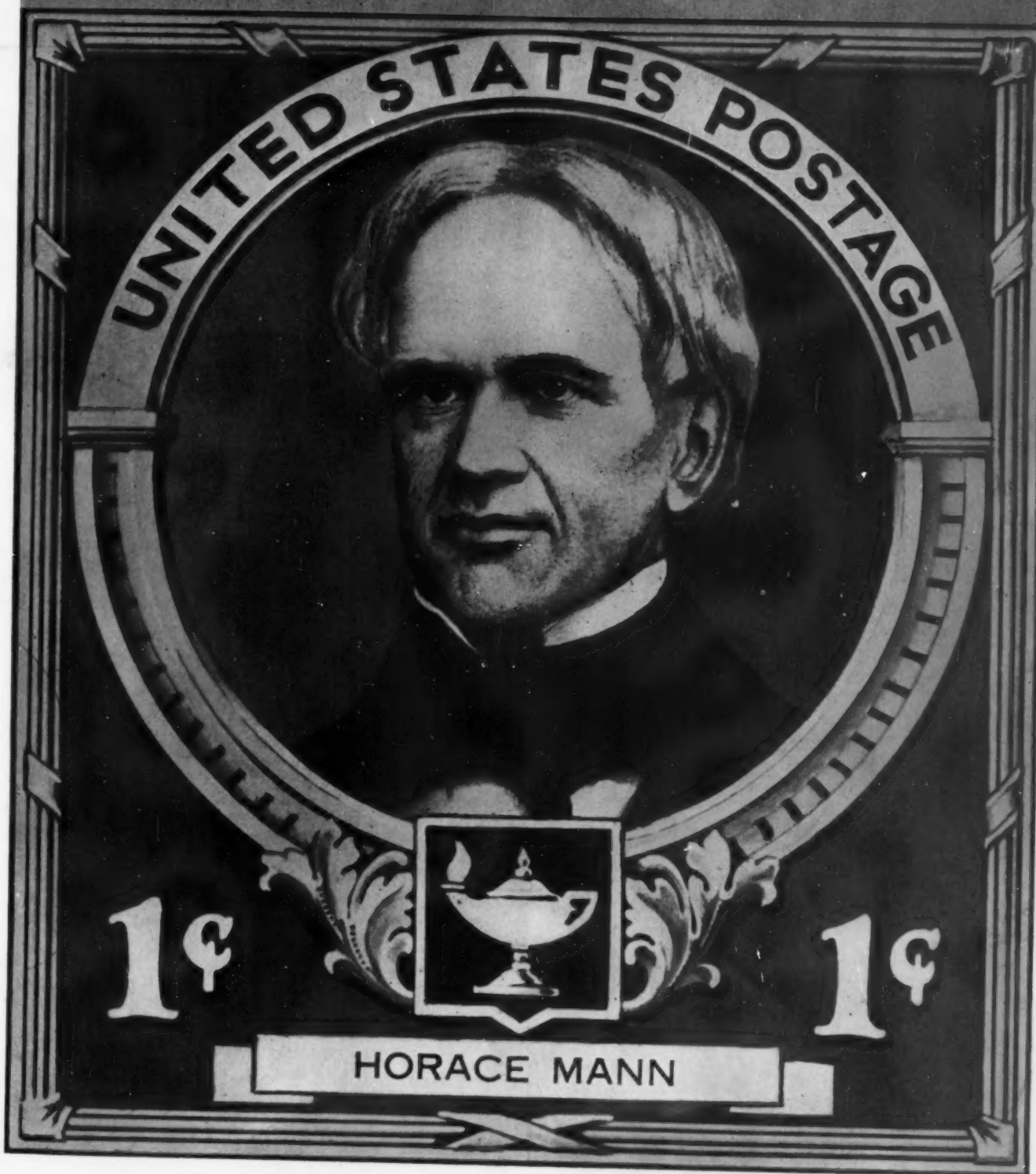


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# The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 29, NUMBER 5

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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

THIS YEAR marks the beginning of a nationwide movement which in time may easily become one of the most important projects of our local, state, and national education associations—Citizenship Recognition Day. Now that Congress by joint resolution has set aside the third Sunday in May each year for this observance, the different groups interested in the preparation and recognition of new voters may be expected to join forces in each community, working toward a longtime program.

Communities which have not arranged for an observance this year on the third Sunday, which falls on May 19, may well begin now to make plans for 1941. State and local education associations which have not appointed committees on Citizenship Recognition Day may well do so at once. It means much to the schools to take the lead in important civic movements. Chairman Hugh S. Bonar of the NEA Committee on Induction into Citizenship, and his associates on the Committee, are giving a fine leadership to this cause and are getting results.

One early May assembly program in high-schools and colleges may well be given over to a discussion of Citizenship Recognition Day and its purposes. The following Personal Growth Leaflets are especially useful in connection with this movement for better citizenship:

- [100] New Voter Preparation and Recognition
- [96] The Challenge of the Hard Road
- [64] The Rabble Rouser
- [41] Learning To Be a Leader
- [6] Your Citizenship in the Making
- [25] Selections from George Washington
- [27] Selections from Abraham Lincoln
- [91] Seven Adventures in Pioneering

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# The Awakening South

WE HAVE just returned from a 2000-mile school journey by auto into Southern states and schools. We visited the headquarters of state education associations in the four state capitals—Richmond, Raleigh, Columbia, and Atlanta; schools of all types from nursery school thru graduate school, including the universities of North Carolina, South Carolina, and Georgia; and met with Future Teacher groups in Farmville, Virginia; Greenville and Greensboro, North Carolina; Blythewood and Anderson, South Carolina; Atlanta and Milledgeville, Georgia. This is the fourth successive year we have made such a journey in late March and early April.

The transition from the old order to the new is so marked in the South that it offers a good field for study of educational, economic, and social forces. Conditions are spotted and there are great extremes of wealth and poverty, beauty and ugliness, ignorance and enlightenment, which can be corrected only by sustained effort over a long period of time. The struggle between political democracy and economic autocracy pictured in *Dixie Demagogues* by Allan A. Michie and Frank Ryhlick [Vanguard Press, 1939] is clearly evident.

The South has a great people, who are seen at their best in the schools. One finds widespread among them a devotion to home life and this is reflected in the homemaking courses in the colleges. At Winthrop College, Rock Hill, South Carolina, the building devoted to education for homemaking is a marvel of design and completeness. There is in the South a great love of beauty that touches every phase of life and finds expression in music, in literature, in lovely gardens, and in gracious manners and hospitality. Religious feeling is deeply rooted and much importance is attached to the work of the churches.

This interest in things cultural has a marked influence on the schools and is a source of strength. It is also a source of weakness. There is danger that in their devotion to things of the mind and the spirit, they may under-emphasize the dignity and importance of labor. Labor is a great liberator and a scientific age requires the highest coordination of brain and hand.

There is much fine educational leadership in the South, often combined with wide civic interest and influence. One thinks of such men as Superintendent

Willis A. Sutton of Atlanta and Superintendent A. C. Flora of Columbia. College and university presidents are almost uniformly men of culture and power. The state education associations are doing a great work; local associations are growing in influence; the Future Teachers movement is making substantial progress. Many unknown teachers and principals in small towns and villages are doing a noble work with resources too small for the best results. What a godsend federal aid would be to the South!

The soil of the South has been terribly abused for generations by two crops that impoverish soil—tobacco and cotton—but with modern knowledge of chemistry, soil can be rebuilt. There is enough left to furnish a foundation for prosperity, for the South has two requisites for plant growth—rainfall and sunshine. One occasionally passes a forest with a sign explaining that it is a joint project of some highschool and the state department of forestry. Every school in the South might well have attached to it a forest and a garden to teach the love of the soil and joy in working in it. One of the great needs of the South is a diversified agriculture that will help to free it from the domination of absentee industrialists. The U. S. Department of Agriculture is doing a great work in the South to encourage contour and strip farming along with other modern soil-saving, soil-building practices.

A new interest in public affairs is making itself felt in the South. A good expression of it is found in the work of the Atlanta Housing Authority, whose vast projects to provide decent homes for low-income groups of both whites and Negroes, are an inspiring evidence of what can be done when there is a will to go forward.

An awakened and prosperous South offers greater opportunities for trade and commerce than exist overseas, and can be developed at far less than has been spent to foster overseas trade—never, except during World War years, over 10 percent of our total trade. If the progress which we have observed in the South during the past four years can be continued for another fifteen or twenty years, a new South will have been born both culturally and economically and the importance of that new South to the nation will be very great.

Joy Elmer Morgan

# The Newspaper Goes to School

PEDAGOGY THRU PICTURES

"Read your daily newspaper, but read it intelligently," says our eighth-grade English class. Our newspaper project began when a questionnaire showed that the

class was reading only headlines and comic strips.—*Lois McMillan*, teacher of English, Peabody Demonstration School, Nashville, Tennessee.



1—Reading the morning paper results in forum discussions of civic problems. The paper's campaigns for civic improvements are followed.



2—Having seen local cartoonists at work, pupils strive to express their ideas in original cartoons.



3—Clippings of statements of TVA customers in other cities show old and new rates. Students compare their light bills with proposed TVA rates.



4—Reading editorials on local problems interests pupils in interviewing city authorities and recording the information.



5—A group scans paper and reduces important news to brief radio script. The radio is turned on and their script compared with the morning broadcast.



6—Newspaper study leads to an interest in a Southern agricultural problem. Here is a classroom exhibit of information on the tobacco industry.

☆  
Making the sparks  
fly in a Remedial  
English class

☆  
IT HAS TAKEN ME years to be able to express myself with English words. They would have made me their tool. Instead, I've tried to make them my tools—whether I see the tools right or wrong—and I use them instead of letting them use me. I have tried to teach students something about this language. I've tried to show them how, in a small way, they can make these working tools bend at their commands. I have found it a difficult task, but a task full of fun. I've tried to induce the students to use these working tools without their knowing that they are using them. I've tried to tell them not to try to squeeze these beautifully colored tools until they lose their colors.

Highschool principals and highschool English teachers have helped squeeze the living juice from the English language. They have helped deprive it of its beauty and power by slicking it down, slicking it down, polishing it, and polishing it until it shines. They have stressed exacting English for the poor student who doesn't know what the English language is all about. They have made students slaves to the language. They have forgotten that it is better to have something to say and say it in poor English than it is to have nothing to say and speak it in properly executed words.

Never before have I had so much fun with English students as I have had this year in Portsmouth Highschool. Among our 1937 students, you know that there are many who fail to use their working tools properly. They find a haven in my English classes—known here as Remedial English. My textbook has been a copy of the *Portsmouth Times*, supplemented by *Life Magazine*, *Time Magazine*, *Esquire*, *Harpers Magazine*, *New Republic*, *Good Housekeeping*, *Scholastic*, *The Household Magazine*, *Columbus Dispatch*, *Ohio State Journal*, *Cincinnati Enquirer*, *Louisville Courier-Journal*, *New York Times*.

# Beginning and Eternal Ending

JESSE STUART

Poet, Writer, Teacher; Portsmouth, Ohio

The *Portsmouth Times* comes daily to our little room. We get forty copies each morning. Four classes use this paper—approximately 140 students. My number of students has varied this year. Many have been returned to classes where textbooks are used. Many have come from these classes to ours.

In these Remedial English classes we have some little system to our work. We have striven for variation. On Mondays we have "current events." The student can tell anything he wishes to tell. He can hear a news dispatch over the radio and retell it in class. He can tell about an article from a magazine or newspaper.

Tuesdays we have spelling. We select fifty words from the editorials of the *Portsmouth Times*—and the average run of words is selected from the editorials. The student writes his spelling and exchanges his paper with another student. The words are spelled aloud and he grades his fellow student's paper accordingly. He has a better opportunity to learn to spell the everyday, usable words and not the selected, hard words. Many times we have divided classes and have had old-time oral spelling matches. The students get as pepped-up as they would over a football game.

