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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

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

Between Editor and Reader

AMERICAN EDUCATION WEEK, which has become one of the most important enterprises in the civic life of our country, this year has its 20th observance November 10-16. It is highly appropriate that the Life Membership Dinner at the Milwaukee convention will build its program around the development of this important movement.

Here is one enterprise upon which the whole country can unite. The needs of the schools are pressing and are closely related to the needs of democracy. The general theme is "Education for the Common Defense." [See page A-66.]

The materials, which are being prepared under the direction of Lyle W. Ashby of the JOURNAL staff, are especially fine this year. AEW offers an opportunity for teachers in every level and branch of education from kindergarten thru university, CCC, and adult education, to join forces with citizens in a great crusade for education and democracy. Let every school and college faculty, every local education association, every FTA club or chapter, appoint a committee now to begin plans for the observance in November. There are nearly a thousand local associations affiliated with the NEA; over 7000 schools with 100 percent faculty enrolment in the NEA. Think of what it would mean if each of these would take the lead in behalf of an AEW observance that would reach every nook and corner of the country with an inspiring presentation of the schools' contribution to our democratic way of life.

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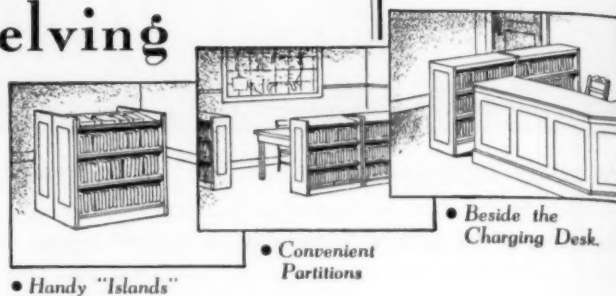
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Contemporary Crucifixion and Crusade

G. BROMLEY OXNAM

A tribute to American education by the Resident Bishop, The Methodist Church, The Boston Area, Boston, Massachusetts

AASA CONVENTION, ST. LOUIS

CENTURIES have passed since the tragedy enacted upon Calvary. A broken figure hung from a cross. The Caesar of yesterday thought he was done with a troublesome Jew. The Man was crucified.

Contemporary Caesars cannot crucify the Man, but they would destroy His ideas. "Love thine enemy," He said. They command, "Hate thine enemy." With weapons of propaganda they would nail His teachings to the tree. "He who would be greatest among you must become the servant of all." "No," they declare, "he who would be greatest must become the mightiest."

Pilate could not know that the cross on Calvary would appear on Constantine's banners. He could not, by prophetic imagination, behold a scene when the king and queen of France would kneel so that St. Bernard might press the crucifix to their brows and the crusading soldiers of France would cry, "Crosses, give us crosses!" Nor can ruthless rulers today know that crusaders of the spirit will be marching when the crucifiers of the flesh are dead.

Like the broken-hearted at the foot of the cross, we behold contemporary crucifixion. But we must turn from contemporary crosses to the coming crusade. It is to be a crusade marching irresistibly to victory of the spirit.

It is well to note the amazing distance that mankind has traveled, in spite of its scourges and scavengers. From the caves to the cathedrals! From the days of enslaving superstition to the days of emancipating science! These are distances no man can measure. In the courage born of the progress of the centuries, man moves to the crusade.

Courage is not enough. A fundamental decision must be made. Is man to live in freedom, or is he to exist under tyranny? Two kinds of social order confront us. We must choose. America

could not exist half slave and half free. Neither can the world. The totalitarian state admits of no sovereignty beyond that of the state—not even moral sovereignty. The state mobilizes every instrument of education to the end that every impact upon the rising mind develops the predetermined philosophy.

Must man be shackled politically in order to solve his economic problem? Americans have believed that government is an instrument to be used by the people for the purpose of enriching personality. They have assumed that governments derive their just powers from the consent of the governed. They insist that it is only as men are free that they can find the truth that in turn makes them free. The political freedom which is the heritage of the American must be used in sacrificial crusade to the end that the political ideal of democracy may become an economic reality. Life, liberty, and the pursuit of happiness must become real in bread, in health, in housing, music, art, literature, flood-prevention, conservation, education.

If the free state is to survive, and the robot state is to die, we must educate for freedom. This, American education has done. With democracy challenged throughout the world, with paid propagandists of totalitarian regimes seeking to undermine faith in democracy, the American people, struggling thru the severest depression in American history, have evidenced no desire to turn from democracy to totalitarianism. *This is the supreme tribute to the American educational system.* American education has trained the generation to believe in freedom, and that generation has refused to desert it.

But a new generation is to be trained. If the hundreds of thousands who are to leave our schools in the next decade are to believe in democracy tomorrow, it is imperative that educational opportunity be equalized. This is a national task. Administration must be decentralized; but there must be sufficient help for those sections of the country unable to provide education to insure equality of opportunity. The goal must be an education adequate to bring American children to maturity equipped in the

light of their ability; ready to use and preserve democracy; and able to live richly among their cultural treasures.

The crusade demands that economic practices be judged by ethical criteria, that the supreme objective of social endeavor shall be enrichment of personality, that the economic order shall be regarded as made for man, rather than man for the order. It is a crusade to bring more abundant living to all our people; a crusade that is to begin here but is not to end until world law and order have supplanted international anarchy; that seeks to remove barriers economic nationalism places between us and an unimpeded world market; that seeks to remove the fear and insecurity lurking in the mind of the worker during every waking hour; that seeks to deepen in our people emotional response to the worldwide demand for more abundant living; that revitalizes the wills of the American people to the end that ideals may be translated into actualities, that action may follow thought.

Underlying all this is the imperative necessity of reconciling the interests of the one and the many. Is it possible to develop a synthesis whereby the creative initiative that has flowed from American individualism may be conserved and the benefits that lie in collective action appropriated? If one lifts his eyes to the hills of Greece and beholds liberty, to the hills of Rome and beholds law, it is to a hill outside Jerusalem, Calvary, that one looks to behold the ideal of love. This is the principle of unity. Law and liberty are reconciled in love. Men are unified by a force that is eternal. Class is a concept too small to unite men for social emancipation. Nationality is too small. Race is too small. The ideal must be large enough to include all men. It is the ideal of brotherhood that roots fundamentally in love.

Centuries ago, they crucified the Christ. Dispirited men turned from that heart-broken hour to a crusade. It was a crusade based upon the principles which He had incarnated. Men must turn once again to the ideal of the Crucified One, if we would move in crusade to victory over those who would re-crucify mankind.

Education in the Decade Ahead

PAUL V. McNUTT

A look ahead into the education of the 1940's by the Administrator of the Federal Security Agency, Washington, D. C.

AASA CONVENTION, ST. LOUIS

WHAT ARE THE PURPOSES to which American education must devote itself in the decade ahead if it is to safeguard democracy? How may the schools be made more adequate for the performance of their unique and indispensable function?

First, the schools must continue to put human personality first. Democracy recognizes the unique value of the individual person. In this education, the humanities, history, literature, ethics, philosophy, the arts, all have an important place.

Second, the schools must prepare for civic responsibilities. Man shares reciprocal responsibilities with his neighbor. He has the moral obligation to deal with others in the immediate and more far-flung community in terms of their best interests as well as of his own. Democracy must be rooted in the Golden Rule.

The schools must train their pupils in a method of attack upon solution of social issues. This means more and more emphasis upon the *use* of knowledge, judgment, and skill in dealing with problems concerning which the learner has an immediate moral responsibility. It means increased *participation* in community activities. For the education of the citizen in the democratic state is not an education of him to *fit* the government; it is an education to *be* the government. In a democratic society this participation not only takes the form of discussion, but of cooperative action. If well begun in the schools, the habit of civic participation will be continued in adulthood—in forum, in club, in union, in grange, church, political party.

More than half the education of the citizen must come after school days are over. Adult civic education, however, must be built upon the solid foundation of a realistic school education. The strategic situation of organized education for promoting adult civic education,

for the clarifying of public opinion thru the free discussion of issues, affords an opportunity which must not be longer neglected.

Third, the schools must prepare for participation in economic life. Public education cannot dodge its responsibility for a realistic grappling with the problem of vocational education. I am especially conscious of the problem of vocational education because three of the important divisions of the Federal Security Agency are intimately concerned with it—the CCC, the NYA, and the Office of Education. I am glad to report an increasingly close cooperation of these youth-serving agencies at both federal and state levels. Eventually this cooperative action will result in a unified program for youth in every locality.

Vocational training alone will not solve the problem of unemployment. A great expansion in private industry is needed for regular industrial or agricultural work for all our unemployed youth and adults. But under expert educational guidance all American youth should have the opportunity to secure that specialized training they need for the vocational purposes they hold.

The discharge of these obligations calls for even more generous financing of public education than it has had. The fear is sometimes voiced that in the competition for support from a tax-conscious public, the schools are likely to fare badly because of extended provisions for the aged, the infirm, and the unemployed. I am confident that this fear is ill-founded. America's faith in education is too profound, too deep-seated to tolerate neglect. We realize too well the essential relation of public education to democracy to permit any weakness to develop in our defenses against the enemies of popular government. The American people will make still greater sacrifices for the attainment of our educational ideals.

No problem of the next decade is more vital than that of equalizing educational opportunity for American youth. It is necessary that there be a reasonable distribution of educational facilities and that they be made available to all the youth of the land.

It is probable that educational opportunities can best be equalized in the several states thru a program of federal-state cooperation. The equalization of differences within localities, certainly up to the point of a satisfactory minimum state program, is primarily the responsibility of the states themselves. But the federal government has a vital and proper interest in the equalization of educational opportunities between states.

This problem of equalization can be solved without impairment of state control of the scope and content of the educational program, by grants of federal funds to those states in greatest need of financial assistance. We have in hand today such a plentiful array of facts concerning the fiscal and administrative needs of public education that I predict the 1940's will see substantial progress.

Inequalities in educational opportunity arise not only from the lack of facilities in certain communities but also from the fact that the low income of certain families makes impossible school attendance. Continual attack must be made on this problem by continuing work along the lines of the NYA student aid programs. Further progress should be made in developing scholarships, student aid, and parttime work opportunities for young persons enrolled in secondary schools and colleges. The problems of rural childhood and youth merit special attention. Half of our rural youth are destined to become a part of our industrial urban population, if present trends continue. Technical and vocational training in regional institutions must be made available to them.

Education alone will hardly usher in the millennium during the 1940's. But education, reorganized, revitalized, adequately supported, and having found its own bearings, can point the way to a happier and fuller life for the masses of youth born into a world which threatens to lose all sense of value and direction. It can go far toward achieving that vision of the founders of the republic; a vision which saw in ordinary men and women extraordinary possibilities; and which sought by universal, free, public education to give to those possibilities scope, direction, and fulfillment.

What Is Right with the Elementary School?

THE elementary schools are far from what we want them to be, but they are as good as we have any right to expect them to be, all things considered. I think sometimes parents and taxpayers feel like one of my farm neighbors in the early days. He took his hogs to town and somebody asked him what he got, and he said he didn't get as much as he expected to, but then he didn't expect to.

We cannot ignore the average fathers and mothers who send their children to the public schools. They would like to understand what is being done for their children. Last fall the *Saturday Evening Post* had on its Postscript page the following lament to "DEAR TEACHER:

I am neither old nor stuffy;
I was tutored post-McGuffey.
But I cut my second dentals
On the good old fundamentals,
And I'm puzzled by the new pills
Swallowed sweetly by your pupils,
Can't you tip me off this autumn
On the latest dope you taught 'em,
Just to ease my nightly dome work
Doing little Willy's homework?

Thanking you for all the bother, I remain
A BAFFLED FATHER."

If a teacher really cared she could say:

"Thank you for your kindly letter;
Sorry we don't know you better;
Methods change in schools, you know;
Otherwise we couldn't grow.
Homework shouldn't be a bother;
It's for Willy, not for Father."

Parents recall the schools of their day and they compare the changes that have taken place and are very much concerned. Except, however, for some ineffective grouching, they can be depended upon to support the schools. They are the people to whom I am ultimately speaking.

Education on the elementary level is now free, universal, and generally compulsory. Elementary education, being the basis of advanced education, culture, and social progress is, like the landscape, taken for granted. It doesn't make the front pages of the public press. It cannot be spectacular. Perhaps this is all to the good, for quietly, unostentatiously, and almost universally the elementary school has improved its organization, its curriculum, its methods, and above all the

personnel of its staff and the quality of its teaching.

In the first place there has been an astonishing expansion of schools both outward and upward, horizontally and vertically. Education today does not stop at the sixth grade, and pressure on the elementary school is therefore greatly relieved. It no longer has to be organized as if everything thought necessary as preparation for adult life by every type of pupil has to be put into the program of subjects of an eight-grade common school. The curriculum has been both simplified and enriched and it will undergo more changes if and when secondary education reaches the 30 or 40 percent of the boys and girls of secondary age who are now outside of high schools.

Better buildings, playgrounds, equipment, libraries, shops, laboratories, administrative organization, and an extended school year are evidences of progress so obvious that it is unnecessary to describe them. Changes which have taken place within the schools, however, are not so easily comprehended by the layman.

Educational development in the elementary school was accelerated by its early acceptance of the results of scientific experimentation in such common school subjects as spelling, reading, arithmetic, and penmanship. Here we had the beginnings of an objective study of educational problems which has produced such fundamental changes in curriculum, content, organization, and method. When one considers what has happened in spelling, say, since the days when we conned the lists of useless and strange words of the old spelling book, he has to admit progress. The teaching of spelling, mechanical as it is, has a basis in observable and measurable procedures which are fundamentally scientific. We who learned thousands of words which we have never been called upon to spell regret more than we can tell our inability to spell the common words which are now so well taught. Some of us puzzle over whether or not we should put a "t" in "which."

What I have said of spelling is in a large degree true of arithmetic, reading, and language. And it's because of these

EDGAR G. DOUDNA

"There is a great deal more right than wrong," says the Secretary of the State Board of Regents of Normal Schools, Madison, Wisconsin

AASA CONVENTION, ST. LOUIS

changes that little Willy's father and even more his grandfather have difficulty in comprehending what the school is doing. In home or community life they accept modernization due to scientific and technological changes, but it seems pretty difficult for them to understand that corresponding changes in the schools have resulted from the influence of the scientific approach.

Closely associated with the scientific movement is the advance in our understanding of child nature and the learning process. The old faculty psychology and its educational derivatives, the doctrine of formal discipline and belief in universal transfer of learning, have been displaced by educational psychology which has profoundly affected the elementary school. There may have been a too ready acceptance of the IQ as fixed once and for all and as unchangeable as the laws of the Medes and Persians, but except when the radical reformer overdid it, it helped the teacher to understand more objectively the limitations and the possibilities of her pupils.

The elementary school has made conservative use of the contributions of the psychologists and has reorganized and changed its curriculum content and methods of teaching in the light of this knowledge. Individual instruction is taken for granted. In the primary grades unbelievable progress has been made. When one compares these grades with those of a half century ago, the results seem almost miraculous.

Not only are the textbooks and reading materials improved, but methods of teaching have been correspondingly developed. The reading growth of children in the lower grades is little short of phenomenal. Reading is no longer considered as a subject apart. Every teacher is a teacher of reading who has to be familiar with the basic habits, skills, and

attitudes essential for intelligent growth. It has long since passed the stage where word recognition was the goal, and when meaning, interpretation, and the like were incidental. Who of my generation had ever heard of "reading readiness," "diagnostic testing," "remedial instruction," or "standards of achievement"?

Of course, the teaching of reading is far from perfect, and the elementary school is not content with present achievements, great as they have been.

We could take one by one each subject and find similar changes and equal alertness to unsolved problems, altho greater progress has been made in the so-called tool subjects than in those whose aims are growth in knowledge, social intelligence, and appreciation. But here the schools have not been marking time. The old history with its emphasis upon wars and politics, arouses memories of dismal hours of memorizing names, places, dates, and events without meaning or interest. The sterility and academic formalism of such history teaching developed positive antagonisms where it was supposed to arouse interest and instill love of country. So in geography, civics, and science. Generally they were presented to children as knowledge in the raw, and "learning was neither preceded by appetite nor followed by digestion." Study was externally motivated.

John Muir described his early teachers as stating the first law of memory to be: "There is a close connection between the skin and the memory, and a vigorous stimulation of one has a most wholesome effect upon the other." The modern school may not regard memory sufficiently—it's an open question—but there is no doubt as to the soundness of the doctrine of interest, for interest is the mother of attention and the grandmother of memory.

Parents are nearly always enthusiastic about the opportunities which their children have as compared with the limited curriculum of their own school days. Without neglecting the "good old fundamentals" the elementary school finds ways and means to make learning more significant and the approach to the arts natural and easy.

I suppose the greatest progress has been in the field of health and provision for the handicapped. The old, formal, descriptive, anatomical, and moralistic teaching with its dreary naming of

bones, cataloging of muscles, tracing the circulation of the blood, reciting empirical hygienic formulas, and learning many fantastic rules for healthful living has given way to a really scientific treatment. What with doctors, dentists, nurses, health clinics, physical training, safety education, and the growth of athletics, games, hikes, and the like, the health of school children is enormously improved. Asafetida and charms have been replaced by serums and sanitation. Some day the educational historian writing of this period may point to the saving of little children from the physical results of our economic ignorance and stupidity as one of the proudest achievements in a magnificent record.

Gone are the mathematically arranged desks and seats since the baffled parent went to school. Rigid and military organization has become flexible and informal. Classrooms are workrooms, living rooms, home rooms. The relationship of pupil and teacher is not that of master and man, of ironclad caste; it is normal, natural, and easy. Control is no longer imposed without reason, and blind obedience is no longer a virtue. The days of "lickin and larnin" belong to ancient history. Discipline is there, to be sure, but it is the self-imposed discipline of a democratic society.

What I have been reviewing here is true thruout the elementary school, including the one-room rural school as well as the best of the most progressive schools of the most wisely directed city systems. The difference has been one of degree, not of kind. The rural school has not been insulated from progress and in some instances has done an even better job than those which are theoretically better situated.

The transition from the old to the new has, of course, resulted in some losses, and every change hasn't been a synonym for progress. But the net result amounts to little less than revolution.

The elementary school has evolved because it has been comparatively free from external pressures and controls. It has been unhampered by college entrance requirements, and it has never been policed by standardizing and accrediting agencies.

A second reason for successful adaptation of the elementary school to the purposes of general education is the acceptance of supervision as an integral part of

its organization, not as something imposed by higher authority.

A third factor is the education and point of view of teachers. They are trained to teach children, not subjects; to deal with life situations as well as with books. They are free to cut across subjectmatter lines. The elementary school early recognized the need for teachers who know children, who understand subjectmatter, and who know how to teach. And that is what makes all the rest possible, for schools are as good or as bad as their teachers. Normal schools, teachers colleges, and colleges of education have never lost sight of their obligation to the elementary school.

We are only indicating here how the schools have advanced in light of their understanding of the ultimate goals of a democratic society. The elementary school never was and never can become aristocratic or privileged, for it serves all the children of all people. The teachers who are the least advertised, poorest paid, most responsible group in American education have made the elementary school of America something unique in educational history. They know that their schools are still imperfect, that their problems become daily more complex, and that they not infrequently baffle educators as well as parents.

The pathway marked out for the elementary school must be widened, deepened, straightened, and pushed farther ahead. The school population is decreasing; it is shifting under the influence of economic migration; and it is changing in character. Thirty percent of the families of America belong to the dispossessed and the marginal subsistence groups. This 30 percent in a decade will furnish 60 percent of the children in the elementary schools. Mrs. Joad defined the problem by saying at the end of *The Grapes of Wrath*: "We're the people that live. Can't nobody wipe us out. Can't nobody lick us. We'll go on forever. We're the people."

The only chance these children will have of achieving the equality they learn about in the Declaration of Independence is in the schools. The survival of democracy may be determined by what the schools can do to raise their social intelligence and thus protect America from an ignorant, apprehensive, and incompetent citizenry. Education is the only equalizer in sight.

What Is Right with the Highschool?

FRANCIS T. SPAULDING

A professor of education at Harvard describes achievements of the American secondary schools

AASA CONVENTION, ST. LOUIS

BOYS AND GIRLS leaving highschool in America have attained, as a group, a higher level of literacy than has ever been the possession of any comparable group of youth at any period in the history of the world. Critics may point out that young people's present level of literacy leaves much to be desired. But the average highschool pupil in America can read and write and use arithmetic better than could his parents when they left school. He has learned more about history and science and literature and art than had his parents. His school work has given him a broader background of knowledge, more thoroly acquired—than any other nation has even attempted, let alone achieved, for more than a fraction of its young people.

The literacy has been effective outside of school. Largely thru the influence of the schools, America has become a nation of readers—not of classical literature, it is true, but interested and habitual consumers of newspapers, magazines, and current books. At least in part because of the influence of the schools, America has become a tremendous user of many things that make for higher standards of living—labor-saving devices in the home, services of hospitals and physicians on a scale which lends strong popular support to the movement for socialized medicine, paintings by the masters reproduced for the enjoyment of hundreds of thousands of people, the music of great composers recorded by the best of the world's artists and orchestras.

The secondary schools can claim credit for the wholesome physical habits of most American boys and girls. By and large, American boys and girls leave school with firmly fixed habits of bathing, washing their teeth, brushing their hair, keeping their clothes clean. They have learned to demand clean water, clean food in restaurants, clean stores, clean railroad cars and buses. They support laws which are gradually bringing great cleanliness to streets and public buildings, and which have already made most American communities notably healthful places. The schools have given boys and girls certain more positive habits of health. The average young American likes physical sports, likes to

be outofdoors, and indulges both these likings in ways good for him. As an offset to the unhealthful conditions which urban living often brings with it, the contribution of the schools toward producing a nation of healthy people has been important.

More than any other single institution the secondary schools have helped to minimize class distinctions and to keep class lines fluid. Bringing together rich and poor, the children of unskilled workers and of professional families, youth from the hill and from the other side of the railroad tracks; offering all these young people an opportunity for continued education; providing a way of living within the school which attaches real importance to what a boy or girl does or can do, and not just to the background from which he comes—thru these means the secondary schools are making a contribution to American living which is as fundamentally "right" as anything in America today.

But beyond what secondary education has already accomplished there ought to be set down to its credit certain things it is on its way toward accomplishing.

First, schools in increasing numbers are devising new methods of teaching, new instructional materials, and new programs of study thru which they may offer a better education to boys and girls whose interests and abilities are different from these of the hypothetically average pupil.

Various schools have been actively at work on programs for exceptional pupils at both ends of the academic scale. The new curriculums and new methods of teaching being tried out in the schools cooperating in the eight-year program of the Progressive Education Association furnish one example of progress toward a better education for young people of unusual talents. For boys and girls not gifted in the kinds of ability which secondary schools have required in the past, new curriculums and new methods are being similarly devised—in schools like those of Pennsylvania, where the highschool principals of a whole state are working together on the problem; in many vocational schools; in the school systems which are beginning a program

of experimentation under the joint auspices of the Office of Education and the NYA. The flexible school organizations provided by the junior highschool and the junior college offer an especially valuable proving-ground for these experimental programs.

Second, our highschools are dealing more and more directly with the educational and vocational guidance. No curriculum will serve its full purpose unless, along with it, the schools provide means for seeing that every boy and girl chooses these parts of the curriculum which are most appropriate for him individually. The groundwork for an effective program of guidance is already being laid in the study of individual pupils by educational psychologists, in the development of more accurate means of educational measurement, in the gathering of more searching information about the varied educational demands of out-of-school work and out-of-school living. The groundwork is being laid also in a sharpening of the concern of school people everywhere for what becomes of pupils after the schools are thru with them.

Social and economic conditions outside the schools have in the last few years placed a heavy strain on our whole educational program. The strain has fallen most heavily on the highschools. As an inevitable consequence, recent attempts to discover what the highschools need now to do that they did not need to do a few years ago, have revealed numerous present defects. It is to the notable credit of secondary-school people that they themselves are concerned about those defects and are actively working to remove them. Without a concern for what is wrong with secondary education, present achievements would rest on no substantial foundation. With that concern the secondary schools can be counted on to meet the new demands now placed upon them.

Said at St. Louis



From "Musica Americana," presented by St. Louis boys and girls.

IT IS HIGH TIME that we all realize that no society which leaves its youth helpless can continue. Capital and labor, the schools, and government should all join forces in closing the present gap between the school and the job. Employment should, as far as possible, be provided by private business, industry, and agriculture.

Industry should reconsider its policies of employment. From the standpoint of the nation's future, it may be more important that youth of sixteen to twenty have employment, if they are not or should not be in school, than that persons of sixty or over have jobs. Dictatorships have little attraction for older people. For youth they might offer opportunity for recognition. This fact might be worth keeping in mind when consideration is given to the distribution of available employment in the United States.—BEN G. GRAHAM, superintendent of schools, Pittsburgh; president, American Association of School Administrators, 1939-40.

YOUNG PEOPLE of the adolescent age want to be selfsupporting and economically independent. Remote rewards and abstract honors do not satisfy them, especially if they belong, as many of them do, to families that have an annual income of less than a thousand dollars. Any social order that denies to an adolescent boy or girl some measure of economic security and financial independence is badly organized.—CHARLES H. JUDD, director of the education program, National Youth Administration.

IN THE POSTPONEMENT of gainful employment, youth has lost the benefit of practical work experience. Boys and girls may now attend school for twelve or thirteen years, and college for four years more without having experienced the disciplinary values of real work. This is not their fault but it does not mitigate the loss to them and to the seasoning of our national fiber. It is no argument for child labor, which all of us despise, to

say that the ripening effect of real work is one of the most important educational values that can come to any young person. That value is now totally absent from the lives of countless thousands of American youth.—WORTH MCCLURE, superintendent of schools, Seattle, Washington.

TO KEEP US out of war, we must be strong—strong to resist armed attack, strong to resist the attack of ideas. We need the armor of military power, the armor of physical health, the armor of religious belief, and the armor of love, abiding love, in our country and in the American dream.—WILLIAM F. RUSSELL, dean, Teachers College, Columbia University.

MENTAL TESTING as a standard procedure in schools should be allowed to decline. Testing for intelligence is like using a fever thermometer—a good practice for the nurse or clinician, but a perplexity for the individual parent or teacher. It may be better to turn to measures of special abilities, relying for insight as to general ability on cumulative records of scholastic achievement. This plan would avoid the bad error of labeling a child as permanently dull, average, or bright. Mental tests would be reserved for research and clinical purposes. With such safeguards, they could be properly interpreted and utilized.—GEORGE D. STODDARD, University of Iowa.

IF THE AMERICA we know and love is to be maintained, there must be the closest cooperation between dynamic education and enlightened business leadership. Thru the mutual effort of these two forces, the inseparable privileges of free enterprise and free thought can be rededicated as the heritage from our generation to all Americans of the future.—PAUL G. HOFFMAN, president, Studebaker Corporation, South Bend, Indiana; and president, Automotive Safety Foundation, New York City.

WE MEMBERS of schoolboards are those whom our friends and neighbors have chosen to find a schoolmaster, and then to keep an eye on him, to see that he tends to business, uses common sense, counts the pennies, and runs a good school, that he's fair and tolerant and human, awake and uptodate and on his toes, that he does a good job. They won't

like it very well if we hire someone's wife's brother, or pick a man because he trades at so-and-so's grocery store. They want a schoolmaster to teach their children. They leave the matter of expense to us. They are willing to pay if we explain things to them—and they want their money's worth. They expect us to know what it's all about—to tell them how things are going and what we need. But they do not expect us to teach the school, to chop the wood, or build the fires. Ours is a simple task, but if we do it right it's a mighty big one!—FRANCIS J. BRADY, chairman, School Committee, Providence, R. I.

