meets the requirements for Future Teachers of America, may be chartered as a Future Teachers chapter, without losing its identity. There may be several FTA chapters in one college.

**Life Members Received in
January 1940**

ALABAMA—C. F. Newell
CALIFORNIA—Florence Emily Neppert
CONNECTICUT—Frank Piazza
DISTRICT OF COLUMBIA—Maude E. Aiton
HAWAII—Donald I. Gustuson
INDIANA—Ross C. Lyons
KENTUCKY—Harry W. Peters
MAINE—Mrs. Anna Howard Dority
NEW YORK—Mrs. Emma A. Morsch, Myrna I. Schuck
OHIO—Margaret Meredith, Carl W. Toepfer, Mildred J. Wiese
PENNSYLVANIA—John A. Muscalus
TEXAS—Henry A. Horton, Jr., Frank M. Jackson
UTAH—Mrs. Jennette E. Atkin
VERMONT—Raymond Anderson, Tobin Haggerty

**Have You Filed Your Income Tax
Return?**

☆ HAVE YOU filed your federal income tax return? The deadline for filing is March 15. Anyone who has a gross income of \$5000 or over, or net income of \$1000 or over if single or \$2500 or over if married and living with husband or wife, must make a return. If you have not received the necessary forms, they may be obtained from the nearest internal revenue office. If you do not know where it is located, consult your postmaster or banker. Most teachers will use form 1040A. However, form 1040 should be used if net income is over \$5000 or if income is in part from such items as rents or gains from sale of property.

Teachers whose sole income is in the form of salary will experience little difficulty in making out the forms if the printed instruction sheet is carefully followed. In many larger cities, the problems

An editorial from Collier's:

of the income tax have been covered by memorandums to teachers.

Since teachers generally receive only modest salaries the federal income tax will not be great. Many will not be required to file at all. Others who are required to file will frequently find that exemptions and deductions will be great enough so that, while they must file a return, there will be no tax to pay. Teachers who are required to pay a tax on their income will be paying on exactly the same basis as other citizens. The income of most teachers is almost entirely from public tax funds. Teachers will be in a better position to urge adequate financing of the schools if they pay taxes on the same basis as do other citizens.

The following statement, directly affecting income-tax deductions of teachers and other public-school employees, is quoted from a news article released by the Bureau of Internal Revenue:

"These taxpayers (state officers and employees) are entitled to the same deductions and credits as are other taxpayers (explained in the instructions which accompany the income-tax returns, forms 1040A and 1040, distributed thru the offices of the collectors of internal revenue). Dues paid by teachers to professional societies, the price of their subscriptions to educational journals connected with their profession, and traveling expenses, including railroad fares and meals and lodging, incurred in attending teachers' conventions in the United States, if they are not reimbursed for such expenses, are deductible from the compensation received by them as teachers in determining net income for federal income-tax purposes. Records of

such expenditures should be kept to substantiate the deductions claimed."

The St. Louis Convention

☆ THE MARCH JOURNAL goes to press in advance of the winter convention, a report of which will appear in the April issue.

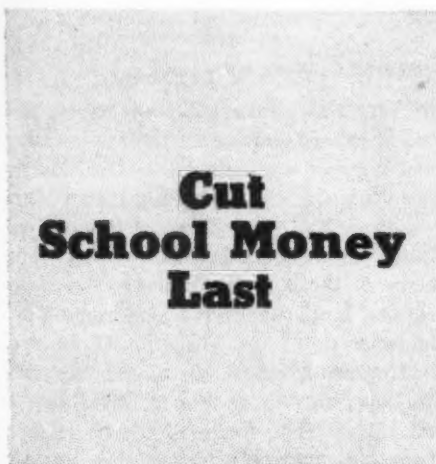
Allinclusive Membership Card

☆ THE FOLLOWING STATES have approved the use of the allinclusive card for membership in local, state, and national education associations: Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and the District of Columbia.

Studying the Census in the Schools

☆ THE BUREAU OF THE CENSUS suggests the following activities for students during the time that the decennial census is being taken:

- [1] Discuss in detail with parents the problem of taking the census.
- [2] Read and discuss articles on the census in local and state papers.
- [3] Write articles for class and school newspapers.
- [4] Urge a discussion of census-taking by parent-teacher associations.



PRESIDENT AMY H. HINRICHS of the National Education Association views the next few years with alarm, as regards the schools. She says:

There are few public enterprises so economically managed as schools. On the average, throughout the United States, counting in all expenses of instruction and supplies, it costs less than \$900 to send a child through one entire twelve years of grade and high school. It is hard to see how the amount could be decreased without reducing the advantages of education. Yet there are organized forces trying to curtail support.

Tax levies are being cut. School funds are being diverted. No sooner had the schools survived from the blows of economic depression than they were hit by demands for revenue from the increasing number of public welfare agencies such as old-age pensions and relief. "Deficit" vacations will be enforced in some of our wealthiest cities in 1940. Schools will close early in thousands of rural communities.

Here is the punch line in Dr. Hinrichs' statement:

Unfortunately, those services of the schools which mean most to the maintenance of democratic government are often eliminated first in the name of democracy.

We don't know that we can add much to that—except to advise interested readers to clip this Collier's editorial for any use that may suggest itself when their local politicians propose to lop off another school service.

After the heavy spending of the thirties, we're more than likely to have to do some heavy economizing in the forties, if our financial setup is to remain solid. But the last institutions on which economy should be practiced are the schools. And by schools we mean all the educational institutions from kindergarten to college, inclusive.

Collier's for February 10, 1940

[5] Write and enact a play based on the coming of the census-taker.

[6] Use the census theme in art classes in posters, cartoons, and sketches that convey the idea to the public.

[7] Take a census of the class or school.

[8] Have a bulletinboard on which census information is posted.

[9] Collect newspaper items, magazine articles, and pictures on the census. Make a census scrapbook.

[10] Find in the Constitution and produce in class the authority for taking the census.

[11] Make a study of how the population spread to the west.

[12] Report on attitudes the public should show toward the census-taker—courtesy, patience, cooperation, truthfulness, others.

[13] What changes may the census show should be made in your own school because of a change in the number of children in the grades?

[14] Define your community's problem of the census and find out how the public library can help to present it clearly to the public.

[15] Ask the advice of the librarian as to what you may do toward informing your community as to the problems involved in taking the census.

[16] Call to the attention of your classmates and associates whatever magazine articles, charts, graphs, slides, movies, you may see that bear upon the census.

[17] Make a measure of how your community can best prepare for the taking of the census and find out if it is following the proper course.

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

Street

City

State

OLD ADDRESS

Street

City

State

Commencement Is Coming

☆ SPRING COMMENCEMENT plans are underway in many communities, and the 1940 *Vitalized Commencement Manual* containing summaries of 1939 graduation programs thruout the country is available for 50¢ from the National Education Association as an aid to teachers.

To Study the Junior College

☆ THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES has received a grant of \$25,000 from the General Education Board to finance a series of exploratory studies in the general field of terminal education in the junior college. Approximately 500 accredited junior colleges are now found in the United States besides another hundred which are not yet thus recognized.