Wednesdays we spend hunting for mistakes in the paper. We take simple sentences. We hunt for that thing called the subject. Ask my students and they'll tell you the subject is the thing in the sentence that you are talking about. Then they start searching for the word that acts for the subject, the predicate verb or verb phrase. Often there are one or more verbs lined up to supplement the predicate verb. Next we know that adjectives—and my students like them—stick to their nouns. They influence the nouns. They modify the nouns—add color to them as a dress adds color and beauty to a girl. But what helps the verbs? My students know the adverbs stick to the verbs. They know that strange little infinitive—a verb preceded by the little word "to." They like the

verb ending in "ing" that is used as a noun and has the strange name of gerund. They know the other form of verb ending in "ing" and used to modify the noun. They know it is a participle. We remodel the newspapers' sentences—however, if the news item has a lot of life and ginger in it, we pay more attention to what it has to say than we do to the use of the words and the strange breed of fighting cats to which they belong. Then we practice oral reading of these colorful words. We stand and read. We discuss. We take our time and work slowly. Just somehow, a little of this called grammar—just a little bit, let us say—comes to the students. But pick up a textbook and write sentences from its pages on the blackboard—start discussing them—90 percent of my students rebel. This book whose pages they have striven over—whose pages they have flunked because they were lost in this strange sea of words—ah, it gives them anger that colors their faces!

Thursdays we have memory work. Our poems run from twelve to forty lines. We find what we think is a good poem—perhaps branded as a semi-classical poem. We cut a stencil, mimeograph enough copies to go around among the students and an allowance for boys who constantly lose poems. The student stands and recites his poem. But in the meantime, the author of the poem is discussed. The meaning of the poem, mood, rhythm, setting have been discussed as a hawk flies many times above and around a chicken before he sweeps down to get his prey. We find it is better to know a little about a poem—to feel the power of its words—the beauty of them, the music of them. We have memorized such poems as "In Flanders Fields," "Crossing the Bar," "Invictus," "The Spires of Oxford," "Grass," "Keep A-Going," and "I Have a Rendezvous with Death."

Fridays have been our great days. This is the day when every student in the Remedial English classes tries his hand

at the written command of the English language. For once, behind the brick walls of this schoolhouse sit students with power at their command. They can create. They can write about anything they choose. Often we take our "hits" from one Remedial English class to another and have their authors read them. On one occasion we went over and entertained a class of crack students. We had so much to say that they didn't stump their toes and protest our grammatical errors. Once we entertained the city's populace and allied communities over the local radio. We received many telephone calls about our program. The students did everything. This was a joyous night.

Such has been our program. At the first of the year we could get thru with a class at a single sitting. As time went on, students became more interested. Now it takes two days to get thru with the current events. It takes two days to get thru with the themes. Students who failed public speaking now stand beside their desks and argue. They stand and speak in a flow of English that is often choked with snags, rocks, shoals, and reefs. But the swiftness of the river will eventually partly cleanse it from these obstacles. When they get enough force and the will to act, they will clean their channel beds of all this debris.

When we get a raw recruit in Remedial English, the first thing we ask him is to stand up and testify. We want to know why he is in our midst. We find William Shakespeare ran him out only too often. "I just can't understand *King Lear*. I can't understand Shakespeare's plays. They are too hard for me." I tell my students that Coleridge said it was just about as hard to add or detract from Shakespeare's plays as it would be for one to take his bare hand and shove a huge stone from one of the Egyptian Pyramids. I tell them—and I am honest about it—that Shakespeare's plays are too hard for highschool students.

Once a boy read a poem in Remedial English. I just couldn't believe that he had written it. The words of this poem kept running thru my mind after he had finished reading it. There wasn't a single comment made by a student or by me. When the recitation was over, I called Bob Tucker over to me. "It's a fine poem you read, Bob," I said.

"Thank you," he answered.

"Why did you write it?"

"Mr. Stuart," he said, "I played Schubert's immortal 'Serenade.' I played it over and over again on a phonograph. It did something to me. I had to write."

I immediately became interested in Bob Tucker. I wondered what he was doing in Remedial English. I checked his intelligence record. I found he rated (if intelligence tests give an index to the powers of one's brain) in the genius bracket. Yet Bob Tucker had failed in his English course. He had slept his way thru his math classes. He was a lost student—yes, lost in the entanglement of a sea of words with a beginning and an eternal ending. Since that time Bob Tucker has handed me poem after poem. "Your poems are outstanding for a highschool boy," I said.

"Ah, Mr. Stuart, did you know that William Cullen Bryant wrote 'Thanatopsis' at seventeen? My work is nothing. But someday—"

Another boy told me how he loved poetry. I couldn't believe him. He was continually going around making noises deep in his throat like Donald Duck. Yes, he not only loved poetry but he turned out crude poems rapidly. Once he stood before a class of the best English students and recited five hundred lines of poetry without making a mistake.

"Why isn't he in our English class?" a student asked. "What is he doing in Remedial English?"

"Because I like it," says Dave. "I fell out with my teacher on purpose to get out of that class. My teacher is all right. I just didn't like the textbooks. The stories are too dead. I like life in stories. I hate literature dry enough to burn. To me it isn't literature."

One boy would take up the entire hour if we would let him, solving the problems of the world, offering suggestions. Once he came to me and said, "I have the unemployment problem solved for America." His method of solving this great problem was too long for me to remember, but he had it all worked out. When he came to the room that morning he was walking proudly on steps of wind.

We have had every sort of an argument in class. I've had to be a mediator more times than one when the English working tools got hot and the sparks started to fly. There was life, color,

opinions—there was something that was fascinating to me. It was a glorious moment in my life to see this variety of human beings clash in opinions. I gave them freedom to speak as they saw a situation. Once I knew a fight had to come. "Wait until after school, boys," I said. "I hate to stop you here, but the superintendent's office is just beyond that thin wall over there."

"You don't have to tell us to wait, Mr. Stuart," said King. "We are going to fight this thing out."

That afternoon as soon as the bell rang, the boys ran behind the schoolhouse. The grass flew from beneath their feet. The cops separated Hardyman and King. One was out of school five days with a bad eye. The other managed to remain in school with shiny spots beneath his eyes.

Many of my students have told me how to teach the class. I have deeply appreciated this. I have felt that the student feels his importance upon this sea of English words. Many of his commands and suggestions are exceedingly sensible. It is a part of youth that I am missing since time has put a little bridge between the student and me. I want to keep these bridges out. I want to be with the student and not above him, not telling him this is right and that is wrong, not saying he should read this and that because it is literature.

It is hard to measure the results of what my students have accomplished. I believe they can spell with the average of the studentbody. Tests given to the entire school showed this. Their written work will stand above the average highschool student's theme. Their grammar is under the average in this school, altho many from the Remedial English classes have far surpassed students from the other classes in what is known as the "Every Pupil Test" given in this highschool. Tho their words have not been highly polished, these Remedial English students can rise from their seats, stand on their toes, fling their hands, and tell the world what is wrong. They use the language—yes, they use it.

The language and the thoughts tied up in the English language mean something to the student. Tho they often cannot spell a word, conjugate a verb, or decline a noun, they can put the harness on them and work the life out of them. Language becomes the servant.

# RELAXATION

## for Teachers

SINCE THE PUBLICATION of my article, "Relaxation for School Children," in the October 1939 JOURNAL, I have received letters of inquiry about relaxation from teachers and others in different parts of the country. More than half the writers seemed to be chiefly interested in methods of relaxation for their own use.

Physical relaxation alone is not enough to secure fullest permanent benefit. *Relaxation must be motivated.* The higher the motivation, the more far-reaching

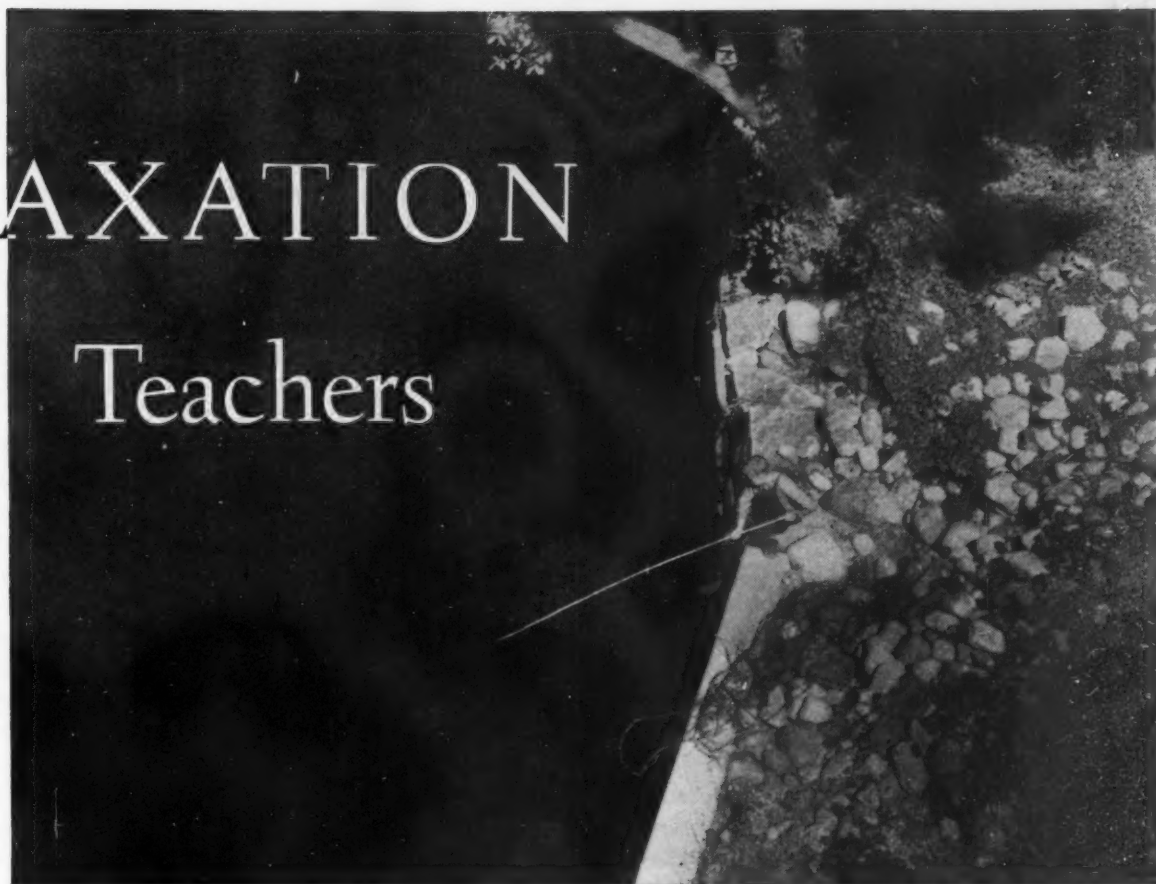
the effect. If one is merely seeking muscular control and quieter nerves, he may have them. If he looks farther to a stable mind and increased ability

to put concentrated attention on his work, these will come. If his goal is to achieve a poised serenity of soul, that too is within his reach—all at a price. The price is steady, continuous, patient practice not only of the physical method through which the goal is approached, but also of those mental attitudes which furnish the inspiration for the effort.

Whatever the individual goal, each must begin with some technique of physical relaxation, laying hold on his

world by the instrument nearest him—his muscles. He learns to control them by relaxing them until the entire body is inert, even to the tiny muscles of the eyes, lips, and those inside the throat. So interdependent are muscles and nerves that if this be done quietly, placidly, without trying too hard—the mind merely watching the process with interested attention—the nerves, too, gradually come under control. With nerves and muscles quiet, attention should next be directed to some restful idea and held there with gentle insistence if possible, until only the idea persists in consciousness, so completely should the organism be forgotten. Naturally this effect is not obtained until after considerable practice, but is worth working for.

Physicians, psychotherapists, and religionists have been advocating one or another method of relaxation for many years, the latter for ages. In America the best known exponent is probably Dr. Edmund Jacobsen, a practicing physician, whose popular presentation of his method, *You Must Relax*, was a nonfiction best seller a few years ago. The purpose of Dr. Jacobsen's relaxa-



Farm Security Administration, photo by Locke

### ELEANOR VORE SICKLER

Principal-Teacher, Public Schools, Christmas, Arizona

*In relaxing, hold to any idea that may be especially connected in your mind with restfulness*



Harold M. Lambert, Philadelphia

*Here is the upswing of life's energy . . .*

tion is physical and mental rehabilitation, and its end-product is sleep. Anyone possessed of plenty of time, intelligence, and persistence can use the method with much benefit.