LET US PREPARE our children for controversy by training them soundly, by educating them efficiently. Let their school life be a period of calm, in order that they may, with the same calm and equanimity, face the confusion and turmoil of later years.—C. HAROLD CAULFIELD, president, San Francisco Board of Education.

YOUNG PEOPLE cannot be taught to deal competently with controversial problems without being permitted actually to discuss such problems. You simply cannot expect to teach a person to swim entirely by exhortation, explanation, illustration, and examination. The learner must get into the water and practice the manipulation of his faculties. The most practical means of teaching youth to discuss controversial issues is to give them well-guided practice in the discussion of the controversies most interesting to them and most appropriate to their respective age-levels.—J. W. STUDEBAKER, U. S. Commissioner of Education.

IF THE average superintendent would take as much time in thinking about how he can guide the character of the youth of his school as he does to the finances, you wouldn't have to deal with finances at all in another generation.—WILLIS A. SUTTON, superintendent of schools, Atlanta, Georgia.

WE HAVE ACCEPTED the theory of the whole child as a learner, with his physical ills, his emotional complications, his intellectual interests. The whole child goes to school, we say. But it is equally true that the whole teacher is there, too, and a wellplanned, purposeful, cheerful, rich school program is the reflection of such characteristics in the teacher.—BESS GOODYKOONTZ, Assistant United States Commissioner of Education, Washington, D. C.



On Our Way



CATCHY TUNES, graceful dancing, colorful costumes, humor, pathos, and homely dialog—out of these are fashioned the Educational Revue, "On Our Way," presented at St. Louis.

An interpretation of the Educational Policies Commission's report on *The Purposes of Education in American Democracy*, "On Our Way" is entertainment of high order. It is sound educational philosophy, passing in living review with vividness which stamps the major purposes of education unforgettably on the spectator's memory.

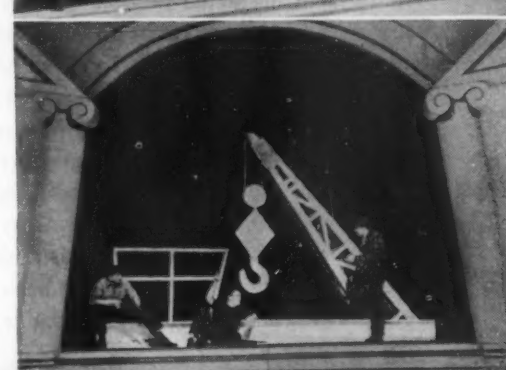
Grandad Brown, a warm-hearted retired school superintendent, is the interpreter, as he seeks to share the experience of a lifetime in education with his granddaughter, Sally, who stands on the threshold of her first teaching experience. His counsel is portrayed in drama, song, and dance by a company of students, teachers, and parents.

The four parts of the revue correspond to the four major purposes of the report—self-realization, human relationship, economic efficiency, and civic responsibility. Three tenement mothers proud of their children's talents, a day laborer who is happy because "anyway, the kid, he's got a chance," a gifted poor girl with a yearning for the beautiful, a timid new boy, and a "stuck-up" who learned that "when everyone works together it's fun"—are among the chief characters of the dramas.

"Economic efficiency" is presented thru the adventures of Fay and Bob, just graduated and deeply in love, who face life haunted by nightmares of employers, advertisers, and loan sharks. But education comes to their aid, and the scene ends optimistically and tunelessly. Grandad Brown himself is a convincing spokesman for "civic responsibility," and the revue closes with an impressive tableau of the youth of America affirming their loyalty and dedicating their services to the principles of American democracy.

The author, director, and musical composer, all teachers in the Oakland, California, public schools, produced the revue under the supervision of Superintendent E. W. Jacobsen of Oakland. The cast was drawn from the public schools of Clayton, University City, and Webster Groves, Missouri.

With suitable local adaptations, any school in the United States may carry its stirring message to the people of every community. The script, to be printed and available about the first of April, will be sold at a nominal price by the Educational Policies Commission, 1201 Sixteenth Street N. W., Washington, D. C.



Obligation of the Schools for Safety Education

HENRY H. HILL

An address by the superintendent of schools, Lexington, Kentucky, who served as chairman of the 1940 Yearbook Commission of the American Association of School Administrators

AASA CONVENTION, ST. LOUIS

THERE IS TODAY probably a greater chance for a citizen to be injured or killed by an automobile than there was for a citizen in colonial days to be scalped or shot by an Indian. There were not more than 150,000 Indians living during the early pioneering days in what is now the United States and they probably killed less than 10,000 persons from 1607 down thru the French and Indian War. By motor vehicles alone we killed during 1939 more than three times as many as did the Indians in over one-hundred and fifty years.

If we compare the accident situation among children in the year 1922 with 1938, we can notice a significant drop in the number of fatalities. Nearly 20,000 children under the age of fifteen lost their lives in accidents in 1922 as compared with less than 14,000 in 1938, in spite of the increasing hazards of speed and machine. Had child fatalities increased at the rate of adult fatalities in the same span of years, the total number of accidental deaths among children would have been larger than it was by nearly 100,000. Safety organizations and schools, working together, have been largely responsible for this remarkable achievement.

It is clear that the schools have already shown their professional competency to teach safety to children, especially to those below highschool age. It follows that the schools have a definite obligation to continue safety instruction and to do an even better job during the next decade. We need better instruction but even more urgent is the adoption of matured and tested plans by all school systems. There are still hundreds of systems which as yet do not keep accident records and do not systematically teach safety. Whatever your curriculum philosophy, the compelling necessity is to teach safety. What difference does it

make whether a child be taught under ultra-progressive or conservative methods if he is to be killed in an accident which could have been prevented by safety instruction?

The primary aim of the schools is to produce good citizens. The schools therefore have a share in any kind of education which produces good citizens. In 1940 a citizen can remain neither good nor alive without knowing how to behave in an age of speed.

Driver education, that is, classroom instruction, and driver training, which refers to road practice, constitute the most recent development in safety education. It seems probable that around this core curriculum will be centered much of the development in highschool safety teaching during the next years.

The schools must provide driver education but they share the responsibility of driver training with the community. When the local community determines that the highschool should undertake driver training and provides the funds, or when a whole state so determines, then the schools will provide the instruction, which is in their field of professional competency.

An illiterate is a person above the age of ten who can neither read nor write. A safety illiterate is a person sixteen years of age or older who does not know and practice the commonsense rules of safety. He can neither drive a car safely nor walk carefully in pedestrian crossways. In addition he rarely ever reads labels on bottles, or follows directions for safe construction of homes or safety in his work. The longterm obligation of the schools is to reduce the new supply of safety illiterates as rapidly as the community will provide the support.

But all is not safe which deals with safety. The safety movement snowball has become so big it has picked up in its path some ugly looking debris which doesn't belong. There are individuals and interests more concerned with their own selfish advancement and with blocking a rival organization, than with service and research in safety education. While the safety movement is not unique in this respect, yet the excellent work accomplished and the bright pros-

pect for the future will stand only if such selfishness is eliminated. The part of all of us who are advocates of safety and safety education is to keep our eyes on the longterm goal of building an America in which children and adults shall not lose their lives from preventable causes.

Our great democracy was founded upon the thesis that here in America mankind might find a haven of security and safety. Our forefathers braved the dangers of cold and hardship and hunger, and the terrors of the wilderness, that their children and their children's children and millions of immigrant citizens might enjoy a freedom and security they were themselves in large measure denied. Shall we, the heirs of the good things they made possible, be unwilling to sacrifice a few of our so-called personal liberties on the highways and in our homes in order that our children may *live* to enjoy some of the benefits we accept so thoughtlessly?

We ought in 1940 to rededicate ourselves to restore America as the haven of security and safety our fathers made it. It is not and cannot be a haven so long as we cast so lightly on the altar of human sacrifice the lives and limbs of our own children and those of our fathers and mothers and friends. We should not create of our machinery and hurried living a modern Moloch, a prototype of the ancient god who demanded and received human sacrifices.

Can't we in 1940 seek to recapture a bit of the fine art of living together, a recess from the squirrel cage of more money and more responsibility, more breakdown and worst of all, many thousands of lives lost annually because we ape the machines and go too fast? As the machines speed up, can't we slow down? Their purpose is to give us leisure and there is no leisure and no real safety in hurrying.

If our country were invaded today, all of us, if necessary, would be willing to die for it. Mr. President, in presenting to you our yearbook, *Safety Education*, I speak the hope of the Safety Commission that its use may help make thousands of Americans willing to *live* for America.

The St. Louis

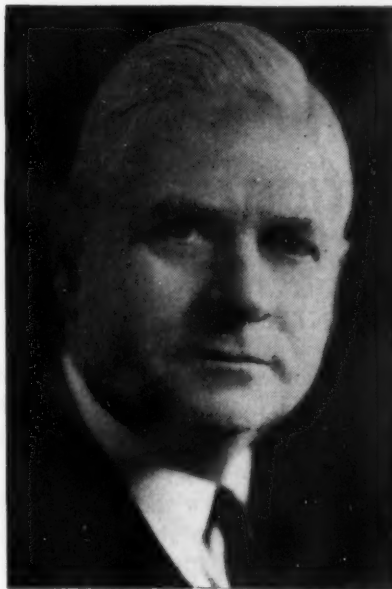
WITH THE FRIENDLY COMPETENCE and quiet efficiency which have made his work as superintendent of the Pittsburgh schools outstanding, Ben G. Graham, president of the School Administrators, carried thru the St. Louis convention, from careful planning to successful conclusion. These NEA conventions are huge enterprises, and when they turn out well, it is no accident. There are ten thousand things that can go wrong and when they go right, it is because hundreds of people under watchful leadership have kept faithful to their appointed tasks. On every hand at St. Louis we heard expressions of appreciation and they have been reflected in the correspondence since. This from our good friend Superintendent L. H. Petit of Chanute, Kansas, is typical: "I came away feeling that I had received more than at any other meeting I ever attended. This is one time that I really got my little bucket full."

The St. Louis programs had more drama and music, with fewer and better speeches than most general sessions. "Musica Americana"—a dramatic portrayal of American music from Indian days to now—was presented by a cast of nearly 3000 children from the St. Louis schools under the direction of Supervisor Ernest Hares. Leaving the hall, one heard such comments as this: "All America can be proud of a school system that can do a thing like that."

The Educational Policies Commission continued its great work by presenting an educational revue—"On Our Way." The World's Fair experts of New York and San Francisco could well take lessons from these two "shows." Indeed, they might well include them in their 1940 attractions. "On Our Way" is especially designed for repeated use thruout the country.

"Safety Education," the 1940 yearbook of the American Association of School Administrators, furnished the theme of one general session. It tells how safety is taught and ought to be taught in the best American schools. It adds another book to a shelf that has become "first reading" for every up-to-date superintendent in America.

Dorothy Canfield Fisher, distinguished author and charming daughter



CARROLL R. REED

Superintendent of the Minneapolis public schools, who has been chosen president of the American Association of School Administrators for 1940-41. Dr. Reed has been active for many years in professional organization. He is at present a member of the AASA Committee on Certification of Superintendents of Schools.

of the great educator and NEA builder, Dr. Canfield, who has chosen to do her part by turning her literary gifts into the Children's Crusade, presented that great cause with sense and skill on all occasions. The Crusade is a good chance for schools to teach thru action.

The Secondary-School Principals, who next year come to the 25th anniversary of their organization, are working steadily on the problems of the changing highschool to meet the needs of a vast enrolment of around 7,000,000 youth.

The Department of Elementary School Principals, now nearing its 20th birthday, had an attractive series of meetings and a wellattended banquet built around the popular theme, "Show Boat." Secretary Eva G. Pinkston reports a membership of 5857, a new high looking toward a goal of 6700.

The American Association of Teachers Colleges had an excellent series of meetings under its genial president, C. C. Sherrod, State Teachers College, Johnson City, Tennessee. Among problems discussed were admission of students, the trend of teachers colleges toward general colleges, student personnel work, cooperative study of teacher education, training of school librarians.

Convention

"Supervision as a Guide in Developing Learning Experience" was the theme of the meetings of the Department of Supervisors and Directors of Instruction. Meetings of the Deans of Women centered about "Education in Search of a Goal."

President Amy H. Hinrichs and Secretary Willard E. Givens of the NEA reported plans well advanced for a strong program at the Milwaukee convention June 30-July 4.

Convention exhibits filled the vast spaces in Exposition Hall and were a most instructive and useful part of the convention. Hats off to the skilled management that makes such an exhibit possible and to the initiative, ingenuity, and artistic skill of the people who create the marvelous textbooks, supplies, and equipment now available.

Those interested in securing a more complete report of the convention may secure from the American Association of School Administrators, 1201 Sixteenth Street Northwest, Washington, D. C., a copy of the *Official Summary* of the convention for 10¢ or a copy of the *Official Report* of the convention for \$1. The latter contains the addresses made at the general sessions.

In our personal experience at St. Louis, there are two impressions that stand out. First, the increasing spirit of goodwill and unity among the educational forces of the nation, combined with growing recognition of the necessity for giving every possible support to the National Education Association in its great work of safeguarding the schools. Second, the many evidences that superintendents, highschool principals, and citizens are becoming aware that we have in the United States around four million young people between the ages of fifteen and twenty-four out of school, looking for work, and unable to find a job of any kind. That is a staggering challenge to face our problems, to act, to do something before it is too late. Here is an uprooted population greater than the combined population of our American colonies, when George Washington led them thru confusion and desperation to nationhood. Here is enough unused talent to accomplish wonders!

—JOY ELMER MORGAN

The Educational Editor in the Present Situation

DOROTHY CANFIELD FISHER



I SUPPOSE the real question in the mind of the educational editor is what to do about propaganda, dread word, and how can one be sure that the news which one is passing on

is even approximately correct?

Your situation and that of the world affords the best possible opportunity for strengthening in your readers one of the most invaluable of all intellectual skills, that which is directed by the hypothesis-making instinct. In these days all any of us can do is to make as reasonable hypotheses as possible out of the information we get, and then not let them harden into dogma and doctrine but hold them ready to shape and alter as new information comes up.

Could you make a better use of your opportunity than to present the news, the issues of the day, as constantly renewed invitations to examine the evidence? And then the next day to re-examine it?

That anybody will be mentally upset and troubled, as late nineteenth-century generations were by the idea that they can't believe everything in print, that they must be on their guard against dishonest propaganda—that, I think, is an old person's notion, the idea of people who once thought they could rest solidly on dogmatic statements and never have recovered from the jolt of learning that they could not.

May I suggest that at the time in the history of our race when we rose up from four solidly planted feet, balance on which was so complete that one could go to sleep standing up, the older generation cried out on the instability of trying to get from one place to another by the process of perpetually falling from one foot to the other. And that the younger generation, rejoicing in the new ability to get around and at the same time carry

things, defended their new gait, unstable tho it seemed, by pointing out that they really couldn't see any advantage in being able to go to sleep standing up.

Isn't it possible that the older generation, not wonted to this easy-minded carrying on perpetually of the process of re-examination of premises, are like old-time pedestrians who could not conceive of any possible balance perched on two revolving wheels? But youngsters, brought up to balancing themselves on two wheels, learn at the age of five and under to swoop along with easy grace on their scooters, and when they come to the age of bicycles, use them with the same unthinking certainty of balance which older people feel about putting one foot before the other.

So I should say my first comment is to urge you to indoctrinate your readers without fear of unsettling anybody, in the one doctrine on which it is safe to lean hard—the doctrine that the only way to get truth out of facts is to keep examining them with an open mind.

My second guess would be to suggest that you do not fall a victim, as people in the purely literary world so constantly do, to whatever is the prevailing literary fashion. From 1920 to 1930, sex was the prevailing literary fashion; and writers, like the proverbial hen with her beak to the chalkline found it difficult to present anything else as of importance in human life. But fashions never stay put. From 1930 to 1940 the literary fashion has changed to focusing on economic difficulties as the whole of life.

During the period when all comments on human life assured us that without normal sex-satisfactions nobody could have an instant of sane or sound—let alone enjoyable—life there were, scattered all around us, people without those satisfactions, who had quite sound, normal personalities and were in one way and another getting a great deal of pleasure out of living. But literary fashion assured us that they could not exist.

We are now literarily obsessed in the

same way with economic troubles, and in the same way cannot see—because the writers who now have the floor are those who limit their sympathy to people living in economic uncertainty—that a great many people living in economic difficulties yet have normal personalities and often manage to get a considerable amount of enjoyment out of life. No people ever lived in a narrower economic straitjacket than the oldtime tenement house dwellers of Naples. Yet many of them had more joy in living than many a Babbit who never dreamed he might be economically insecure.

It is a mistake to let any literary fashion make us think that *any one* of the infinitely variegated elements in our complicated life is all there is to living.

I have been a member of the American Youth Commission for five years. I have been struck by the fact that almost none of the hundreds of thousands of youth with whom contact has been made, has said a word of recognition of what America does for its young people. They have difficulty in finding jobs—or in finding jobs they like. There is nothing else in life for them. That they are in complete safety, thanks to our magnificent American political system, with our federation really succeeding, they never think of. That their country has provided free schooling for them, in many cases free health service, free library service, in all cases anxious compunction for lacks in their life, eager and remorseful effort to get them what they want—their minds have never moved from the chalkline long enough to perceive these fairly sizable facts, let alone appreciate what they mean. Young, in reasonably good health, in personal safety, free to do whatever they like so long as it does not cost money—they cannot think of anything that anybody would like to do except those things which cost money.

Just to make your readers turn their eyes away for an instant from that fixed gaze on what the fashion of the time decrees is all-important, to the all sorts of everything else which really surrounds us—that is something any educational editor would do well to do.

[Mrs. Fisher then discussed the Children's Crusade for Children. For information about it, see page A-66.]—From an address before the St. Louis meeting of the Educational Press Association.

THE FOLLOWING STATEMENT WAS unanimously adopted by the Legislative Commission at its meeting in St. Louis February 26, 1940, and was read to the convention:

The Advisory Committee on Education appointed by President Roosevelt, after an extensive nationwide study, unanimously concluded that federal aid for education is both desirable and necessary. The Committee presented indisputable facts to support its conclusions. The Advisory Committee states that:

"The facts presented in this report indicate that no sound plan of local or state taxation can be devised and instituted that will support in every local community a school system which meets minimum acceptable standards. Unless the federal government participates in the financial support of the schools and related services, several millions of children in the United States will continue to be largely denied the educational opportunities that should be regarded as their birthright."

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

The White House Conference recently convened by President Roosevelt unanimously arrived at this conclusion:

"The educational opportunity of children in economically less fortunate areas can be brought up to the desired level of opportunity only by federal financial assistance to the states, so rendered as to reduce educational inequalities."

This is in keeping with the conclusions of every authoritative body investigating educational finance during recent years: The National Advisory Committee on Education, 1931, appointed by President Hoover; the American Youth Commission, composed of some of the nation's greatest business and industrial leaders, which for over four years has investigated the total situation facing youth; the Educational Policies Commission; and the Research Division of

The Present Status of Federal Aid

A STATEMENT BY THE LEGISLATIVE COMMISSION OF THE NEA

the National Education Association, which has for years conducted research in educational finance.

On June 30, 1938, President Roosevelt, in an address before the National Education Association in New York City, strongly emphasized the need for federal assistance for education:

"No one wants the federal government to subsidize education more than is absolutely necessary.

"But we know that in many places local government unfortunately cannot adequately finance either the freedom or the facilities to learn, and there the federal government can properly supplement local resources."

In the President's recent White House address he stated his conclusion that the lack of adequate schools in many sections of the nation is to be solved by improving the economics of the poorer sections. The desirability of such improvement is unquestioned and there is small doubt that a higher economic level in the poorer sections would result in more local financial support for schools. We respectfully submit, however, that regardless of what else is done to improve economic conditions in the poorer sections, no program that neglects the education of the people affected can hope to be successful. It is a vicious circle; the people are ignorant because they are poor; they remain poor because they are ignorant.

Poor education and poverty go hand in hand. According to studies of the Works Projects Administration, nearly one-fifth of the heads of rural families on relief are entirely illiterate; two-fifths have never gone beyond the fourth grade; and nine-tenths have never finished elementary school.

It would seem a good investment to maintain adequate schools with federal funds to the extent necessary, as partial insurance against federal relief in the future. The federal government has found it necessary to spend billions of dollars for relief, attempting to amelio-

rate a condition which can be prevented or cured only by adequate educational opportunity.

The President in his recent White House Conference address rightly pointed out that adequate national defense calls for educated, healthy, and happy citizens no less than for adequate munitions and implements of war; that no American child, merely because he happens to be born where property values are low and local taxes do not support good schools, should be placed at a disadvantage in his preparation for citizenship; that our future is endangered when nearly a million children of elementary school age are not in school. The President's inaction, however, in behalf of public education in face of the known need and the facts established by every recent study is a matter of disappointment to everyone interested in the work of the public schools in our democracy. His failure to act in support of public education seems out of accord with his social liberalism in other fields that prior to his day had not even been considered the prerogatives of government.

The National Education Association has supported Senate Bill 1305 based on the major recommendations of the President's Advisory Committee on Education and carrying out the idea of the President that the money should go to the states on the basis of need.

We are strongly of the opinion that action on the proposed legislation should no longer be delayed. We urge the President to lend this measure his active support, to grant to public education an open and democratic consideration, and to secure as soon as possible the enactment of legislation in substantial agreement with the pending Senate Bill. Such action will strengthen the fortresses of economic security, reinforce the bulwark of good government, give vitality to the national defense, and show abiding faith in the long future of American democracy.

All-Inclusive Card Proves Popular

THE ALL-INCLUSIVE MEMBERSHIP CARD, used this year for the first time, has been received with enthusiasm by leaders in almost every section of the country. It fills a longfelt need; it is evidence of progress; and it symbolizes the unity of the profession.

This special card has been officially approved by the following forty states as well as by the District of Columbia and Hawaii: 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, and Wyoming.

The all-inclusive *membership card* and the all-inclusive *enrolment plan* are related but are not identical. The all-inclusive *membership cards* are sent from the NEA Headquarters Office when the agent who forwards the NEA dues requests them and certifies that the teachers are members of their local and state associations as well as of the NEA, while the all-inclusive *enrolment plan* is developed by state and local associations.

Leaders have, for a long time, been trying to devise an efficient enrolment procedure. In 1924 J. W. Crabtree, then secretary of the NEA, wrote to secretaries of state associations and state NEA directors as follows:

A few years ago the National Education Association undertook to put membership on the budget basis for local, state, and national associations. A plan was carefully worked out; cards and report blanks were printed. The plan was explained and urged for adoption. The supplies were sent out at considerable expense to the national Association. Not more than ten schools acted favorably on the recommendation. The movement fell flat. Why? Simply because the profession was not ready for it. We got at it in the wrong way. We tried to force the adoption before the need was felt down among the teachers. We are now getting the all-inclusive budget plan without

putting out expensive forms and without urging. It is coming largely from groups of teachers themselves, and it is coming in democracy's way of doing things. That which comes out of the ground has a better flavor for the American teacher than that which comes from above. It is a development of the 100 percent drives. When a school secures a 100 percent enrolment in the local association, it wants to take the next step and then the next until it has 100 percent in local, state, and national associations. The all-inclusive budget then becomes convenient and necessary.

In 1936 Dr. J. W. Studebaker, United States Commissioner of Education, deplored the inefficiency of the enrolment plans maintained by teachers associations. He said:

Most of the plans employed for enlisting teachers in the professional organizations are antiquated. Usually the treasurer of the local association puts on a membership campaign early in the school year. A few weeks later some local representative of the state association organizes a drive for membership in that organization, and a little later a campaign for membership in the NEA is staged. Each of these drives costs considerable time and energy. There is much lost motion and wasted effort. Teachers become irritated. They don't like to be asked to pay dues so often. They realize that dues, like taxes, are necessary, but they resent too many solicitations. Fortunately there are signs of improvement. Various coinclusive enrolment plans are now in force. Thru these, teachers may join their local, state, and national associations in a single transaction.

Twelve states, the District of Columbia, and Hawaii are now using some form of the all-inclusive enrolment plan. These states are: Connecticut, Illinois, Iowa, Minnesota, Montana, Nevada, New York, Oregon, Pennsylvania, South Carolina, Washington, and West Virginia.

Leaders in many local communities have also developed all-inclusive enrolment plans. In some places it consists merely of a motion passed by the local association authorizing the board of education to deduct a stated amount from the salary check for payment of professional dues. In others a special enrolment sheet or card is prepared to facili-

PROFESSIONAL EDUCATION ASSOCIATIONS
All-Inclusive Membership



Signature of Member _____
is an Active Member of the Local, State, and National Professional Education Associations with Dues Paid for the Current Year, 1939-40.

Amy H. Hinrichs President *Willard E. Livings* Executive Secretary

National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

A SIMPLE ENROLMENT PLAN

Many local associations have adopted the plan of asking the board of education to deduct their dues from their salary checks. For example, last September W. T. Newsome, superintendent of schools in Suwannee County, Florida, wrote:

'The Suwannee County Teachers' Association in their meeting of September 2 voted unanimously to again become members of the NEA for the ensuing year. They have passed a resolution asking the Board of Public Instruction to take the \$2 for their dues from their November warrant which will be due December 5, 1939. The county board has agreed to do this and has instructed me to request you to enter the names of all our teachers as members of the NEA, assuring you that at the December meeting we will issue a warrant for the sum of \$214 in payment of the dues for the 107 teachers of this county. A list of all teachers together with their addresses is inclosed. Please send each of them THE JOURNAL beginning with the September issue.'

On December 26 a warrant for \$214 reached the NEA office. This procedure enabled the teachers of Suwannee County to achieve the 100 percent enrolment goal, to receive their copies of the NEA JOURNAL regularly from the beginning of the school year, and to pay their dues later when more convenient.

tate enlistment and handling of the membership records.

The progress made during recent years for the development of a simpler and more efficient procedure for the enlistment of teachers in their professional organizations is most heartening and will continue, for as Frederick M. Hunter, chancellor of the Oregon State System of Higher Education, writes:

The problem of all-inclusive membership for local, state, and national associations must be solved. When a teacher joins a local association he should also be joining the state and national associations.

—T. D. MARTIN.

Invitation to Mother

These photographs were sent to THE JOURNAL by Hildred M. Pennell, second-grade teacher, Jefferson School, Joplin, Missouri. Other schools are invited to send material for this page.



1—Inviting Mother to visit school



2—Addressing the envelop



3—Building the post office



4—Buying stamps



5—Mailing the invitation



6—Postmarking the invitation



7—Delivering the invitation to Mother

The Milwaukee Convention

SUNDAY, JUNE 30, TO THURSDAY, JULY 4, INCLUSIVE



Along Milwaukee's riverfront

"IT IS SAID that in desert and rainless regions, the inhabitants are compelled to go far in search of some benignant stream, and the traveler never fails to meet the pilgrim, carrying some skin with which to carry back the precious liquid. To how many of us has this Association proved a stream—a fountain of inspiration, and how many an educational calfskin has here been filled?" The NEA convention audience of the year 1875 applauded its agreement. . . .

To Milwaukee will come from June 30 to July 4 thousands of members of the teaching profession to attend the seventy-eighth annual convention of the National Education Association. And President Amy H. Hinrichs is planning a program which will fill many an educational calfskin.

An innovation will be the three national seminars, each of which is composed of one representative from each state and territory. These seminars are to be devoted to "Protection of School Funds for Educational Purposes," under the chairmanship of Superintendent Ben G. Graham of Pittsburgh; "Education and Economic Wellbeing in Our Democracy," Chancellor Frederick M. Hunter of the Oregon State System of Higher Education, chairman; and "Building Stronger Professional Organizations," Willie A. Lawson, executive secretary, Arkansas Education Association, chairman. The seminars, meeting *Monday, Tuesday, and Wednesday afternoons*, are open only to members of the seminar. Seven members will serve as a panel for each group. Findings and recommendations of the seminars will be made by the three chairmen to

the convention on Thursday morning.