About two-thirds of the 175,000 students enrolled in these institutions do not continue their formal education after leaving the junior college. The new study will be concerned particularly with courses and curriculums of a semi-professional and cultural character designed to give this increasing body of young people greater economic competence and civic responsibility. It is anticipated that the exploratory study, which will include a large proportion of the junior colleges in the United States, will reveal the need and the opportunity for a series of additional studies and experimental investigations and demonstrations which may cover several years of continuous effort. Immediate responsibility for the study will be vested in an executive committee consisting of Roscoe C. Ingalls, chairman; Doak S. Campbell; and Byron S. Hollinshead. Director of the study will be Walter Crosby Eells, executive secretary, American Association of Junior Colleges, Washington, D. C.

Why Not More Salary Schedules?

☆ THE ADVANTAGES of a salary schedule for teachers, in preference to the policy of fixing salaries on the basis of individual bargaining, are well recognized. But of the 1850 cities reporting to the National Education Association Research Division on salaries paid in 1938-39, more than a third, or 630 cities, reported that no schedule was being followed. In some places schedules were set aside during the depression years, with many inequities in individual salaries as the result. A resumption of the salary-schedule principle is urgently needed in many school systems today.

The White House Conference

☆ THE JOURNAL is happy to present in this issue the Personal Growth Leaflet, "Children in a Democracy" [pages 69-70], which tells the story of the 1940 White

House Conference on Children in a Democracy. Executive Secretary Willard E. Givens of the National Education Association and Secretary William G. Carr of the Educational Policies Commission were members of the conference, which met in Washington January 18-20. It is encouraging to note that the recommendations of the conference are in general ones which the NEA has been and is working for. The impetus of the White House Conference should help us to achieve them.

Mars in Civilian Disguise!

☆ THIS IS THE TITLE of a pamphlet exposing "the military purposes underlying the student pilot training program being administered by the Civil Aeronautics Authority." Written by Edwin C. Johnson, the pamphlet is published by the Committee on Militarism in Education, 2929 Broadway, New York City. In the foreword, John Dewey states, "the vast majority of American citizens are opposed to involving this country in a foreign war. The opposition is as sincere as it is deepseated. In spite of this opposition, militarists are taking advantage of the feelings of fear and insecurity which develop in wartime to increase the size of our army and navy to unheard-of proportions. Public moneys are needed for the peaceful maintenance of an industrious and prosperous citizenship. But they are being diverted to the cause of war. The facts adduced by Mr. Johnson raise the question as to whether the federal government's student pilot training program is not a camouflage for a definitely militaristic project."

Horace Mann Movie

☆ WORD HAS BEEN RECEIVED that Mr. James Roosevelt and his recently organized Globe Productions are going forward with plans for the production of a movie based on the life of Horace Mann and have engaged Mr. Houston Branch to prepare the production.

Summer Conferences

☆ THE NEA DEPARTMENT of Supervisors and Directors of Instruction is sponsoring two summer conferences, one at Northwestern University, Evanston, Illinois, July 8-19, and the other at the University of California at Berkeley, July 15-27. The theme of the conference at Northwestern will be, "Understanding and Enriching the Interrelation of the Growing Child and Community Living." Meaningful community experiences have been planned for the participants. The theme of the conference at the University of California is "Evaluation of Instruction." [Cont. on page 96]

★ ★ ONE HUNDRED PERCENT ENROLMENTS ★ ★

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

Completed Enrolments

THE FOLLOWING COUNTIES, cities, and individual schools reported 100 percent membership thru January 31 and have been continuously enrolled in their national professional organization for the number of years indicated:

TWENTY-TWO YEARS

CALIFORNIA—Stockton, Lafayette

TWENTY-ONE YEARS

COLORADO—Denver, Perry
IOWA—Keokuk, Entire System

TWENTY YEARS

WISCONSIN—Fond du Lac, Entire System

NINETEEN YEARS

CONNECTICUT—East Hartford, Burnside
MASSACHUSETTS—Belmont, Cheney
NEW YORK—Mount Vernon, William Wilson Elem.
OHIO—Nortwood, Sharpsburg

EIGHTEEN YEARS

CALIFORNIA—Berkeley, Washington; Santa Ana, Roosevelt
MISSOURI—Kansas City, Scarritt
OKLAHOMA—Muskogee, Entire System

SEVENTEEN YEARS

CALIFORNIA—South Pasadena, El Centro St.
COLORADO—Cripple Creek, Cripple Creek Elem. School Dist. No. 1, Cripple Creek Sr. High

SIXTEEN YEARS

ALABAMA—Birmingham, Powell
COLORADO—Denver, Barnum, Bromwell, Ebert, Fairmont, Thatcher, Wyatt, Wyman
NEVADA—Bunkerville, Virgin Valley Sr. High; Mesquite, Mesquite; Moapa, Moapa; Overton, Moapa Valley High
NEW JERSEY—Summit, Central Jr. High
NEW YORK—Mount Vernon, Wilson Jr. High; Rye, Public School Dist. No. 3
OHIO—Alexandria, Entire System
PENNSYLVANIA—Greenville, Columbia; Steelton, Entire System
TENNESSEE—Shelby County, Entire System
WASHINGTON—Bellingham, Roosevelt
WYOMING—Casper, McKinley

FIFTEEN YEARS

COLORADO—Denver, Alameda
NEW YORK—Oneida, North Broad St.
OHIO—Ashtabula, Washington
PENNSYLVANIA—Abington, Entire System
WISCONSIN—Kenosha, Jefferson

FOURTEEN YEARS

CALIFORNIA—Atascadero, Atascadero Elem.; Dinuba, Entire System
COLORADO—Denver, Asbury, South Denver High, University Park
HAWAII—Lahaina, Maui, Honokowai
MICHIGAN—Dearborn, Southwestern
NEW JERSEY—Dunellen, Lincoln School No. 2, Whittier School No. 1; Northfield, Mill Road
PENNSYLVANIA—Braddock, Braddock High, Carnegie, Copeland, Hamilton, Henning; Camp Hill, Entire System
WYOMING—Cheyenne, Johnson

THIRTEEN YEARS

CALIFORNIA—Alameda, Mastick
COLORADO—Denver, Adams St., Baker Jr. High, Bryant-Webster, Grant Jr. High, Lake Jr. High, Stedman, Teller
FLORIDA—Canal Point, Canal Point; South Bay, South Bay Jr. High
MASSACHUSETTS—Everett, Hancock
MICHIGAN—Dearborn, Whitmore-Bolles
NEW JERSEY—Northfield, Entire System

HIS SCHOOLS HAVE BEEN ONE HUNDRED PERCENT FOR TWENTY-ONE YEARS



R. L. REID

Superintendent of Keokuk, Iowa, schools. The left photo was taken around 1908; the other, recently. The Keokuk schools have been 100 percent in Association membership since 1919.

TWELVE YEARS

CALIFORNIA—Santa Ana, Thomas A. Edison
COLORADO—Denver, Cheltenham, Colfax, Smiley Jr. High
HAWAII—Hawula, Oahu, Kaaawa
INDIANA—Newcastle, Entire System
MICHIGAN—Dearborn, Entire System
NEW YORK—Rochester, Lewis H. Morgan School No. 37

ELEVEN YEARS

COLORADO—Denver, Beach Court, Swansea
CONNECTICUT—East Hartford, Center
HAWAII—Hilo, Kaiwika, Waiakea-kai, Waiakea-waena; Kalapana, Puna, Kalapana; Kilauea, Kawai, Koolau; Kurtistown, Kurtistown
NEW JERSEY—Atlantic City, Chelsea Hgts.; Lawrenceville, Lawrenceville
NEW MEXICO—Albuquerque, John Marshall
OHIO—Columbus, Everett Jr. High
VERMONT—Bellows Falls, Wells St.