For those who have only a limited amount of time, and yet who really want to do something about relaxation, I suggest the method mentioned in my former article. I present it here, with the permission of Dr. B. K. Bagchi, late of the University of Iowa, just as it was given to me.

In this experiment you are to relax your body completely. This is to be done by degrees. Lie down as comfortably as possible, feet crossed, spine straight, arms easily disposed at your sides. Use a small pillow under your head if you wish. Breath deeply, slowly, naturally, six times.

Close your eyes and slowly, *without mental strain*, pay attention to the surface of your face. With quiet attention "let go" of all the muscles of your face until they feel perfectly relaxed. Start with the forehead. Then relax the eyelids, then cheeks, then lips, then other muscles of chin and neck, front of throat, inside of throat, if you can, and back of neck. At the beginning it may take you more than five minutes to do this.

Next repeat the process with the right arm—upper muscles, forearm, and fingers—then the left arm, until both feel perfectly limp; then the trunk of the body, front and back; then one leg; then the other. Feel all over your body the passivity that usually comes before sleep, but don't fall asleep. Instead, retain your awareness of the relaxed condition of your body. *This is important.* But put forth no effort in doing this.

At the beginning this awareness may be accompanied by a vague visualization of the whole body, but gradually it should dissolve into a sort of general consciousness of relaxation without visual or other sensory elements or floating ideational processes. At this point repeat the word "rest" or hold to any idea that may be especially connected in your mind with restfulness. Repeat mentally in slow tempo and as many times as possible without actually counting. This should be done after you have gone over the whole body once with relaxed attention, as explained above. Let the repetition of the word used become auto-

matic. Or, instead of repeating a word you may just watch your own natural breath in a quiet detached way, thinking how it flows in and out of your body as a stream of vital energy.

Soon you will feel that you are actually *in* that state of relaxed general awareness. Try to remain in that state for some time. Do not be discouraged if it takes you some days to get naturally into it. At least fifteen minutes should be devoted to the practice *every day*.

Make sure that you will be undisturbed by anyone or anything. Do not try until you can be sure of no outer distractions. It is a shock to be disturbed suddenly when relaxed.

After you have been relaxed for a little while, you may feel a glow pass thru you; you may become warm from the top of your head to the tips of fingers and toes. This does not always happen, but if it does, here is the gift of your life energy to you. Reciprocate. Give yourself to it wholly. My way is to float the word that to me means utter rest upon the equilibrium of its current made manifest in my own breathing. Presently you will enter another phase of relaxation in which you will no longer notice physical reactions because they will have become so balanced. Now you will feel sleep stealing over you. *Don't go to sleep!*

After some time you will probably notice your body again, in a sort of organic reaction against any more relaxation. There comes an urge to move. All right, stop now. That is the law of alternation speaking. Heed it. Time for the tide to turn! Contract your muscles slowly; turn; twist; stretch; and yawn luxuriously like a healthy child awaking from an afternoon nap. Then get up and go about your business. You'll be surprised how much better you will work.

It may be that you will get better results at first than after you have been practicing for several weeks. At first, while the experiment is novel, you naturally give the whole process more absorbed attention than later when it becomes habitual. You have the stimulation of enthusiasm or curiosity, so your attention is better, and attention is the key to success. Another reason is that if your practice is correct and consistent, your whole organism will have become so much more equilibrated that you will

not notice so much contrast between your state in relaxation and your state under ordinary circumstances. Then you'll know you are getting somewhere.

Having then a specific method given, let us see what other aids we can discover to the end of achieving serenity. For serenity is not only a goal; *serenity is a way of life*.

Try to cultivate a "mental set" toward relaxation. Have quietness in everything. Eliminate unnecessary frictions and avoidable conflicts. Be fearless. Believe that your soul is stronger than any environment. Rest in your own integrities. Acceptance, adjustment, and reciprocity are important attitudes in the relaxation behavior pattern.

Human beings are like little vessels compounded of great weakness and unplumbed strength, carrying a cargo of consciousness on an ocean of cosmic force. Each time we turn our conscious attention from the vehicle and identify it with the element in which it has its being, we become increasingly aware of the direction in which we move and of the directing force. So the key word in all relaxation practice is *attention*. Those attitudes, those goals, to which we give the emphasis of our attention make our heaven or our hell. Shall we, whose privilege and responsibility it is to shape the destiny of tomorrow in the plastic mold of youth, neglect to use so powerful a tool toward constructive and idealistic ends?

That our consciousness on its higher levels becomes one with a Something More than mere cosmic force, is, perhaps, known to mystics and children—to the former by experience, to the latter by intuition. But, alas, the children lose their sense of the wondrous so early unless it be fed and fostered! May we not find in our responsibility so to feed and so to foster the strongest of motivation for a practice by which we may discover for ourselves what truth may be in the experience of the mystic and the intuition of the child? Physical relaxation may be the "open sesame" to uncounted treasure. Thru the avenues of a relaxed body and a serene mind we may approach the illimitable repose of the soul. In that repose there is enough potential expansive force to remake a world. Can we begin too soon to train ourselves and our children in a path of peace and power?

*Travel backgrounds bring the new viewpoints that every teacher needs.*

PERHAPS the most important single issue in curriculum development is the relationship existing between the administration of the school and the teachers. The attitude of the administration toward the curriculum, the attitude toward teachers, and then the attitude toward teachers and their share in curriculum building—these are the backbone of what you will do with curriculum building.

Administrators are frequently condemned as unyielding, autocratic, and jealous of their authority. This may be true in a rapidly diminishing group of cities. The general attitude among progressive administrators is usually the opposite.

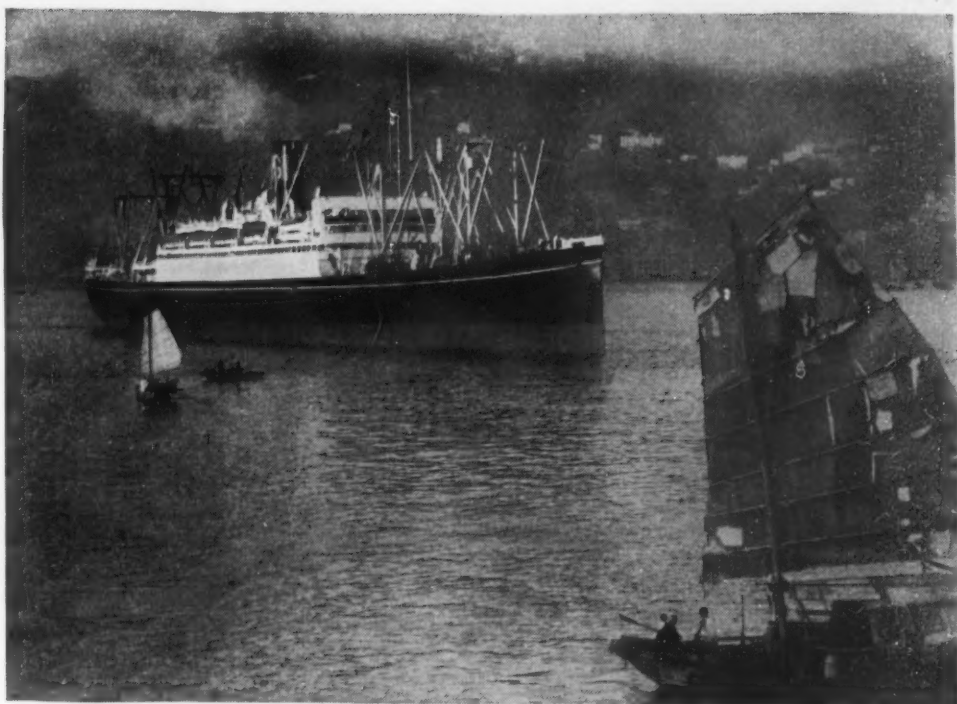
There should certainly be a pleasant, easy atmosphere of confidence existing between administration and the classroom. If it does not exist, the fault may lie at either end. Teachers are often as much to blame as the supervisors. There must be a mutual understanding and a definite desire on the part of both groups to solve the problems. There must be no autocratic domination of ideas. No attitude can satisfactorily exist except one which is devoted definitely to a search for the better way. There then develops a feeling of ownership, a feeling of belonging. There are to be no shirkers. There will be many leaders because of the diversification of interests, abilities, backgrounds, and training.

With this as a general philosophy for work, committees may be assigned and work started. A general survey of the local environment from which your children come might be as follows:

- [1] The geographical setting
- [2] History—past and emerging
- [3] How the people make a living
- [4] Homemaking
- [5] Unorganized educational agencies
- [6] Organized educational agencies

Groups of teachers may be assigned to these various topics. It is amazing and most interesting to see what the geography teacher will discover and likewise what the history teacher will find of interest in this study.

When this survey is completed, match it with a similar survey of your school, perhaps like this:



## Developing an ENRICHED CURRICULUM

NORMAN E. WATSON

*Superintendent of Schools, Northbrook, Illinois*

- [1] Building, grounds, equipment, materials, textbooks, courses of study
- [2] Organization—staff, human relationships
- [3] Community
- [4] Child participation in school work
- [5] Evaluations, records, reports, promotions

These outlines have been used in many different forms but are very valuable for adaptation to your community.

Now that these two surveys are made, let us get one attitude definitely fixed in our minds. *Let us forget entirely about writing a course of study.*

As this work develops there must of necessity be a development and discussion of core areas, integration courses, and the like. To foster and assist this, the supervisor will be wise to forget most of the textbooks on supervision. Allow sensible freedom. Let each person charged with the supervision of teachers read widely the professional literature. Suggest to each teacher when possible and practical those articles and books she should read. Save time for her. Stimulate her by these suggestions. If she has

taught a few years, don't bother her with your presence in her classroom. She probably knows enough about technics. Build up a desire on her part to come to you for a discussion of what she has read. Let the teacher appreciate this scouting for pointed material.

With our experimental point of view forever in mind and with our feet always on the ground, let us consider certain highly stimulating and valuable phases of curriculum development. What is our attitude regarding the field trips, visiting day, provision for travel, supplementary material, visual education, radio, clerical assistance, and consumer education?

The field trip may be an asset or a distinct liability. Children love them but are not always concerned with them as educational contributions to their experience. If a favorable attitude has been developed in a school toward the field trip, children will quickly ask, "When do we get to take a trip?" They may see no value in it at all. It is merely release to them. It may be only a balancing of their privileges with the room next door.

Field trips need not necessitate transportation altho they very frequently do. Very often walking trips in the immediate vicinity can be arranged. For distances, school bus, chartered bus, truck, or private cars will be used. It may mean effort but we must develop the attitude that education is not confined to the schoolroom walls. Field trips must be organized with these principles and warnings in mind, however:

[1] The trips must be based upon a definite goal growing out of group activity or study.

[2] After the trip has been taken, it must be linked to the work which follows.

[3] It must not be just a trip.

[4] Careful organization is necessary to prevent accidents.

[5] Students must be instructed that they are guests or visitors wherever they go.

[6] The students must be taught to respect the rights and property of others.

[7] No samples or souvenirs are to be collected without permission.

[8] Loud talking, whistling, singing, screaming are not desirable.

[9] On all-day trips provision for lunches must be made.

[10] The community at large must be helped to see the value of field trips.

[11] Often teachers will find trips tiring. They must plan for them.

"Visiting days," when teachers visit other schools, may be valuable or they may be an utter waste of time. Why visit a school where the environment and teaching may be inferior to your own? If the observation does not improve you, challenge you, or inspire you, why go? Find a place where you will get what you wish, where you will have your problems solved, or your questions answered. Go there; spend the day; then make a definite report to your fellow teachers.