The convention will open on *Sunday afternoon, June 30*, with a Vesper Service, including an hour of remembrance, honoring members who have died during the past year. President Daniel L. Marsh of Boston University will deliver the address for this service.

On *Monday morning, July 1*, at the First General Session guests of honor will be presented by Milwaukee's superintendent, Milton C. Potter. Elphe K. Smith, president of the NEA Department of Classroom Teachers, will respond to an address on "The Lure of Wisconsin" by Edgar G. Doudna, secretary, Board of Normal School Regents of Wisconsin. At this session Miss Hinrichs will give her Presidential Address.

"America's Place in the World Situation" will be the theme of the Second General Session on *Monday evening*, which will probably be followed by a reception in honor of President Hinrichs.

A unique program at the Third General Session on *Tuesday night, July 2*, will feature "The Place of Music in the Culture of the World." Howard Hansen, director of the Eastman School of Music, University of Rochester, New York, will discuss the contribution to the culture of the world thru the music of various countries and the place of music in American education, correlating his talk with a concert of selections from various countries. The concert by the Milwaukee Young People's Civic Orchestra will close with a typical American composition written by Dr. Hansen.

The theme of the Fifth General Session on *Thursday evening, July 4*, will be "Political Issues of the Day." Speakers representing the two major political parties will present their party policies. After both have spoken, five minutes will be allowed each for additional remarks.

The Twelfth Annual Life Membership Dinner will this year be dedicated to the twentieth anniversary of American Education Week, which has been de-

veloped in the two decades since the convention last met in Milwaukee. Representing the sponsors of American Education Week will be Caroline S. Woodruff, past president of the National Education Association, who will deliver the invocation; Raymond J. Kelly, national commander of the American Legion, who will speak on "Education for the Common Defense"; and the new president of the National Congress of Parents and Teachers, who will tell how "The PTA Looks at American Education Week." Honor guests will be J. W. Crabtree, P. P. Claxton, Henry J. Ryan, and Carroll G. Pearse, who pioneered in the American Education Week movement.

Morning assemblies will parallel the business meetings of the Representative Assembly. The *Tuesday morning* assemblies will discuss audio-visual aids in education, the future belongs to youth, use of human and natural resources in education, and purposes of education in our American democracy.

Discussion groups on *Wednesday morning* will take up American education and juvenile delinquency, classroom use of war news and war problems, education in human relations, garden education, health education, meeting the special needs of the individual child, newer instructional practices of promise, NEA program of teacher welfare, Pan-American relations in education, safety education, trends in classroom development.

The *Thursday morning* assemblies will deal with education for gifted children, Milwaukee's program of vocational education, modern procedures in the teaching of reading, shall the functions of schoolboards be absorbed by central municipal authorities, and presentation of the findings of the three national seminars.

In the afternoons more than fifty groups—including NEA departments and allied associations—will meet to discuss educational problems on every level and branch of the school system. There will be on display thruout the convention an unusually comprehensive and attractive exhibit of textbooks, classroom aids, and other school equipment.

A more complete program of the Milwaukee convention will appear in the May JOURNAL.

WHAT DO YOU KNOW ABOUT YOUR NEA?

Future Teachers of America

AMY H. HINRICHS

President, National Education Association

IN MANY HIGHSCHOOLS, normal schools, teachers colleges, and college or university schools of education all over the country, there are now functioning, in direct affiliation with the state education associations and the National Education Association, organizations known as Future Teachers of America clubs or chapters. The groups in highschools are called clubs; in colleges, chapters. Their membership is, of course, composed of young men and young women whose purpose it is to become teachers. In addition to numerous highschool clubs, there are 59 college and university chapters.

Such groups were a natural outgrowth of the professional emphasis engendered by the Horace Mann Centennial Celebration in 1937. The Future Teachers of America movement was launched under the auspices of the staff of THE JOURNAL of the National Education Association, with Editor Joy Elmer Morgan as chairman of the National Committee. The observance in 1939 of the 100th anniversary of the founding of the first public normal school in the United States gave impetus to the FTA movement.

From the very beginning in the first normal school at Lexington in 1839, teacher-training institutions have had "model schools" in which students thru practice teaching gain experience, confidence, and power. The FTA groups are practice schools voluntarily established by the students themselves as training grounds for professional and civic action. Their purpose is to give to every prospective teacher the power that comes from experience in working with others on significant professional and civic projects, looking toward active participation in the great state and national education associations that give leadership to the cause of education in America.

Each group, on meeting the necessary requirements, receives from the National Committee a beautiful charter on which a gold seal is placed each year the club or chapter remains in good standing. The presentation of this charter can be made an impressive ceremony. By the time this appears in print, I shall have enjoyed the privilege of presenting an FTA charter in New Mexico. As the charter is presented, the FTA Pledge is taken by all members. It is usually administered by the president or dean or chapter sponsor, the FTA members making the responses in unison. As new

members are received either individually or in groups, they take the FTA Pledge, which they are encouraged to memorize:

THE GOOD TEACHER REQUIRES:

Physical vitality. I will try to keep my body well and strong.

Mental vigor. I will study daily to keep my mind active and alert.

Moral discrimination. I will seek to know the right and to live by it.

Wholesome personality. I will cultivate in myself goodwill, friendliness, poise, upright bearing, and careful speech.

Helpfulness. I will learn the art of helping others by doing helpful things daily in school and home.

Knowledge. I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.

Leadership. I will make my influence count on the side of right, avoiding habits that weaken and destroy.

These things will I do now that I may be worthy the high office of teacher.

FTA groups are urged to honor themselves by using names of distinguished educators or other citizens, whether of the past or now living, as the name of their clubs or chapters. A study of the life and work of a noble character so selected can serve as motivation or occasion for many activities of the group.

Purposes of the FTA movement are:

[1] To interest the best young men and women in education as a life career.

[2] To develop among young people in teachers colleges and schools of education an organization which shall be an integral part of state and national education associations.

[3] To acquaint teachers in training with the history, ethics, and program of the organized teaching profession.

[4] To give teachers in training practical experience in working together in a democratic way on the problems of the profession.

[5] To encourage careful selection of persons admitted to schools which prepare teachers, with emphasis on both character and scholarship.

[6] To seek thru the dissemination of information and thru higher standards of preparation to bring teacher supply and demand into a reasonable balance.

Expectations which on the basis of experience thus far the clubs and chapters may reasonably be expected to fulfill are:

[1] Earlier awakening of the individual who plans to be a teacher to the possibilities of his own life.

[2] A better development of the character qualities essential to the teacher by attaching importance to them early in the student's life.

[3] A richer cultural background for the student who early appreciates the importance of that background to his teaching achievement.

[4] Specific training in democratic co-operative action thru projects carried out by highschool and college groups.

[5] Greater strength, unity, and effectiveness in professional organization.

[6] A better appreciation among the people of the importance of teachers colleges and schools of education.

Clubs and chapters are free to work out their own programs in the general areas of personality and character development, study of the profession, and service in their institutions or civic service. There are no hard and fast restrictions, nor are there rules as to frequency, length, or character of meetings. To give a large and meaningful body of study and program material, the NEA publishes a series or library of Personal Growth Leaflets. Seventy-five titles have been issued to date. [See page 119.] The series contains such titles as:

Your Life in the Making

Shall I Become a Teacher?

The American Plan of Education

The Story of the NEA

Projects for Local Associations

Our Faith in Education

What It Means To Be a Future Teacher

Crucial Issues in American Education

The publication of the series is made possible by the Hugh Birch-Horace Mann Fund. This fund was given, to be administered by the National Education Association, by Mr. Hugh Birch, now living near Yellow Springs, Ohio, aged 91, who so far as he or the NEA knows is the only living person who actually knew Horace Mann. Mr. Birch

Why I Became a Teacher

I shall never forget the difficult time I had in deciding what I was going to do in life. My father was a peculiar old man. He felt that everybody ought to know when he was fifteen years old. When I saw him picking the lovely blades of corn, I would say, "I must be a farmer." When I rode to town and saw the bridges, I would say, "I have to be an architect or builder." My uncle was a Baptist preacher and when I saw how much his congregation liked him, I said, "I have just got to be a preacher." I had another uncle for whom I was named, who was a country doctor. When I would ride around with him and see how he was adored, I would say, "I just must be a doctor."

Then I wanted above everything else to write a book. Oh, I had a thousand things I wanted to do; I couldn't decide. Before my graduation in June, Father wrote me in April, "You must decide before June." He wrote me a letter 103 pages long. I have it yet. Then I took all the arguments for the seven things he said he thought I might be and wrote them down on a piece of cardboard, and I tried to put them in parallel columns.

Then, being religious, I knelt down, with the shades drawn, and I tried to decide what I was going to be. I wanted to be a lawyer; I wanted to be a doctor; I wanted to be a preacher; I wanted to be a farmer; I wanted to be an architect; I wanted to write my book.

About that time the shade fluttered and the light came in and there seemed to be a voice that said, "Would you like to do them all?" I said, "I would." "I can tell you how to do every one of them." I said, "How?"

"Just be a teacher. Some boy will write your book. It will be better than any book you ever thought of. Some girl will paint your picture, and another will give it veracity. Somebody else will be the doctor, and somebody else will be the lawyer. Just be a teacher."

Oh, men, ambassadors of youth this morning, all I ask of you is just be a friend to youth and youth will reward you manifold.—Willis A. Sutton, superintendent of schools, Atlanta, Georgia.

knew the great educator when he was a boy in his early teens and Horace Mann was actively engaged in his great work for education at Antioch College. Surely no more fitting or useful tribute or memorial to the "George Washington of the American public school" could have been thought of than the publication of these leaflets. Their distribution not only among members of FTA, but in numerous other ways has exceeded expectations to a really amazing extent.

The character leaven that these little "tracts" are supplying to young America today is of inestimable worth and power. Not the least of the appeal of the leaflets is that they are small enough for pocket or handbag and for unostentatious perusal in odd moments and at any place. It has been said that "No one can teach more than he is." The contribution of the leaflets to personality development and character education, it has already been demonstrated, is an effective influence in raising the already high quality of Future Teacher personnel.

One value of FTA groups that should not be overlooked is the fact that as groups they are often invited to programs of adult organizations (teacher or lay) and to participate in civic affairs. By the very fact of organization they have given themselves a corporate individuality, as it were, and thus declared their interest in professional, human interest, and civic affairs beyond that of the great undifferentiated mass of the student body. One phase of democracy that is often neglected is the development of leadership. Future Teachers of America groups are, of course, democratic and open to all interested students. It is generally found that those who are willing to give time and interest are students of outstanding possibilities.

In other words, FTA groups are a means of making available to students additional ways of developing leadership and having helpful experiences. There is no conflict here with the regular classroom work of an institution or with other extracurriculum activities besides

FTA. We might almost say that Future Teachers of America begins where the formal study in history of education, educational psychology, methods, and professional ethics leaves off. Surely, too, there can be no better way for the development of worthwhile friendships than in FTA association and work.

Another great value of FTA groups is the natural way in which they are almost bound to lead the members into active participation in state and national education associations from their very first teaching assignments. In fact, chapter members on the college and university level are junior members of the National Education Association. Their annual dues of one dollar entitle them to such membership, and to receive *THE JOURNAL*.

When we think back over our own early careers and realize that we stumbled into the profession, as it were, learning both privileges and hardships by a trial and error process, we realize what a boon it really is to prospective teachers today to enter by the systematic approach provided thru membership in FTA. That FTA groups have met a real need and are appreciated in the institutions and communities in which they have been organized, is abundantly proved by such expressions of appreciation as:

"Have you ever been thrilled by the significance of the Future Farmers of America and wondered why something akin to it could not be done for teachers? It can, and has. Perhaps no project offers more to the continuance of education for democratic citizenship than FTA."

"One of the most significant moves of the decade in education."

"A movement which will eventually place teaching, the greatest of all professions, where it belongs—in the front rank."

The establishment of Future Teachers of America and the publication of the Personal Growth Leaflets have proved to be most fortunate developments in NEA service. It is fitting to express here the appreciation of our NEA membership to Mr. Morgan and to the *JOURNAL* staff for the nurture of FTA, and to them and our friend, Mr. Hugh Birch, for the valuable and really dynamic series of Personal Growth Leaflets. More power to Future Teachers of America! And may the Leaflets continue to educate and inspire teachers in service as well as members of FTA!



60 Educational Books of 1939

IN THE SELECTION of the following books, a list of approximately 500 eligible titles from the 1939 output was submitted to the 300 or more specialists in various educational fields who cooperate in the evaluation. As usual, the following types of material were not included: Courses of study, highly specialized monographs of limited appeal, revised editions unless thoroly revised, and pamphlets of a few pages. The final compilation was prepared for the American Library Association and THE JOURNAL of the National Education Association by the Education Department of the Enoch Pratt Free Library, Baltimore.

Educators seem concerned at present to examine critically their basic philosophy in its relation to current social trends. In administration and finance, emphasis is placed on problems of taxation, federal aid, school housing standards, democratic administration, and continuous development of personnel. In higher education, interest centers in the idea of the general college. An un-

usual number of revised editions appeared in the field of tests and measurements. More than half of the titles in the language arts have to do with reading. There are none on foreign language instruction. No outstanding books appeared in legislation, teacher training, or the audio-visual field. Business education is most conspicuous among the vocational subjects, and a new area is

that of the special educational problems of correctional institutions.

Several important studies deserve mention. The Regents' Inquiry into the Character and Cost of Public Education in New York State has set a standard for some time to come in the field of evaluation. The St. Louis survey made by the Institute of Educational Research, Teachers College, Columbia University, received too late for adequate consideration, is also of wide interest for method and recommendations. The Cooperative Study of Secondary School Standards has ended six years of intensive work with the publication of its evaluative principles and methods. The Commission on Teacher Education of the American Council on Education has inaugurated its work with the Bennington Planning Conference report.

Dr. Gertrude H. Hildreth has brought uptodate her very valuable *Bibliog-*

raphy of mental tests and rating scales. Three fields in which bibliographies were much needed are now supplied thru the following: Mann, *Bibliography on consumer education*; National Association for Nursery Education, *A Bibliography of nursery school education, 1935-39*, by D. E. Bradbury and E. L. Skeels; and Thonssen, *Bibliography of speech education.* The American Library Association has performed a real service in publishing a list of *Books for adult beginners; an annotated bibliography for adults whose reading ability is below that of the sixth grade*, compiled by the staff of the Readers' Bureau of the Cincinnati Public Library. The *Catalog of films for classroom use*, selected and classified by the Advisory Committee on the Use of Motion Pictures in Education will be helpful to those selecting visual materials.

Books especially recommended for

teachers and smaller public libraries are starred. Librarians will be interested also in the *Art school directory*, vol. 1, published by the American Federation of Arts; Wayne Davis, *How to choose a junior college: a directory for students, parents, and educators*; and Reschke, *The newspaper in the classroom*, which relates the use of the newspaper to the whole elementary and secondary curriculum. They will find Horn, *The education of your child* just the book to give the parent who wants to know what the schools are trying to do.

All teachers and students of education who are doing intensive research in any subject should consult the complete list of approximately 850 titles appearing in *School and Society* for March 30, 1940, and the similar comprehensive annual lists in *School and Society* since 1927.—MARION E. HAWES and MARTHA L. ELISON.

★ ★ ★ THE 60 EDUCATIONAL BOOKS ★ ★ ★

Principles, Philosophy, and Current Trends

BENJAMIN, H. R. W. Saber-tooth curriculum, including other lectures in the history of paleolithic education, by J. Abner Peddiwell. 139p. 1939. McGraw. \$1.

An entertaining satire on the foibles of contemporary education. Dr. J. Abner Peddiwell, under the influence of Mexican tequila, draws upon extensive research for several lectures on the philosophy and practices of paleolithic education, including a discussion of the fish-grabbing, horse-clubbing, and tiger-searing curriculums.

BREED, F. S. Education and the new realism. 237p. 1939. Macmillan. \$2.

In clear and forceful language, a critic of extreme progressive education examines its foundations in pragmatism. He compares them with the opposing current philosophy of realism, and evolves his own answer to both. Chapters on project vs. subject, integration of personality, the school and the social order are especially recommended.

*BRUBACHER, J. S. Modern philosophies of education. 370 p. 1939. McGraw. \$3.

This excellent overview of the whole range of philosophies which are influencing educational practice is extremely useful to the teacher who wishes a balanced judgment on what she is doing and why. The exposition is in terms of concrete issues, such as the relation of education to the political, economic, social, and religious order.

*EDWARDS, NEWTON. Equal educational opportunity for youth, a national responsibility; a report to the American Youth Commission. 189p. 1939. American Council on Education. \$2.

Data on economic, social, and population changes demonstrate that opportunities for schooling vary greatly from community to community and from state to state. Since methods of local support have broken down, federal aid would seem a necessity for our national well-being. A clear, convincing, dramatic

portrayal of the facts and their significance.

*NEWLON, J. H. Education for democracy in our time. 242p. 1939. McGraw. \$2.50.

Two themes are interwoven in this challenging volume: [1] All education in and out of school should be consciously designed to equip the individual for effective participation in a democratic society; [2] teachers must play a more important role in shaping educational policy in all our civic and social life.

Administration

COOKE, D. H. Administering the teaching personnel. 348p. 1939. Sanborn. \$2.40.

A discussion of the problems of teacher improvement, evaluation and selection, the employment of married women and of local residents, teacher absences, substitute teachers, salaries, and teacher load.

REEDER, W. G. The administration of pupil transportation. 200p. 1939. Educators' Press. \$2.50.

A thoro discussion relevant to efficient, safe transportation, with emphasis on the rural area. Not content to deal only with methods and procedures, the author has examined extensive literature and has pointed out the principles to be followed. Among the subjects treated are bids, contracts, bonds, liability and insurance, improvement of buses, repair and servicing, and improvement of transportation accounting.

Finance

GRACE, A. G. and MOE, G. A. State aid and school costs (Regents' inquiry into the character and cost of public education in the state of New York.) 400p. 1939. The Regents' Inquiry, McGraw. \$3.50.

Before "equal educational opportunity" is possible, the administrative structure of the school system must be coordinated and simplified. This is the conclusion drawn from the data pre-

sented in the first study in this volume. In the second, Mr. Moe recommends, among other things, more widespread adoption of uniform accounting systems and the closing of many one-room schools.

The School Plant

LUEHRING, F. W. Swimming pool standards. 273p. 1939. A. S. Barnes. \$5.

This sourcebook of information will be of great value in the planning or management of swimming pools. The author has set up 378 standards, classified under appropriate headings. Guidance in their selection was furnished by twenty criteria derived from books and articles relating to swimming pools.

Educational History

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. Studies in early graduate education: Johns Hopkins, Clark University, the University of Chicago, by W. C. Ryan (Bulletin Number 30). 167p. 1939. The Foundation. Free.

In these studies, based upon both published and unpublished sources, the author's method has been largely descriptive. It has not been his purpose to evaluate the aims and accomplishments of these three pioneering schools, but to review their early development. Aside from its purely historical interest, the narrative may well shed light on current problems in the field of graduate education.

*ELSBREE, W. S. The American teacher; evolution of a profession in a democracy. 566p. 1939. American Book. \$2.75.

"The teaching profession in America is what it is today because of forces and circumstances which have been molding it since the establishment of the first school on the New England coast." How such problems as qualifications, certification, tenure, salaries, training, and status have been dealt with up to the present time is sketched against a background of the history of public education in the United States.

Sociological Studies of Childhood

*BROWN, F. J. The sociology of childhood. 498p. 1939. Prentice-Hall \$2.25.

An informative, pioneer study of the normal child within his environment, particularly effective in its discussion of the social processes of cooperation and conflict. These are skillfully analyzed in the life of the child in the family, school, church, play groups, and recreation. Helpful illustrations, clarity of treatment, and a sane, inspirational tone make the book profitable reading.

Youth Studies

*ECKERT, R. E. and MARSHALL, T. O. When youth leave school (Regents' inquiry into the character and cost of public education in the state of New York). 360 p. 1939. The Regents' Inquiry, McGraw. \$3.

What happens to students who leave highschool either before or after completing the course? By surveying, in a number of communities, their abilities and aptitudes, interests and plans, school and home backgrounds, and vocational and social adjustments, plus what the school knows or thinks about them, this study attempts to measure the effectiveness of the secondary-school program in terms of its products. Findings seem to suggest that educators know better than they do.

HOLLAND, KENNETH. Youth in European labor camps; a report to the American Youth Commission. 303p. 1939. American Council on Education. \$2.50.

This brief study of the experiences of other countries with work camps for youth was made as a background for the evaluation of our CCC program. The trend seems to be toward permanent camps, combining work and education, and bridging the gap between school-leaving and permanent employment. Some educators see the possibility of adapting them to the needs of youth of limited social and economic background whose needs are not satisfied in the regular school program.

Educational Psychology

JUDD, C. H. Educational psychology. 566p. 1939. Houghton. \$2.25.

Vigorously asserting that the individual must be treated as part of the social group, the author defends conventional subjectmatter as part of the social inheritance and traces the evolution of language, number, the arts, and the sciences along with the processes by which immature minds acquire mastery over them.

REED, H. B. Psychology and teaching of secondary-school subjects. 684p. 1939. Prentice-Hall. \$3.25.

An excellent reference book which summarizes a large number of special studies and shows how to apply them in the teaching of the traditional secondary-school subjects.

*WITTY, P. A. and SKINNER, C. E. eds. Mental hygiene in modern education. 539p. 1939. Farrar. \$2.75.

If education is chiefly concerned with helping children to become well-integrated personalities rather than to master subjectmatter, the teacher must provide an atmosphere of cooperation and friendliness in which pupils can grow and develop. This book shows how the teacher who is himself normally adjusted can, thru the principles of mental hygiene, contribute to normal growth. It includes chapters by specialists on the successive stages of personality development and the application of mental hygiene to a variety of problems. A must book for every teacher.

Tests and Measurements

FREEMAN, F. N. Mental tests; their history, principles and applications. Rev. ed. 460p. 1939. Houghton. \$2.50.

A comprehensive treatment of the history, construction, and interpretation of tests, emphasizing principles rather than practice. Included are tests of intelligence, special capacities, and personality, and more recent developments in such fields as factor analysis and the study of primary abilities.

WEBB, L. W. and SHOTWELL, A. M. Testing in the elementary school; revised edition of Standard tests in the elementary school. 407p. 1939. Farrar. \$2.75.

A clear, nontechnical discussion of traditional, standardized tests of intelligence and achievement in the major subject areas. Useful lists of tests with essential information for selecting and ordering are given. The newer trends in measuring basic study skills, interests, and personal and social adjustment are not included.

School and College Libraries

FARGO, L. F. The library in the school. 3d. ed. 552p. 1939. American Library Association. \$3.50.

The third revision of this basic text takes into account new material provided by recent experimentation and objective study. The integrating and coordinating aspects of school library work are the subject of a new chapter, and there is an up-to-date discussion of the government of the school library, its organization and support, and its relation to educational organizations and library associations.

HANLEY, E. R. College and university library buildings. 152p. 1939. American Library Association. \$4.50.

A selection of pictures and floor plans with comments, describing, from a functional point of view, 42 buildings erected during the past 16 years. The emphasis is not upon perfect design but upon those elements which are desirable and those which should be avoided. An annotated bibliography lists articles on buildings erected during the period 1917-1938.

Supervision

MYERS, A. F. and KIFER, L. M. Problems in public school supervision. 211p. 1939. Prentice-Hall. \$2.

Forty problems of varying importance, found at all levels of both rural

and urban schools, comprising a wide variety of situations and presenting a comprehensive introduction to supervision, are classified under 17 main headings. The setting of each problem is described and questions for discussion are provided.

Curriculum and Methods of Teaching

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION AND THE NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF CLASSROOM TEACHERS. The implications of research for the classroom teacher; joint yearbook. 318p. 1939. National Education Association. \$1.

An attempt to bridge the gap between laboratory and classroom. In Part I the "ways in which research has a bearing on classroom teaching" are stated with the idea of giving "impetus to the more general use of the scientific method." In Part II specialists interpret the answers found thru research to teachers' specific questions in various areas of instruction.

JOHN DEWEY SOCIETY. Democracy and the curriculum: the life and program of the school; third yearbook, ed. by Harold Rugg. 536p. 1939. Appleton-Century. \$2.75.

"To bring forth on this continent—in the form of a cooperative commonwealth—the civilization of abundance, democratic behavior, and integrity of expression and of beauty which is now potentially available" is "the American problem" as Mr. Rugg and his collaborators see it. To solve it they envision "a whole new program of education from the nursery school to the adult institute."

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Enriching the curriculum for the elementary-school child; eighteenth yearbook. p229-704. 1939. The Department. \$

When "curriculum" refers to all experiences which children have under the guidance of the school, "enrichment" implies the utilization of all means to make these experiences significant and vital. Among the means described are improved choices of subjectmatter, better methods of teaching, wiser selection of school materials, a equipment, wider use of community resources, more adequate methods of measurement and guidance, and better school organization and administration.

*NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Child development and the curriculum; thirty-eighth yearbook, Part 1. 442p. 1939. Public School. \$3.25; \$2.50 paper.

Believing that readiness for learning—physiological, mental, and experiential—and the motivating factors of need and interest determine the effectiveness of instruction, the authors present a subject-by-subject analysis of available data on the curriculum, showing how it may be adapted to the level of the child's development.

Preschool, Kindergarten, and Elementary Education

BARUCH, D. W. Parents and children go to school; adventuring in nursery school and kindergarten. 504p. 1939. Scott. \$3.

Delightful, first-hand accounts, thru anecdotes, diaries, and case histories, of the daily activities of children, parents, and teachers learning together. The careful generalizations from the problems as they arose and the clear analysis of the techniques used give the book unusual value for those who would understand the purposes, activities, and values of the nursery school.

*BRUECKNER, L. J. and others. The changing elementary school (Regents' inquiry into the character and cost of public education in the state of New York). 388p. 1939. Inor. \$3.50.

This major undertaking in the evaluation of elementary education is significant for method, effective reporting, and findings. Some fifty school systems and a group of selected schools were intensively studied and their results, in terms of pupil characteristics, interests, and attainments, appraised. Problems of state organization and control were surveyed. The clear statement of issues, with conclusions carefully related to specific recommendations for improvement, make the book widely useful.

*COLE, LUELLA. Teaching in the elementary school. 518p. 1939. Farrar. \$2.50.

Specific and practical suggestions on the typical problems of the average teacher working under ordinary conditions. From statements of 1377 teachers, Dr. Cole selected and grouped the difficulties under five headings: the teacher and her background, her class, her subject, her professional and social relations, and at work.

*FOSTER, J. C. and MATTSO, M. L. Nursery-school education. 361p. 1939. Appleton-Century. \$2.50.

"We have tried to give the reader a feeling of the spirit and philosophy of the nursery school, an understanding of the abilities and characteristics of the young child, and some notion of how the nursery school can further the best development of the child." An easy-to-read guide for parents and teachers.

Secondary Education

COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS. 1939. The Cooperative Study, 744 Jackson Place, Washington, D. C.

Evaluation of secondary schools: general report on the methods, activities, and results . . . 526p. \$3.50. Evaluation of secondary schools: supplementary reprints dealing with special phases of the work and results . . . Various paging. \$1.50. Evaluative criteria, 1940 edition. 175p. \$1; 60¢ paper. Educational temperatures, 1940 edition: a series of scales for exhibiting the results of evaluation of a secondary school . . . devised by W. C. Eells. Lith. [51]p. 50¢. How to evaluate a secondary school, 1940 edition: a manual to accompany the 1940 editions of *Evaluative criteria and Educational temperatures*. 139p. \$1.25. Evaluation of a secondary school library, 1938 edition. 49p. 35¢.