TEN YEARS

CALIFORNIA—Glendale, Balboa; Santa Ana, Delhi, Franklin
COLORADO—Denver, Ellsworth
DISTRICT OF COLUMBIA—Washington, Takoma
HAWAII—Pahala, Kapapala
ILLINOIS—Evanston, Evanston Twp. High; Glen Ellyn, Entire System
OKLAHOMA—Tulsa, Riverview
PENNSYLVANIA—Abington, Cedar Rd.; Ambridge, First Ward
VERMONT—Ludlow, Black River Academy

NINE YEARS

COLORADO—Denver, Ashland, Boulevard, Elyria
ILLINOIS—Highland, Entire System
MASSACHUSETTS—Williamstown, Broad Brook, Walter G. Mitchell, South Center
MICHIGAN—Dearborn, Edison
MISSOURI—Kansas City, Allen, Edwin C. Meservey, Woodland
NEW MEXICO—Albuquerque, Coronado
NEW YORK—Poughkeepsie, Warring; Rochester, Ridgewood
PENNSYLVANIA—Ambridge, Harmony, Liberty

EIGHT YEARS

CALIFORNIA—Santa Ana, Hoover, Wilson
COLORADO—Denver, Columbian, Mitchell, Reynolds, Steck

ILLINOIS—Freeport, Harlem
MISSOURI—Independence, Bristol; Kansas City, Border Star
NEVADA—Ely, White Pine County Highschool No. 1
NEW YORK—Larchmont, Murray Ave.
PENNSYLVANIA—Abington, Ardsley; Bergey, Upper Salford Twp.; Narberth, Narberth
WISCONSIN—Milwaukee, Cass St., Girls' Jr. Tech. School (North), Green Bay Ave., Greenfield, Hartford Ave., Sixty-eighth St., State St.

SEVEN YEARS

CALIFORNIA—Santa Ana, Logan
COLORADO—Denver, Lincoln, Washington Park
CONNECTICUT—Waterbury, Bunker Hill
DISTRICT OF COLUMBIA—Washington, Seaton
HAWAII—Hilo, Waiakea-uka; Honolulu, Waikiki; Waikoa, Maui, Kealahou
ILLINOIS—Elmwood Park, Elmwood, John Mills
MISSOURI—University City, Nathaniel Hawthorne
NEW JERSEY—Camden, Mulford
NEW YORK—Pine Plains, Entire System; Rochester, Abraham Lincoln
OHIO—Youngstown, Haselton
PENNSYLVANIA—Norristown, Roosevelt; South Langhorne, South Langhorne
SOUTH DAKOTA—Sioux Falls, General Beadle
WISCONSIN—Milwaukee, Humboldt Park, Silver Spring

SIX YEARS

ALASKA—Juneau, Entire System
CALIFORNIA—Alameda, Haight, Lincoln; Santa Ana, Lincoln
COLORADO—Canon City, Wilson Jr. High; Denver, Emerson
DISTRICT OF COLUMBIA—Washington, Gales, Shepherd
HAWAII—Hamakua, Maui, Hamakua; Hilo, Keaukaha; Honolulu, Thomas Jefferson, Pohukaina; Lihue, Kauai, Huleia
ILLINOIS—Charleston, Franklin
INDIANA—Indianapolis, Catherine Merrill School 25
MICHIGAN—Detroit, Fairbanks
NEW JERSEY—Neptune Township, Entire System
OHIO—Warren, McKinley
PENNSYLVANIA—Willow Grove, (Upper Moreland Twp.), Entire System
WISCONSIN—Eau Claire, School for A-Typical Children, Seventh Ward, Vocational; Milwaukee, Binner School for the Deaf, Hi-Mount Blvd., Eighteenth St., Fratney St., Peckham Jr. High, Philipp, Story

FIVE YEARS

ALABAMA—Birmingham, Graymont
CALIFORNIA—Berkeley, Jefferson; Compton, Janie P. Abbott, George Washington; El Centro, Harding; Glendale, John Marshall; Santa Ana, John C. Fremont, Jefferson, McKinley, John Muir
COLORADO—Cripple Creek, Entire System
HAWAII—Honolulu, Robello; Pearl City, Oahu, Pearl City; Wahiawa, Oahu, Kipapa
ILLINOIS—Elmwood Park, Entire System; Peoria, Washington
INDIANA—Indianapolis, Harrison School No. 2; Kokomo, Douglas
MASSACHUSETTS—Gloucester, Point Primary
MINNESOTA—Minneapolis, Thomas Lowry
NEBRASKA—Omaha, Rosehill
NEVADA—Dry Lake, Dry Lake School Dist. No. 1; Logandale, Logandale School Dist. No. 1; Overton, Educational Dist. No. 1
OHIO—Lakewood, McKinley
OREGON—Estacada, Union Highschool Dist. No. 6; Portland, Capitol Hill
PENNSYLVANIA—Trescow, Trescow; Wyalusing, Wyalusing Boro
WEST VIRGINIA—Eskdale, Eskdale
WISCONSIN—Milwaukee, Custer High, Pleasant View, West Brown St.

FOUR YEARS

ALASKA—Naknek, Naknek School (North)
CALIFORNIA—Berkeley, Whittier; Santa Ana, Lowell
COLORADO—Denver, Columbine, Crittenton
CONNECTICUT—East Hartford, Hockanum
DISTRICT OF COLUMBIA—Washington, Orr School
FLORIDA—Miami, Robert E. Lee Jr. High, Shadowlawn, Shennadoah Jr. High
GEORGIA—Atlanta, Connally
HAWAII—Holualoa, Puuanahulu; Honolulu, Leahi Home
ILLINOIS—Bridgeport, Entire System
INDIANA—Vincennes, Entire System

KENTUCKY—Louisville, George D. Prentice
 MARYLAND—Dorsey, Dorsey
 MICHIGAN—Detroit, Burbank
 MISSOURI—Kansas City, Carlisle
 OHIO—Akron, Milheim; Columbus, Entire System;
 East Cleveland, W. H. Kirk Jr. High
 PENNSYLVANIA—Ambridge, Anthony Wayne; In-
 diana, Horace Mann, Senior High, Thaddeus
 Stevens; Wayne, Rosemont Public
 WEST VIRGINIA—Bluefield, Beaver High
 WISCONSIN—Milwaukee, Hawley Ave., Tippecanoe,
 Townsend St.