Shall we go to school this summer or travel? If our training needs to be brought up to an established standard, if we wish to secure education above the average, or if we feel a longing for that "brush-up" course, we may elect summer school. Up to a certain point schooling is decidedly essential. But is it possible that going to school may become a habit? One is often impressed by two types of teachers on summer campuses. One is alert, inspired, thrilled with her opportunity, avid for more training. She is enthusiastic and vital. Another is overworked, drab, wornout. She is thread-

bare, tired, and utterly without inspiration.

Many things may enter into a complete analysis of these types but it may be better for the uninspired teacher to take a trip on a tramp steamer to unusual places. Boards of education and superintendents should make provision for an opportunity for the teacher to travel. Did you ever reach the place where anything resembling a student's paper or a textbook brought you close to tears? Did you ever feel that you wanted to go so far from the trials and tribulations of the classroom that it would take ten dollars for a postal card to reach you? If so, a little travel will do you a world of good. When the bell rings again in September, you will find yourself hurrying toward its toll. And the interests you will have collected! Pictures, samples, collections—or just plain, unadorned experiences. You will be a different person.

If a teacher is to teach well and richly, she must have many materials of instruction today. The day of the single reader into which was crammed all the educational experiences of the child has long since disappeared. Search the school laws of any state and you will be amazed at the number of things "required by law." You may not be teaching them as such but in all probability you have tucked them neatly into some area so that the requirements of the law are met.

This being as it is, many supplementary materials are necessary. Boards of education and superintendents must provide a liberal amount of all types of supplementary materials. There is an amazing array available if you investigate—some free, some for sale, some expensive but many items available to every purse. Never in the history of education has there been such a wealth of materials available. You must have such supplementary material if you are to teach well.

A rich source of material lies in the curriculums of other cities and states. Much of this is in printed form and may be secured at little cost. A wide sampling of this material will prove invaluable to you and need in no way destroy your creative urge.

One of the best sources of curriculum development is in the field of visual and radio education. In schools which do not have public-address systems and radio provision in each room, the inexpensive

midget radios may be within financial reach.

Visual education, whether it be motion pictures or still pictures, is necessary today. Vast sources of commercial films, as well as state and community libraries of films, are available. Schools that do not own projectors may rent them.

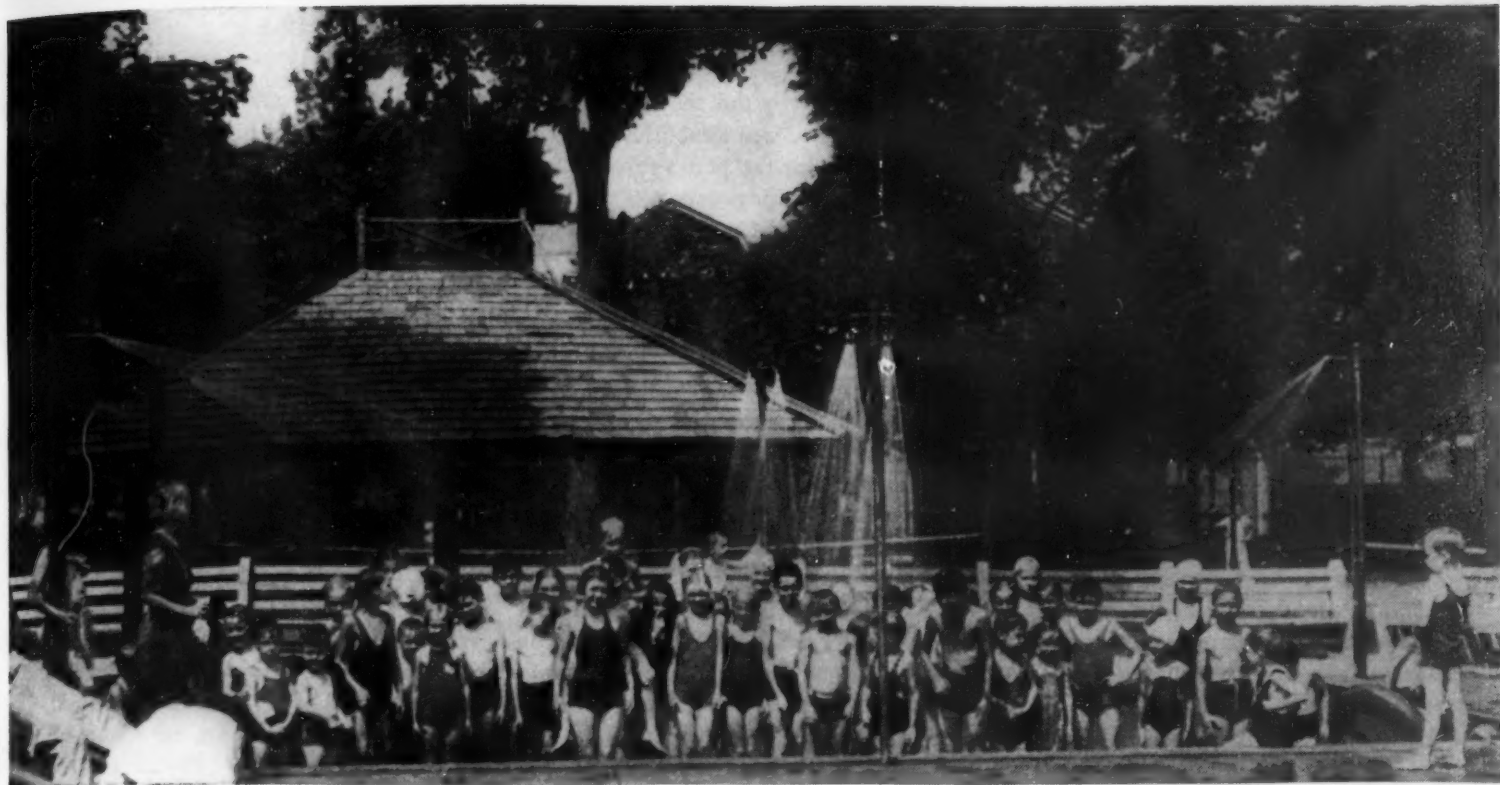
Safety education is so vital a portion of our curriculum that a considerable amount of material is already available and more is appearing constantly. [See "NEA Safety Projects" in the March 1940 JOURNAL.]

These areas are important. They will take careful planning, however, if they are really to contribute.

With rackets and racket "busting" taking a prominent place in our newspapers and the constant din of radio advertising in our ears, something must be done regarding consumer education. Children need to be trained to sift the good from the bad, to be less gullible than we are. Excellent material is available in the field of consumer education and propaganda analysis. This is a "must" in the education of the future. With old vocations and products being eliminated by our new civilization, new products, ideas, and vocations will develop. New citizens must be trained for the new life, and nothing seems more desirable than the ability to choose from the heterogeneous mass with which we are all constantly bombarded.

And finally, what provision is made to release teachers from the drudgery of making reports, practice material, tests? Teachers are expected to do much work that girls of comparatively little training can do well. It is inexpensive to secure really efficient clerical service and yet teachers, and administrators too, are often expected to do this work. Young women with highschool training in commercial subjects are available and anxious for school office positions. They can make themselves invaluable in relieving teachers of much of the routine work, allowing them more time and energy for other tasks. Teachers have the physical limitations of other human beings and we should not expect the impossible of them.

If we are continually to revise and reconstruct our curriculums, we shall all find it necessary to think, act, and study curriculum. Let us go into the field and live it.



*East Orange playgrounds  
are under supervision  
seven months each year*

## The School as a Social Agency

WILLIAM BRADY

*Principal, Washington School, East Orange, New Jersey*

TODAY governments—local, state, and federal—are participating to improve the general wellbeing of all our people. And the school, as an integral unit, should do its part to cooperate in measures for constructive social action. Are we able to work to better advantage under a public education authority, embracing the different agencies, or under a plan made up of separate boards? The Educational Policies Commission, in its recent report, *Social Services and the Schools*, indicates a preference for the former: "That the administration of public school, public library, and public recreation services be ultimately unified under the public education authority."

Possibly one of the most convincing arguments for a public education authority is the existence of a "twilight zone" within which the various boards are forbidden by law or custom to enter. If these boards are not specifically forbidden by law to spend money in certain areas, they are oftentimes reluctant to act because the power to cooperate has not been expressly granted. The following report attempts to emphasize a

number of satisfactory results, derived from the efforts of the various independent agencies, in spite of the existence of the "twilight zone," and the part our schools are taking in this program of public welfare.

*The East Orange Recreation Commission*, established in 1907, has rendered an outstanding service to the city during the past thirty-three years. The budget for the year 1939 was \$47,000. This amount is raised by taxation and included in the total city budget. The three commissioners serve without salary, and devote their time to a specific task—the needs of recreation. There are two paid officials, the secretary, and the director, who are experts in this field.

School children use the playgrounds for baseball, football, soccer, and tennis during the season. The Recreation Commission operates a baseball league of twenty teams and a touch-football league of eighteen teams, replacing the former intramural leagues operated by the schools. A number of school playgrounds are staffed and operated by the Recreation Commission during the summer. The commission also uses the school

gymnasiums after school hours, unless a particular school has a full program. The gymnasiums are used at night for adult programs under the management of the Recreation Commission.

School children during 1938 made 1,102,067 visits to our playgrounds. Easter vacation is determined by the date when the playgrounds can be opened in order that the children will be kept off the streets and afforded a safe place to play. A number of instructors on the public-school staff are used by the Recreation Commission during the summer on the playgrounds. Joint meetings and conferences are held by this commission and the board of education, so that the policy of each is known to the other. Cooperation has characterized the deliberations of these boards.

*The East Orange Health Department* was organized on May 30, 1881, and has well served the city during the past 59 years. The budget for 1939 was \$45,500, included in our general tax bill. The five commissioners are appointed by the mayor and serve without salary. In the Inter-Chamber Health Conservation Contest this city won the First Award in 1929 and 1932 for health services in cities of comparable size.

A daily list of quarantined cases of communicable diseases is released to the schools. A diphtheria control program, started in the schools by joint action of the boards of health and education, has eliminated this scourge. Preschool clinics are conducted in the public schools one day each week. Health and safety exhibits from the Health Department are given in the schools. Public health literature—21,243 pieces in 1938—is freely distributed thru the schools. Schools now purchase vaccine and diphtheria toxoid at Health Department prices. Classes frequently visit offices of the Health Department to learn at first hand of the services rendered. There were 1583 school children quarantined for measles, German measles, mumps, whooping cough, scarlet fever, diphtheria, and chickenpox during 1938. There were 2543 preschool children who benefited by the child hygiene program in our school clinics during the past year.

*The East Orange Free Public Library* was established in January 1903. The budget for 1938 was \$84,000. The annual budget, met by general taxation, is appropriated by the City Council. The five members of the board of trustees serve without pay. They are appointed by the mayor who, in turn, is an exofficio member of the board. The superintendent of schools is, also, by virtue of his office, a member of the board.

The schools and the libraries work in close cooperation. Classes visit the libraries for instruction in the use of the library, for book talks, story hours, and reference periods. Librarians give book talks and story hours in the schools. Classroom libraries are sent to the schools situated at distant points.

Half the salary of the school librarian is paid by the board of education and half by the library board. The school librarian works directly with the schools. She contacts principals and teachers, shares in library instruction and book talks, sends a monthly letter to teachers, and reports monthly to the superintendent of schools and the chief librarian. She compiles book lists, helps teachers select books, and recommends books for purchase. In 1938, over 7700 boys and girls registered in our libraries.

East Orange is one of the few cities in the United States that has pioneered in establishing a *Shade Tree Commission*. This commission, whose three members

are appointed by the mayor and serve without salary, was established in 1904. The budget for the year 1939-40 is \$22,500. The operating expenses are allocated by the City Council from the general tax receipts.

Since 1904, the Shade Tree Commission has planted 11,000 trees, and there are now 24,000 trees in the commission's charge. The East Orange ordinance covering the protection, care, and planting of city trees has been used by shade tree boards in every state of the union, and by foreign countries, as a model from which they have fashioned their own ordinances.