"After six years of intensive work—research, experimentation, analysis, revision, and refinement—the Cooperative Study . . . has completed its work. It now has ready to offer to the secondary schools of the country a body of materials and procedures for evaluation of secondary schools which are believed to be more valid, more flexible, and more stimulating to improvement than any that have been available in the past."

*SPAULDING, F. T. High school and life (Regents' inquiry into the character and cost of public education in the state of New York). 377p. 1939. The Regents' Inquiry, McGraw. \$3.

An appraisal of the effectiveness of the present program of secondary education, based on a survey of the social competency ("readiness for citizenship, for leisuretime activities outside the school, for further learning, and for vocation") of pupils who have left school. Proposals for desirable changes in educational policy have implications for school systems in general.

THAYER, V. T., ZACHRY, C. B., and KOTINSKY, RUTH. Reorganizing secondary education; prepared . . . for the Commission on secondary school curriculum, Progressive Education Association. 483p. 1939. Appleton-Century. \$2.75.

The first two sections of this report explore the complex needs of adolescents and the desirable directions of growth in a democratic society; it is on the basis of this analysis that a reconstruction of secondary education is proposed.

Part III considers problems of guidance, curriculum building, and staff relationships raised by the new emphasis.

The Language Arts

GRAY, W. S. ed. Recent trends in reading; proceedings of the conference on reading held at the University of Chicago, volume 1 (Supplementary Educational Monographs Number 49). 366p. 1939. University of Chicago, Department of Education. \$2.

An unusual number of wellknown specialists present authoritative information on reading in general education, current issues and trends relating to basic instruction in reading, special problems relating to poor readers, the improvement of reading in various school subjects, the cultivation of reading interests and tastes, and the library as an aid to learning. Carefully indexed.

HARRISON, M. L. Reading readiness. Rev. and enlarged. 255p. 1939. Houghton. \$1.40.

Readiness, once considered a problem only in the initial stages of reading instruction, is accorded new meaning in this volume by the addition of a section on readiness for the thinking side of reading at later levels as children encounter increasingly difficult and strange subjectmatter. Part I is unchanged from the 1936 edition, but the bibliography has been expanded.

MC KEE, PAUL. Language in the elementary school; composition, spelling, and writing. Rev. ed. 500p. 1939. Houghton. \$2.25.

In the revised edition of this practical volume which emphasizes the contribution of research to the improvement of instruction, the introductory chapter has been expanded so that it "presents one of the best short expositions of the purposes and means of language teaching . . . in print." Changes have been made thruout the book to take account of recent research, and the bibliographies have been brought up-to-date.

*NATIONAL COUNCIL OF TEACHERS OF ENGLISH. Conducting experiences in English; a report of a committee . . . based on the contributions of 274 cooperating teachers of English, by A. M. Broening and others. 394p. 1939. Appleton-Century. \$2.25.

The pattern outlined in *An Experience Curriculum in English* is shown here as cut and fitted to the needs of boys and girls at all levels of instruction. Reports of the success of many teachers in translating the "experience philosophy" into classroom activities should be of real value to all English teachers and of interest to supervisors, administrators, curriculum workers, and librarians.

*WITTY, PAUL and KOPEL, DAVID. Reading and the educative process. 374p. 1939. Ginn. \$2.50.

Shows the extent to which reading is basic not only to the educative process as such, but to the whole physical, social, emotional, and intellectual development of the child. Interest is considered to be the key to the solution of reading problems, a prime factor in teaching reading initially or from the remedial angle. Extensive bibliographies, valuable inventory records, and detailed listing of reading tests are outstanding features.

Mathematics and Science

CURTIS, F. D. Third digest of investigations in the teaching of science. 419p. 1939. Blakiston. \$3.50.

Digests of ninety-three investigations, largely selected by members of the National Association for Research in Science Teaching. The problem, method, and findings of each study are stated and the investigations are grouped in three fields—elementary, secondary, and college teaching. The studies cover general science, physics, chemistry, and biology.

*MORTON, R. L. Teaching arithmetic in the elementary school, volume 3, upper grades. 470p. 1939. Silver. \$2.80.

This is the first study to treat extensively the problems of arithmetic teaching in the seventh and eighth grades. In this critical analysis of the theories of arithmetic instruction, Morton emphasizes the prime importance of the teacher and shows the need for making the various fundamental operations significant to the student. Business arithmetic, measurement and mensuration, and elements of algebra are discussed.

NOLL, V. H. The teaching of science in elementary and secondary schools. 238p. 1939. Longmans. \$2.

The findings of about 400 research studies are presented in readable, coherent form in the expectation that they will broaden the understanding of science teaching, define the present situation of research in this field, and point the direction to future progress. Methods of teaching, curriculum, measurement of achievement, and tests are among the subjects considered.

WILSON, G. M., STONE, M. B. and DALRYMPLE, C. O. Teaching the new arithmetic; what to teach, how to teach it, provision for professional growth. 458p. 1939. McGraw. \$3.

"The basic and dominating aim of arithmetic in the schools is to equip the child with the useful skills for business." Beyond this level, work should be left to individual choice and should be recognized as having recreational value only, or as preparation for professional work. In the basic computational skills, however, 100 percent accuracy should be insisted upon. The authors discuss methods of teaching arithmetical processes, techniques for solving verbal problems, appreciation of the unit, and testing.

Social Studies

NATIONAL COUNCIL FOR THE SOCIAL STUDIES. The future of the social studies; proposals for an experimental social-studies curriculum, ed. by J. A. Michener. 178p. 1939. The Council. \$1.50.

Twenty leaders in the social studies field indicate in essay form "the specific content, the types of content, or types of experience" that should be included in the ideal curriculum. The statements are to be considered as provisionally rather than definitively outlining the ideal curriculum. To the editor there is evident "a basic body of understandings upon which most social-studies people are beginning to agree."

*NATIONAL COUNCIL FOR THE SOCIAL STUDIES. In-service growth of social studies teachers; tenth yearbook, ed. by B. W. Phillips. 187p. 1939. The Council. \$2.30. \$2. paper.

Papers by several authorities in the social studies field, intended especially to quicken the desire of the teacher for inservice professional growth and to provide a manual of useful information and suggestions. The volume includes chapters on the beginning teacher, problems of placement, promotion and tenure, graduate study, professional contacts, planned reading, and travel as related to inservice growth.

Art and Music

MUSIC EDUCATION IN THE ELEMENTARY SCHOOL. 152p. 1939. California. Department of Education. \$1.

Teachers and supervisors thruout California pooled their knowledge and experience to provide a progressive program which recognizes the dual function of music education: [1] To develop skill and knowledge; [2] to contribute to the enrichment of the integrative program. Both vocal and instrumental music are treated, as well as music appreciation. A final chapter shows how the program may be adapted to the peculiar needs and limitations of rural schools.

*WINSLOW, L. L. The integrated school art program. 391p. 1939. McGraw. \$350.

Art "as an integral part, the creative-appreciative part of the elementary and secondary curriculums"—this is the ideal of a program carefully balanced between information and activity. It is democratic in viewpoint, planned not only to encourage creative work by the gifted but to satisfy the intellectual and emotional needs of all children.

Vocational Education

NORTON, T. L. Education for work (Regents' inquiry into the character and cost of public education in the state of New York). 263p. 1939. The Regents' Inquiry, McGraw. \$2.75.

"What are the secondary schools doing in regard to the problem of vocational adjustment? What should they do?" The answer, while based entirely on conditions in New York State, will be of value to all who are concerned with revising the curriculum to prepare boys and girls for jobs rather than for further schooling.

*TUNNE, H. A. Business education: basic principles and trends. 344p. 1939. Gregg. \$2.

A text which presents "the characteristics of presentday business education in terms of its basic principles and typical practices, problems, and trends." It deals with the place of business education in the secondary school in terms of its objectives and with training for various business occupations. For the person with little reading and teaching background in the subject.

Guidance and Personnel Service

*HAMRIN, S. A. and ERICKSON, C. E. Guidance in the secondary school. 465p. 1939. Appleton-Century. \$2.75.

For almost any teacher in almost any school because of its practical suggestions for inaugurating and carrying forward a guidance program without formal organization. It treats guidance as helping the adolescent to find himself and centers responsibility in the home-room teacher as best able to view all his needs. It describes specific procedures and gives illustrative materials which have actually been used in different schools.

WILLIAMSON, E. G. How to counsel students; a manual of techniques for clinical counselors. 562p. 1939. McGraw. \$3.75.

A meaty volume based on twelve years of clinical experience and a review of the literature of counseling techniques. The author is interested in discovering ways of adapting the principles and procedures of clinical psychology to the solution of students' adjustment problems.

Health and Physical Education

MC CLOY, C. H. Tests and measurements in health and physical education. 392p. 1939. Crofts. \$3.

A pioneer in this comparatively new field, himself the originator of many measuring devices, describes in detail tests on all phases of the subject. In addition, he summarizes the need for such tests, their administration, the problem of grading, and the techniques of test construction. Tables for computing general motor capacity and ability are given in an appendix.

MITCHELL, E. D. Intramural sports. 324p. 1939. A. S. Barnes. \$2.

The movement for intramural sports, while still in the developmental stage, has expanded greatly since the 1925 edition of this book appeared. The revision contains several new chapters, notably one on the "Girls' and Women's Program." A practical manual for the physical education director which records practices successful in many schools.

Special Education and Exceptional Children

*ROGERS, C. R. The clinical treatment of the problem child. 393p. 1939. Houghton. \$3.

The director of the Child Study Department of the Rochester Society for the Prevention of Cruelty to Children describes "the various methods used by the many clinics devoted to the study and adjustment of children's problems, as well as techniques used by teachers, counselors, and social workers . . ."

STAFFORD, G. T. Sports for the handicapped. 302p. 1939. Prentice-Hall. \$2.75 trade; \$2 school.

"Aims to present . . . a method of teaching that will motivate the atypical student to improve not only his physical condition but his outlook on life." The causes, symptoms, and medical, surgical, and psychological treatment of the most prevalent skeletal and organic defects are described, and adapted sports are suggested which have both corrective and recreative value.

Education in Correctional Institutions

WALLACK, W. M., KENDALL, G. M. and BRIGGS, H. L. Education within prison walls. 187p. 1939. Columbia University, Teachers College. \$2.25.

How the complex problems raised by the development of an educational program for penal institutions have been and are being met in New York State will interest those who see in this program a trend of considerable significance. The 75-page statistical interpretation includes data on the intelligence of inmates, the number of educational activities, institutional libraries, and related subjects.

Rural Education

*AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. Schools in small communities; seventeenth yearbook. 608p. 1939. The Association. \$2.

"Nine out of every ten schools and 55 percent of the teachers in the United States are in communities of less than 2500 inhabitants." Ways of dealing with the three major problems of small schools—program, personnel, and finance—are based on suggestions from many rural superintendents. The book is a challenge to teachers and citizens alike to improve community schools and thru them the quality of rural life.

Higher Education

*BUTTS, R. F. The college charts its course; historical conceptions and current proposals. 464p. 1939. McGraw. \$3.

Upon the confusion that characterizes current thought about higher education, the author has projected a number of questions which clearly illustrate the differences in viewpoint between the conservative and the progressive. These issues—freedom vs. discipline, intellectualism vs. intelligence, culture vs. service, the old vs. the new—are not, however, peculiar to our day. For years they have split the ranks of educators.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. General education in the American college; thirty-eighth yearbook, Part 2. [416]p. 1939. Public School. \$2.75; \$2 paper.

Discussions by several leaders concerning the problems and implications of general education. The material is organized under four topics: [1] The growing concern with general education; [2] college plans emphasizing its extension; [3] materials for general education; and [4] dominant trends.

Adult Education

*CHANCELLOR, JOHN ed. Helping adults to learn: the library in action. 296p. 1939. American Library Association \$3.

A casebook of significant presentday practice in service to individuals and to groups in large, medium-sized, and small libraries. Part II suggests a long-range program for future development. Part III is a fine distillation of principles and practices, sketched under the guise of a "library organized for informal education."

COADY, M. M. Masters of their own destiny; the story of the Antigonish movement of adult education through economic cooperation. 170p. 1939. Harper. \$2.

Leaders at St. Francis Xavier University in Nova Scotia had the vision to see that the community folk could pull themselves out of poverty only by understanding their own problems and doing something constructive about them. This is the very human story of that thrilling experiment, its mass meetings to arouse interest, its study groups and final cooperative action. An example and an inspiration for adult educators.

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ADDRESSES OF PUBLISHERS MENTIONED

American Association of School Administrators, 1201 Sixteenth St., N. W., Washington, D. C.
American Book Co., 88 Lexington Ave., New York City
American Council on Education, 744 Jackson Pl., N. W., Washington, D. C.
American Library Association, 520 N. Michigan Ave., Chicago, Ill.
D. Appleton-Century Co., Inc., 35 W. 32nd St., New York City
A. S. Barnes & Co., 67 W. 44th St., New York City
Blakiston Co., 1012 Walnut St., Philadelphia, Pa.
California State Dept. of Education, Sacramento
Carnegie Foundation for the Advancement of Teaching, 522 Fifth Ave., New York City
Cooperative Study, 744 Jackson Pl., N. W., Washington, D. C.
F. S. Crofts & Co., 41 Union Sq., W., New York City
Educator's Press, 50 East Broad St., Columbus, Ohio
Farrar & Rinehart, Inc., 232 Madison Ave., New York City
Ginn & Co., 15 Ashburton Pl., Boston, Mass.
Gregg Publishing Co., 270 Madison Ave., New York City
Harper & Brothers, 49 E. 33rd St., New York City
Houghton Mifflin Co., 2 Park St., Boston, Mass.
Inor Publishing Co., Inc., 207 4th Ave., New York City
Longmans, Green & Co., 114 Fifth Ave., New York City
McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York City
Macmillan Co., 60 Fifth Ave., New York City
National Council for Social Studies, Harvard Univ., Cambridge, Mass.
National Education Association, 1201 16th St. N. W., Washington, D. C.
Prentice-Hall, Inc., 75 Fifth Ave., New York City
Public-School Publishing Co., 509-513 N. East St., Bloomington, Ill.
B. H. Sanborn & Co., 131 Clarendon St., Boston, Mass.
Scott, Foresman & Co., 623 S. Wabash Ave., Chicago, Ill.
Silver Burdett & Co., 45 E. 17th St., New York City
Teachers College, Columbia Univ., 525 W. 120th St., New York City
University of Chicago, Dept. of Education, Chicago, Ill.

The Value of Planning

THE BEST WAY to make the most of your life is to take the long look ahead. The immediate situation may seem confused and unpromising. That means all the more opportunity for intelligence; for planning; for foundations laid on the bedrock of worth and virtue; for patient building; and for courageous pioneering. Be not afraid. You are greater than the things about you. You stand on a pinnacle of possibility, and the future will be largely what you make it. Begin where you are. Act, and above all, plan. This booklet will tell you how to begin planning. Let no one tell you that life is too uncertain to plan. Every great victory of the human race has been won in spite of the cry that it could not be done. You can plan and lose and plan again, rising higher each time because of the purpose and discipline of your life. Learn to plan by planning.

Taking Charge of Your Life

ONE DOES NOT really begin to live until he assumes responsibility for himself, until he determines to make the most of himself, and to set for his own aspiration and conduct, standards higher than others would set for him. Some people take charge of their lives early, even in childhood. Others drift thru the years without ever becoming masters in the temple of their own lives. They get nowhere because they do not look ahead, because they do not choose to sacrifice smaller things toward the achievement of higher goals. They do not enjoy real freedom because they have not taken the first step which is personal responsibility and selfdiscipline. They drift thru life depending upon others, never more than a part of what they might become. The first step in planning a life is a firm decision to be master of one's destiny—to have a purpose and a plan.

The Gift of Years

PEOPLE OFTEN LIKE to imagine what they would do if they had much money. Every person starts life with more than money. He has his life. By the right use of this gift of years, one can achieve many worthwhile things, provided he does not at the same time want other things that dissipate his time and energy. The average span of life is fairly well fixed. It lengthened steadily from 34

THE PLANNING OF YOUR LIFE

By JOY ELMER MORGAN
Editor, *Journal of the National Education Association*

PERSONAL
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For information see page 119.

years in 1780 to 41 years in 1880. It now averages 59 years in the United States. The prophets of Bible times spoke of the good life in terms of three-score years and ten. Calculate the average length of life for members of your family for several generations. This will give you an idea of how long you may expect to live. This booklet assumes a life of seventy years. Your life may be less or more, but consider well how to get the most out of each of the years.

The Way to Begin

MOST OF US know how to plan work for an hour or a day. Executives have to think in terms of weeks, months, and years. Careful students realize the need for planning in terms of five or ten years. Write down seven headings dividing the seventy years of your life into seven periods of a decade each: 1-10, 11-20, 21-30, and so on. Set down under each of these headings plans for your life. Try putting these headings along the side of the paper and arrange across the top another series of headings such as the seven objectives of education: health, home, learning, citizenship, vocation, leisure, and character. Ask yourself forty-nine questions thus: What is the most important thing about my health during the ages from 1-10? About my home? My learning? and so on thru the seven objectives. Likewise plan the other decades of your life.

Making Allowances

AFTER YOU have marked out the broad outlines of your life plan, note the points at which the plan may fail. Allow a margin of reserve for emergencies. Revise your plan in the light of experience. Try this plan and that. Check results. Look ahead. Discuss your plan with older people and with your classmates. Study the plans of other people's lives as recorded in biography. Ill health may reduce your powers; financial failures may change the standard of living; opportunities for marriage or vocational advance may not meet expectations; vast social changes may alter the whole situation of life. These are part of the great adventure which no plan can anticipate, but they will be more easily met when they come because of the habit of planning. A life planned for many interests will withstand the shock resulting from the loss of any one of them.

The Art of Observation

MOST OF US go thru life missing many fascinating and beautiful things because we do not know how to look for them, to hold our attention on them, to shut out distractions, to put first things first. Train yourself to see what goes on around you and to understand its significance not only for today but for next year and for ten or twenty years from now. Ask yourself: What kind of a person do I want to be? Notice the people about you who appeal to you most. Is it their charm of manner? Their conversation? Their helpfulness to others? Why do some men fail? How would you change your life if you had it to live over? How do people improve their mental habits? How much of your day do you spend giving attention to really fundamental things? Merely by keeping your eyes open and thinking about what you see, you can learn much.

To Young Women

MOST GIRLS hope to have a home and children. That is the highest ambition of the human race. How can you plan? If you expect to become a home-maker, can you afford to prepare for a career? What if the opportunity to marry does not come? Much depends on you. You can develop qualities that will make you an attractive companion. Being a wage-earner teaches you how to work with

others. If employed, you can build up a dowry. What qualities do you most desire in the man you hope to marry? Decide with your prospective husband how many children you expect to have and when. No one has a right to have children for whom he cannot provide. Outside of marriage—and singleness is far better than a bad marriage—there are many opportunities for usefulness and happiness. Determine in any event to live happily and well.

To Young Men

THE DESIRE for a fine wife and family is a powerful motive in the lives of most young men. The desire to do nothing that would interfere with the aspiration to establish a worthy family has stimulated many a young man to greater efforts and to higher standards. Are you developing in yourself the qualities which you would desire in the husband of your sister? Are you choosing your girl companions among those who have the qualities you would wish in a life-long mate? Are you developing habits of industry and thrift which are the basis of a secure family life? Can you work out with your prospective wife plans for financing the family with assurance that you are prepared to carry your share of the burden? Ask a few older men who have been successful in their home life if they will not talk with you on that phase of your plans.

The Foundation Years

TO GET a picture of your life as a whole, review carefully your earlier years to age 20. Note that they are the basic habit-forming years. Note points of strength or weakness. What bearing may these years have on the rest of your life? By the time you read this, your mind has probably reached its full maturity. Psychologists tell us the mind is practically mature at the age of 11 or 12. During the decade from 10 to 20, you should begin to plan for your life as a whole. Make a list of your talents, preferences, and resources. Study the various vocations. Test your qualifications for the fields of work that interest you, and choose school and outside activities that will help you. If you are not to attend college, outline a program of study to continue after you leave school. Vocational success depends on skill, purpose, energy, and integrity.

The Third Decade

NOTE that the years of life from 20 to 30 usually include two major decisions: the choice of an occupation or if that decision has been made earlier, choice of a first job; second the choice of a mate and the establishment of a home. Because of these decisions, this is one of the most important decades of your life. Let us assume that the choice of a vocation has been made before age 20 and that the task now is to make the best possible start in that vocation. Let us list the specific things we can do to get a good start and the things we may well avoid. How can we improve our habits? How can the family life be enriched? Is our standard of living simple enough to allow savings for the later years? What contribution can we make to our fellows and to the world? These choices lay the foundation for the afterself. Do not leave them to chance.

The Fourth Decade

IF THE earlier foundations have been well laid, the years from 30 to 40 will be peculiarly rich in satisfactions. The majority of outstanding modern achievements in invention, science, professions, art, and literature were made by men and women between the ages of 28 and 40. These are the years when financial capital is usually accumulated most rapidly; when wise investment provides for the security of loved ones in the later years; when children are getting into highschool and college so that parents live with them in the new world of vibrant young life. There is danger during these years that we shall be spoiled by our leisure and comforts, that we shall cease to make the efforts toward personal improvement which must carry us forward if we are to enjoy the highest excellence. A program of reading and study is fruitful during this period.

The Fifth Decade

THE YEARS from 40 to 50 are transition years. Perhaps the hardest thing for youth is to get the perspective of the middle and later years of life. This is true if the young person has no companions and friendships among older people. Make a list of the people you know who are at this age. Note the increasing number of breakdowns. Note how those who are successful manage

themselves. Note that those who pass thru these transition years often enjoy a long life of happiness and achievement. Note your own body. Try to visualize it in terms of 70 years of action. Seek to understand the change which comes in middle life when the supply of energy begins to decrease. What can be done during the younger years to build a reserve for this transition period? What habits can be established to add to the joy and peace of the middle years of life?

Beyond Fifty

STUDY the lives of those who have passed the half century mark. Are they happy? At what points are their lives unsatisfactory? Perhaps the first problem is that of financial insecurity. Next comes failing health with its discouragement. Third, there is often an absence of worthwhile interests to occupy leisure. Could these difficulties have been avoided by careful planning in the earlier years? It is as important to plan for interests and activities during the later years as it is to plan for financial security. What foundations have you laid for hobbies? What contribution will you make to civic welfare? How will you provide for the closing up of your affairs so that your going from the scene of action will be as peaceful and normal as your living has been? Select the best among your acquaintances who are living in the later years. Learn from them.

The Larger Planning

THE INDIVIDUAL is often caught by forces in the world outside his control. This is especially true in times of transition and economic stress. He can make the most of himself only by joining with his fellows in a collective effort to improve the state, to perfect the laws, to restrain the greedy, to insure justice and opportunity. Include as a part of your planning, time for taking your part in the larger planning activities of the community. The idea of planning may be the chief contribution of the twentieth century to human progress. To plan beyond the year or the decade into the life as a whole; to plan beyond the individual to the family, the neighborhood, the state, the nation, and even the world, is to gain a new perspective and a new faith—a perspective which knows that many of life's uncertainties can be provided for, and a faith to go forward.

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[22] A Golden Treasury from the Bible.....	
[23] A Golden Treasury on the Art of Living....	
[25] Selections from George Washington.....	
[26] Selections from Ralph Waldo Emerson.....	
[27] Selections from Abraham Lincoln.....	
[28] Selections from Horace Mann.....	
[31] Shall I Go to College?.....	
[41] Learning To Be a Leader.....	
[42] Franklin's Plan of Selfimprovement.....	
[43] Franklin's Personal Growth Recordbook....	
[44] The Tyranny of Bad Habits.....	
[45] A Parliamentary Primer.....	
[51] The Story of the NEA.....	
[52] NEA Platform and Resolutions.....	
[53] Individual Guidance thru the Schools.....	
[55] Projects for Local Associations.....	
[56] Federal Aid for Education.....	
[57] Better Salaries for Better Schools.....	
[59] The Story of American Education Week....	
[60] Our Faith in Education.....	
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[73] Teaching Materials for Rural Schools.....	
[75] Supervised Correspondence Study.....	
[86] Booker T. Washington at Tuskegee.....	
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[178] The Parent's Part in Education.....	
Matching envelopes for use in distributing leaflets....	

Total

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The Realm of Garden Service

PAUL H. JONES

Curator, Horticultural Gardens, Fordson Public Schools, Dearborn, Michigan; and President, NEA Garden Education Department

GARDEN EDUCATION embraces a wide range of services to society. It may well begin with the kindergarten in the elementary school and end with a program of adult education. There are many ways in which schools have developed programs of garden education. In keeping with the trend that schools must endeavor to be more practical, much that has been done needs to be modernized.

The outstanding virtue of garden education, revealed from years of experience and study, lies in the practical gardening program which should be a part of the plan for any school. Such experience should begin with the fifth grade in the elementary school and conclude with a well-planned course in the first year of junior highschool. Gardening should be the introductory science course in the junior highschool. Experience on individual garden plots can furnish the basis for all science courses which follow.

Individual garden plots should be large enough to command the respect of the pupil and also of his parents. Vegetables and a few flowers are usually selected for this gardening program.

The course should be conducted according to the climate in which the school is located. Most communities need to carry their gardening program thruout the summer months. There are many reasons to justify such a practice. Education in a subject of this character should conform to nature's plan. Man must conform to nature in the life of growing plants. A garden school has all the possibilities for the education of a child that can be found in any educational situation. He can learn to read, write, spell, and do mathematics in the well-planned gardening program. Recreation and character training thru gardening approach the ideal situation.

Today educators are alarmed as to the future of all education. Income for schools in many states is not adequate

to keep schools open. Whatever the outcome children must be occupied in self-disciplinary and character building work. To meet this need a gardening program offers an excellent solution. A well-planned program does not need the maintenance services of engineers, janitors, carpenters, laborers, and the like, for the work can be done by students. The program can be run for many months of the year and the child's learning processes will not suffer. Such a program will gain the goodwill of parents. Garden education in the community can be continued. In times of emergency a garden is the economic refuge of people and all society. Why not of schools?

The realm of garden education continues thru the senior highschool courses in biology, chemistry, horticulture, and physics. Horticulture in the curriculum can serve to show how all science is applied and its function in the business relations of the world. It has much to offer of service to home life and helps bridge the gap between adult interests and those of young people.

For students of this generation who will be tomorrow's citizens, training in learning how to accomplish work in adult life is as necessary as to know the Constitution of the United States or the history of their ancestors. Such cultural and practical knowledge as can be gained thru garden education will make better citizens.

The Garden Education Department of the NEA suggests the following to assist you with your gardening program:

NEW GARDENING BOOKS

[1] *Gardening—School, Home, and Community*. National Recreation Association, 315 Fourth Avenue, New York City, 1940, 50¢.

[2] *The School Garden, a Laboratory of Nature* by Van Evrie Kilpatrick. School Garden Association of New York, 121 East 51 Street, New York, 1940, 134p. \$1.

[3] *The Gardener's Yearbook*, for 1939 and 1940. Condé Nast Publications, Inc. Greenwich, Conn. 35¢ each.

INTERESTED ORGANIZATIONS

[1] Federated Garden Clubs of America, 598 Madison Avenue, New York City.

[2] Local garden clubs.

[3] Garden Education Department of the NEA, membership \$1.50 per year; official publication, *The Garden Digest*.

[4] Garden Service, National Recreation Association, 315 4th Avenue, New York.

[5] Extension Service of the U. S. Department of Agriculture, which sponsors 4-H clubs.