THREE YEARS

ALABAMA—Geraldine, Entire System
 ALASKA—Eagle, Eagle; Nenana, Franklin K. Lane
 ARIZONA—Phoenix, Roosevelt School Dist. No. 66
 CALIFORNIA—Los Angeles, Eighty-seventh St.,
 Ninety-ninth St.
 COLORADO—Denver, Cole Jr. High, Edison, Globe-
 ville, Garden Pl.
 FLORIDA—Miami Springs, Miami Springs
 GEORGIA—Atlanta, Milton Ave.
 HAWAII—Haiku, Maui, Halehaku; Honolulu, Kalihi-
 uka, Kapalama; Kihikihi, Maui, Kihikihi; Lahaina,
 Maui, Puukohli; Makawao, Maui, Makawao; Ulu-
 palakua, Maui, UluPalakua
 ILLINOIS—Bloomington, Edwards; Pinckneyville,
 Pinckneyville School No. 50
 KANSAS—Eskeville, Rural High; Ottawa, Entire Sys-
 tem
 LOUISIANA—Enterprise, New Enterprise High &
 Elem.; Harrisonburg, Harrisonburg High & Elem.;
 Jonesville, Block High; Larto, Larto; Manifest,
 Manifest High; Mayna, Boggy Bayou, Island
 Bayou; Sicily Island, Sicily Island High
 MAINE—Auburn, Walton Jr. High
 MARYLAND—Chesapeake City, Chesapeake City Elem.;
 Fruitland, Fruitland; Northeast, Northeast Elem.
 MASSACHUSETTS—Williamstown, Entire System
 MISSISSIPPI—Jackson, Galloway, George
 NEW JERSEY—Lyndhurst, Jefferson; Oakhurst, Oak-
 hurst
 NORTH CAROLINA—Charlotte, Central Sr. High
 OHIO—Columbus, Mifflin High; Youngstown, Grant
 Jr. High
 PENNSYLVANIA—Ambridge, Fourth Ward; Eldred,
 Twp. Cons.; Westville, Washington Twp.
 VERMONT—Webster, Lower Webster
 VIRGINIA—Richmond, East End Jr. High, Powhatan

WEST VIRGINIA—Milton, Balls Gap, Milton West;
 Pratt, Pratt Jr. High
 WISCONSIN—Milwaukee, Burbank, LaFollette, Wind-
 lake Ave.

TWO YEARS

ALASKA—Kaltag Public School
 CALIFORNIA—Berkeley, Cragmont; Glendale, Frank-
 lin, Glenoaks; Harbor City, Harbor City; La
 Crescenta, Lincoln; San Francisco, John Muir
 COLORADO—Denver, Whittier
 FLORIDA—Miami, W. J. Bryan Jr. High
 HAWAII—Eleele, Kauai, Eleele; Haiku, Maui, Huelo;
 Hilo, Kapiolani, Puumale Home; Kahakulua,
 Maui, Kahakulua; Kaupo, Maui, Kaupo; Nanakuli,
 Oahu, Nanakuli; Opihikao, Opihikao
 INDIANA—Fort Wayne, South Side Sr. High; Ko-
 komo, Palmer; Winchester, Public School
 LOUISIANA—Spring Creek, Spring Creek Sr. High
 MAINE—Southport, Public School
 MICHIGAN—Detroit, Estabrook, Hally
 MISSISSIPPI—Jackson, Enoch Jr. High
 NEVADA—Baker, Consolidated School No. 1
 NEW JERSEY—Camden, Liberty; Irvington, Madison
 Ave.; Lawrenceville, Entire System; Montclair,
 Mt. Hebron Jr. High
 NEW YORK—Nanuet, Public School Dist. No. 8
 NORTH CAROLINA—Charlotte, Glenwood; Cornelius,
 Cornelius High
 OHIO—Londonville, Entire System; Orwell, Orwell
 Cons.
 PENNSYLVANIA—Ambridge, Second Ward
 TEXAS—Amarillo, Pleasant Valley
 WEST VIRGINIA—Bluefield, North Side; Dunmore,
 Dunmore; Pratt, Pratt Elem.
 WISCONSIN—Milwaukee, East Trowbridge St., Lee,
 Madison St., North Twenty-seventh St.

CURRENT YEAR

ALABAMA—Greenhill, Greenhill Public
 ALASKA—Council, Council Territorial; McGrath,
 McGrath Territorial; Tee Harbor, Juneau, Tee
 Harbor Territorial
 CALIFORNIA—Alhambra, Ramona; Anaheim, Broad-
 way; Glendale, Cerritos, Thomas Jefferson
 COLORADO—Bennett, Dist. No. 20, Entire System
 FLORIDA—Miami, Allapattah Elem., Wm. J. Bryan
 Elem., Ada Merritt Jr. High
 GEORGIA—Atlanta, Goldsmith

HAWAII—Honolulu, Lunalilo, Shriners Hospital;
 Kailua, North Kona, Kailua; Kalia, Kailua, Ma-
 helona Hospital; Kunia, Oahu, Kunia; Makaweli,
 Kauai, Makaweli; Waianae, Oahu, Waianae;
 Wailuku, Maui, Wailuku
 ILLINOIS—Aurora, Domeire; Catlin, Catlin; Frank-
 fort, Frankfort High; Hoopeston, Honeywell, Lin-
 coln, Maple; La Salle, Campbell School of Arts,
 Jackson, Lincoln, Matthiessen; Mansfield, Public
 School
 INDIANA—Bluffton, Columbian; Elkhart, Central Jr.
 High; Fontanet, Fontanet High; Jonesville, Jones-
 ville; Martinsville, North School; Modoc, Entire
 System
 KANSAS—Hillsboro, Hillsboro Jr. High
 MASSACHUSETTS—Malden, Emerson, Glenwood, Lin-
 den; Medford, Hancock
 MICHIGAN—Dearborn, Harvard
 NEVADA—Austin, Walsh
 NEW JERSEY—Trenton, Moses
 NEW MEXICO—Eagle Nest, Moreno Valley School
 Dist. No. 25
 OHIO—Cleveland, Buhrer, Walton; Dayton, Franklin,
 Grace A. Greene, Ruskin; Youngstown, Hillman
 OREGON—Portland, Alameda, Binnsmead, Fulton
 Park, Glencoe, Holladay, James John, Vestal,
 West Portland
 PENNSYLVANIA—Indiana, Entire System; Lemoyne,
 Entire System; Pricedale, Lebanon Twp. Cons.
 SOUTH CAROLINA—Allendale, Allendale Public;
 Furman, Entire System
 TENNESSEE—Knoxville, Meade; Nashville, Cheer-
 field Farm, Cripple Children's Hospital, Oakville
 Sanatorium
 UTAH—Salt Lake City, McKinley
 VERMONT—Barre, Brookside; Ludlow, Ludlow
 Graded
 VIRGINIA—Middletown, Senior High; Petersburg,
 Giles B. Cooke; Roanoke, Tinker Creek
 WASHINGTON—Yakima, Madison
 WEST VIRGINIA—Charleston, McGowan; Decota,
 Decota; Dunbar, Dunbar First Ward; Grafton,
 Bluehill, First Ward, Park View, Rosemont,
 Thornton, Webster; Ivydale, Ivydale; Kingwood,
 Kingwood; Spring Hill, Washington Dist. High
 WISCONSIN—Cushing, Cushing Trade; Leadmine,
 Leadmine State; Milwaukee, Elm, Rutherford B.
 Hayes, Albert E. Kagel, Maryland Ave., North
 Eighth St., North Fifth St., Steuben Jr. High,
 Thirty-first St., West Hopkins St., Wisconsin Ave.

[Cont. from page 94] Opportunity will be provided for extensive observation in the demonstration school. Programs for these conferences may be obtained by writing to the Department at 1201 Sixteenth Street, Northwest, Washington, D. C.