East Orange is called "The City of Beautiful Trees"—merited recognition partly due to the fact that the schools cooperate with the Shade Tree Commission in the care and protection of trees. Under the supervision of the commission, the proper kinds of trees have been planted on all the schoolgrounds; Arbor Day has been fittingly observed; and information pertaining to unusual conditions, such as the Dutch Elm disease, is freely distributed thru the schools. After the hurricane which struck our city, the pupils in the upper grades and in the highschools cooperated with the department in clearing the streets and helped to salvage those trees that could be saved. Many specimens of trees, twigs, and branches were brought to the schools and studied at that time. Our interest in trees has motivated the study of conservation in the social studies.

*The Welfare Federation* was established in 1919. The amount expended during 1938 for family care, medical care, and group work was approximately \$400,000. The source of revenue, insofar as funds appropriated to agencies are concerned, is from public contributions raised in one campaign each year.

The schools and the Welfare Federation have a number of contacts. Practically all teachers contribute each year to the campaign fund and are leaders in the drive. School doctors and school nurses are in regular contact with the health division of the Welfare Federation. Before free services can be obtained for school children or their families, school doctors and nurses must give their approval or recommendation. Boys and girls in our schools must meet certain requirements before they can take advantage of the YMCA, the YWCA,

the Boy Scouts, and the Girl Scouts.

During 1938, nine hundred thirty-four school boys enrolled in the YMCA and 746 school girls enrolled in the YWCA. During the same year, 760 school boys joined the Boy Scouts and 423 girls, the Girl Scouts. At the same time 120 children were given free care in our day nurseries. Three hundred ninety-four school children, during 1938, profited by the watchful care of the Children's Aid and Protective Society, a division of the Welfare Federation. Another division, the Community Dental Service, aided 411 school children during 1938. Our school system also maintains three free dental clinics. The Orphan Home of the Welfare Federation and this school have cooperated for a period of twenty years. Orphans of school age attend this school.

To prevent duplication of effort, all cases in school needing help are cleared thru the Welfare Exchange, where an up-to-date card index system gives the necessary information concerning the status of the family needing help. Quite often our schools furnish additional valuable information for these files. Before glasses or dental care is furnished, these files are consulted. At Thanksgiving and at Christmas, information from the Welfare Exchange is helpful to the schools that send baskets and other gifts.

There is no complete segregation of interests in a well-rounded program of public welfare. There is a joint responsibility which involves the action of the various agencies. For example, a Welfare Exchange, maintained by public subscription, is used by public health authorities and by public-school authorities. When we desire to solve the problems of an individual child, we may secure information and help from a number of agencies. Our watchwords, then, should be correlation and cooperation with all agencies that serve the public good. Our school programs are enriched and complemented, and our usefulness as teachers is broadened, when we dare to make the public school a living force in community life.

East Orange experience with separate boards of public service, including the schools, would seem to indicate that these agencies for social welfare can probably function to better advantage if they remain separate as the fingers yet one as the hand in all things essential to human progress.

# America's Role in the World

## A READING LIST

by

Alfred Bingham of *Commonsense Magazine*

PERSONAL GROWTH LEAFLET 208

### *America's Role in the World*

THE CHIEF QUESTION of American foreign policy today is what to do about the war in Europe and the peace that must some day follow it. We have other problems, in Latin America, and across the Pacific where Japan and China are at war, and our interests run to all parts of the world. Yet Europe commands our chief attention. The contrast between our American ways and those of communism and fascism, the clash of democracy and dictatorship, make us feel deep concern over the European conflict. At the same time fear of what war might do to American democracy inspires a widespread isolationism. This reading list of current books is intended to provide a background on the wider issues, as well as a familiarity with specific proposals for American foreign policy. America cannot avoid playing a part in the world.

### *The General Background*

WHAT KIND of a world is it in which America must make up its mind? Kenneth Gould's *Windows on the World* [Stackpole, 421p. \$3] gives the layman a view of all important aspects, thru the early months of 1940. Particular aspects are discussed in *War in Our Time*, edited by Hans Speier and Alfred Kähler [Norton, 362p. \$3]; *Diplomacy* by Harold Nicolson [Harcourt, Brace, 264p. \$2]; *Foreign Policy in the Making* by Carl Joachim Friedrich [Norton, 296p. \$3]; the still timely *Merchants of Death* by Frank C. Hanighen and H. C. Engelbrecht [Dodd, 308p. \$2.50].

The world's underlying economic problems are unravelled in *World Economy in Transition* by Eugene Staley [Council on Foreign Relations, 340p. \$3] and the more conservative *Economic Planning and International Order* by Lionel Robbins [Macmillan, 330p. \$2.50].

### *The American Background*

THE BEST recent survey of America's interests and contemporary development is undoubtedly *America in Midpassage* by Charles A. Beard and Mary R. Beard [Macmillan, 977p. \$3.50], tho biased toward "isolation." There is no single volume study of our European policy, but A. Whitney Griswold's *Far Eastern Policy of the United States* [Harcourt, Brace, 530p. \$3.75] is outstanding for the Pacific view. *The Way Forward* by Francis Bowes Sayre [Macmillan, 230p. \$2.75] is a persuasive statement of the case for the Hull trade pacts as a policy, by the former Assistant Secretary of State. Two readable estimates of our relation to the present war, tho the former predates them, are *America and the Strife of Europe* by Fred Rippey [University of Chicago Press, 264p. \$2] and *America's Chance of Peace* by Duncan Aikman, Blair Bolles [Doubleday, 161p. \$1].

### *Europe Divided Against Itself*

FEW TRY to write about Europe's blood feuds without bias, but newspaper correspondents are at least trained for facts. Among the best of their pictures are *Inside Europe* by John Gunther [Harper, 531p. \$3.50]; *What Has Happened to Europe* by Geoffrey T. Garratt [Bobbs Merrill, \$2.75, a 1940 book]; *Betrayal in Central Europe; Austria and Czechoslovakia: the Fallen Bastions* by G.E.R. Gedye [Harper, 499p. \$3.50]; *Not Peace but a Sword* by Vincent Sheean [Doubleday, Doran, 367p. \$2.75]; and *Days of Our Years* by Pierre Van Paassen [Hillman-Curl, 520p. \$3.50]. Northern and Southeastern Europe are specially highlighted in *Sweden, the Middle Way* by Marquis W. Childs [Yale University Press, 184p. \$2.50]; and *World Without End*, a survey of the Danubian and Balkan region by Stoyan Pribichevich [Reynal, 408p. \$3.50].

### *Is Communism a Menace?*

GERMANY has had virtually no defenders in America, but Russia has had a number. An engaging and persuasive book is Corliss Lamont's *You Might Like Socialism* [Modern Age, 308p. 95¢]. An older, solid two-volume work is *Soviet Communism: A New Civilization* by Sidney and Beatrice Webb [Scribner, 2 vol. \$7.50].

A reasonably objective critical description is *Toward an Understanding of the U.S.S.R.* by Michael T. Florinsky [Macmillan, 245p. \$2.50]. *Stalin* by Boris Souvarine [Alliance, 690p. \$4.50] is an ex-communist's inside history of the Bolshevik movement.

Recent critical analyses of socialist theory include *Stalin's Russia and the Crisis of Socialism* by Max Eastman [Norton, \$2.50] and *Marxism, an Autopsy* by Henry Bamford Parkes [Houghton Mifflin, 300p. \$3].

### *Is Naziism a Menace?*

IF AMERICA once more goes to war, it will be to "save civilization" from fascism or communism.

Perhaps the best insight into the former is to be gained from Stephen Raushenbush's *The March of Fascism* [Yale University Press, 355p. \$3]. *The Vampire Economy* by Guenter Reimann [Vanguard, 350p. \$3] tells what Naziism means for private business. *Hitler Is No Fool* by Karl Billinger [Modern Age, 198p. 50¢] is a handy sourcebook for Hitler's ideas, tho the unpurgated American edition of Hitler's own *Mein Kampf* [Reynal & Hitchcock, 994p. \$3] is naturally most authoritative.

The two most quoted books, aside from *Mein Kampf*, are Hermann Rauschning's *Revolution of Nihilism* [Alliance, 300p. \$3] and Peter F. Drucker's *The End of Economic Man* [John Day, 268p. \$2.50], both studies of fascism.

### *Across the Pacific*

WAR WITH JAPAN has been a perennial topic in discussions of American policy. Today our attitude is dependent on what we think of Japan's attack on China, tho communism is an issue in Asia too.

John Gunther's *Inside Asia* [Harper, 599p. \$3.50] is a penetrating and colorful survey book. *Chaos in Asia* is by another newspaperman, Hallett Abend [Ives

Washburn, 313p. \$3]. Freda Utley's two books, *Japan's Feet of Clay* [Norton, 393p. \$3.75] and *China at War* [John Day, 310p. \$3.75] are especially concerned with the common people.

The rousing of China to a militant nationalism, partly under the stimulus of the so-called communists, is the theme of Edgar Ansel Mowrer's *The Dragon Wakes* [Morrow, 242p. \$2]; and *Red Star Over China* by Edgar Snow [Random, 520p. \$3].

#### Our Own Hemisphere

WITH WARS raging in Europe and Asia our eyes naturally turn south to Latin America. The hard-boiled see us taking over others' markets and investment opportunities. The idealistic hope for a true "good neighbor" policy.

The most complete and scholarly of the recent books is *Latin America* by F. A. Kirkpatrick [Macmillan, 456p. \$3.75]. Katherine Carr's *South American Primer* [Reynal & Hitchcock, 208p. \$1.75] is livelier and from a more advanced point of view. Even more pungent, tho now a little outofdate, is Carleton Beals' *The Coming Struggle for Latin America* [Lippincott, 401p. \$3]. *The Mexican Challenge* by Frank L. Kluckhohn [Doubleday, 296p. \$2.50] pictures the conservative's alarm at the progress of the Mexican revolution. *Mexico Marches* by J. H. Plenn [Bobbs Merrill, 386p. \$3] is a good account.

#### Democracy versus Dictatorship

THERE have been several brilliant analyses of the nature of the challenge to freedom. *The New Democracy and the New Despotism* by Charles E. Merriam [Whittlesey House, 278p. \$3] is outstanding among them. *Communism, Fascism, or Democracy?* by Eduard Heimann [Norton, 288p. \$2.50] has particular insight into the economic aspects of the problem. Among books by distinguished Europeans none are more relevant than Eduard Beneš' *Democracy Today and Tomorrow* [Macmillan, 244p. \$3] and Ignazio Silone's *School for Dictators* [Harper, 336p. \$2.50].

*Dictatorship in the Modern World* by Guy Stanton Ford [University of Minnesota Press, 362p. \$3.50] is provocative; while Max Nomad's *Apostles of Revolution* [Little, Brown, 467p. \$3.50] and Bertrand Russell's *Power* [Norton, 305p. \$3] probe the motives of the dictators.

#### Another Crusade To Save Democracy

THE RISE of Hitler brought a flood of books urging America to take a firm stand abroad in helping check aggression and enforce "collective security." Tho the Nazi-Soviet pact and the coming of war changed the picture, the following books contain the arguments that will be used for our going to war if the Allies seem to be losing:

*Men Must Act* by Lewis Mumford [Harcourt, Brace, 176p. \$1.50]; *Our Battle* by Hendrick Willem van Loon [Simon & Schuster, \$1]; *This Peace* by Thomas Mann [Knopf, 38p. 75¢]; *When There Is No Peace* by Hamilton Fish Armstrong [Macmillan, 236p. \$1.75]; *It Is Later Than You Think* by Max Lerner [Viking, 260p. \$2.50]; *Let the Record Speak* by Dorothy Thompson [Houghton, 408p. \$2.75]. More solid is Frederick L. Schuman's *Europe on the Eve* [Knopf, 573p. \$3.50].

#### The Isolationists

ON THE OTHER SIDE of the great cleavage in American opinion is the view that we should keep out of Europe's war.

One of the bibles of the isolationists is Walter Millis' *The Road to War* [Houghton Mifflin, 466p. \$3], a thoro study of how we got into the last war. For the rest we have: *The New Western Front* by Stuart Chase and Marian Tyler [Harcourt, Brace, 196p. \$1.50]; *England Expects Every American To Do His Duty* by Quincy Howe [Simon & Schuster, 238p. \$2]; *The Deadly Parallel* by C. Hartley Grattan [Stackpole, 210p. \$2]; *Keep America Out of War* by Norman Thomas and Bertram Wolfe [Stokes, 184p. \$1.50]. More extended statements of American policy appear in *The Open Door at Home* [Macmillan, 331p. \$3] by Charles A. Beard and G. H. E. Smith; and Jerome Frank's *Save America First* [Harper, 432p. \$3.75].