INTERESTED PUBLICATIONS

[1] *The Argonaut*, 544 Market Street, San Francisco, California.

[2] *Better Homes and Gardens*, Meredith Publishing Co., 1714 Locust Street, Des Moines, Iowa.

[3] *The Flower Grower*, Albany, New York.

[4] *The Garden Digest*, Pleasantville, New York.

[5] *Horticulture*, 300 Massachusetts Avenue, Boston, Massachusetts.

COMMERCIAL ORGANIZATIONS INTERESTED IN GARDEN EDUCATION FOR CHILDREN

[1] Children's Flower Mission, Templin Bradley Seed Co., 5700 Detroit Avenue, Cleveland, Ohio.

[2] Ferry-Morse Seed Co., Detroit, Michigan.

[3] Hygrade Seed Co., Fredonia, New York.

[4] National Garden Bureau, James H. Burdett, director, 407 South Dearborn Street, Chicago, Illinois. Film and scientific information; also lecture service.

[5] Vaughan's Seed Store, 601 West Jackson Blvd., Chicago, Illinois.

INFORMATION, SLIDES, AND FILMS

[1] Write to the U. S. Department of Agriculture, Washington, D. C., for its *List of Available Publications*; and to the Extension Service for its catalog of films.

[2] Consult your local State Agricultural Experiment Station.

PUBLIC SCHOOLS CONDUCTING SUCCESSFUL GARDEN EDUCATION PROGRAMS

For information address the superintendent of schools: Los Angeles; Sacramento; Atlanta; Indianapolis; Louisville; New Orleans; Jamaica Plain Highschool, Boston; Fordson Public Schools, Dearborn; New York City; Cleveland.



A COURSE entitled "Art in Rural Life" offered for our rural teachers was too broad a subject to be considered in its entirety during a short summer session. Members of the class, given an opportunity to choose some particular phase of the study, decided to concentrate on the matter of art and the rural school. It seemed to the class that the school and its surroundings could be made of vital interest to all the parents as well as pupils and teachers in rural communities. The students felt that rural citizens could visualize art principles applied to the one- or two-room school as a more tangible and simplified first undertaking than art applied to the various homes of the community with their widely different problems. They also felt that if children could be housed for several hours each day in a room which they themselves had helped make convenient and attractive, their attitudes and appreciations would be so stimulated as to become an influence for improvements in homes where it was needed.

Suggestions from the class pointed away from formal study of art principles and theory. The requests were for something concrete, which might when presented to parents and pupils stimulate an interest in beautifying their school and a desire to participate in the undertaking. Ideas were formulated for developing interior arrangements thru working out floor plans and for proper planting plans thru building dioramas. This made it necessary for each student to obtain definite and accurate information in regard to her own school.

Each member of the class made her own schoolroom floor plan to scale and added folding side walls upon which windows, doors, and all stationary furnishings were recorded in a paper-cutting method. Rectangular forms to represent movable furnishings including children's and teacher's desks, radio, reading tables, were cut from paper. This allowed for rearranging the furniture forms upon the floor plan until the best location for each piece was discovered. The best location satisfied two important considerations—practicability and

Beautifying the Rural School

AGNES JEAN DOUGLASS

Art Instructor, State Teachers College, Platteville, Wisconsin

convenience; suitability and attractiveness. To overcome the existing inconvenience was not always easy and application of art principles to produce attractiveness presented added difficulties.

An artistic room must have a balanced, harmonious, and rhythmic arrangement of well-proportioned furnishings with the accent properly placed. No one hoped to satisfy completely all these requirements in the average rural schoolroom, but realizing that much could be done to improve the interiors, all set about shifting paper rectangles as if they were arranging real pieces of furniture. A careful distribution of movable objects did not always give satisfaction and it was sometimes necessary to change the position of large cupboards and even the stove to overcome lack of balance with all the heavy objects on one side or in one corner of the room.

Harmony of shape and color is the law of agreement. A striving for shape harmony should result in an orderly arrangement of all rectangular furniture forms within a rectangular floor space and likewise in having pictures, bulletin boards, and the like hung in agreement with the rectangular wall spaces. Thus a disregard of harmony brought about by having rows of seats placed diagonally across the room, teachers' desks and book cases cutting corners, and pictures hanging stairstep fashion up the wall was definitely eliminated. The consideration of color disclosed real need for painting dull, dark walls a lighter, more cheerful tint; for replacing old gray and black pictures with colored prints and wall hangings; and for the addition of a colorful plant or a jar of bright leaves or berries to bring cheer into a gloomy room.

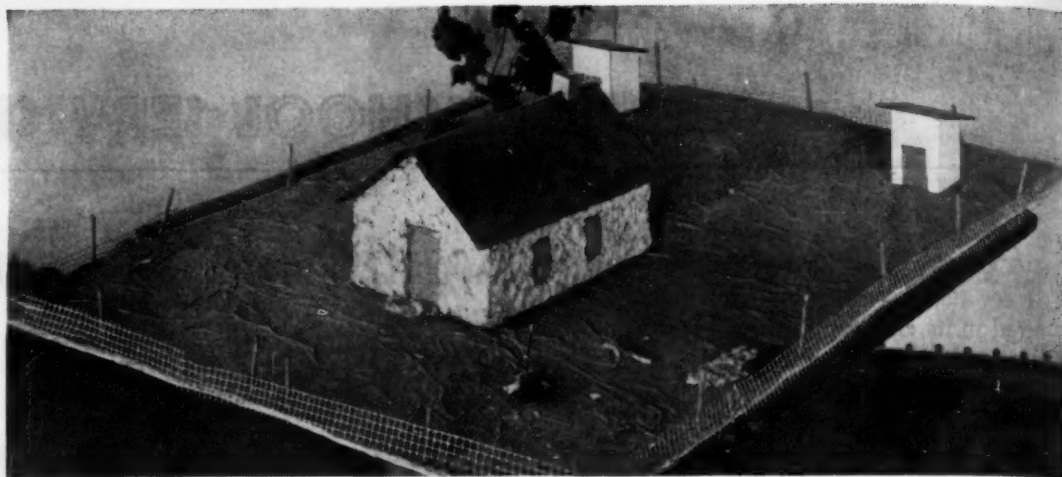
Nicely decorated, inexpensive screens, drapes, and wall hangings were planned to screen the necessary but often unsightly and over-prominent equipment

and materials. This allowed for the emphasis in the room to rest upon the more pleasing objects. The feeling of rhythm resulted from orderly repetition of rows of seats and pleasing distribution of color accents supplemented by a beautiful curve in a piece of pottery or in a spray of berries.

Children should not only be housed in a schoolroom as artistic as circumstances will allow but they should approach their school home in a setting of well-arranged trees and shrubs. After looking at snapshot pictures of their own schools and of many others in nearby districts no one questioned the statement, "It is a pity and almost a disgrace that great numbers of rural schools in a beautiful state like Wisconsin appear so barren and forsaken." Chalk sketches of some of the most forlorn situations were so easily transformed into pleasing pictures by the addition of trees, shrubs, and flowers that all the students were anxious to see what could be done with schoolgrounds like theirs and were ready for the second phase of the course. The pictures of dioramas [see next page] constructed to show school settings before and after planting explain the method followed.

Students worked in groups according to their interests in types of their own school locations and surroundings. Several taught in schools located on level ground, others in schools on hilltops, and still others came from schools in the valley with wooded hills or a barren rock formation for a background. Each group had special problems to solve but certain practical problems and matters of convenience were common to all situations and the art principles of balance, accent, rhythm, and harmony which had been applied to the interior arrangements served also as a safe guide for the general planting of all the grounds. The similar practical problems

Typical dioramas constructed to show school settings before and after trees, shrubs, and flowers are planted. Rural teachers may find in such dioramas an easy and enjoyable way of planning beautification of their schoolgrounds.



included the building of fences or stone walls for privacy and for protection of plantings, the convenient placement of gates, and the building of walks or steppingstone paths about the grounds. A third consideration was the matter of setting aside small and larger open areas to serve as playgrounds for younger and older pupils. The state law stipulates certain requirements in regard to the location of outbuildings and sheds but these regulations, we found, did not interfere with making such placements to the rear or side of the grounds, using shrubs and vines as screens.

The general principles of landscaping applicable in most situations were next considered and the following points noted. Before starting a planting plan the placement of all trees or shrubs al-

ready growing on the grounds should be studied with the idea of having them become a part of the finished plan with all plantings balanced either formally or informally. This consideration is important since only a balanced arrangement can result in a feeling of repose and satisfaction. Large trees placed along the back or side of the grounds produce a background for the building, and shrubs and trees properly located in the foreground may form a frame for the entire picture. Shrubs growing about the foundation of the schoolhouse produce a transition between building and ground unifying the two, while the taller plantings placed about the entrance to a building give the proper accent. Carefully chosen shrubs may add much in the way of beautiful color in branches and berries thruout the winter and will form warm color contrasts when used with evergreens. The best color accents come thru flowers and flowering bushes chosen for fall and spring blooming. Fence row borders of bushes and vines

growing in clumps, some high, some low, produce a feeling of rhythm and hide the monotony of a barren fence or soften the hard contour line of a stone wall. It is well to have some of the bushes chosen for their winter berries and seeds upon which birds may feed and have these planted near places where winter bird shelters may be tucked away in secluded spots.

With these general suggestions as a foundation, the groups developed the dioramas and solved all individual problems of the various situations as they became apparent. Many interesting individual circumstances did arise. In one case a school had as a background a barren, colorless rock cliff which needed to be screened with tall, slender trees. One fortunate school had a spring flowing from a rocky ledge where the planting of an overhanging willow, some ferns, and water plants would produce a spot of beauty. Another school had a small stream across which a rustic bridge could be built. These were but a few of the individual cases used as a basis for group and class discussions and experiments.

All this helped to develop and strengthen an artistic judgment which twenty enthusiastic rural teachers planned to apply in a real situation as soon as possible. It is the hope of all lovers of order and beauty that somehow many times this number may be inspired to beautify our rural schools.



Solving an unusual school location problem



HIGH SCHOOL-TEACHER-EDUCATION SERVICE

They Dared To Teach

A PLAY HONORING EDUCATORS REPRESENTED ON U. S. POSTAGE STAMPS

By Eleanor Fishburn and
Mildred Sandison Fenner

*Scene I: Joint meeting of the stamp club
and the Future Teachers of America club.*

Characters: HIGH SCHOOL STUDENTS.

CHAIRMAN—The U. S. Post Office Department has issued a series of postage stamps honoring Americans who have achieved fame in the arts and sciences. The Stamp Club has already devoted a meeting to the first and second groups of Americans thus honored—authors and poets. At later meetings we shall pay tribute to the scientists, composers, artists, and inventors whose photos appear on the new stamps.

GEORGE—How many are there in all?

CHAIRMAN—Thirty-five. Today we have invited members of the FTA Club to tell us about the *educators* included in the Famous American Series. (*Turns the meeting open for discussion.*)

FTA PRESIDENT—Teachers and friends of the schools are pleased by this recognition paid five eminent educators—the first such tribute ever paid teachers.

CHAIRMAN—Who are the educators?

FTA PRESIDENT—Well, on the one-cent stamp is the picture of Horace Mann, called the father of free public schools in the United States. Fifty million of these stamps have been issued.

DON—Never heard of him.

HELEN—A hundred years ago the public schools were attended only by poor children whose parents could not afford to send them to expensive private schools. Many school buildings were shacks. Teachers were poorly paid. Worst of all, people didn't believe in free schools as they do now. So when Horace Mann became first secretary of the Massachusetts Board of Education, he had a hard road ahead of him.

HELEN—But he dared to teach thru press and platform that every child has a right to a free public education. In twelve years of devoted service, he

turned the tide in favor of free schools not only in Massachusetts but thruout the nation. And in so doing he became one of our greatest Americans.

FTA PRESIDENT—Another distinguished educator—his picture appears on the two-cent stamp—was Mark Hopkins.

DON (*amused*)—Now I *have* heard of him. Didn't he sit on one end of a log? And why should we commemorate anyone just for sitting on a log?

GEORGE—Mark Hopkins was president of Williams College and a great teacher of the nineteenth century, whose students loved and respected him. You must be thinking of the poem—

Mark Hopkins sat on one end of a log,
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught—
If his Latin was small and his Greek was
naught—

For the farmer's boy he thought, thought
he—

All thru the lecture time and quiz,
"The kind of a man I mean to be
Is the kind of a man Mark Hopkins is."
DON—Reminds me of Mr. Chips.

GEORGE—He was widely known for his abilities in science, literature, and philosophy. But he is remembered best by his influence on his students, whom he inspired to do great things.

FTA PRESIDENT—Charles W. Eliot, whom the three-cent stamp commemorates, was president of Harvard for forty years. He was born in Massachusetts in 1834, three years before Horace Mann was to begin his work for public schools. Eliot's life covered the span between the America of yesterday and today, for he lived until 1926.

DON—Is his picture on the stamp just because he was president of Harvard? There have been other presidents.

FTA PRESIDENT—Colleges of today have a broader course of study because of Dr. Eliot's reorganization of the Harvard program. But his interests weren't limited to Harvard. At the time when

highschools were mere college preparatory schools, he dared to urge that they offer modern and practical courses which would be useful to students not going to college. He favored music, drawing, vocational and physical education.

JEAN—Aren't there any women honored in this stamp series?

FTA PRESIDENT—Yes, Frances E. Willard appears on the five-cent stamp. There are only two other women besides her in the entire series—Louisa May Alcott and Jane Addams.

JEAN—I thought Frances Willard was a temperance leader.

MARIE—Tho she is chiefly remembered for her leadership in temperance and woman's suffrage, she was dean of women at Northwestern University.

FRANCES—I'm proud to be named for Frances E. Willard. She dared to speak and write and work for her beliefs. She saw in the Women's Christian Temperance Union a chance to make the influence of women count, not only against liquor but against other evils that threaten home and family life.

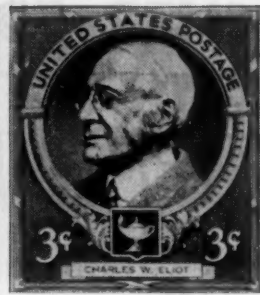
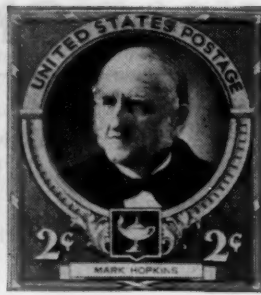
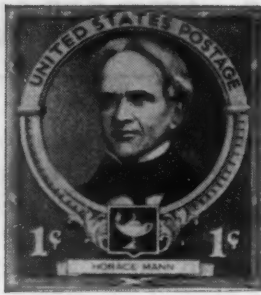
MARIE—I remember we celebrated the centenary of her birth in 1939.

FRANCES—The centenary was observed in 52 countries. Three times the U. S. Congress has paused to honor her. And now she has been honored in this stamp series—an achievement for one who in her lifetime was laughed at and called "strong-minded."

MARIE—Business girls of today have her to thank not only for the campaign she waged for suffrage and the right of women to hold property, but for their freedom from trailing-in-the-dust skirts and whaleboned "wasp waists."

FTA PRESIDENT—One of the most interesting persons of the entire Famous American series is the educator whose picture appears on the ten-cent stamp—Booker T. Washington.

GEORGE—Few people saw the need or wisdom of educating the Negro after the Civil War. But Booker T. Washington dared all the criticism and distrust. He was determined to give the young people of his race a chance to learn trades and become useful citizens. So he founded Tuskegee Institute, today one of the greatest Negro educational institutions.



JEAN—How long ago was that? You didn't tell us when he was born.

GEORGE—In his autobiography, *Up from Slavery*, he says, "I was born a slave on a plantation in Franklin County, Virginia. The year was 1858 or 1859. I do not know the month or day."

JEAN—Did he have any education?

GEORGE—He had to work night and day as a janitor to earn his way thru Hampton Institute. To save money he slept for many nights under a board sidewalk in a city where he was later honored as a national figure.

FTA PRESIDENT—But before he died in 1915, his school which he had "created out of nothing" was endowed with more than two million dollars.

DON—If these people were teachers, the place where their influence must be felt is in the schools. I, for one, can't see they've done much for our own school.

FTA PRESIDENT—I have an idea for a way to answer you. As you know, next Friday while the faculty is at the state teachers meeting, members of the Future Teachers club are to serve as teachers and I'm to be acting principal. Why don't you act as my assistant and perhaps together we can discover, in Mr. Diemer's office, what these great educators have done for our school?

DON—(laughing) Dubious, but delighted.

Scene II: The principal's office. The FTA president and Don are seated at the principal's desk, as Dorothy and Elizabeth enter.

DOROTHY—Why, Mr. Diemer, how you have changed! I need some help in arranging next semester's program. I'm transferring to night school.

FTA PRESIDENT—Too bad, you'll miss some of our FTA meetings.

DOROTHY—I'll be sorry to miss them, but I really need this job to help out at home. In fact, I'm lucky that there is a night school.

ELIZABETH—They didn't even have day

schools a hundred years ago, only private schools for the rich, and girls were not welcome at them.

DOROTHY—In colonial days the schoolmaster used to teach the girls two hours each day, but only before or after school hours or on afternoons when the boys had a half-holiday. The first girl's high-school was not opened until 1826 and it was soon closed because it was so popular there was not room for all!

ELIZABETH—My grandmother says that when she was young only one person in every 2000 graduated from highschool and few of them were girls.

FTA PRESIDENT—But now, thanks to Horace Mann and others, one person out of every 130 is a highschool graduate.

DOROTHY—Oh look, here's Beatrice—she's been out for over a month.

ELIZABETH—Auto accident, wasn't it?

DON—Yes, hit by a drunken driver.

BEATRICE—Hello, everybody. (Others ask about her health) I'm fine but I had a narrow escape. Any mail for me? (Takes letter handed by president.) The new stamps are out, I see. Here's one of Frances E. Willard—whatever did she do to rate a stamp?

FTA PRESIDENT—If we practiced more of her ideas today, there wouldn't be so many drunk people driving cars.

ELIZABETH—I remember she was a famous temperance crusader.

DOROTHY—Well, I'm glad they teach us the facts about alcohol in this school. It's about as sensible to drink alcohol and then try to drive as to clown with a loaded revolver.

HARRY—(comes in whistling) Who's got a copy of next semester's program?

FTA PRESIDENT—(handing copy) Haven't you made out your program?

HARRY—Yes, I made it out with Latin which I detest, but Mr. Diemer told me I could take an art class instead.

DON—Doesn't your father object?

HARRY—No, he's glad; says they didn't have such courses when he was in school, and he'd like to know who finally

waked up to the need for them.

FTA PRESIDENT—Charles W. Eliot had a lot to do with it—he's one of the educators honored on the new stamps.

HARRY—Well, whoever he was, I'm strong for him. Hello, Jesse.

JESSE SMITH (tall, Negro lad of scholarly mien)—Hello, Harry. I came to see about getting my credits transferred. I'm really going to college—my dreams have come true. (Others congratulate.)

HARRY—Where are you going?

JESSE—To Tuskegee, of course—to Booker T. Washington's school.

DON—Why, he's in the stamp series.

JESSE—Yes, the first of our race to be thus honored.

DON—But not the last, eh Jesse? Wait until you get out of school. What are you going to study?

JESSE—Farming. Thanks to Washington I know there is as much dignity in tilling a field as in writing a poem. But I may change my mind after I get there. Mr. Diemer says they teach a variety of occupations and trades. (Bell rings and students go out, leaving FTA president and Don.)

FTA PRESIDENT—You know, Mr. Diemer is doing a wonderful job in helping the students in this school. That's why I'd like to be a teacher or a principal. Mr. Diemer planned to be an engineer but changed his mind—decided he'd rather build people than bridges.

DON—He's like Mark Hopkins in the stamp series. They said he was a doctor but gave that up to become a teacher.

FTA PRESIDENT—Or like Horace Mann, who gave up a good law business in order to work for public schools.

DON—I guess we are the ones who really profit from their work—Jesse, who can go to college; Harry and his art. . . .

FTA PRESIDENT—You don't seem as dubious as you were yesterday.

DON—"Those who came to scoff . . ." There must be something to teaching after all. Say, how do you get into the Future Teachers club?

"A LITTLE CHILD SHALL LEAD THEM"

ON MANY SIDES we hear pleas for "union now" thru some sort of world organization which shall unite, in friendly co-operation, nations that are in economic conflict and even those that are now at war. From Chile a twelve-year-old boy makes a simple, heartfelt appeal to the boys and girls of the Americas to join together in a sort of juvenile league of friendship and peace. Here it is:

Brothers of America: Like the long and mighty chain of mountains which traverses the whole of America from north to south, should be the spirit of peace in the children of America.

Mighty as that mountain range which physically unites the countries should be the unity of spirit among all the American peoples. By its nature seems to give us an object lesson in unity; let us imitate it!

How can we make this union stronger and make sure that peace will always reign in America? This is the way I think it should be:

[1] Form a great "Society of Children of the Americas" to work for peace and union.

[2] Publish an international American magazine in which all the children of America could write articles on harmony and peace.

[3] Have all children of the Americas write to each other, exchanging ideas, magazines, and books.

If these ideals can be carried out, I am sure we can keep the specter of war from American soil. We shall feel like one single great nation and in all our fields and towns we shall always cultivate the beautiful



LISANDRO BRAVO
Valparaiso, Chile

flower of peace.—LISANDRO BRAVO, 5-B, Boys' School Number One.

Lisandro must be an unusually thoughtful boy to express himself so beautifully, but the boys and girls of Valparaiso, Chile, have practiced for several years putting on paper their ideas about peace and friendship with other countries. The Peace Circle of that city, organized over seven years ago, holds a competition every year among the pupils of the schools, for the best "peace message," making the award on World Goodwill Day in a big pub-

lic ceremony. Last May Lisandro's message was judged the best, and it is reproduced here because of its appropriateness at this time when we are looking forward to Pan American Day (April 14) and World Goodwill Day (May 18).

The Peace Circle of Valparaiso carries on many forms of peace education in the schools; emphasizes thru meetings and radio programs the importance of international cooperation; celebrates in a special manner days of international significance, particularly such events as the ending of the Chaco War between Bolivia and Paraguay; shows courtesies to visiting foreigners; and in many other practical ways promotes friendship between Chile and other nations. More power to it, we say!—HELOISE BRAINERD, chairman, Committee on the Americas, Women's International League for Peace and Freedom.

Teacher's Day

My time is planned for today
As a thrifty woman lays a pattern
On a cloth of fine design
Shifting bits of tissue here and there,
Changing and pinning—
When she is ready to cut,
Not a bit of the precious stuff is wasted—
Not for me
A single, precious, carefree scrap of time.

FERN H. BOWES,

Teacher, Brightwood School, Washington, D. C.

New Leaflet Titles

☆ NOTE that the list of Personal Growth Leaflets given on page 119 contains the following new titles:

- [64] The Rabble Rouser
- [93] A Primer of Taxation
- [94] Economic Systems in the United States
- [96] The Challenge of the Hard Road

Leaflets To Be Put into Braille

☆ THE IOWA COMMISSION FOR THE BLIND is planning to transcribe into Braille the Personal Growth Leaflets. They will be placed in the library of the Iowa School for the Blind or the Iowa State Traveling Library, where they will be available to any blind child or adult in the state.

Elementary School Principals

☆ CECELIA GALVIN, Indianapolis, chairman of the editorial committee for the 1940 yearbook of the NEA Department of Elementary School Principals, announces that the title for the yearbook is, "Meeting Special Needs of the Individual Child." It will be ready for distribution in September.

The Department of Elementary School Principals will hold two general sessions, a breakfast, and a banquet at the summer meeting of the NEA, Milwaukee, June 30-July 4, 1940. President Wilson is planning a splendid program for the Monday afternoon meeting, July 1, and the Wisconsin Elementary Principals Association, under the leadership of President Laura Kellar, will have charge of the Tuesday afternoon meeting, July 2.

A complete report of the meetings of the Department at St. Louis, February 24-29, will be published in the April *National Elementary Principal*, which will be sent to members the first of April.

The Rich Still Growing Richer

☆ THE NUMBER of million-dollar incomes increased from 49 in 1937 to 55 in 1938.

Life Members Received in February 1940

ARIZONA—Thomas R. Weitzel
CALIFORNIA—Mrs. Florence C. Porter
CONNECTICUT—Lester A. Kirkendall
ILLINOIS—Gertrude K. Rice
NEW JERSEY—Charles A. Brown
OHIO—Pliny H. Powers
PENNSYLVANIA—Marguerite S. Garrett
WISCONSIN—Anthony J. Scholter

Significant Testimony

☆ INCLOSED find \$10 money order to complete my payments for the Life Membership. It has been hard to pay some years because of illness but it is well worth it and I'm glad I did it. Good luck to the NEA.—From a letter recently received at NEA Headquarters.



Milton C. Potter, who will be host to the National Education Association at its Milwaukee convention June 30-July 4, has recently been re-elected for another three-year term as superintendent of the Milwaukee schools.

A Story with a Sting

☆ THE BRITISH COLUMBIA TEACHER tells the story of the driver who was expert at picking off flies which annoyed his horse, but carefully avoided any conflict with a nest of hornets because they were organized!

If You Change Your Address

☆ THE JOURNAL is not published during the months of June, July, and August. If your JOURNAL address for the school year 1940-41 will be different from what it has been during this year, please send us your new address by August 15 in order that you may receive your September JOURNAL promptly. Please fill in the blank below and return it to the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

NEW ADDRESS

Name

Street

City

State

OLD ADDRESS

Street

City

State

Education and Economic Wellbeing

☆ ONE OF THE important discussions at the St. Louis convention centered around "education and economic wellbeing in American democracy," which was covered by John K. Norton in THE JOURNAL for March, pages 67-68.

Teachers Are Invited To Write

☆ THE HOUGHTON MIFFLIN COMPANY is offering prizes of \$2500 each for true, book-length personal histories reflecting significant aspects of American life. The company hopes that one of the first prize winners will deal with the life of an American teacher or educator and urges the participation of teachers in this project. Teachers interested in competing are urged to write for information and an application form to Life in America Editor, Houghton Mifflin Company, 2 Park Street, Boston.

Phi Sigma Sigma Officers

☆ THOMAS J. WALKER, executive secretary of the Missouri State Teachers Association, was at St. Louis elected president of the Phi Sigma Sigma fraternity, composed of education association secretaries. E. M. Hosman of the Municipal University of Omaha was re-elected secretary-treasurer.

Indiana's National Records

☆ EDUCATIONAL LEADERS in Indiana are proud of the fact that their state holds two national records. The midyear membership count made December 31, 1939, showed that NEA membership in Indiana had increased by 1722 during the past year, the largest increase made by any state. Indiana also holds the national record of having three cities of more than 100,000 population which have reported 100 percent NEA enrolments for 1939-40: Evansville, Ft. Wayne, South Bend. Congratulations to Indiana!



SIXTY-THREE YEARS ago William VanCleave Casey began teaching school and has been prodigiously at it ever since. He has the distinction of having served longer as teacher and administrator in the same

school system than any other living school administrator in the United States. Forty-seven of his years of service have been in the capacity of superintendent and superintendent-emeritus of the Boulder, Colorado, schools, the latter position being conferred upon him in June 1934. The city of Boulder, thru its townspeople and Dr. Casey's colleagues, has recently honored him on his eightieth birthday. He has administered the Boulder schools virtually from their infancy. Under his direction the enrolment has increased 700 percent. The community has grown from an uncouth frontier village to a modern progressive university city.—V. M. Rogers, superintendent, Boulder Public Schools.

American Association of School Administrators

☆ OFFICERS for 1940-41 are:

President—Carroll R. Reed, superintendent of schools, Minneapolis, Minn.