Education for Civic Responsibility

☆ THE CIVIC EDUCATION staff of the Educational Policies Commission completed in January its field studies of school programs of education for civic responsibility. The 80 highschools visited were selected from more than 1200 whose programs were recommended to the Commission for consideration; they are distributed in all parts of the country. A casebook of effective practices in civic education is now being prepared for publication late in the spring. The Civic Education staff, headed by the secretary of the Educational Policies Commission, William G. Carr, includes: G. L. Maxwell, assistant secretary, on leave from the School of Education, University of Denver, and for the last three years assistant director, Education Program, WPA, Washington, D. C.; Howard E. Wilson, consultant (Social Studies), on leave from the Graduate School of Education, Harvard University; Samuel Everett, consultant (Community Relations), on leave from the School of Education, Northwestern University; Oliver H. Bimson, consultant (Administration), on leave from Assistant

Superintendency of Schools, Lincoln, Nebraska; and Harold Benjamin, parttime consultant, dean, School of Education, University of Maryland.

Children's Theater

☆ TEACHERS will be interested in an article, "Children's Theater," in *Holland's, the Magazine of the South*, for February, 1940. The article tells the story of Clare Tree Major and the Children's Theater which she founded and directs. This year celebrating its sixteenth anniversary, the theater has six companies of adult professional actors presenting children's plays on tour.

Elective Bible in the Knoxville City Schools

☆ BIBLE TEACHING in the Knoxville, Tennessee, schools is a church project initiated, financed, and supervised by the churches of all Protestant denominations in the city, and working thru the Ministerial Association which elects and pays teachers and agrees upon what is to be taught. Other religious groups that wish to do so may organize classes for their children. The principle of separation of church and state is rigidly followed. The schoolboard furnishes vacant classrooms and gives credit for graduation as it does for other electives. Emphasis is on the cultural and historical,

with denominational issues avoided. One-half credit is given for each term's work, a full unit for the year's course.

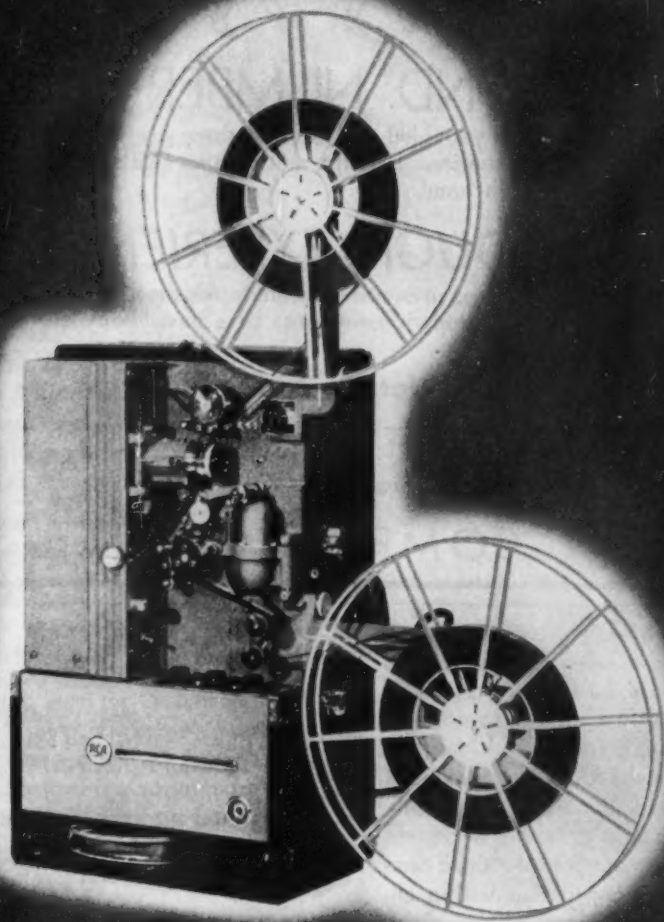
Then Came War: 1939

☆ THE EDUCATIONAL POLICIES COMMISSION in its statement on "American Education and the War in Europe" [November 1939 JOURNAL] pointed out that the European war created new problems and responsibilities for American education. To aid in the provision of suitable teaching and study material, the World Book Company has produced an album of three phonograph records. The subjectmatter of these records, entitled "Then Came War: 1939," is the events leading to the outbreak of war in 1939. The album contains three twelve-inch records—six sides—and is priced at \$6.50 with a 20 percent discount to schools. For information, address the World Book Company, Yonkers-on-Hudson, New York.

The Committee on Rural Education

☆ A COMMITTEE on Rural Education with offices at 600 South Michigan Avenue, Chicago, has recently been appointed by the American Country Life Association. Roscoe Pulliam, president, State Teachers College, Carbondale, Illinois, is chairman; Agnes Samuelson, secretary, Iowa State Teachers Association, is vicechairman; executive secretary is [Cont. on page A-46]

Announcing New RCA 16mm. Sound Film Projector!



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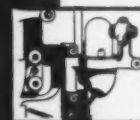
3. BETTER, MORE EFFICIENT COOLING. Blower scroll in this compartment cools lamp, amplifier and aperture gate. Lamphouse is only slightly warm while projector is operating, thus increasing lamp life. Lamp may be quickly and easily removed.



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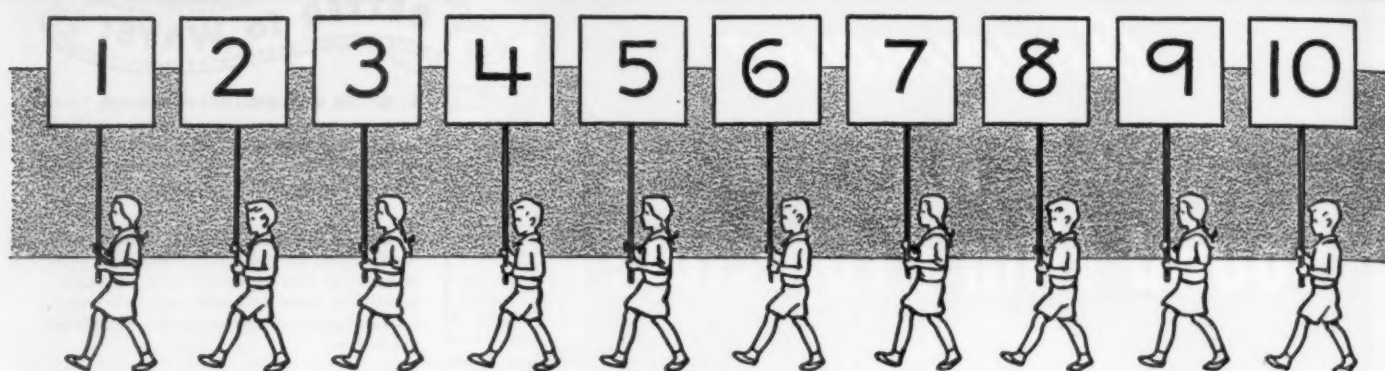
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[Cont. from page 96] Miss Iman E. Schatzmann. The new committee is giving initial attention to the Mississippi Valley and to the cultural and spiritual values of life on the land. It views education as directly related to the vital interests and needs of the people and as involving initiative, participation, and support on the part of the local community. In formulating its program for the improvement of rural education the committee is taking a strong stand for federal aid for rural schools. For information concerning the committee and its work, address the executive secretary.

Radio Series on Economics

☆ "THE NEXT STEP FORWARD," a series of dramatic radio programs based on the factual findings of investigations in current economics, is being presented by the Twentieth Century Fund over the Red Network of the National Broadcasting Company each Wednesday evening, 11:15-11:30, EST.