#### Europe Goes to War

IT IS STILL too early to find many books evaluating the European war itself. Sir Arthur Salter's *Security: Can We Retrieve It?* [Reynal & Hitchcock, 391p. \$3.50] appeared just before war broke out, but it presents England's case admirably. *Why England Is at War* by Harold Nicolson [Penguin, 25¢] is a good statement of war aims. *How War Came* by Raymond Gram Swing [Nor-

ton, 266p. \$2] gives beginnings. An excellent reference book of facts is *Handbook of the War* by DeWilde, Popper, and Clark [Houghton Mifflin, 248p. \$2]. For military background, with special reference to American defense, George Fielding Eliot's *Bombs Bursting in Air* [Reynal & Hitchcock, 173p. \$1.75] and *The Ramparts We Watch* [Reynal & Hitchcock, 370p. \$3] are vital. Oswald Villard criticizes our defense policy in *Our Military Chaos* [Knopf, 202p. \$1.75].

#### Building a New World

CAN WAR be abolished? Should America help when the time comes for peace?

The most positive answer is Clarence K. Streit's *Union Now* [Harper, 315p. \$3], urging us to join a world federation of democracies. A somewhat similar plea is made in the monumental *World Order* by Lionel Curtis [Oxford 1053p. \$3.50]. *The United States of Europe* by Alfred M. Bingham [Duell Sloan and Pearce, \$3] presents another angle. Less ambitious discussions are *The Way Out of War* by César Saerchinger [Macmillan, 125p. 60¢] and *War, Peace and Change* by John Foster Dulles [Harper, 170p. \$1.75]. Among the more radical proposals are *War Without Violence* by Krishnalal J. Shridharani [Harcourt, Brace, 351p. \$2.50] stressing Gandhi's method; and *The New World Order* by H. G. Wells [Knopf, 145p. \$1.50], urging revolutionary changes.

EVENTS have been moving so rapidly that books quickly become outofdate. Several organizations are available to furnish current material, particularly pamphlets. The "Headline Books" of the Foreign Policy Association are especially recommended for lively popular discussions. The Policy Association will furnish a list of its publications, as will such organizations as the Council on Foreign Relations, League of Nations Association, Institute of Pacific Relations, and Carnegie Endowment for International Peace, all in New York City.

\* \* \*

All the books listed in this leaflet may be had postpaid at the prices indicated from a nonprofit agency organized to stimulate wide buying and reading of books:

Consumers' Book Cooperative, Inc.  
118 East 28 Street  
New York City

# SPEECH EDUCATION for Every School

OLLIE BACKUS

*Chairman, Department of Speech, State  
Teachers College, Slippery Rock, Pennsylvania*

THE SUPERVISING PRINCIPAL of an elementary school read an article telling how a special teacher of speech correction can contribute to education in elementary schools. He wrote to the author this challenging appeal: "That article wasn't written for schools like mine. We cannot afford to hire a specialist in speech, yet no school could need speech education more than we. Isn't there some other way?"

It is the purpose of this article to describe a practical program of speech education that can reach the children in every single school in the country.

First of all, every school must have access to adequately equipped and staffed clinics for the diagnosis of speech disorders and for consultation about therapy. Clinics have already been established in many universities and teachers colleges. They should be made available in all such state institutions. In areas where the distance to these centers is too great, the state department of special education could well send out "traveling clinics" to reach every school.

Since rehabilitation can be achieved only by regular and persistent instruction, most schools are unable at present to follow up the diagnostic and advisory service because they lack adequately trained teachers. The second step in the program, therefore, is the requirement that all elementary-school teachers have a basic knowledge of speech re-education. This plan is now in operation in western Pennsylvania. All students majoring in the elementary curriculum in the State Teachers College at Slippery Rock are required to take the course in

"Speech Problems." They study the more common speech defects and methods of correction, are taught to recognize the cases which they may safely treat and those for which they must secure the aid of a specialist, obtain practical experience in the clinic, and receive instruction in other phases of speech education. Many students elect the advanced courses leading to certification in the field of speech.

That the program is effective is evident from direct observation and from reports of the teachers themselves, school officials, and parents. Experienced teachers who have taken the course in "Speech Problems" during a summer session have agreed that instead of being overburdened by the extra work entailed, they have found their task easier. It is less of a problem for any teacher to take a few minutes a day to correct a speech defect in a relatively short time than to be burdened over a long period of time with a child whose most urgent need is speech rehabilitation. From the point of view of the child, it is certainly more desirable to have the deficiency removed before it has impaired normal academic achievement and social adjustment.

The fact that speech re-education can be successfully carried on by elementary-school teachers in no way eliminates the need for special teachers of speech wherever possible. Indeed, the remarkable results achieved by some of the teachers in this area have been responsible for

the creation of four parttime speech correction positions within two years.

Important as it is for teachers to be able to correct the speech defects of some 20 percent of all elementary-school children, they should not ignore the needs of the other 80 percent. Many children not only go thru school with defective speech, but also are unable or afraid to recite orally, do not talk loudly or distinctly enough, or have trouble in expressing themselves adequately in conversation and group discussion. Education should teach the child [1] to make the best use of his abilities, [2] to get along with others, [3] to earn a living, [4] to be a good citizen. The aims of education cannot be reached effectively unless speech is part of the curriculum.

It is clear that teachers themselves must be trained. The mere going thru the motions of teaching speech will not result in any real contribution to the educational program. Routine drill on tongue-twisters will not correct defective articulation. An exposition of the vocal mechanism will not improve bad voices. The mechanical pronunciation, word after word, from a book will not unfold the joy of reading aloud. The occasional "piece" or speech in an overcrowded class will do little to develop confidence or skill in speaking. Effective teaching demands a background of knowledge on the part of the teacher, not just in speech correction for some children, but in phonetics, speaking, oral reading, and drama for *all* children.



*Courtesy, Washington Post*

# Coronado



By EDDIE SHERMAN

*for the United States Coronado Exposition Commission*



THE PAGES of colorful Southwestern history this year will be turned back four centuries for commemoration of the saga of Francisco Vasquez de Coronado, whose

gaily clad expedition of Spanish noblemen and Mexican-Indians sought in vain the Seven Cities of Cibola.

This year, four hundred years after the dashing Spanish nobleman arrived in what is now New Mexico, the state's residents are joining with the Coronado Cuarto Centennial Commission to bring to life again the most picturesque scenes in his exploits.

The traditional Spanish ceremonies, along with those of the Southwestern

Indians, still are being carried on in this great area. Against the backdrop of history in a land of ancient customs will be set the stages for thousands of visitors to live in the spirit of 1540—and watch history in the making.

No longer would Coronado consider his travels a failure could he see the elaborate preparations which have been made to "receive" him again. Little did he know when he marched out of Compostela, his gold-plated armor and breastplate gleaming in the sun, that his exploits would be the subject of historical remaking.

After all, Coronado's foremost thought as he led his three hundred brother-noblemen and seven hundred Mexican-Indian warriors into the wild country north of the Mexican border, was gold for the viceroy. The viceroy, of course,

was more interested in the powers that would be bestowed upon him by the King of Spain if an expedition of his making discovered and conquered the mythical Seven Cities, bringing back the wealth which tellers of tales had informed him abounded there.

Coronado's efforts were the actual beginning of history in the great Southwest, for he brought back to the viceroy, not gold and precious stones, but the first coherent account of the simple agricultural people and their customs to be found in this area. Likewise he paved the way for the future inhabitation by the Spanish people by introducing the use of sheep, cattle, and horses to the Indians. This was to mark a great step toward a new agricultural era for the Indians.

Of vital interest to the educators of the United States is the reconstruction of Coronado's travels in the many authentic pageants to be presented in New Mexico this year, along with the traditional folk festivals and Indian ceremonies which are celebrated every year in much the same manner as they were when Coronado saw them and seven hundred years before that.

Just where the Conquistadores, headed by Coronado, entered the United States, seems to be a matter of conflict and is being studied by a group of historians on an expedition to retrace the footsteps of the gladiator. Among those re-exploring the Southwest along the trail of Coronado are Dr. George P. Hammond, dean of the University of New Mexico Graduate School, and Dr. Herbert E. Bolton of the University of California, an authority on Spanish-American history.

Out in the great Southwest where the dashing young Spaniard carried on the first exploration recorded for posterity, the natives are planning a fitting tribute to his accomplishments. From May 29 thru June 1, New Mexico will "return to 1540" to present this pageantry.

The setting is perfect. In New Mexico 52 percent of the population still speaks the Spanish language. The state abounds in the traditional folklore and, notwithstanding progress in industry, life goes

# Marches Again

on much in the same manner as it did in the days of Coronado. The Spanish descendants and the New Mexico Indians still dance the same ceremonial fetes and present the same folk plays, and the color of the rhythmic Indian feast day dance still goes on.

Here the dream of a history teacher, in particular, comes true. Thruout all of 1940 the pageantry depicting Coronado's travels and life will be carried on and the host of folk festivals, Indian ceremonials, school programs, and the rich traditions of the Spanish people will further enhance the value to those who teach the background of American history, as well as to those who will witness the program for its sheer beauty.

The authenticity of the pageantry is doubly assured thru the efforts of widely-known authorities on early Southwest-ern history and those whose forefathers have passed the traditions and legends on to them. The result is a practical dramatization of history. In addition, leading authorities on the type of clothing worn in the days of the Conquistadores will supervise the making of these costumes to add to the touch of realism.

Of all the educational leaders who visit the Southwest during the Coronado celebration, the American Association of Teachers of Spanish will probably be most affected by the programs. To them it will mean fraternizing with the people of whom they teach, absorbing the actual tradition of the true Spanish people, and witnessing their many colorful celebrations and fiestas.

In New Mexico, the Spanish language was taught at the little pueblo of Tiguex, where the modern city of Bernalillo now stands just north of Albuquerque, as early as 1540 when Coronado and his followers spent the first winter in the new world north of Mexico. The brave friars, ever on the alert for new disciples to whom the Christian faith could be taught, set up schools and taught Spanish and Christianity to the Indians who, for the most part, readily accepted the new mode of life. In 1541, when Coronado returned from his adventures in Kansas and western Texas, he found the friars

had been carrying on their duties along with the little band of soldiers which Coronado had left at the pueblo to insure an outpost for the viceroy.

And now, an estimated 500 teachers of Spanish in the United States will visit ruins of this same pueblo and with only a little imagination may visualize this ancient landmark as it must have been in the days of the friars.

To other teachers who will make the journey into the colorful Southwest will go the opportunity of witnessing the pageantry which Coronado's entrance into this section of the United States made possible. A better insight into the ancient Spanish customs will be gained from this experience and those who follow the celebrations thru the various towns will have more groundwork on which to base their teachings.

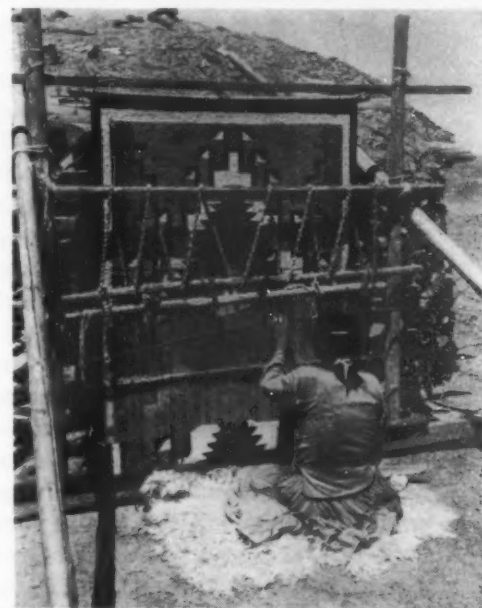
From city to city will move the huge stages upon which will be presented the pageants, each depicting a different phase of Coronado's journey. Remindful of the ancient traveling minstrels and troubadours of old Spain are those in charge of the scenic backgrounds which will be transported from city to city. They will cover 2500 miles in their jaunts.