First Vicepresident—Ben G. Graham, superintendent of schools, Pittsburgh, Pa.

Second Vicepresident—Hobart M. Corning, superintendent of schools, Colorado Springs, Colo.

Executive Secretary—Sherwood D. Shankland, 1201 Sixteenth Street Northwest, Washington, D. C.

Executive Committee—Jesse H. Mason, superintendent of schools, Canton, Ohio; J. W. Ramsey, superintendent of schools, Fort Smith, Ark.; William J. Hamilton, superintendent of schools, Oak Park, Ill.; Homer W. Anderson, superintendent of schools, Omaha, Nebr.

[Continued on page A-66]

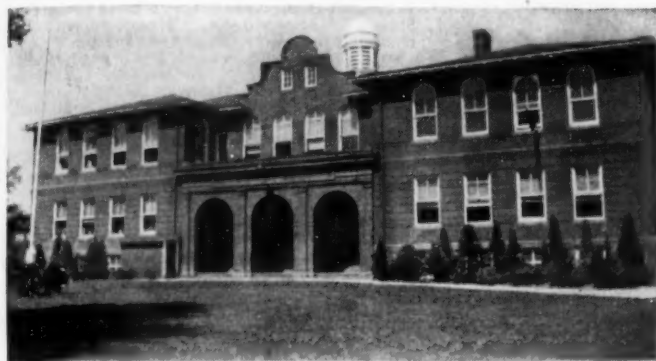


The Future Teachers of America chapter at Eastern New Mexico College, Portales, was the first FTA chapter in the state. It bears the name of the president of the college—the Donald William MacKay chapter.

★ ★ ONE HUNDRED PERCENT ENROLMENTS ★ ★

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

100 PERCENT SINCE 1918



The South Avenue School, Bridgeton, New Jersey, Norman A. Wright, principal, has been 100 percent in NEA membership for twenty-two years.

Completed Enrolments

THE FOLLOWING COUNTIES, cities, and individual schools reported 100 percent membership thru February 29, and have been continuously enrolled in their national professional organization for the number of years indicated.

TWENTY-ONE YEARS

GEORGIA—Americus, Americus

TWENTY YEARS

CALIFORNIA—Piedmont, Egbert W. Beach, Wildwood
MAINE—Mapleton, Castle Hill Public School, Chapman Public School
NEBRASKA—Lincoln, Bancroft, Capitol, Everett Jr. High, Willard
WYOMING—Cheyenne, Converse

NINETEEN YEARS

CALIFORNIA—Santa Barbara, Roosevelt
ILLINOIS—Elgin, Columbia
NEBRASKA—Lincoln, Belmont, Elliott, Hartley, Randolph, Saratoga
NEW JERSEY—West New York, Public School No. 3
OHIO—Norwood, Allison Street
WYOMING—Cheyenne, Gibson Clark

EIGHTEEN YEARS

CALIFORNIA—Berkeley, Whittier-Univ. Elem.
CONNECTICUT—Stamford, Weaver St.
ILLINOIS—Elgin, Franklin, Garfield, Lowrie
MINNESOTA—Duluth, Nettleton
OKLAHOMA—Muskogee, Entire System
PENNSYLVANIA—Doylestown, Entire System

SEVENTEEN YEARS

ARIZONA—Jerome, Entire System
ILLINOIS—Elgin, Lincoln
NEBRASKA—Lincoln, Prescott
NEW YORK—Rome, Jay St.
OHIO—Norwood, North Norwood

SIXTEEN YEARS

COLORADO—Denver, Montclair, Stevens, Twenty-fourth St.
ILLINOIS—Elgin, Elgin High, Sheridan, Washington, Wing
NEBRASKA—Lincoln, Clinton, Huntington, Irving Jr. High, Jackson Sr. High, Lincoln Sr. High, Riley, Sheridan, Van Fleet
NEW YORK—Rye, Public School Dist. No. 3
OHIO—Norwood, Williams Ave.; Rocky River, Fairview Sr. High
PENNSYLVANIA—Greenville, Margaret Brown, Washington; Pittsburgh, Bane; Steelton, Entire System

FIFTEEN YEARS

CALIFORNIA—Los Angeles, Garvanza; San Francisco, Franklin
DISTRICT OF COLUMBIA—Washington, Polk
ILLINOIS—Cicero, Sherlock
NEW JERSEY—Atlantic City, Brighton Ave.
NEW YORK—Binghamton, Central Sr. High, Continuation School No. 2, Open Air School No. 7 and 9

OHIO—Cincinnati, Commercial Vocational High
PENNSYLVANIA—Chester, Howell; Reading, Tenth and Green Sts., Yocum; Temple, Muhlenberg Twp. School Dist.
WISCONSIN—Kenosha, Frank
WYOMING—Casper, Casper Jr. High

FOURTEEN YEARS

CALIFORNIA—Modesto, Washington; Oakland, Frick Jr. High
COLORADO—Denver, Byers Jr. High
NEVADA—Ormsby County, Entire System
NEW MEXICO—Roswell, East Side School
PENNSYLVANIA—Chester, Booker T. Washington; Folcroft, Folcroft Jr. High; Upper Darby, Lester
TEXAS—Houston, Park Place
WASHINGTON—Centralia, Jefferson-Roosevelt
WISCONSIN—Kenosha, Columbus; Madison, Emerson

THIRTEEN YEARS

CALIFORNIA—Alameda, Washington; Los Angeles, Fletcher Drive; Modesto, Franklin; Santa Barbara, Harding
COLORADO—Denver, Evans
FLORIDA—Lake Worth, South
ILLINOIS—Oak Park, Entire System
MICHIGAN—West Dearborn, Dearborn
MISSOURI—Kansas City, William A. Knotts
NEW YORK—Binghamton, Entire System
PENNSYLVANIA—Bradford, Fifth Ward, Fourth Ward, Hobson Place; North Wales, North Wales Boro
UTAH—Heber, Wasatch Jr. High
WASHINGTON—Everett, Longfellow

TWELVE YEARS

CALIFORNIA—Long Beach, Longfellow; Los Angeles, Aldama, Hoover Street
ILLINOIS—Gurnee, Warren Twp. High
NEW JERSEY—Montclair, George Inness Jr. High
OHIO—Lakewood, Taft
PENNSYLVANIA—Hatfield, Hatfield Boro and Twp. School; Reading, Fifteenth and Perkiomen Ave.
WASHINGTON—Spokane, Libby Jr. High

ELEVEN YEARS

CALIFORNIA—Alameda, Versailles; Los Angeles, Amestoy Ave.
COLORADO—Denver, Moore, Smedley
DELAWARE—Stanton, Stanton School Dist. No. 38
DISTRICT OF COLUMBIA—Washington, Blake
INDIANA—Terre Haute, Fairview
MISSOURI—Kansas City, William Cullen Bryant
NEBRASKA—Lincoln, South College View
NEW JERSEY—Atlantic City, Indiana Ave. Girls'
OHIO—Ashland, Entire System
PENNSYLVANIA—Arnold, Leishman Ave., Victoria Ave. Platoon; Hanover, Eichelberger Elem., Hanover Street, High Street; Williamsport, Benjamin Franklin
WASHINGTON—Bellingham, Columbia

TEN YEARS

CALIFORNIA—Alameda, Sadler; Fresno, Chester Rowell
COLORADO—Denver, Ashley, Fairview
DELAWARE—Bear, Eden
MASSACHUSETTS—Greenfield, Abercrombie
NEW YORK—New Rochelle, Daniel Webster
OHIO—Chillicothe, Southern
OKLAHOMA—Tulsa, Riverview
PENNSYLVANIA—Shohola, Shohola Cons.
WISCONSIN—Wausau, Marathon County Normal

NINE YEARS

CALIFORNIA—Los Angeles, Annandale
COLORADO—Canon City, Madison; Denver, Eagleton
MICHIGAN—Battle Creek, Prairie View
MISSOURI—Kansas City, Benjamin Harrison, Jackson Opportunity
NEBRASKA—Lincoln, Havelock Central, Norwood Park
NEW YORK—Mount Vernon, Washington Jr. High
PENNSYLVANIA—Grove City, Entire System
WASHINGTON—Spokane, Mann

EIGHT YEARS

COLORADO—Denver, Central, Franklin
ILLINOIS—Elgin, Edward H. Abbott; Freeport, Henney
MASSACHUSETTS—Wellesley Hills, Gamaliel Bradford Sr. High
MISSOURI—Kansas City, Hamilton Opportunity
NEBRASKA—Lincoln, Havelock Sr. High
NEW YORK—Oneonta, Mitchell Street; Rome, East Rome School
OHIO—Chillicothe, Eastern; Norwood, Norwood View
PENNSYLVANIA—Ambler, Mattison Avenue; East Greenville, East Greenville Boro; Emaus, Upper Hanover Twp.; Hatboro, Hatboro Borough; Huntingdon Valley, Lower Moreland High; Kulpville, Towamencin; Norristown, Lower Providence, Whitpain Twp.; Pittsburgh, Fulton; Reading, Buttonwood and Pear Street, Eleventh and Pike Street, Elm and Moss Street, Northwest Jr. High, Park, Seventeenth and Cotton Street, Sixteenth and Hawk Street, Spring and Moss Street, Twelfth and Windsor Street, Washington and Rose; Red Hill, Red Hill Boro; Souderton, Chestnut Street; Stowe, West Pottsgrove Twp.; West Newton, Collinsburg; Woodside, Edgewood Jr. High; Yardley, Makefield
WISCONSIN—Milwaukee, Girls' Trade and Tech. High, Manitoba, Alexander Mitchell, Morgandale, Mound Street, Twentieth St., Wright Street

SEVEN YEARS

ARIZONA—Globe, Nofstger Hill
CALIFORNIA—Alameda, Longfellow; Alhambra, Ramona; Fresno, Lafayette; Modesto, Lincoln
COLORADO—Aurora, Entire System; Denver, Berkeley; Sterling, Lincoln
ILLINOIS—Auburn, Auburn Cons. High; Aurora, Brady; Peoria, Garfield
MASSACHUSETTS—Malden, Converse, Leonard
MISSISSIPPI—Vicksburg, Clay Street
MISSOURI—St. Louis, Marquette
NEW YORK—Elmira, Riverside No. 7; Wellsville, Martin Street
OHIO—Akron, Schumacher; Chillicothe, West Fifth Street; Newark, Franklin, Hazelwood, Keller, Lincoln, Riverside; Venedocis, York Twp. Centralized
PENNSYLVANIA—Greenville, Entire System; Pittsburgh, Larimer; Telford, Telford
TEXAS—El Paso, Lamar
UTAH—Salt Lake City, Granite Jr. High
VIRGINIA—Warm Springs, Mitchelltown
WASHINGTON—Spokane, Adams, Cooper, Emerson, Field, Willard
WEST VIRGINIA—Culloden, Culloden
WISCONSIN—Polk County, Entire System; Milwaukee, James Whitcomb Riley

SIX YEARS

CALIFORNIA—Fresno, Winchell; Oakdale, Entire System
COLORADO—Denver, Alcott
DISTRICT OF COLUMBIA—Washington, Benning, N. P. Gage, Pierce
FLORIDA—Orlando, Memorial Jr. High
GEORGIA—Atlanta, Faith
IDAHO—Pocatello, Washington
ILLINOIS—East Aurora, S. N. Dieterich, Jr. High; Mendota, Entire System; Normal, Illinois State Normal Univ.; Payson, Entire System; Waukegan, Beach School Dist. No. 5; West Harvey, Garfield
INDIANA—Bloomington, Baneker
KANSAS—Chase, Chase
MISSOURI—Kansas City, Blenheim, Humboldt, Switzer
NEW YORK—Batavia, Robert Morris; Poughkeepsie, Three Year Unit Trade
OHIO—Sylvania, Central Ave., Hillview
PENNSYLVANIA—Beaver Springs, Beaver Springs High; Chester, Daniel W. Jefferis, Wetherill; Lewistown, Logan Street; Middleburg, Kreamer; Newport, Newport Jr.-Sr. High; Pittsburgh, Belmar, Clayton, Greenfield Regent Square; Reading, St. Lawrence Elem.
TENNESSEE—Madison, Stratton
UTAH—Granger, Monroe Jr. High
WASHINGTON—Bellingham, Roeder; Everett, Jackson

WEST VIRGINIA—*Apple Grove*, Sunnyside; *Backus*, Glendale; *Hinton*, Central
 WISCONSIN—*Eau Claire*, Eighth Ward, Fourth Ward, Jr. High, Ninth Ward, Second Ward, Tenth Ward, Third Ward; *Milwaukee*, Center Street; *North Fond du Lac*, Entire System; *Superior*, Howe
 WYOMING—*Sheridan*, Custer Street

FIVE YEARS

CALIFORNIA—*Compton*, Entire System; *Los Angeles*, Eagle Rock, Van Ness Ave.
 COLORADO—*Fort Collins*, Entire System
 DISTRICT OF COLUMBIA—*Washington*, Paul Jr. High
 INDIANA—*Indianapolis*, Thos. A. Edison School No. 47, Ralph Waldo Emerson No. 58
 MAINE—*Westbrook*, Saco Street
 MASSACHUSETTS—*Auburndale*, Hamilton
 NEVADA—*Overton*, Entire System
 NEW JERSEY—*Madison Boro.*, Lucy D. Anthony; *Manitua*, J. Mason Tomlin; *Wenonah*, Wenonah School No. 1
 NORTH DAKOTA—*Minot*, McKinley
 OHIO—*Helena*, Helena, Dist. School; *Kilgore*, Kilgore; *Kirkersville*, Newark Twp. Cons.; *Niles*, Garfield, Harrison; *Painesville*, Madison Avenue
 OKLAHOMA—*Tulsa*, Sidney Lanier
 OREGON—*Bandon*, Bandon
 PENNSYLVANIA—*Allison Park*, Hampton Twp. School; *Confluence*, Confluence High; *Pittsburgh*, Boggs Ave., Bon Air, H. B. Davis, Irwin Ave. Girls Trade, Liberty, Lincoln, Manchester, Overbrook Jr. High, Troy Hill, Wickersham; *Reading*, Schuylkill Ave. and Greenwich; *Roaring Branch*, Roaring Branch
 UTAH—*Ogden*, Weber County Sr. High
 WASHINGTON—*Seattle*, Univ. Heights; *Spokane*, Holmes School, Lincoln, Whittier; *Tacoma*, Bryant, Fern Hill, Franklin, Lowell, Oakland
 WEST VIRGINIA—*Beckley*, Skelton; *Elkwater*, Elkwater
 WISCONSIN—*Eau Claire*, Sr. High; *Milwaukee*, Bartlett Avenue, Clarke Street, Fifth Street, Wm. T. Sherman

FOUR YEARS

ALASKA—*Moose Pass*, Moose Pass
 CALIFORNIA—*Alameda*, Alameda High; *Chico*, Chapman; *El Modena*, El Modena; *Essex*, Essex School; *Fresno*, John C. Fremont, T. L. Heaton; *Los Angeles*, Carpenter Ave. School (N. Hollywood), Rockdale; *Parker Dam*, Parker Dam Elem.; *Rice*, Rice Elem.; *Wilmington*, Fries Avenue
 COLORADO—*La Salle*, Big Bend
 DISTRICT OF COLUMBIA—*Washington*, Cranch, Denison Vocational, Crosby Noyes
 DELAWARE—*Hockessin*, Hockessin
 GEORGIA—*Atlanta*, Peoples Street; *Climax*, Mt. Pleasant Vocational
 HAWAII—*Kohala*, Makapala
 ILLINOIS—*Harrisburg*, East Ledford; *Monmouth*, Willits; *Roodhouse*, Grade School Dist. No. 72
 INDIANA—*Evansville*, Harwood
 IOWA—*Waterloo*, Edison, Irving, Whittier
 KENTUCKY—*Benham*, Benham High; *Dunham*, Dunham; *Murray*, Murray St. Teachers College; *McCreary County*, Entire System
 LOUISIANA—*Luling*, Luling; *Paradis*, Paradis; *Rayne*, Rayne High
 MARYLAND—*Brunswick*, Brunswick High School Dist. No. 25, East Brunswick School, West Brunswick Dist. No. 25; *Elkton*, Leeds; *New Market*, New Market
 MICHIGAN—*Alma*, Wright Ave.; *Battle Creek*, Lakeview Cons. Schools
 MISSOURI—*Kansas City*, Faxon, George B. Longan, D. M. Pinkerton
 NEW JERSEY—*Harrisonville*, Harrisonville; *Madison Borough*, King's Road; *Metuchen*, Edgar School No. 3
 NEW YORK—*Binghamton*, Sight Saving; *Huntington Station*, Roosevelt; *Montauk*, L. I. Montauk Public School No. 7; *Poughkeepsie*, Sr. High; *White Plains*, Quaker Ridge School (Scarsdale No. 2)
 OHIO—*Delaware*, West; *Madison*, Madison Memorial High; *Marathon*, Marathon
 OREGON—*Bandon*, Bandon High; *Central Point*, Central Point High; *Rogue River*, Rogue River High
 PENNSYLVANIA—*Chester*, Gartside; *Elizabethville*, Jefferson Twp. School; *Harrisburg*, L. O. Foose Building, Hamilton Building, John Harris Sr. High, Shimmell; *Overton*, Overton Twp.; *Pittsburgh*, Beechwood, Cargo, Fort Pitt, Homewood, Westwood; *Reading*, Elm and Madison Ave., Northmont, Oakbrook, Thirteenth and Green Streets, Tyson-Schoener; *Shanksville*, Stonycreek Twp. Cons. High; *West Conshohocken*, West Conshohocken Boro Sch.; *York Springs*, Entire System
 SOUTH CAROLINA—*Allendale*, Entire System
 UTAH—*Clearfield*, West Point; *Manti*, Manti Elem.; *Salt Lake City*, Blaine, Lincoln (Granite Dist.)
 VERMONT—*Center Rutland*, Center Rutland
 WASHINGTON—*Bellingham*, Silver Beach; *Spokane*, Arlington, Bemiss, Edison, Hutton, Jefferson, Logan, Madison, McKinley, Roosevelt, Sheridan, Stevens, Webster; *Tacoma*, Madison, Mann; *Walla Walla*, Washington
 WEST VIRGINIA—*Bluefield*, Preston; *Charleston*, Tiskelwah
 WISCONSIN—*Beloit*, Gaston; *Milwaukee*, Berger, Walker Jr. High
 WYOMING—*Casper*, Harding

THREE YEARS

ALABAMA—*Birmingham*, Wilson
 ALASKA—*Craig*, High School
 CALIFORNIA—*Berkeley*, Le Conte; *Beverly Hills*, Hawthorne; *Fresno*, Jackson; *Long Beach*, Naples; *North Fork*, North Fork Union; *San Diego*, Florence, Lincoln
 COLORADO—*Arapahoe*, Arapahoe Branch High; *Cheyenne Wells*, County High
 DELAWARE—*Magnolia*, Magnolia School Dist. No. 50
 DISTRICT OF COLUMBIA—*Washington*, Brookland, Bryan, Eaton, Hubbard, Magruder, Powell, Randle Highlands, Sumner, Woodridge
 FLORIDA—*Miami*, Morningside
 GEORGIA—*Atlanta*, Luckie Street, Opportunity
 HAWAII—*Hawai*, Kaaohuhu
 INDIANA—*Indianapolis*, Daniel Webster No. 46; *Jeffersonville*, Chestnut Street; *Muncie*, Forest Park
 IOWA—*Clinton*, Clinton Sr. High; *Davenport*, Adams; *Dubuque*, Fulton
 KANSAS—*Esbridge*, Esbridge Rural High; *Merriam*, Walker School
 KENTUCKY—*Bardstown*, Balltown, Culvertown, Oakland Ridge, Sutherlands; *Glendale*, Glendale Cons.; *Vine Grove*, Vine Grove Cons.; *Whitley City*, Entire System
 LOUISIANA—*Addis*, Levert-Addis; *Grand Isle*, Grand Isle; *Jonesville*, Catahoula Parish, Entire System
 MAINE—*Camden*, Senior High
 MARYLAND—*Union Bridge*, Johnsville School Dist. No. 17
 MASSACHUSETTS—*Stoneham*, Entire System
 MISSOURI—*St. Louis*, B. T. Washington Vocational; *Springfield*, Boyd School
 NEBRASKA—*Omaha*, Windsor
 NEW HAMPSHIRE—*Walpole*, Walpole Sr. High
 NEW JERSEY—*Atlantic City*, Madison Ave.
 NEVADA—*Minden*, Cons. School Dist. "A"
 NEW YORK—*Bellport*, Bellport High; *Delanson*, Delanson Sr. High; *Scotia*, Sacandaga Dist. No. 2; *Syracuse*, Jefferson; *Troy*, Public School No. 13
 NORTH CAROLINA—*High Point*, Oak Hill
 OHIO—*Holland*, Crissey School; *Kenton*, Hardin Central Dist. School
 OKLAHOMA—*Tulsa*, Jefferson
 OREGON—*Gresham*, Gresham Union High; *La Grande*, Riveria
 PENNSYLVANIA—*East Greenville*, Green Lane-Marlboro Cons. School; *Hatboro*, Prospectville; *Liberty*, Bethel Twp. Sch.; *Meyersdale*, Entire System; *Pittsburgh*, American Ave., Bellefield Girls Voc. High, John Burroughs, Departments of Board of Education: Art, Elem. Education, Handwriting; *Garfield*, J. M. Logan, Horace Mann, Schaeffer, Sterrett, Daniel Webster; *Prospect Park*, Washington Ave.; *Reading*, Chas. S. Foos, Hillmont, Amanda E. Stout, Twelfth and Buttonwood Building; *Warren*, Lacy
 SOUTH CAROLINA—*Lexington County*, Entire System; *Swansea*, Entire System; *W. Columbia*, Entire System
 TEXAS—*Houston*, Hawthorne
 UTAH—*Salt Lake City*, Sherman (Granite Dist.)
 VIRGINIA—*Hickory*, Hickory High
 WASHINGTON—*Bellingham*, Franklin; *Walla Walla*, Edison
 WEST VIRGINIA—*Coalburg*, Chesapeake; *Huntington*, Meadows
 WISCONSIN—*Eau Claire*, Entire System; *Madison*, Lapham

TWO YEARS

ALASKA—*Anchorage*, Entire System; *Healy*, Healy Territorial School; *Juneau*, Entire System
 ARKANSAS—*Greenbrier*, Centerville Schools; *Jacksonville*, Jacksonville High
 CALIFORNIA—*Alameda*, Entire System; *Buena Park*, Lindbergh; *Long Beach*, Starr King; *Los Angeles*, Burnside Ave., El Sereno, Hyde Park; *Oakland*, Edison, Sante Fe, Westlake Jr. High; *San Diego*, John Adams, Emerson; *San Francisco*, Bay View, Irving M. Scott; *Santa Barbara*, Peabody; *Santa Cruz*, Branciforte; *Turlock*, Entire System
 COLORADO—*Denver*, Albion; *Fort Collins*, Rockwood
 CONNECTICUT—*Willimantic*, Windham Street
 DELAWARE—*Marshalltown*, Harmony; *Newark*, Pleasant Valley; *Newport*, Newport School Dist. No. 21
 DISTRICT OF COLUMBIA—*Washington*, Kingman
 FLORIDA—*Miami*, West Little River
 GEORGIA—*Atlanta*, Murphy Sr. High; *Columbus*, Eleventh St., Linwood, McIlhenny, North Highlands, Rose Hill, St. Elmo, Sixteenth St.; *Whitesburg*, Whitesburg Sr. High
 HAWAII—*Kawahae*, Maui, Kawaihae
 ILLINOIS—*Aurora*, (East Side) Entire System; *Charleston*, Franklin; *Harvey* (West), Entire System; *Hillsboro*, Hillsboro Jr. High; *Peoria*, Theodore Roosevelt Jr. High; *St. Anne*, St. Anne
 INDIANA—*Fort Wayne*, Entire System; *Indianapolis*, Abraham Lincoln; *Lafayette*, Lincoln; *Mishawaka*, Fulmer; *West Terre Haute*, Sugar Creek Cons.
 IOWA—*Mason City*, Roosevelt
 KENTUCKY—*Alexandria*, Entire System; *Butler*, Butler Cons. Sr. High
 LOUISIANA—*Belmont*, Belmont Sr. High; *Claiborne Parish*, Entire System; *Converse*, Oak Grove Sr. High; *Folsom*, Unedus; *Logansport*, Logansport High; *Zwolle*, Zwolle High
 MAINE—*Boothbay Harbor*, Boothbay Harbor Sr. High; *Saco*, Locke; *Southport*, Boothbay Cons.
 MASSACHUSETTS—*Taunton*, Fremont
 MICHIGAN—*Detroit*, Gillies, Longfellow; *Hamtramck*, Dickinson

MISSISSIPPI—*Louis*, Consolidated Sch.
 MISSOURI—*Kansas City*, Askew
 NEBRASKA—*North Platte*, Jefferson
 NEW JERSEY—*Haddonfield*, Sharp; *Newark*, Miller St. School; *New Brunswick*, Lincoln
 NEW YORK—*Bay Park*, E. Middle Island Sch.; *Cornwall*, Roseton Grade
 NORTH CAROLINA—*Charlotte*, Hickory Grove
 OHIO—*Columbus*, Linden; *Malvern*, Entire System
 OREGON—*Estacada*, Estacada School Dist. No. 108; *Engene*, Whiteaker Elem.; *Milwaukie*, Entire System
 PENNSYLVANIA—*Chester*, Hoskins, Martin; *Packer-ton*, Packer-ton Jr. High; *Pittsburgh*, Friendship, Prospect Elem., Prospect Jr. High, Washington Vocational High; *Selinsgrove*, Monroe Twp. Cons. School; *Thompsonstown*, Thompsonstown Boro High; *Upper Darby*, Brookline, Preston
 SOUTH CAROLINA—*Blythewood*, Blythewood High
 TENNESSEE—*Knoxville*, McCampbell, McMillan, Meade, Van Gilder; *Memphis*, Bethel Grove
 TEXAS—*Dallas*, Pacific Ave.; *Houston*, Southland
 VIRGINIA—*Norfolk*, Washington-Gatewood
 WASHINGTON—*Hamilton*, Hamilton Grade
 WEST VIRGINIA—*Colcord*, Colcord Elem.; *Fort Gay*, Spruce; *Glen Alum*, Lindsey; *Hinton*, Riverview; *Milton*, Keaton; *Oakvale*, Entire System; *Squire*, Public School
 WISCONSIN—*Clintonville*, Entire System; *Madison*, Franklin; *Milwaukee*, Dakota St. School, Forest Home Ave. School, Girls' Jr. Tech. School (South), Thirty-seventh St. School; *Racine*, Gilbert Elem.; *Sheboygan*, Sheridan