May 19, Citizenship Day

☆ UNDER the leadership of the NEA Committee on Induction into Citizenship (Superintendent Hugh S. Bonar, Manitowoc, Wisconsin, chairman) plans are going forward for the nationwide observance of Citizenship Recognition Day on May 19. The day is to be observed each year on the

third Sunday in May, which is late enough to accommodate open-air ceremonies and early enough to come before the closing of schools and the rush of commencement activities. The Immigration and Naturalization Service of the U. S. Department of Labor, which had planned for a celebration centered around naturalized citizens at a later date, has accepted the third Sunday in May. It is hoped that within another year all the various groups which have made plans for Citizenship Recognition will be in a position to come together on the uniform date of the third Sunday in May, which is already fixed by law in Wisconsin.

Can You Help?

☆ A LETTER just received from John R. Dillon, principal, Central High and Grammar School, Wartburg, Tennessee, indicates that the school building burned on January 19. The county school financial situation is such that it will be impossible for the county to replace the building or equipment without aid. The school library was completely destroyed. If any reader has spare books that would be suitable for the library of a consolidated school (elementary and highschool), they would be greatly appreciated by the children, teachers, and citizens of this community.

Appreciates Life Membership Publications

☆ MISS SILICIA W. WESTON of San Antonio, Texas, recently wrote: "No publications received during my entire life so far have brought me as much pleasure, information, and professional spirit as have those I have received from the NEA since I became a Life Member."

Insurance on School Buildings

☆ ALABAMA makes it possible for county boards of education to insure school buildings in the State Insurance Fund on a non-profit basis. Practically all county-owned school property is insured by the state at a net saving of approximately 40 percent of commercial insurance rates. Alabama's plan of insuring school buildings is one of the best in the nation.—*Education Bulletin* of the Alabama Education Association.

Pedagogy thru Pictures

☆ IN OUR humble opinion "Pedagogy thru Pictures" is one of the outstanding departments of THE JOURNAL of the NEA. But, of course, we are known to be prejudiced whenever visual aids are used to clarify instruction, so you might like other features just as well, or even better.—*The B. C. Teacher*, official organ of the British Columbia Teachers Federation.

Dates To Be Remembered

☆ **March 30-April 5**—Biennial Convention of the Music Educators National Conference to be held in Los Angeles. Information may be had from C. V. Buttelman, executive secretary, 64 East Jackson Boulevard, Chicago.

April 14—Pan-American Day. To assist groups planning to observe this day, the Pan-American Union, Washington, D. C., has free material for distribution.

May 10-18—Eighth American Scientific Congress, Washington, D. C. For information, write the Secretariat of the Eighth American Scientific Congress, Department of State, Washington, D. C.

May 18—World Goodwill Day.

June 30-July 4—Convention of the National Education Association in Milwaukee. See pages 72-73.

Doctors Only Ten Years Ahead

☆ THE AMERICAN MEDICAL ASSOCIATION was formed at Philadelphia in 1847, just ten years before the National Teachers' Association, forerunner of the National Education Association, was organized in the same city.

British Labor's Six Points for Peace

☆ THE BRITISH Labor Press Service for January 3, 1940, gives British Labor's six points for peace:

[1] No dictated peace. Restitution to victims of aggression, but all ideas of revenge or punishment excluded.

[2] All nations must have the right to live and develop their own civilization. Germans must recognize the rights of Poles, Czechs, and Jews to a "place in the sun"; Britain must grant the same right to Africans and Indians.

[3] Aggression and armed force must be abandoned.

[4] Rights of national, racial, and religious minorities must be recognized.

[5] Recognition of an international authority superior to individual states.

[6] Abandonment of imperialism; and equal access for all nations to markets and raw materials.

Should Americans accept less?—*People's Lobby Bulletin.*

Results of Organized Activity

☆ IN 1870, teachers earned about \$200 a year. By 1931, the average salary had grown to over \$1400 a year. All of this was due to the organized effort to awaken both teachers and schoolboards to the value of education and trained teachers as national forces in society. It puzzles the friends of teachers that despite [Cont. on page A-48]

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The Story of Salmon

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[Cont. from page A-47] the fact that organized efforts have increased salaries by 700 percent in about 60 years, still less than one-fifth of American teachers belong to the NEA, the greatest organization for teachers.—Ernest C. Folsom, Lincoln, Nebraska.

A Problem for the Schools

☆ DEAFNESS is one of the outstanding unsolved public-health problems. It is just beginning to be tackled. Seven states only—New York, New Jersey, Pennsylvania, Oklahoma, California, Indiana, and New Hampshire—require yearly examination of public-school children for signs of impaired hearing. School children to the appalling number of one million-odd are hard-of-hearing.

We are all thinking these days about the necessity of making America a fine place to live in. Making America a happy place for those children wouldn't be a bad way of getting specific about it. Deafness in a child is prison, prison often with solitary confinement, a cruel affair. A measure has been introduced in Congress, the Pepper-Boland bill, to "enable each state to establish, extend, and improve services for educating physically handicapped children." It should be passed. Laws prescribing periodic hearing tests for every school child should be on the statute books of forty-one other states.—Byron Dexter in *The New Republic*.

PWA and the Schools

☆ FORTY-FOUR PERCENT of the nonfederal projects of the Public Works Administration since 1933 have been for educational facilities. More than 7000 such projects, involving construction, improvement, and repair of 12,702 buildings, have been completed, at a cost of over a billion dollars.

Toward Informed Citizenship

☆ AS AN ANTIDOTE to snap judgments and biased opinions, the New Jersey College for Women, New Brunswick, is adding a new course, "Background of the War." Upperclass students may take it for credit. All interested students and faculty members may "sit in" on the lectures.

A New Use for Personal Growth Leaflets

☆ HELEN E. CLEAVES, director of manual arts, the School Committee of the City of Boston, writes: "Leaflet Number 23 [See page 89 of this issue.] is a wonderful example of compact richness of thought. We hope to use the leaflets as a source of inspiring quotations for [Cont. on page A-50]

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.

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Second Session

July 29 to August 16, 1940

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131 Cutler Hall, Colorado College, COLORADO SPRINGS, COLORADO



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[Cont. from page A-48] practice in good lettering and spacing, thus getting ideas as well as skill in hand lettering."

We Must Do More Than Pass Resolutions

☆ KATHERINE DEVEREUX BLAKE writes: "We talked in 1923 about what we knew should be done, and passed resolutions on it, but having done that, we thought our whole duty was done and did nothing more." She suggests that teachers actually work toward the achievement of the ideal expressed in the following resolution passed by the Chicago Division of the Illinois State Teachers Association in 1923:

We reaffirm our belief that the health of the child is of first importance as a national asset and that physical education and sports rather than military training should be an integral part of every child's life. We are convinced that if the present civilization is to endure, we must recognize the great importance of education for peace rather than for war. As there are many peacetime pursuits which develop virile qualities and offer opportunities for bravery, heroism, and self-sacrifice, we believe that the inculcation of peace ideals and the emulation of peace heroes should be placed in their proper relation; therefore, we favor developing such subjectmatter and conduct as will exalt the peace worker. Furthermore, we assert that the truth should be taught about the causes of the war and its terrible consequences, and that texts, the whole world over, should be designed so as to outlaw war firmly and finally.