The Coronado Cavalcade begins in Albuquerque May 29 and continues thru June 1; then the pageantry moves to Clovis for a two-day celebration, June 5

and 6; from there in succession pageants will be presented in the following towns:

Pampa, Texas, June 13-15; Santa Fe, New Mexico, June 28-30; Espanola, July 1 and 2; Clayton, July 3; Las Vegas, July 12-13; Roswell, July 17-19; Taos, July 25-26; Tucumcari, August 1-3; Dalhart, Texas, August 5-6; Amarillo, Texas, August 15-17; Fort Sumner, New Mexico, August 20-21; Hot Springs, August 24-26; Silver City, August 30-31; Farmington, September 6-8; Hobbs, September 13-15; Portales, September 19-20; Socorro, September 28-29; Las Cruces, October 4-6; Lubbock, Texas, September 30-October 5; and Phoenix, Arizona, October 31-November 2.

By following the entire celebration from city to city the spectators may gain a vivid picture of the complete travels of the Conquistadores with the authentic background of Spanish-speaking people and ancient Spanish and Indian customs.



Photos by New Mexico State Tourist Bureau



Courtesy, Los Angeles Public Schools

*Grow old along with me!  
The best is yet to be,  
The last of life, for which the first was made.*

—ROBERT BROWNING

**P**UBLIC-SCHOOL TEACHERS do not benefit from the retirement provisions of the federal Social Security Act. This fact has produced heated discussions. Some contend that the Act should be amended to include teachers. The possibility of this amendment is remote since the federal government cannot tax the states or their instrumentalities. Others point to the benefits available from existing sound teacher retirement systems. It is argued that these advantages should not be hastily thrown aside or endangered for the admittedly lower return under the present Social Security law.

Several NEA reports have given attention to statewide retirement plans for teachers and other school employees, but little notice has been taken of the many local retirement systems operating independently of state systems and in states where there is no statewide system. The May issue of the *Research Bulletin* of the Research Division of the National Education Association presents an analysis of the provisions of sixty-five local retirement systems. Some of these local systems have larger membership than the small statewide systems. In all, approximately 105,000 school employees are covered by local retirement provisions.

Thirty-nine local systems have been established in thirteen states under permissive state laws; sixteen systems by special state legislation; six by city charter provisions; and four by schoolboard

## Local Retirement Systems

resolution without state legislation. The *Research Bulletin* gives a tabular outline of the detailed provisions of these sixty-five local systems under headings such as: Legal bases in general; type of plan, whether joint-contributory or pension; the administration of the system; and the benefits thereunder.

Fifty-two systems are joint-contributory and thirteen are pension plans. Employees contribute a percent of their salary in forty-eight of the fifty-two joint-contributory systems. Eleven systems permit a contribution as high as 5 percent of the salary but most set a maximum lower than 4 percent. With such small contributions demandable, the allowance paid in most systems must necessarily be low. Twenty-three plans set a maximum allowance, ranging from \$300 to \$1200 a year. Eleven systems provide for a set amount payable as retirement allowance, ranging from \$300 to \$900 a year. Several systems provide for an allowance which, if under the maximum, will be equivalent to a proportion of the member's active salary. Twelve plans provide for an allowance based on actuarial equivalents.

In addition to the sixty-five local retirement systems analyzed in the *Research Bulletin*, there are various pension and old-age assistance schemes. For example, the Mobile Teachers Association has long maintained a mutual benefit plan paying annuities and sick benefits. Fort Worth, Texas, provides for an allowance of \$50 to be voted annually to disabled teachers after twenty-five years of service, if the teacher is without other means of support and provided the financial condition of the school system warrants the expenditure. San Antonio, Texas, has had local provisions for a teachers sick benefit association and a teachers retirement association on a mutual benefit plan.

Richmond, Virginia, pays a local pension of \$600 a year to teachers who qualify for retirement under the statewide law. Waterbury, Connecticut, pays a pension which is authorized by city charter and in no way connected with or affected by the Connecticut state retirement system.

Several states have passed enabling legislation which no local district has accepted. In Missouri, cities having a population of 300,000 or more are permitted to establish a local retirement system by state law, but Kansas City has preferred to establish a mutual benefit plan to which teachers are required to contribute \$10 a month. St. Louis has established a system whereby teachers over 65, incapacitated for fulltime service, may be placed in the rank of half-day assistant at a salary of \$1000 a year, with nominal duties such as giving individual instruction.

Idaho also has a permissive law which applies to any independent school district employing thirty or more teachers. Altho no district has established a local plan under this enabling act, the 1939 legislature enacted certain measures which revise the charters of Lewiston and Boise so that they may adopt the state enabling act in the future.

In 1937 Georgia passed an act whereby the City of Savannah and County of Chatham may establish either a joint-contributory or a pension plan for teachers and other school employees; no local action was taken. However, for twenty-five years past, the teachers of Savannah have been retired on a maximum of half-pay after twenty years of service or on lesser amount at the board's discretion.

As a general rule, a statewide retirement system is more efficient than a local retirement system in that a large membership spreads the insurance risks and the work and life expectancy of members may be more accurately computed. This, of course, does not apply to large city systems where conditions may justify a local retirement system in addition to a statewide system. In most states, local systems have been established because legislation for an adequate statewide system could not be enacted. In situations where such conditions exist, a state system set up at some subsequent date should make special provisions either to absorb the membership of local systems in the statewide plan without loss of equity or to continue the local system on a sound independent basis.—*Staff of the NEA Research Division.*

## History and Purposes

AMERICAN Education Week grew out of the World War. Twenty-five percent of the men examined in the draft were illiterate; 20 percent were physically unfit; many were foreign-born and had little understanding of American life. During the War, the schools were drained of teachers, especially men. In the fall of 1920, thousands of schools were closed for want of teachers. A campaign of public information was needed to correct this situation. A long-range program for the extension of education was needed to reduce illiteracy and physical unfitness. Members of the American Legion consulted with educators and, as a result, the first American Education Week was observed in 1921.

The broad purpose of American Education Week has become that of acquainting the people with the needs, aims, and achievements of the schools.

### Twentieth Observance

November 10-16, 1940

#### GENERAL THEME

Education for the Common Defense

#### DAILY TOPICS

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

#### SPONSORS OF AMERICAN EDUCATION WEEK

The National Education Association of the United States

The American Legion

The United States Office of Education

The National Congress of Parents and Teachers

### Education for the Common Defense

#### WHAT DOES AMERICA HAVE TO DEFEND?

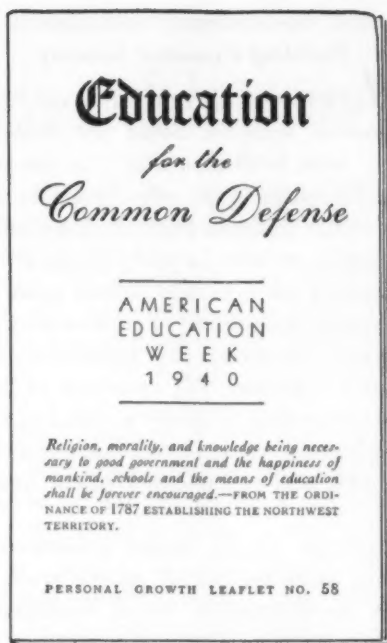
A *spiritual heritage*, the most precious gift from our forefathers.

A *people's government*, conceived by heroic men determined to be free.

A *great people*, over 132 million souls of many races and creeds.

A *vast wealth*, found in our natural resources from sea to sea.

A *hopeful future*, to leave to our children and to generations unborn.



#### WHAT IS EDUCATION FOR THE COMMON DEFENSE?

It is *individual*, helping each person make the most of his talents.

It is *universal*, seeking to educate all the children and all the people.

It is *practical*, helping prepare people to earn a good living.

It is *civic*, preparing individuals to be wise and loyal citizens.

It is *spiritual*, recognizing the eternal dignity of human personality.

*A System of Universal Public Education Is the Greatest Common Defense the American People Have Erected or Can Erect*

#### TOPIC FOR SUNDAY, NOVEMBER 10

### Enriching Spiritual Life

AMERICA was founded upon a spiritual foundation by earnest pioneers seeking to govern themselves and to worship God in their own way. On this foundation a great nation has been built. A rich spiritual life quickens aspirations, stabilizes conduct, supports family life, improves the community, and fortifies the state.

Great teachers of all faiths in schools, public and private, encourage religious feeling and practice as the foundation of moral conduct. The schools guide pupils to enriched spiritual living thru the development of character, the encouragement of right conduct, the opening of minds to new horizons, the practice of tolerance, a steady emphasis upon the sacredness of human personality, and a constant leadership in the search for truth, goodness, and beauty.

#### TOPIC FOR MONDAY, NOVEMBER 11

### Strengthening Civic Loyalties

IF AMERICA is to remain a strong beacon of freedom in a world where many lights are burning low, civic loyalty must be persistently cultivated. Good citizenship calls for intelligent action, not mere lip service. It requires practice in the art, technics, and spirit of self-government—constant effort to improve community and country. Altho government of the people, by the people, and for the people has not solved all our problems, who would exchange it for the tyranny and force which prevail today in so many parts of the world?

The school is the proving ground of citizenship. In the school, the child takes his place in a community of equals. Here he learns to give and take, to cooperate, and to practice selfgovernment. The development of good citizenship is a primary aim of the American school.

#### TOPIC FOR TUESDAY, NOVEMBER 12

### Financing Public Education

THE public elementary and secondary schools of the United States cost two billion dollars a year. While this gives an average of \$75 per pupil per year, the figure ranges from \$135 in New York State to \$25 in Mississippi.

School costs have risen during recent decades because more and better school services have been provided to more pupils, and because the purchasing power of the dollar has been greatly reduced.

Expenditures for relief and old-age pensions are a relatively new demand on government. Few would disapprove of meeting these needs, but as such costs mount there is also widespread insistence upon tax reduction. It would be folly to scuttle the schools to meet either type of demand. Education is an economic asset, an investment in human resources.

#### TOPIC FOR WEDNESDAY, NOVEMBER 13

### Developing Human Resources

POPULATION in the United States grew rapidly until recently. Now immigration has been greatly reduced and the birth-rate, which in 1915 exceeded 25 babies per 1000 population each year, has dropped to 17. The United States has a small population compared to its vast resources. Our people have achieved a high standard of living compared to other nations thru the development of

these natural resources. Yet millions are unemployed; hunger exists amid plenty; crime takes a vast toll; ill health ravages the underprivileged. These conditions need not exist in a wealthy nation. They can be corrected by improving the individual and promoting the general welfare, which the schools seek to do. They are guiding 30 million youth and many adults to more abundant living and a better understanding of human needs.

TOPIC FOR THURSDAY, NOVEMBER 14

### *Safeguarding Natural Resources*

**I**F ONE has the materials and skills needed to build a house, he can build it; without materials, he cannot. Likewise, to enjoy abundant living, a people must have resources. The United States has vast resources. With only 6½ percent of the world's people, it has 45 percent of the world's wealth. The natural resources of our nation were so vast that waste was unnoticed until recently. Now that one-third of our top soil, most of our forests, and much of our mineral wealth and animal life are gone, the loss is felt. America cannot continue to waste her substance and endure.

There is still time to safeguard resources so that we shall have plenty if we consistently strengthen the conservation movement. The schools will be a mighty factor in this vital educational campaign.

TOPIC FOR FRIDAY, NOVEMBER 15

### *Perpetuating Individual Liberties*

**W**HAT is liberty? In America it means freedom to speak and write, to live where one wishes, to work at the job of one's choice, and to have a part in self-government. But the mere declaration of rights does not constitute liberty. Academic rights count for little. Is a man free who cannot find a job? Whose family is thereby hungry and unclothed?

In a civilized nation, liberty does not mean freedom to do entirely as one chooses. There are rights of others each must respect. We find true liberty by denying ourselves smaller privileges in order to secure great basic rights for all. Education perpetuates individual liberties by developing a people able to govern themselves and determined that America shall remain the land of the free and the home of a people unafraid of duties that liberty entails.