CURRENT YEAR

ALABAMA—*Birmingham*, Baker
 ALASKA—*Alakagik*, Alakagik Territorial; *Ellamar*, Ellamar Territorial; *Homer*, Homer Territorial; *Independence*, Independence Territorial; *Nushagak*, Nushagak Territorial; *Takotna*, Takotna Territorial; *Wainwright*, USIO Day
 ARKANSAS—*Jonesboro*, D. T. Rogers; *Okolona*, Okolona High
 CALIFORNIA—*Alameda*, Independent; *Compton*, Enterprise Jr. High; *Los Angeles*, Northridge; *Oakdale*, Lone Tree, Oakdale Union Sr. High; *Turlock*, Mitchell, Mountain View, Turlock Sr. High, Washington
 COLORADO—*Aurora*, Watkins; *Bennett*, Bennett Grade and High; *Fort Collins*, Boxelder, Harmony, Public School Dist. No. 35; *Sugar Creek*, Entire System; *Thatcher*, Thatcher High
 DISTRICT OF COLUMBIA—*Washington*, Eckington, Fillmore, Hardy, Hilton, Jefferson Jr. High, Maury, Peabody, Stanton, Tyler
 GEORGIA—*Columbus*, Jordan Vocational High
 HAWAII—*Waikii*, Honolulu, Waikii
 ILLINOIS—*Anna*, Anna Jonesboro High; *Bardolph*, Bardolph Community Sr. High; *Bloomington*, Washington; *Carterville*, Northside, Park; *Decatur*, Upper Ridge Rural School; *Gurnee*, Gurnee Elem.; *Henry*, Henry Twp. High; *Hoopeston*, Entire System; *South Pekin*, South Pekin; *West Harvey*, McKinley
 INDIANA—*Bedford*, Junior High, Madden; *Elkhart*, Beardsley, Lincoln, Rice, Roosevelt Jr. High, South Side, Weston; *Indianapolis*, Public School No. 47; *Terre Haute*, Sugar Grove; *Vincennes*, Sisters of St. Benedict
 KANSAS—*Hillsboro*, Hillsboro High
 KENTUCKY—*Beattyville*, Lee County High; *Jenkins*, Entire System
 LOUISIANA—*Brusly*, Brusly Sr. High; *Chamberlin*, Devall Cons. School; *Homer*, Homer School, Oil Field School; *Loranger*, Loranger; *Minden*, Harris Cons. High; *Ponchatoula*, Champ Cooper; *Port Allen*, Port Allen; *Spring Creek*, Spring Creek
 MAINE—*Lewistown*, Garcelon; *Monhegan*, Monhegan Public School
 MARYLAND—*Boonshoro*, Boonshoro High
 MASSACHUSETTS—*Malden*, Lincoln Elem.; *Medford*, Hancock; *Stoneham*, Junior High School
 MICHIGAN—*Bay City*, Washington
 MINNESOTA—*Minneapolis*, Webster
 MISSOURI—*Overland*, Buder, Marian, Overland; *St. Louis*, Marvin, Midland (Ritenour Dist.)
 NEW HAMPSHIRE—*Pittsfield*, Pittsfield Sr. High
 NEW JERSEY—*Highland Park*, Hamilton; *Roseland*, Public School
 NEW MEXICO—*Tucumcari*, Tucumcari Sr. High
 NEW YORK—*Binghamton*, Acre Place, Columbus School No. 5, Calvin Coolidge, Hawleyton, Jarvis Street, Nimmonsburg, Port Dickinson Union Jr. High, Public School Dist. No. 3, J. E. Rogers, Stella, Union Center School
 NORTH CAROLINA—*Matthews*, Bain Cons. School
 OHIO—*Cleveland*, Chesterfield; *Cloverdale*, Cloverdale Cons. School; *Dayton*, Whittier, Willard
 OKLAHOMA—*Tulsa*, Barnard, Eliot, Lee, Longfellow, Pershing
 OREGON—*Milwaukie*, Ardenwald Building, Milwaukie Building, Milwaukie Union H. S. Dist. No. 5
 PENNSYLVANIA—*Braddock*, Entire System; *Harrisburg*, Riverside, Steele; *Indiana*, Entire System; *Malvern*, Frazier Elem.
 UTAH—*Clarkston*, Clarkston
 WEST VIRGINIA—*Grafton*, Astor; *Marmet*, Marmet; *Ward*, Ward
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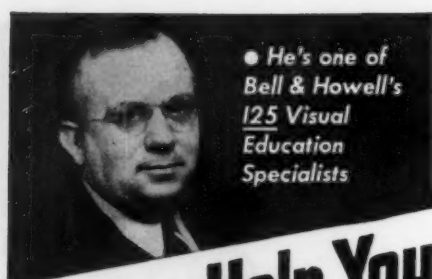


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[Continued from page 126]

Classroom Teacher Summer Conference

☆ THE NEA DEPARTMENT OF CLASSROOM TEACHERS will hold an Educational Study Conference July 8-19 in cooperation with the School of Education, Northwestern University, Evanston, Illinois. The theme of the conference is "Problems of Public Education in a Democracy." General sessions, study groups, school visitation, community excursions, curriculum laboratories, educational exhibits, educational and social motion pictures, and social-recreational activities will be features of the conference. The tuition is \$20 to persons registered for two hours credit; \$15, noncredit. For registration blanks or additional information, write to the Department of Classroom Teachers, 1201 Sixteenth Street Northwest, Washington, D. C.

American Education Week

☆ Now is the time to begin laying plans for your 1940 observance of American Education Week. The program for this twentieth observance is as follows:

General Theme

Education for the Common Defense

Sunday, November 10

Enriching Spiritual Life

Monday, November 11

Strengthening Civic Loyalties

Tuesday, November 12

Financing Public Education

Wednesday, November 13

Developing Human Resources

Thursday, November 14

Safeguarding Natural Resources

Friday, November 15

Perpetuating Individual Liberties

Saturday, November 16

Building Economic Security

Materials for American Education Week are being prepared which will provide a background of information appropriate for the various school levels and will suggest ways to interpret to the public the contribution of the schools to our American life in the areas of the topics for the observance. Any reader who has developed useful materials in the areas which the American Education Week topics cover is invited to send them to the Division of Publications of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Individual Guidance Pays

☆ A STUDY of individual guidance in a CCC camp shows that such guidance more than doubled the amount of time enrollees gave to educational work and more than doubled the quality of the work. High-

schools could learn much from this report, *United States Office of Education Bulletin 1939, Number 7, "Individual Guidance in a CCC Camp."*

What's in a Name?

☆ SUPERINTENDENT LANGWORTHY of Gloversville, New York, tells this one: "About 1900 in the University of Iowa a teacher took a hen into the class and, while this was a good deal of an innovation, it was simply a hen. About 1910 this hen had become a 'problem'. About 1915 it had become a 'project'. About 1919 this hen was a 'unit of work'. Around 1925 it was an 'activity'. In 1930 it became the basis of 'an integrated program'. And lo! in 1936 this poor hen had become a 'frame of reference'."

Jobs for Sale

☆ PERIODICALLY there are rumors of extra-legal financial arrangements in connection with New Jersey teaching positions. Usually these are mere rumors, incapable of confirmation. Recently, however, there has come to our attention convincing evidence of at least one case of this—a teachers college graduate was asked for a thousand dollars to insure an appointment in a specific community. Unfortunately the evidence was not complete enough to satisfy a court of the guilt of a particular individual.

This sort of thing fills decent persons with a sick horror. Not only is the selling of public positions a criminal offense; this is an attempt to traffic in the education of children, which of all public activity should be most sacred.

Placing someone who tries it behind the bars would be most salutary. Any teacher who knows of such an attempt or has opportunity to aid in the gathering of evidence which might satisfy a court is urged to contact the association at once. The association could perform few greater services than making an example of some such misguided super-salesman.—Editorial in the *New Jersey Educational Review*, February 1940.

Children's Crusade for Children

☆ THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS at St. Louis passed a resolution expressing "sympathy for a program of assistance to children made homeless in many lands by the exigencies of war and the hope that the schools will cooperate with the Children's Crusade for Children."

The Crusade offers the schools a chance to dramatize for the [Cont. on page A-68]

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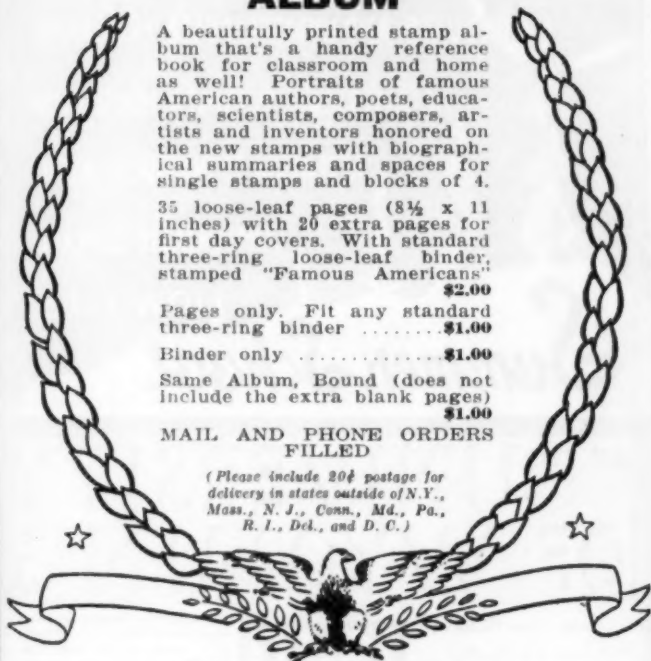
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simple to operate—for it has a newly developed automatic on-and-off switch which starts the turntable when the tone arm is moved toward the record. And its price is surprisingly moderate.

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ILLUSTRATED BULLETINS ADDRESS
O. C. SCHWIERING, DIRECTOR,
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THE COOLEST SUMMER SCHOOL IN AMERICA

[Cont. from page A-66] children the gifts our country offers them. And lest the result become a smug selfcontent with our own good fortune, the school children of the United States will be asked to give a penny for each year of their age—or just a penny—for the relief of child victims of war. An article about the Crusade appeared on page 80 of the March JOURNAL. Complete information may be had from the Children's Crusade for Children, Empire State Building, New York City.

For use in the schools prior to the actual collection, the Children's Crusade has published a specially written play by Dorothy Canfield Fisher and Sarah N. Cleghorn, "Liberty and Union." The play is royalty free and may be secured by teachers and principals without cost from Crusade headquarters. It is for the highschool and junior highschool level. Of use to all teachers will be the teachers' manual, also obtainable from Crusade headquarters. It suggests activities for the various age levels, which can be integrated into any curriculum.

American Association of Teachers Colleges

☆ OFFICERS for 1940-41:

President—W. A. Brandenburg, president, State Teachers College, Pittsburg, Kans.

Vicepresident—W. W. Parker, president, State Teachers College, Cape Girardeau, Mo.

Secretary-Treasurer—Charles W. Hunt, president, State Normal School, Oneonta, N. Y.

Executive Committee—W. J. McConnell, president, State Teachers College, Denton, Tex. (1943); H. L. Donovan, president, State Teachers College, Richmond, Ky. (1942); Frank E. Baker, president, State Teachers College, Milwaukee, Wis. (1941).

Honorary Organizations

☆ AT A RECENT TOWN Meeting on the campus of the Colorado State College of Education the topic "Are Honoraries Justified?" was discussed. It was the general opinion of the students attending the meeting that there are many defects in the overcrowded situation on that campus. Principal criticism seemed to be a lack of a real program and a real social value for the honoraries. It was found that many had as their sole duty the taking in of members and fees. All honoraries on the campus were dedicated to the encouraging, stimulating, promoting, or fostering of some particular aim. The net result on the student body as a whole was found to be negligible. Said the college paper, "Honoraries are necessary to a campus to some degree, but they will find it difficult to refute these glaring defects."

William H. Kilpatrick Asks:

☆ DID YOU EVER hear of a three-year-old child "failing" at home, or not being allowed to become a four-year-old, because he had not been successful at being three years old? No, at home a child learns because of his interests, and it is not until he gets into school that someone else assumes the right of telling him what to be interested in.

Do You Agree?

☆ OF LATE there seems to be a mania for filling educational magazines with cuts showing children gathered about library tables constructing igloos, making other contraptions, or playing store, as if these activities were all for which the schools existed. Not that there isn't a place for these activities, but it gives the impression to young teachers and others that these side issues are the real purpose of the schools.

In the great number of educational periodicals to which I subscribe, there hasn't been a sensible article for a long time which has suggested how teachers might do a much better job of presenting language, reading, or arithmetic.

Soft pedagogy is the attractive feature in most of these publications. More and more colleges are critical of [Cont. on page A-70]

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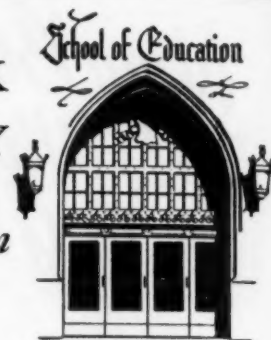
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DEAN, SCHOOL OF EDUCATION
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Washington Square New York, N. Y.

[Cont. from page A-68] the schools because students can't read and are more poorly prepared than ever in other subjects. Parents are critical because they feel that teachers are shifting to the home the responsibility for children's getting the basic skills. Isn't it time that somebody showed us very definitely the futility of trying to get something for nothing in education?—G. H. Sanberg, superintendent of schools, Rochester, Minnesota.

Deans of Women

☆ AT THE TWENTY-FOURTH ANNUAL CONVENTION of the National Association of Deans of Women, held at the Hotel Statler in St. Louis, February 20-23, the following persons were elected to offices:

Vicepresident—Edna Shumaker, dean of girls, McKinley Highschool, Canton, Ohio.

Secretary—Catherine E. Reed, dean of women, State College for Teachers, Buffalo, N. Y.

Chairman of the college section—Mrs. Frances B. Blanshard, dean of women, Swarthmore College, Swarthmore, Pa.

Chairman of the college of education and teacher-training section—A. Edythe Mange, dean of women, State Teachers College, Cape Girardeau, Mo.

Chairman of the junior college section—Elsbeth Melville, dean of the College, Westbrook Junior College, Portland, Maine.

Chairman of the secondary-school section—Ruth L. Sanderson, dean of girls, The William Notting-ham Highschool, Syracuse, N. Y.

The following members continue to hold office for another year:

President—Sarah G. Blanding, dean of women, University of Kentucky, Lexington.

Treasurer—Elizabeth B. Oakes, dean of women, State Teachers College, Milwaukee.

University section chairman—Dorothy Gebauer, dean of women, University of Texas, Austin.

Headquarters consultant—Mary Louise Brown, dean of women, American University, Washington, D. C.

The other members of the Executive Board of the Association are:

Harriett M. Allyn, academic dean, Mt. Holyoke College, South Hadley, Mass., past president.

Kathryn G. Heath, executive secretary.

Culture-Conflict and the Public School

☆ THE ARTICLE by this title in the February JOURNAL has brought many interesting comments. Superintendent W. B. McPherson of the Upsala, Minnesota, schools writes: "The article was of special interest to us since we had just finished a project along the same lines. This community was settled by immigrants from Sweden and was named after the famous cathedral and university of Uppsala, Sweden. About a

year and a half ago we decided to attempt to link the two communities more closely together. We wrote a series of letters to the city council of Uppsala, which resulted in their giving three etchings of the cathedral and university and two large photographs of their city to our school. We feel that this gift is unique and that it will serve as a tie of friendship between our country and Sweden."

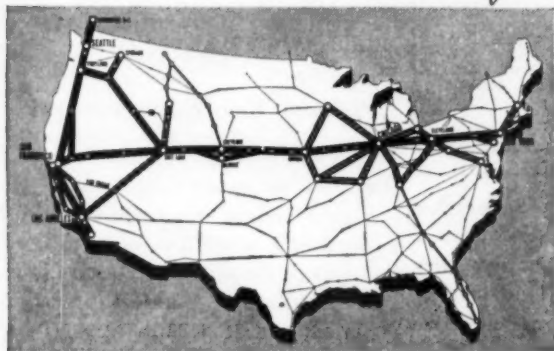
A Collect for Club Women

☆ THIS BEAUTIFUL PRAYER was published in the December 1939 JOURNAL, page 283, and erroneously credited to Mary Stuart, Queen of Scots. Readers from all parts of the country have written to say that the author of the "Collect" is Miss Mary Stewart of the Office of Indian Affairs, State Department of Education, Sacramento, California. A recent letter from Miss Stewart to the Editor tells how the "Collect" came to be written:

"The Collect was written in 1904 at Longmont, Colorado, where just out of college, I was entering on my first job as principal of the local highschool. I offered the prayer for publication under the title "A Collect for Club Women" because I felt that women [Cont. on page A-72]

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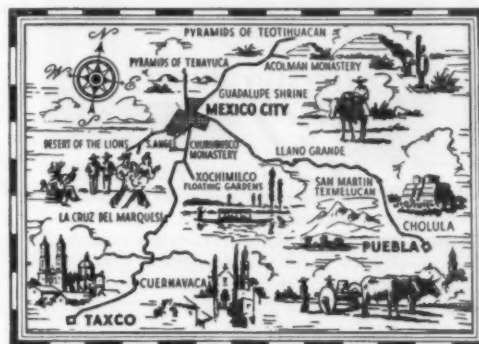
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Ancient Palace of Cortez
Home of Emperor Maximilian
Ruins of Teopanzolco

Taxco
Visit to Mexican Rural School
Xochimilco (Floating Gardens)
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Cholula
Puebla
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Summer in Mexico's high altitude is so cool that we suggest you wear Spring clothing and bring a light top coat. Almost as soon as you enter Mexico you start to climb to the 7350 foot altitude of Mexico City. All points on the map above are 5000 feet high or more.

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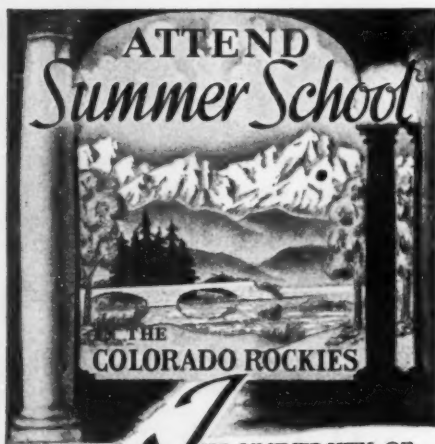
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- ☐ Summer Recreation Bulletin
- ☐ Field Courses in Geology and Biology

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Write for Bulletin

[Cont. from page A-70] working together with wide interest for large ends was a new thing under the sun, and that they had need for special petition and meditation of their own. This must have been true for the Collect has found its way about the world wherever English-speaking women work together.

"The first printing of the Collect was as an obscure paragraph in a column called 'Club Notes' in the *Delineator*. Later I had copies printed locally for members of the Fortnightly Club. These early copies were signed *Mary Stuart*, a spelling I used until 1910 as a pen name. Since then I have used the spelling *Stewart*, both for pen name and signature.

"The Collect has been reprinted in many forms in many lands and in the yearbooks of the large national women's organizations thruout the United States. It is also used by lodges, guilds, and clubs of men and women."

"The Collect" appears in Personal Growth Leaflet 23.

NEA Department of Supervisors and Directors of Instruction

☆ THE DEPARTMENT announces the reelection of the following executive committee for 1940:

President—Julia L. Hahn, division supervising principal, Washington, D. C.

First Vicepresident—Helen Heffernan, State Department of Public Instruction, Sacramento, Calif.

Second Vicepresident—Prudence Cutright, assistant superintendent of schools, Minneapolis.

Field Secretary—James F. Hosic, 50 Rockland Avenue, Yonkers, New York, N. Y.

Edith M. Bader, assistant superintendent of schools, Ann Arbor, Mich.

Hollis L. Caswell, professor of education, Teachers College, Columbia University.

Rudolph D. Lindquist, director, Cranbrook School, Bloomfield Hills, Mich.

Patriotism?

☆ SAYS MRS. ELLWOOD J. TURNER, corresponding secretary, Daughters of Colonial Wars: "All the old histories taught 'my country, right or wrong.' That's the point of view we want our children to adopt. We can't afford to teach them to be unbiased and let them make up their minds." Comments the *Grand Rapids (Michigan) Press*: "Perhaps this 'patriotic' woman does not realize it, but the doctrine she is preaching is of the same type as that espoused under totalitarianism. It is in Germany and Russia and Italy that children are not trusted to arrive at conclusions after a thorough acquaintance with the facts."

Planning Your Commencement?

☆ 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, 1201 Sixteenth Street Northwest, Washington, D. C., as an aid to teachers.

Exchanges of Teachers in the Americas

☆ A PROGRAM of graduate student or teacher exchanges among the American republics is being administered by the Division of Cultural Relations of the Department of State with the cooperation of the United States Office of Education. Fellowships are available for graduate students or teachers in the humanities, natural sciences, social sciences, law, medicine, pharmacy, journalism, technology and engineering, and any other legitimate field of investigation or study. The fellowships cover a single academic year. For information as to specific requisites for applicants, address the Office of Education, Federal Security Agency, Washington, D. C.

They Dared To Teach

For further study in connection with the play on pages 123-24, the following references may be helpful: [1] For information about the stamps, address the Philatelic Agency, U. S. Post Office Department, Washington, D. C.

[2] *Up from Slavery, an Autobiography* by Booker T. Washington. Sun Dial Press, New York, 330p.

[3] *Pioneer Girl* by Clara Ingram Judson, 50¢; and *Frances Willard of Evanston* by Lydia Jones Trowbridge, \$2. Both published by the WCTU, Evanston, Illinois.

[4] *Horace Mann: His Ideas and Ideals* by Joy Elmer Morgan. National Education Association, Wash- [Cont. on page A-74]

This Summer Combine these Wonder Spots in One Grand Vacation



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Rocky Mountain School of Languages

Professor J. M. Hernandez, Director
(University of Oklahoma, Norman, Oklahoma)

First Session

June 17 to July 26, 1940

Second Session

July 29 to August 16, 1940

The work of the Rocky Mountain School of Languages provides instruction for beginners, but is intended primarily for language teachers and for advanced undergraduate and graduate students.

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For Summer Session Bulletins and other Information Address
DIRECTOR OF SUMMER SESSION

131 Cutler Hall, Colorado College, COLORADO SPRINGS, COLORADO



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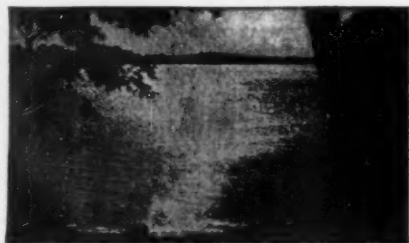
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Play with ENJOY the SUMMER! (Small text at bottom of ad)

[Cont. from page A-72] ington, D. C. 1937, 25¢.

[5] "Our American Heritage of Leadership," JOURNAL of the National Education Association, November 1935, p249-56. Brief sketches with photos of Horace Mann and Mark Hopkins.

[6] *Personal Growth Leaflets*, National Education Association, Washington, D. C. One cent each in any quantity; no orders accepted for less than 25¢; [28] *Selections from Horace Mann*; [61] *Horace Mann's Letter to Young Americans*; [86] *Booker T. Washington at Tuskegee Institute*.

National Association of Secondary School Principals

★ OFFICERS for 1940-41:

President—Oscar Granger, principal, Haverford Twp. Highschool, Upper Darby, Pa.

First Vicepresident—John E. Wellwood, principal, Central Highschool, Flint, Mich.

Second Vicepresident—Virgil M. Hardin, principal, Pipkin and Reed Jr. Highschool, Springfield, Mo.

Executive Secretary—Harry V. Church, 5835 Kimbark Avenue, Chicago, Ill.

Executive Committee—K. J. Clark, principal, Murphy Highschool, Mobile, Ala. (1941); Truman G. Reed, principal, Lewis and Clark Highschool, Spokane, Wash. (1941); Hugh H. Stewart, principal, Davis Highschool, Mount Vernon, N. Y. (1942); E. R. Jobe, state supervisor of highschools, Jackson, Miss. (1943).

The Best Buy

★ AMONG THE MEDIUMS available to those who want to accumulate savings, the very best today is United States Savings Bonds. Since March 1, 1935, when they were first offered, approximately two and a quarter billion dollars have been invested in these securities. According to the Treasury Department, they are now the most widely held security in the United States.—*Your Investments*, February 1940.

John H. Finley

★ DR. JOHN H. FINLEY, educator and editor-emeritus of the *New York Times*, died in his sleep early March 7. Dr. Finley, who often spoke before conventions of the National Education Association, had been president of Knox College; on the editorial staff of the S. S. McClure Co.; editor of *Harper's Weekly*; professor at Princeton; president of the College of the City of New York; New York State Commissioner of Education; a member of the editorial staff, then editor, and finally editor-emeritus of the *New York Times*.

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For Horace Mann's Birthday

☆ MAY 4 is Horace Mann's Birthday. Exhibit at the school and encourage pupils to purchase and preserve copies of the one-cent stamp recently issued in honor of Horace Mann. Present to children in the upper grades and junior highschool "Horace Mann's Letter to Young Americans" (Personal Growth Leaflet 61) and to high-school students "Selections from Horace Mann" (Leaflet 28). Add to the school library, books on Horace Mann. Numbers starred are available from the National Education Association, Washington, D. C.

*[1] *Life of Horace Mann* by Mary Mann. Facsimile edition, 1937, of a 600-page biography. NEA, \$1.

*[2] *Horace Mann: His Ideas and Ideals* by Joy Elmer Morgan. NEA, 1937, 150p. Paper, 25¢.

*[3] *Those Who Bear the Torch*, a pageant on the story of education by the Horace Mann Schools of New York City. NEA, 1937, 160p. illus. Cloth-bound, \$1 a copy, paper 50¢.

*[4] *Go Forth and Teach*, Horace Mann's famous Fourth of July Oration and other materials on his life. NEA, 1937, 160p. illus. Cloth, 50¢.

*[5] *Horace Mann at Antioch* by Joy Elmer Morgan. NEA, 1938, 608p. illus. \$2.

[6] *Horace Mann, Educational Statesman* by E. I. F. Williams. Macmillan, New York, 1937, 365p. illus. \$2.

[7] *Horace Mann and Our Schools: Essays* by Payson Smith, A. E. Winship, and William T. Harris. American Book Co., New York, 1937, 100p. \$1.

[8] *Horace Mann and the Common School Revival in the United States* by B. A. Hinsdale. Scribner's, New York, reprint 1937, 326p. \$2.

[9] *Testament of Faith*, Horace Mann play by the Antioch College Faculty. Dramatists Play Service, 6 East 39th St., New York City. 75¢, royalty fee of \$10 a performance.

A Wise Plan for Any Town

☆ ACCORDING to the *Columbus Dispatch*, detectives of Columbus, Ohio, plan to confer with juvenile court and schoolboard authorities on the introduction of an ordinance before the city council prohibiting theaters from admitting children during school hours or late at night shows unless accompanied by their parents.

World Federation of Education Associations

☆ THE DIRECTORS of the World Federation are considering the possibility of holding a regional meeting in the Philippine Islands this summer. After the meeting in the Philippines and a cruise via the South Sea Islands, the WFEA would stop at Honolulu for a two-day meeting with the teachers of Hawaii. If the idea of a cruise such as is proposed here appeals to you, write to the WFEA, [Cont. on page A-76]

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One stipulation accompanies the gift—that suitable frames be provided by the pupils, in order to make the picture a lasting memorial, and that the occasion of the hanging of the picture be observed with appropriate celebration.

AMERICAN DEFENSE SOCIETY, INC., JNEA.
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Bausch & Lomb

[Cont. from page A-75] 1201 Sixteenth Street Northwest, Washington, D. C. Such expressions will be helpful to the American directors in securing approval of the directors located in other parts of the world.

Morning Schoolroom Prayer

☆ HEAVENLY FATHER, we now pray
For Thy guidance thru this day;
Praise and thanks to Thee we bring
For the good in everything.
Help us think before we speak.
Mold our minds that we may seek
Beauty, wisdom, love, and light.
May we live this day aright.

—Ivaleen Hough Smith

Health, Physical Education, and Recreation

☆ AN IMPORTANT SYMPOSIUM on the problems of the school program in health, physical education, and recreation as it functions in California appears in the February *California Journal of Secondary Education*. Organized by W. H. Orion of the California State Department of Education, it contains articles from nine other leaders in the field. A 32-page reprint is available at 35¢ per copy, or 20¢ per copy in quantities of 10 or more.

Junior College Enrolment

☆ ENROLMENT in junior colleges in the United States has doubled in the last seven years, according to the 1940 *Junior College Directory*, just issued by the American Association of Junior Colleges. Enrolment has increased from 155,588 to 196,510 in the last year, which is 26.4 percent, the greatest ever reported. There are now 575 junior colleges. California leads the nation with 64; second is Texas, with 40.