An Honor and a Service

☆ LITTLE ROCK, ARKANSAS, teachers have honored their superintendent, R. C. Hall, by placing in the public library a collection of professional books in his name. The "R. C. Hall Professional Book Shelf" renders service in the field of education to teachers and parents of Little Rock and neighboring communities. The project is sponsored by classroom teachers of the city. New books will be added each year during Book Week.

Mrs. Roosevelt on Public Education

☆ MORE AND MORE, as I listen to young people talk, I realize the important part played by the public schools in our country. They should have the interest and support in every community of all citizens in order to make it possible for the teachers to accomplish the maximum of good, particularly along the lines of training for future citizenship. We have done so much to improve the structures in which our children are taught, but because it requires more constant effort on our part to know about the people and the curriculums in our schools we often neglect that most important side of education. Often a great part of the community has no touch with its public schools and this makes the task of the public-school teacher doubly hard.—Eleanor Roosevelt in "My Day."

For Schools and the Public

☆ THE SMITHSONIAN INSTITUTION is publishing a group of weekly articles on historic, scientific subjects for lay readers and schools. The articles are published in a new periodical, *The World Is Yours*. Titles and dates of issue correspond to those of the weekly Smithsonian radio programs of the same name [4:30-5:00 EST, Red Network, NBC]. The U. S. Office of Education produces the radio series, now in its fourth year. For information address the U. S. Office of Education, Federal Security Agency, Washington, D. C.

The Rockford Town Meetings

☆ A SERIES of town meetings, sponsored by Rockford College, Rockford, Illinois, and a large group of civic organizations, have been attracting capacity audiences to the campus auditorium for discussion of vital presentday problems. The programs consist of several provocative talks followed by an open discussion program.

Front Life of Defense

☆ SURVEY GRAPHIC for February 1940, is devoted to "Homes: Front Life of Defense for American Life." The issue will be useful for social studies and homemaking classes.

The School Librarian

☆ THE SCHOOL expects six things of the school librarian:

- [1] Making the library a workshop for the pupils.
- [2] Instructing pupils to utilize the library as a workshop.
- [3] Keeping teachers fully informed of the latest professional literature.
- [4] Participating actively in curriculum revision.
- [5] Providing a room, an alcove, or a corner for leisure reading.
- [6] Administering the school library on the theory that it is an agency of instruction rather than a repository of books.—Lester A. Williams, professor of education, University of California.

The NEA Has a Heart

☆ WHEN THE December 1 bills for NEA dues reached the teachers of Olyphant, Pennsylvania, their superintendent wrote: "We have 18 memberships in Olyphant and our teachers, sorry to say, have not received pay for May or June last year and thus far no pay this year. You can see from this that we are broke. We intended to renew those 18 memberships but if you must cut them off, then I suppose the mutual assistance between us must terminate." The memberships of these teachers, of course, were not dropped. They were carried "special" pending the arrival of better days, and their dues were paid on January 12, 1940!

A Tribute to Our American Schools

☆ I THANK God for the American schools that made available to me a share in the intellectual and cultural heritage of mankind. Education has checked and will eventually defeat tyranny wherever it manifests itself in this land. Free schools are the only guarantee of a free people; they are the only means whereby every individual may prepare himself for whatever achievement and service he is capable. Adequate educational opportunity is now denied millions of youth, it is true, but a fair start in life for every child is an American ideal toward which we have been steadily moving for a century. All the forces of greed and special interest will not prevent the full attainment of that ideal.—Executive Secretary Willard E. Givens of the National Education Association.

County Councils in Iowa

★ IN THE BELIEF that its strength lies in the working interest of local groups, the Iowa State Teachers Association is considering the organiza- [Cont. on page A-52]

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[Cont. from page A-51] tion of county councils which will [a] make it possible for each teacher to have a voice in determining the program of the association; [b] assure more complete representation in the delegate assembly of the state association. THE JOURNAL will be interested in knowing what other states are doing toward organization "at the grass roots."

Great Plays

☆ THE SERIES of great dramas which the National Broadcasting Company is presenting each Sunday afternoon from 2:00-3:00 EST will feature for March:

March 3—Pinero's "The Second Mrs. Tanqueray"
March 10—Gillette's "Secret Service"
March 17—Rostand's "L'Aiglon"
March 24—Fitch's "Captain Jinks"
March 31—Chekhov's "The Three Sisters"

Community Forest

☆ SEATTLE HAS THE largest community forest in America—66,000 acres, according to the *Science News Letter*.

Cooperative Life Insurance

☆ TO THE LONG LIST of commodities and services handled by New York consumers thru their own cooperatives has been added cooperative life insurance. The Farm Bureau Life Insurance Company has been granted a license to operate in New York State, according to an announcement by the Cooperative League of the USA. For information address the League at 167 West Twelfth Street, New York City.

So They Won't Work?

☆ THE NEW REPUBLIC adds a footnote to the theory that the unemployed are just a lot of lazy bums who wouldn't work if they got a chance: Ninety thousand persons have applied for a group of 2000 jobs in the municipality of New York City. Each job pays about \$40 a week.

My Schoolbooks

☆ NATURE DOES NOT BELIEVE in shortcuts and I have learned that it pays in the end not to try and be any smarter than nature. So Heaven preserve us from the schoolbook that is based upon that circuitous route which we sometimes call a "short-cut." But I am grateful that I have lived to see the coming of the dawn of the sort of textbooks upon which the author, the publishers, and the manufacturers have spent as much time and thought as they would bestow upon a best-seller in the commercial field. There is still a lot of work to be done before this better sort of textbooks will find universal distribution thru-

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out the land. And it is a pity that many of our school officials still allow themselves to be so completely carried away by new buildings, new auditoriums, swimming pools, and athletic fields that they suddenly find their budgets depleted to the point where they cannot possibly hope to buy any of these much needed and greatly improved textbooks. For these books will have a much greater influence upon the lives and thoughts of the coming generations than the marble halls thru which the youngsters pass on their way to those beautiful desks which are made according to the very latest scientific specifications but which in too many cases fail to carry a cargo of that most important of all our educational ingredients—an armful of sensibly written and sensibly printed textbooks.—Hendrik Willem van Loon.