American Education Award to William Lyon Phelps

☆ WILLIAM LYON PHELPS, author and professor-emeritus of English Literature, Yale University, was the recipient this year of the American Education Award presented annually by the Associated Exhibitors of the National Education Association to the educator who contributed outstanding service to the cause of public education in the United States.

Radio and Mass Instruction

☆ BY MEANS OF special air-wave hours for school children, British boys and girls evacuated from the target areas in the big cities are receiving instruction by means of high-powered specialists hired by an educational council of the British Broadcasting Corporation, according to the *New York Sun*.

Educational Press Association

☆ OFFICERS of the Educational Press Association elected at St. Louis for the coming year are:

President—Hobart Bell, editor, *Ohio Schools*, Columbus, Ohio.

Secretary-Treasurer—Lyle W. Ashby, *NEA Journal*, Washington, D. C.

Executive Committee—Frances Mayfarth, editor, *Childhood Education*, Washington, D. C.; Mrs. J. K. Pettengill, editor, *The National Parent Teacher*, Chicago; Henry Harap, editor, *Curriculum Journal*, Nashville, Tenn.

The Soundmirror

☆ MORE THAN 2500 students enrolled in speech courses at Hunter College, New York, are working with the Soundmirror, a recently perfected recording magnetic machine. The students make one-minute recordings on a steel tape. Immediate reproductions are possible, and they may be repeated any number of times without change in quality or volume. Students play the recording, note errors in pronunciation, unpleasant intonation patterns, and poor tempo, and correct their speech on the basis of what they have heard.—*Brooklyn Eagle*.

CCC Camp Studies Receive School Credits.

☆ ANNOUNCEMENT that cooperation between the Civilian Conservation Corps and various state departments of education now makes it possible for thousands of enrollees to receive credit toward elementary-school certificates or highschool diplomas by studies in the camps, has been made by Howard W. Oxley, director of CCC camp education. The camp instruction is carried on in varying ways, in accordance with state regulations. Studies of this character are voluntary with the enrollees, and are taken in addition to the forty hours of work each week.

They Said . . .

☆ QUOTATIONS from the educators honored on United States postage (see pages 123-24):

Pour out light and truth, as God pours sunshine and rain. No longer seek knowledge as the luxury of a few, but dispense it amongst all as the bread of life. Learn only how the ignorant may learn; how the innocent may be preserved; the vicious reclaimed. Collect whatever of talent, or erudition, or eloquence, or authority, the broad land can supply, and go forth and teach this people.—From HORACE MANN'S Fourth of July Oration, 1842.

What higher conception of virtue can we have than that at every point of a man's life his conscience should demand and he should render that love which is the fulfilling of the law?—MARK HOPKINS.

A man of quick perceptions, broad sympathies, and wide affinities; responsive but independent; selfreliant, but deferential; loving truth and candor, but also moderation [Cont. on page A-78]



INCLUDING STOPOVERS AT THE N.E.A. CONVENTION

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Detroit Mich., Wash. Blvd. at Gr. River

San Francisco, Cal., Pine & Battery Sts.
Minneapolis, Minn., 509 Sixth Ave., N.
Boston, Mass. . . . 60 Park Square
St. Louis, Mo., Broadway & Delmar Blvd.
Ft. Worth, Tex., 905 Commerce Street
Charleston, W. Va., 155 Summers St.
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Address _____

NEA-4

[Cont. from page A-77] and proportion; courageous, but gentle; not finished, but perfecting.—From CHARLES W. ELIOT's "New Definition of the Cultivated Man," presidential address before the National Education Association, Boston, July 6, 1903.

Resolved, That recognizing our cause is and will be combated by mighty, determined, and relentless foes, we will, trusting in Him who is the Prince of Peace, meet argument with argument, misjudgment with patience, denunciation with kindness, and all our difficulties and dangers with prayer.—Resolution written by FRANCES E. WILLARD for the organizing convention of the Women's Christian Temperance Union, 1874.

We shall prosper in proportion as we learn to dignify and glorify labor and put brains and skill into the common occupations of life.—From BOOKER T. WASHINGTON's address delivered at the Atlanta Exposition, September 18, 1895.

The Personal Growth Leaflets

☆ YOUR LONG LIST of leaflets makes a profound impression upon me. Every one that I have read is a gem of selection and condensation. Every child in the schools of this country should have the opportunity to read every one of them. Many of them should be learned by heart. If the ideas they contain could be put into practice generally, we would be living in a different world when the children who read those leaflets grow up.—Ernest Hesse, treasurer, World Book Company.

The Challenge of Underconsumption

☆ WE HAVE LEARNED how to make two blades of grass grow where one grew before, and we don't know where to sell the extra blade of grass. Yields of lint cotton, for example, are now 35 percent greater per acre than they were ten years ago. Yields of corn in the ten corn belt states during the years 1936-39 were 22.8 percent above the 1929-33 average.—Milo Perkins, president of the Federal Surplus Commodities Corporation.

NEA Department of Rural Education

☆ OFFICERS FOR 1940-41:

President—Frank W. Cyr, associate professor of Education, Teachers College, Columbia University, New York City.

Vicepresident—Mrs. Daisy E. Howard, Genesee County School Commissioner, Flint, Mich.

Executive Secretary—Howard A. Dawson, director of rural service, NEA.

Recording Secretary—Lois M. Clark, adviser, Early Childhood and Elementary Education, Department of Public Instruction, Harrisburg, Pa.

Representative, American Council on Education—Roscoe Pulliam, president, Southern Illinois State Normal University, Carbondale, Ill.

New Members, Executive Committee—Chloe C. Baldrige, director, Rural Education, State Department of Public Instruction, Lincoln, Nebr. (five years); Dwight L. Bailey, director of Rural Education, State Teachers College, Macomb, Ill. (five years).

Summer Conference on Supervision and Community Culture

☆ A CONFERENCE on Supervision and Community Culture will be sponsored by the NEA Department of Supervisors and Directors of Instruction at Northwestern University, Evanston, Illinois, July 8-19. The theme is to be "Understanding and Enriching the Interrelation of the Growing Child and Community Living."

The program of the conference will be built around community excursions with discussions of the implications of observed social conditions for educational principles and practices. The trips planned include visits to juvenile court, "hobohemia," art galleries, theaters, and schools.

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

Up the Ladder to Out-of-Doors

☆ INVESTIGATORS who sought to determine the needs of Negroes suffering from effects of the January cold wave in Florida still are talking about this one, according to the Associated Press: A woman, asked the ages of her four children, declared she couldn't remember. Pressed, she finally said: "Well, I got one lap child, one creeper, one porch child, and one yard young'n."



A New High in VACATION THRILLS

THIS summer enjoy the added thrills that only the glorious West can give you. Visit the **GOLDEN GATE INTERNATIONAL EXPOSITION**. Go the Scenic Colorado Way—return by the Golden State Route on the *de luxe* Golden State Limited or the *economy-luxury* Californian.

The new Diesel-powered **ROCKY MOUNTAIN ROCKET**, having every luxury known to rail travel, serves the vacation regions of both Denver and Colorado Springs. *No Extra Fare.*

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State



Aids to HEALTH EDUCATION

These selected publications on health education are available from the Association. A complete listing of all health education publications will be sent **free** on request.

Classroom Growth Record (Size 23 $\frac{3}{4}$ " x 19")..... \$0.03
Wall chart for classroom records of height and weight through the school year.

Children's Charter (Size 17" x 19")
Printed on white paper in gold, blue and black.... \$1.10
Printed on ivory-colored stock, in Chinese red and black..... .10

Mouth Health of School Children..... \$0.25
A necessary aid to mouth hygiene. 64 p. 1938.

Health Education Test Forms
Story, Matching, True-False, Five Rules, Time.
Sample Set (without scoring keys)..... \$0.25

Each Test may be secured in lots of 50 with scoring key as follows:

Story Test..... \$1.80
Matching Test..... .55
True-False Test..... 1.50
Five Rules Test..... .36
Time Test..... .36

Orders which amount to \$1.00 or less must be accompanied by cash. Carriage charges will be prepaid on cash orders but orders not accompanied by cash will be billed with carriage charges included. Discounts on quantities: 2-9 copies, 10%, 10-99 copies, 25%, 100 or more copies, 33 $\frac{1}{3}$ %.

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OF THE UNITED STATES
1201 Sixteenth Street, N. W.
Washington, D. C.**

Article of Faith

Against brutality and wrong
Build us a fortress pledged to song!
Against the tyrant and the knave,
The vicious lord, the venal slave,
Against the darkness and the grave,
Against the horrors of the hour,
Beast passion and the lust for power—
Build us, oh, build the singing tower!

Now that the world is drenched with blood,
And truth is trampled in the mud;
Now that the quest for beauty dulls,
And buzzards blacken o'er the skulls,
And man is once more crucified,
And the sky splits from side to side,
And the Four Feverish Horsemen ride—

Build us a temple where the treasure
Of heart and mind in noble measure
May stand, tho every house be shaken,
Endure, tho every tower be taken!
And from dead ashes reawaken
Once more in man's impatient breast
Hungers no death can put to rest—
The Dream, the Courage, and the Quest!

—JOSEPH AUSLANDER

New State Superintendent

☆ THE RECENTLY ELECTED state superintendent of public instruction of Kentucky is John W. Brooker.

Seven Fires a Day

☆ SCHOOL FIRES average seven a day in the United States with a total fire loss estimated at more than \$6,000,000 annually, according to the March issue of *Nation's Schools*. The loss of life per fatal school fire is high, 13.8 persons.

National Citizens' Committee

☆ ACTING UPON a recommendation of the White House Conference on Children in a Democracy, Secretary of Labor Frances Perkins, conference chairman, has appointed five members of a National Citizens' Committee which, together with a federal inter-agency committee, will be responsible for developing a followup program for the conference. One of the members is Secretary William G. Carr of the Educational Policies Commission.

The Will to Constructive Effort

☆ I CANNOT think of any form of legitimate instruction in which it is the business of a teacher to give an unbiased view on controversial questions. I cannot imagine an inspiring teacher conforming to this insipid recipe. I do not know of any body of accepted belief promoted in this way. The accepted technic of teaching chemistry does not imply that the phlogiston theory has as much to be said for it as the atomic theory. The belief that an education which aims at unbiased treatment of controversial topics can help to solve the problems of democracy is [Cont. on page A-80]



Now YOU CAN SEE YELLOWSTONE AT LOWEST COST IN HISTORY

For the 1940 season, the standard tour of Yellowstone National Park, via de luxe hotels, has been reduced to \$36—less than ever before! And the sightseeing Park tour in modern buses now requires only 2½ days. Yellowstone may be included more conveniently than ever on a trip to or from the Pacific Coast. The Northern Pacific serves Gardiner, Cody, Red Lodge and Bozeman—Gallatin. Go in one gateway—out another, getting the most for your travel dollar.

Going to the Golden Gate Exposition in San Francisco in 1940? Don't miss Yellowstone! Costs nothing to get all the facts—just mail the coupon.

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Also happy days in the Montana Rockies

Enjoy new thrills every hour here at Gallatin Gateway Inn. Your stay includes visiting historic "ghost towns" of gold rush and vigilante days... exploring newly discovered Morrison Cave... fishing racing mountain streams... riding the range with honest-to-goodness cowboys. It's all a part of your Yellowstone vacation via The Milwaukee Road.

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Extra luxury without extra cost on this great train. See Indian ceremonials at Moberg. Enjoy the scenery in beautiful Montana Canyon from special open observation cars.

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F. N. HICKS, Passenger Traffic Manager
Room 829, Union Station, Chicago, Ill.

8601A-12

The MILWAUKEE ROAD

[Cont. from page A-79] psychologically false and could only defeat its ostensible aim.

It is psychologically false for two reasons. One is that the unbiased teacher, if he exists and if time permitted him to state every possible argument for and against every proposition advanced, would be insipid and uninspiring. The other is that education which can help to salvage democracy is not exclusively a matter of information and reason. It has to stimulate the will to constructive effort.—Lancelot Hogben in *Dangerous Thoughts* (Norton, 1940).

School Masters' Rotary

☆ THE NEW PRESIDENT of the School Masters' Rotary Club is S. T. Neveln, superintendent of the Austin, Minnesota, public schools, who for seventeen years has served this club efficiently as secretary. Superintendent Ray Burdick, Huntington, Long Island, was elected secretary-treasurer to succeed Mr. Neveln. The St. Louis meeting of the club, under the chairmanship of Superintendent Oberholtzer of Houston featured an inspiring address on youth by President Homer P. Rainey of the University of Texas.

National Association of Journalism Directors

☆ WILLIAM E. BLAKE, president of this NEA Department, has announced a committee to make plans for the second summer institute of journalism; letters should be addressed to the chairman, Harriet Blum, East Highschool, Detroit. A committee on teacher load is obtaining facts concerning the number of class periods including journalism and the schedule of teachers who act as publication advisers. A third group is formulating a plan for the establishment of departments of journalism in highschools where the subject is still not fully recognized. Department members who have not paid their dues of \$1.50 are reminded to send remittances to Thelma McAndless, the new treasurer, Roosevelt Highschool, Ypsilanti, Michigan.

In the Nation's Capital

☆ BASED ON liquor stamp sales, the liquor consumed in the District of Columbia annually has a retail value of roughly \$26,000,000 or twice the total cost of the public-school system. The District has almost as many stores where hard liquor is sold as the whole state of Pennsylvania, which does not have the license system. In the nation's capital, instead of having reasonable restriction of the liquor traffic, sales even of hard liquor are permitted not only in liquor stores but in drug stores and grocery stores.

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Dates To Be Remembered

April 7-13—American Conservation Week. Suggestions may be secured from the Educational Conservation Society, 28-12 Forty-third Street, Long Island City, New York.

April 14—Pan American Day. Write to the Pan American Union, Washington, D. C. for program materials.

April 24-27—Chicago convention of the American Association for Health, Physical Education, and Recreation.

April 25-27—Seventh Annual National Folk Festival, sponsored by the Washington Post Folk Festival Association, at Constitution Hall, Washington, D. C. "We are eager to have again the most genuine traditional folk expressions of the country on our program. We urge that each group leader make plans for community or state folk festivals preliminary to the national. Let us know how we can help. Please let us know about the folk songs, music, and dances of your section. What may we expect from you this year?"—Sarah Gertrude Knott, national director, 1329 E. Street Northwest, Washington, D. C.

April 29-May 3—Association for Childhood Education to meet in Milwaukee.

April 27-May 4—National Boys and Girls Week. For suggestions, address Chairman John L. Griffith, Room 950, 35 E. Wacker Drive, Chicago, Illinois.

May 5-11—National Music Week. Address the National Music Week Committee, 30 Rockefeller Plaza, New York City.

May 10-18—Eighth American Scientific Congress to be held in Washington, D. C., under the auspices of the government of the United States of America.

May 18—World Goodwill Day.

June 18-20—Eleventh Annual School Administrators' Conference to be held at Peabody College. Information may be had from Dennis H. Cooke, George Peabody College for Teachers, Nashville, Tennessee.

June 23-27—Annual meeting of the American Home Economics Association to be held in Cleveland, Ohio. Information may be obtained from that association, 620 Mills Building, Washington, D. C.

June 30-July 4—Milwaukee convention of the National Education Association. See p110.

July 8-19—Fifteenth Annual League College sponsored by the National League of Teachers Associations to be held at the University of Chicago. For information write Jean Armour MacKay, 121 Highland Avenue, Highland Park, Mich.

A Spectacular Record for Cooperative Business

☆ THE EASTERN COOPERATIVE WHOLESALE, owned and operated entirely by consumers and serving consumer cooperative stores from Maine to Maryland, in 1939 handled business passing the million dollar mark. This was a 49 percent increase over 1938.

Western Hemisphere Encampment for Girl Scouts

☆ GIRLS SCOUTS this summer will hold an encampment at Camp Andree, Pleasantville, New York, August 14-28, to which are invited delegates from Argentina, Barbados, Bermuda, Brazil, British Guiana, Canada, Curaçao, [Cont. on page A-82]



● By Presidential proclamation, 1940 is "Travel America Year"—the summer for a *real* vacation. Go on Great Northern's famous train, the Empire Builder, *direct* to Glorious Glacier Park, Montana, and adjoining Waterton Lakes Park in Canada.

You'll enjoy the picturesque hotels and chalets and appreciate their moderate rates. You'll be thrilled by motor coach tours, launch rides on beautiful lakes, hiking and horseback rides on wonderful trails, trout fishing, golf, swimming, evening parties. Then visit nearby Canadian Rockies, Pacific Northwest, California, Alaska. Attractive low cost all-expense tours available. Mail coupon for full-color pictorial map of Glacier Park and vacation information.

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CRUISE RATES: \$360 Tourist;
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[Cont. from page A-81] Guatemala, Jamaica, Martinique, Mexico, Newfoundland, Peru, Trinidad and Tobago, Uruguay, and Venezuela. The Juliette Lowe Memorial Fund will be used to bring the delegates to Andree, where girls from the United States will act as hostesses. There will be opportunity to discuss problems and to get better acquainted by sharing work and play. Visitors are asked to bring samples of the crafts of their countries and musical instruments they can play.

The Legal Battle over Cooperative Medicine

☆ ANOTHER PAGE has been written in the history of one of the great battles in the legal, medical, and social history of America. The United States Court of Appeals on March 4 upheld the indictment against four bodies of organized medicine and 21 doctors, which was returned in December 1938 by the federal grand jury. The indictment is against the medical societies and the doctors for conspiracy in restraint of trade of Group Health Association and Washington, D. C., hospitals. The District Court in July 1939 dismissed the indictment, holding medicine not a trade. The Supreme Court on October 23 refused to review the case on direct appeal. The government appeal was argued January 13 in the Court of Appeals.

Three principal issues were involved in the case. The first was whether the practice of medicine falls within the purview of the Sherman Anti-Trust Act. The second was whether, if the law is applicable, the restraints charged in this case were unreasonable and therefore illegal; and thirdly, whether the indictment was defective in form. The Court of Appeals held the anti-trust act to be applicable, ruled that the question of the reasonableness or otherwise was a matter to be proved at trial, and decided that the indictment was not defective in form.

Said the Court of Appeals: "The charge, . . . is that the medical societies combined and conspired to prevent the successful operation of Group Health's plan, and the steps by which this was to be effectuated were as follows: [1] To impose restraints on physicians affiliated with Group Health by threat of expulsion or actual expulsion from the societies; [2] to deny them the essential professional contacts with other physicians, and [3] to use the coercive power of the societies to deprive them of hospital facilities for their patients. Sufficient facts are stated to demonstrate that, unchecked, this exertion of power will necessarily accomplish the abandonment of the cooperative plan of medical service as well as destroy the livelihood of dissident doctors."



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*While traveling
or at summer
school . . .*

Safety Education—the 1940 Year-book of the American Association of School Administrators. 544 pages, \$2 per copy.

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Units in Safety Education: Grades I and II. February, 1940. 68 p.

Problems and Topics in Safety Instruction. January, 1940. 32 p.

Visual Aids in Safety Education. January, 1940. 32 p.

Safety and Safety Education: An Annotated Bibliography. January, 1939. 64 p.

Checklist of Safety and Safety Education. November, 1939. 30 p.

Safety Education Thru Schools. Research Bulletin. November, 1938. 64 p.

Safety in Pupil Transportation. Research Bulletin. November, 1936. 44 p.

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

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Horace Mann League

☆ SUPERINTENDENT A. J. STODDARD of the Philadelphia schools was elected president of the Horace Mann League at the St. Louis meeting, and Carroll Pearse, secretary.

New NEA Publications

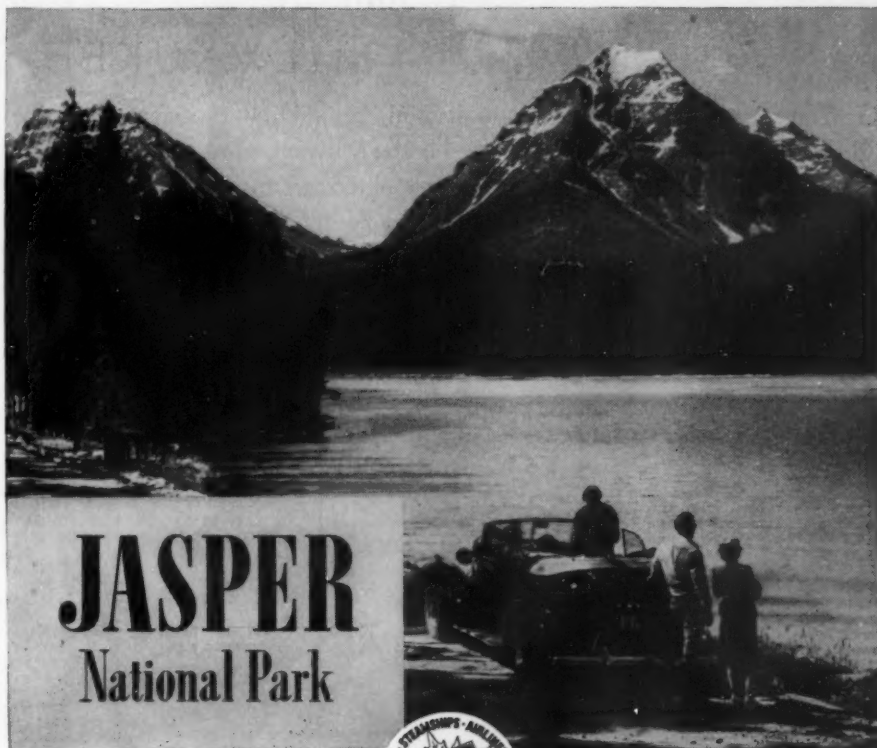
The December 1939 *Review of Educational Research*, "Methods of Research in Education," includes five types of material: New developments in research technics; evaluative studies of research technics; new types of applications of given technics; illustrations of current uses of technics; and notes on needed research, especially that which is contingent upon the development of new approaches. The *Review* may be obtained for \$1 from NEA Headquarters.

"The Status of the Teaching Profession," the March 1940 *Research Bulletin*, outlines the current professional status of teaching. Statistics are presented thru pictorial graphs. The bulletin includes information on the following phases of the status of classroom teachers: General composition of the teaching population; educational preparation and certification; professional experience and mobility; salaries and economic condition; professional load; provisions for tenure; provisions for retirement; professional associations of teachers; mental and physical health; and academic freedom. A final section suggests certain current trends which have a bearing on the future status of classroom teachers. 32p. 25¢.

The Educational Policies Commission announces early publication of the illustrated script of "On Our Way," a pageant based on the Commission's publication, *The Purposes of Education in American Democracy*. This two-hour pageant with original music was written and staged for the St. Louis convention of the American Association of School Administrators by the Oakland, California, public schools with the assistance of teachers and students from the school systems of Clayton, University City, and Webster Groves, Missouri. With dialog, music, and pictures taken during the original presentation, the script will be available about the first of April for use by large school systems or groups of smaller schools in their public relations programs. Copies can be ordered at a nominal charge from the Educational Policies Commission, 1201 Sixteenth St. N. W., Washington, D. C.

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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The Seventy-Eighth Annual Convention of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

June 30-July 4, 1940

MILWAUKEE

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

Registration, exhibits, and some preliminary meetings will be held on Saturday, June 29. The convention proper

opens Sunday afternoon, June 30, and carries through Thursday, July 4.

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

Hotel	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Rate per day for suites or large rooms accommodating THREE and FOUR persons
		Double bed	Twin beds	
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*Ambassador, 2308 W. Wisconsin Ave.	\$2.50 to \$3.50	\$4.00 to \$6.00	\$7.00	
*Antler, 614 N. Second St.	2.00**	3.00**	2.50 to 3.00**	
*Astor, 924 E. Juneau Ave.		5.00 to 6.00	7.00	\$12.00
Belmont, 750 N. Fourth St.	2.50**	3.50 to 5.00**	6.00	8.00
Blitz, 147 E. Wells St.	1.75**	3.00**		\$4.00 to \$4.50
*Carlton, 1120 N. Milwaukee St.	1.50**	4.00**	5.00	3.00 to 4.00
*Colonial, 826 N. Cass St.	1.75 to 2.00	3.00 to 3.50		5.00
Eastway, 636 N. Van Buren St.	2.00 to 2.50	3.00 to 3.50		
Globe, 803 E. Wisconsin Ave.		3.00**	3.00**	5.00
Juneau, 807 E. Wisconsin Ave.	2.50**	4.00**	5.00	
Kilbourn, 624 N. Third St.		4.50**	5.00	
*Knickerbocker, 1028 E. Juneau Ave.	3.00 to 4.00	5.00	6.00 to 7.00	10.00 to 20.00
*La Salle, 729 N. Eleventh St.		5.00	5.50 to 6.00	8.00
*Marquette, 1628 W. Wisconsin Ave.	2.50	3.50 to 4.50		4.00
Martin, 707 E. Wisconsin Ave.	2.50 to 3.00**	4.00**	5.00	6.00
Maryland, 625 N. Fourth St.		3.00 to 3.50**	4.00	
Medford, 607 N. Third St.	2.50 to 3.00**	3.50 to 4.50**	5.00 to 6.00**	
Miller, 723 N. Third St.	2.50 to 3.00**	3.50 to 5.00**	6.00	
Milwaukee Athletic Club, 758 N. Broadway	3.00**		5.00	
Pfister, 424 E. Wisconsin Ave.	3.00 to 5.00**	5.00 to 6.00**	6.00 to 8.00	9.00 to 10.00
Plankinton House, 609 N. Plankinton Ave.	3.00 to 4.00	4.00 to 5.00	5.00 to 8.00	6.00 to 12.00
*Plex, 1007 N. Cass St.	3.00	4.00	5.00	6.00
Republic, 649 N. Fourth St.	2.50**	3.50 to 4.00**	4.50 to 5.00	6.75 to 8.00
Republican, 907 N. Third St.	2.50**	3.50**	4.50**	
Royal, 437 W. Michigan St.	3.50**	5.00**	6.00	
*St. Lawrence, 1026 N. Jackson St.		4.50		
Schroeder, 509 W. Wisconsin Ave.	3.00 to 7.00	6.00 to 8.00	6.00 to 10.00	10.00 to 25.00
*Seven-Seventy Marshall, 770 N. Marshall St.		4.50		
*Shorecrest, 196 N. Prospect Ave.		4.50 to 5.00		
*Stratford Arms, 1404 W. Wisconsin Ave.	2.50	3.50	6.00	12.00
*Tower, 716 N. Eleventh St.	3.00 to 3.50	4.50 to 5.00	5.00 to 6.00	
Wisconsin, 720 N. Third St.	3.00**	4.00 to 5.00**	5.00 to 6.00	7.50 to 10.00

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

USE THIS FORM FOR APPLICATION FOR HOTEL ACCOMMODATIONS

Be specific as to dates of occupancy, types of rooms desired, and prices to be paid. If hotel of first choice is unable to accept reservation the Housing Committee will endeavor to comply with your second or third choices in the order named. You will receive confirmation direct from the hotel accepting your reservation.

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

Please reserve sleeping room accommodations during the period of my attendance at the convention of the National Education Association as noted below:

Hotel of 1st choice.....2nd choice.....3rd choice.....
.....Room(s) with bath for one person—rate desired.....\$..... to \$.....
.....Room(s) with bath for two persons, double bed—rate desired.....\$..... to \$.....
.....Room(s) with bath for two persons, twin beds—rate desired.....\$..... to \$.....
.....Suites or large rooms for.....persons—rate desired.....\$..... to \$.....

Arriving June.....hour.....A. M.....P. M. Leaving.....

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

SIGNED.....

ADDRESS.....CITY AND STATE.....