Food for Thought

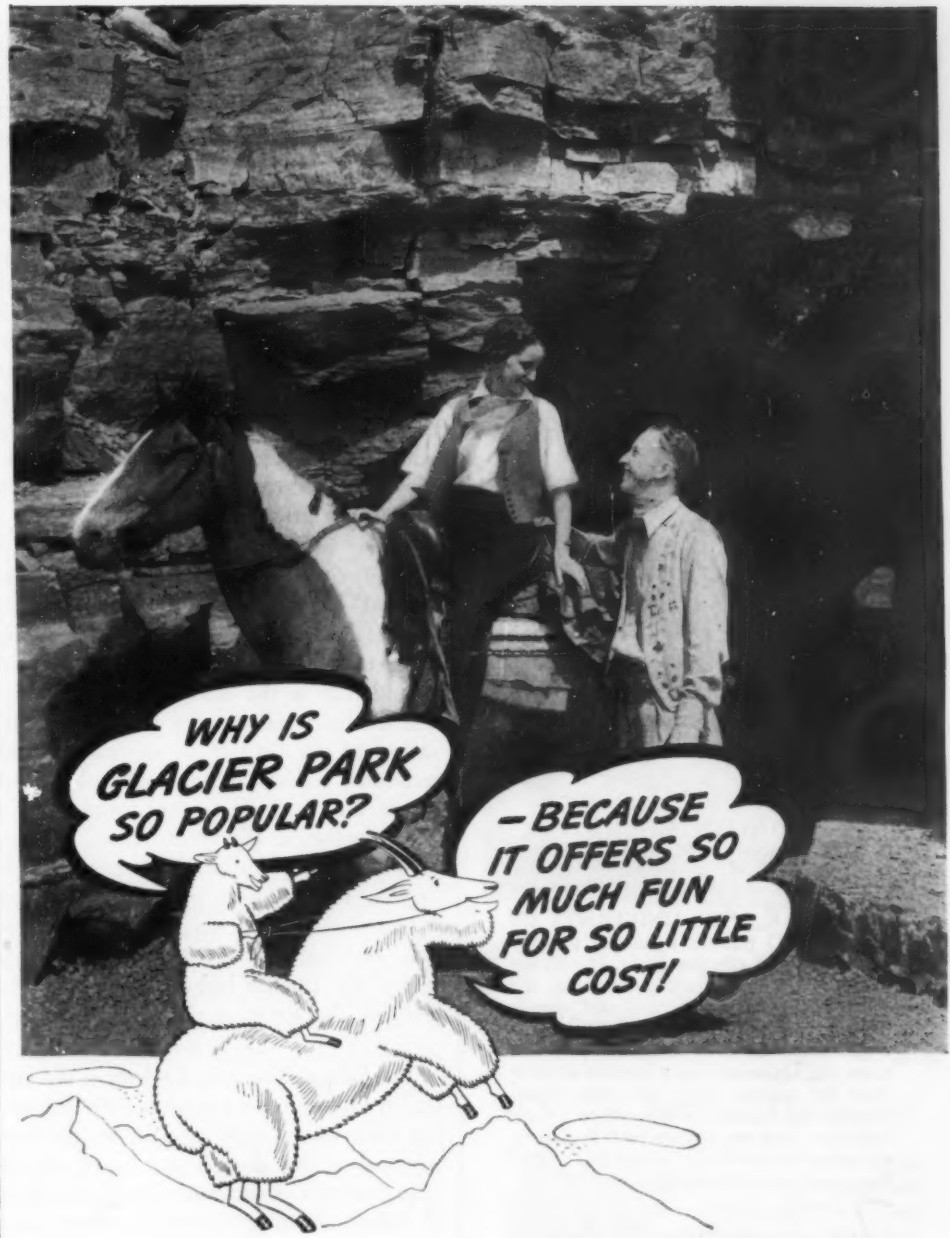
☆ INTEREST PAID ON the national debt, according to Ernest K. Lindley, now takes only 1.45 percent of the national income, whereas in March 1933 it took 1.63 percent. Such is the effect of lower interest rates.

In New York State

☆ WHATEVER SHORTCOMINGS may otherwise exist in our educational system, the selection of a chief executive and a departmental staff by a central board (the regents) for an indefinite term upon a nonpartisan and nonsectarian basis is eminently sound. This policy has long prevailed here. Nearly a century and a quarter ago when Gideon Hawley sacrificed his professional position upon the altar of public education, the entire state without reference to party arose in its wrath and destroyed the politically-minded council on appointment. Such an attitude might well be adopted by our neighboring states. During the nineteen years that the present chief state officer, a professed Republican, has "held the even tenor of his way," undisturbed by the succession of Democratic governors and has received all possible aid and encouragement from each one of them, the state of New Jersey has had four official heads of education, Ohio five, and Pennsylvania seven.—Frank Pierrepont Graves.

New NEA Publications

Education and Economic Wellbeing in American Democracy by the Educational Policies Commission. This fourth volume in the "Education in American Democracy" series [see pages 67-68 of this JOURNAL] has been written largely by John K. Norton of Teachers College, Columbia University, on the [Cont. on page A-54]



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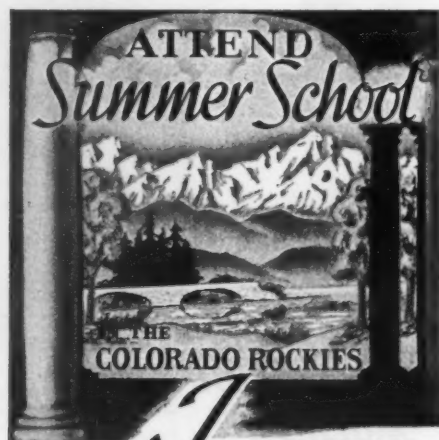
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[Cont. from page A-53] basis of full discussion in meetings of the Commission and consultations with economic experts over a period of three years. The Commission examines the American ideal of free and equal educational opportunity for all and finds that all Americans are not sharing the benefits of education for economic reasons. The interdependence of education and economic welfare, considered in terms of both production and consumption of economic goods and services, is given much attention. The central recommendation of the report is that all economic barriers to the fullest educational opportunity from which youth can benefit should be removed. Illustrated and bound in cloth and boards, the price is 50¢ per copy.

Safety Education is the title of the Eighteenth Yearbook of the American Association of School Administrators. The yearbook clearly states the part the schools should play in the safety movement. Specific chapters indicate the possible organization of the content in elementary and secondary schools, in adult education, and in pre- and inservice teacher training. The safety factors in the construction, maintenance, and administration of school buildings are handled with precision. Emphasis is placed upon the procedures for cooperation between all agencies interested in safety. For further information, see pages 82-83 of this JOURNAL.

The Safety Education Projects of the Research Division has completed the following three bulletins in a series designed to supplement the material contained in the 1940 yearbook of the American Association of School Administrators: *Problems and Topics in Safety Education* (32p; 25¢), *Visual Aids in Safety Education* (32p; 25¢); *Units in Safety Education for Grades One and Two* (approximately 64p; 25¢). For a description of this material see pages 82-83 of this JOURNAL.

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The Department of Classroom Teachers has issued a guidebook for teachers organizations entitled, *How To Organize*. The purpose of the booklet is stated in the foreword by President Elphe K. Smith: "Only thru strong local, state, and national associations can teachers hope to achieve the economic and professional goals toward which they are striving. We might look upon the three as an educational structure and the local associations as the foundation stones on which the state and national associations rest. It is therefore important that we make this foundation strong and secure. Altho this guide is written especially for groups that wish to organize we believe that local organizations desiring to work out more effective programs will also find it helpful." The guidebook may be obtained free from the NEA.

The Superintendent of Schools and His Work is the final report of the Committee on Certification of Superintendents of Schools of the American Association of School Administrators (Otto W. Haisley, chairman). It summarizes a field study of twenty-six superintendents of schools to discover factors associated with their success. Beginning with the introduction and ending with the summary, the report includes the objective evidence secured by the investigator, Lawrence E. Vredevoogd. The final section of conclusions and recommendations, presenting the general point of view of the Committee, is an extension of the tentative recommendations presented in the Committee's 1939 report. 48p. 25¢.

A Decade of Court Decisions on Teacher Retirement: 1930-1939 Inclusive is the latest report by the Research Division and the National Council on Teacher Retirement. While their earlier studies have been concerned directly with the legislative, financial, and administrative status of local and state retirement systems, this bulletin focuses attention upon some of the problems and inarticulations which have required judicial review. From a study of these court decisions it should be possible to see where existing and future legislation may be drawn so as to avoid many controversies. Part I is a digest of findings; Part II, abstracts of cases. There is also an index of cases. 30p. 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 \$1 or less.

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