TOPIC FOR SATURDAY, NOVEMBER 16

### *Building Economic Security*

**M**ANY PEOPLE in America do not have economic security. Some are without jobs; some have jobs which do not pay a living wage; some who have jobs are not secure in them. How shall we build economic security for all? Certain broad objectives are generally agreed upon as necessary, including [1] conservation of natural resources, [2] upbuilding of human resources, [3] extension of taxation according to ability to pay, [4] fair play between capital and labor, [5] social security, and [6] unemployment insurance.

Ignorant people cannot achieve economic security. Selfish people want it only for themselves. Social intelligence and conscience are needed to place us on the road toward economic security for all. To help develop these qualities in all the people is the task of the schools.

### *Know Your America*

**T**HE UNITED STATES possesses 45 percent of the world's wealth and 60 percent of the monetary gold. Of the annual world supply of oil it produces 62 percent; of iron, steel, copper, lead, zinc, and coal, 33⅓ percent; of cotton, 50 percent; and of wheat, 20 percent. Such resources are the heritage of our 132 million people. The great problems of our country seem small when measured against these vast resources.

People are more important than things. What of our people? In 1790 our population was nearly all rural; today it is more urban than rural. In 1880 fourteen percent of the population was under 5 years of age; in 1930, only 9 percent. More than 2 million babies are born each year. The birthrate in cities is too low to maintain their population. Only the influx from rural areas where the birthrate is higher enables cities to survive.

### *Know Your American Schools*

**M**ORE THAN ONE American out of four finds his major fulltime interest in the schools as pupil, teacher, or custodian. School enrolments are:

21,750,000 in public elementary schools  
7,200,000 in public highschools  
1,400,000 in colleges and universities  
2,690,000 in private & parochial schools

Over 3 million young people 16 to 24 years of age are out of school and out

of work. Altho highschools are expanding rapidly, 3 of every 10 persons of highschool age are not enrolled.

More than a million teachers staff the schools. One in 5 of them are men. The school term in cities averages 181 days a year; in rural areas, 163 days. There are 124,000 one-teacher rural schools. School buildings are valued at over 12 billion dollars. The cost of American education is less than 10 cents a day for each person of voting age.

### *Education for the American Way of Life*

WHAT IS THE AMERICAN WAY OF LIFE?

*It is a free way*, allowing one to live according to his own conscience.

*It is a peaceful way*, settling differences by elections and courts.

*It is a friendly way*, judging success by happiness and growth.

*It is a cooperative way*, emphasizing service to the common good.

*It is a democratic way*, based on human brotherhood and the Golden Rule.

WHAT IS EDUCATION FOR THE AMERICAN WAY?

*It is universal*, opening its doors to all the people.

*It is individual*, helping each person to make the most of his talents.

*It is tolerant*, seeking truth thru free and open discussion.

*It is continuous*, knowing that learning is a lifelong necessity.

*It is prophetic*, looking always toward a better civilization.

*Such Are the Ideals of American Life and Education*

### *Our Schools*

**B**ORN of the vision of the first settlers, nurtured by the hands and hearts of the pioneers, improved and expanded by the tireless efforts of those who thru the years forged the isolated school into a great system of free public education, made effective by the demands of succeeding generations of parents and teachers, the school in America has become the pride and center of the community. It awakens aspirations, develops fundamental skills, and frees the mind from the bonds of ignorance. It is the universal temple of childhood; the hope of parenthood; the forum of free discussion; the inspiration of the arts and the professions; the servant of agriculture, industry, and commerce; the garden of friendship; the common meeting ground of all races, creeds, and conditions—in short the symbol and servant of a free, intelligent, democratic people.

# My Stewardship as President

AMY H. HINRICHS

*President, National Education Association of the United States*

IT HAS BEEN my privilege for ten months now to be president of the National Education Association. By the time this article appears in print, my field service will be practically completed and my thought will be absorbed in the coming big event, my convention, June 30-July 4, in Milwaukee. July 4, 1940 will signalize for me the end of a year of opportunity, the scheduled relinquishing of the privilege of a lifetime. It will be fitting and pleasant to review here certain aspects of my administration—a typical one I think it is—before we turn from the JOURNAL pages to vacation and before I step back from my *representative* capacity to private life again.

The work of the president does not lack variety. In fact, its very variety sometimes interferes with continuity of effort in a given direction.

The very first morning after my installation in San Francisco it was my duty to preside over the meeting of the Board of Directors. The thoughtful discussions of the Board of Directors meetings and the devoted work and wholehearted cooperation of the directors individually are among the joys of a president's life. The NEA cannot but grow and prosper as it does from year to year, with such a spirit of confidence and helpfulness.

The Executive Committee was my next assignment that morning. Its activities were not new to me, since my taking hold as president was the beginning of my third year of service on that important agency of our Association. The Committee is now most democratically constituted, with five elected members (three by the Representative Assembly and two by the Board of Directors) in addition to the exofficio members: the president; the first vice-president, who is the immediate past president; the treasurer; and the chairman of the Board of Trustees. The Executive Committee is your governing body in the interim between conventions, at which time both the Representative Assembly and Board of Directors

meet. The Executive Committee meets at the conventions, too, and makes recommendations to the Board of Directors. The wealth of subjectmatter that comes up before Executive Committee meetings is abundant evidence of the farflung implications and connections of the Association's activities.

The number of letters that come to the president is legion. As for the outgoing correspondence, the president writes and writes and dictates and dictates and still never really catches up with the postman. In all seriousness, this inability to keep abreast of correspondence is the most troublesome and conscience-smarting part of being president.

The field work is perhaps the most vital and intimate part of the work of the presidency. The personal contacts with our members in all parts of the country are the electric currents, as it were, thru which travel the influence of the NEA and the gospel of its work and accomplishment. It is a glorious thing to meet and greet and work with our people thruout the length and breadth of this great land of ours. Service results from the mileage—service to the teachers and the children of America and the promotion of NEA growth—there is no doubt of that. Indeed the evidence is ample in every stop that one makes. And personally to the president, these visits, "as of a bishop visiting the churches," are the experience of a lifetime. By the end of April, I shall have spoken to groups, chiefly of state or local affiliated organizations, in the following states: Alabama, Arizona, Arkansas, California, Florida, Illinois, Indiana, Iowa, Kentucky, Louisiana, Michigan, Minnesota, Missouri, New Mexico, Ohio, Tennessee, Texas, and Washington, and in the District of Columbia. Each experience is a precious memory, and I shall find abundant pleasure next year in watching the coming to maturity of the fruit of membership and of active participation in the NEA that the various meetings in which I was privileged

to participate so abundantly promised.

I found that my address, from thirty to fifty-five minutes as the occasion required or permitted, on *The National Education Association: What It Is and Does—A Review for Those Who Know—An Interpretation for Those To Be Introduced*, met with enthusiastic, indeed grateful, reception. Our members want to be informed concerning details of the vast work of the NEA in the study and advance of education, in the interpretation of education to the American public, in teacher welfare, and in cooperation with other organizations working for the welfare of childhood and youth, and for the realization of the highest type of American citizenship.

I wish here to express my deep and heartfelt appreciation to all who had any part in the arrangements for my visits and in the numerous and generous courtesies that were extended to me everywhere. I appreciate them personally, as expressions of warm friendship. I appreciate them officially, since it was my privilege as president to receive your homage to our great Association. I wish I could have written to each one personally as the days and the weeks and the months have gone by. Since that hasn't been possible, I ask you each one to accept this as written record of the appreciation which I shall always feel.

It falls to the lot of your president to represent you at various conferences, conventions, and other gatherings, often actively participating in your behalf. I attended the Congress on Education for Democracy at Columbia University in August; the national convention of the American Legion in Chicago in September, addressing both the Legion and the Legion Auxiliary along the lines of our common interest in education; the Conference on Inter-American Relations in Regard to Education called by Secretary Hull during November in Washington; the Armistice Day exercises at Arlington under the auspices of the District Legion posts, the National Com-

mander speaking; the two-day conference at the University of Chicago in celebration of the tenth anniversary of the opening of its Social Science Research Building in December. I expect to attend the Section on Education of the Eighth American Scientific Congress in Washington in May. Invitations to this Congress have been issued by President Roosevelt to the other American republics, who will by their participation assist in celebrating the fiftieth anniversary of the founding of the Pan American Union.

Your president has also had the opportunity to preach to lay organizations the gospel of education as the very foundation on which our government rests. For instance, I have spoken before Rotary and other service clubs and parent-teacher groups. I have stressed the fundamental importance of education in our national life and the consequent need of adequately supporting it with funds as well as with the moral support, as it were, of public opinion and popular favor. Such has been the reception accorded my remarks in every case that I am more convinced than ever that the interpretation of educational purposes, programs, and needs to the public, is just about the biggest and most urgent task that our membership everywhere is obligated to do. *Interpret, interpret, interpret in your community*, to the people with whom *you* come in contact. When enough of us do it often enough, not only in large assemblies, but to individuals and in small groups, we are, I believe, going to see education getting adequate support.

In addition to writing "greetings" and other bits for state and other educational magazines and this series for the NEA JOURNAL, it has been my privilege to write several articles for lay magazines, including the American Legion magazine, in connection with American Education Week. The editorial prominence that *Collier's* gave to the comment on the urgency of public support for education was gratifying to all who would "put first things first" by providing suitable appropriations for education.

My work with our Educational Policies Commission, along these lines of the interpretation of educational needs to the public, has been an interesting and significant part of this year's work.

By the end of May I shall have "put in" five periods, varying from two days to almost two weeks, at Headquarters in conferences with our Executive Secretary and other members of the staff and in doing general office work in connection with Association interests and activities.

And soon will come the convention over which it will be my privilege to preside in Milwaukee June 30-July 4. If I could secure my fondest wish for each one of you, my friends and readers, my fellow-teachers and fellow-members of NEA, it would be that you might attend an NEA convention, the one in Milwaukee, of course, for "the sooner the better." And if you come to that one you will certainly want to attend again and again and again. The inspiration of our getting together with other teachers (and to me *teacher* means *any educational worker*) from all over the country; the strength that comes from working out our problems together; the great educational feast of addresses, discussions, demonstrations; the additional purely cultural features of the program; the broadening influence of getting acquainted with a part of the country other than your own; the fun of going to the convention as part of a vacation or summer school experience with your "pals"—these are only some of the values of a convention for you. From the Association's standpoint, we need *you*. The broader the base of participation, the sturdier and stronger will be the build-

ing of our cooperative accomplishment.

Our convention program for this year, now in the making, about three-quarters finished, I should say, will include some novel and unusual features. You will not want to miss them. Preliminary announcements appear elsewhere in this JOURNAL. One innovation will be a day-and-a-half post-convention conference of state NEA directors and the secretaries of the state education associations. Beginning to plan for next year's work thru such a conference should be particularly helpful to new directors and secretaries.

If you haven't been to an NEA convention, you can hardly realize what a tremendous thing it is. The exhibits, a veritable World's Fair of things used in connection with schools, from books to buses, are worth crossing a continent to see. The housing both of exhibits and of persons attending the convention is an undertaking of large proportions. Mr. H. A. Allan, our business manager, who attends to all these things, has a unique occupation and superb qualifications for it. It is a privilege to pay tribute to him here.

Milwaukee is easily reached from all parts of the country. It is in the midst of an ideal vacationland. It has not only the great University of Wisconsin, but other fine summer schools within easy distance. Come to Milwaukee! Whether you have been to NEA conventions before or often or whether this will be your first, give yourself one of the most profitable summer experiences an American teacher can possibly have! I hope to see you there.

And on the evening of July 4 in Milwaukee will end for me this year that you have given me of opportunity to serve education, to serve you, the teachers of America, to serve American childhood and youth in very specific ways. It has been a year of great responsibility and of sometimes driving work. It has also been a year of the greatest privileges and the deepest satisfactions that anyone could have. I have tried to work intelligently; I assure you I have worked devotedly. I feel a tear coming as I prepare to say "goodby" as president. As long as I live it will not be "goodby" as private NEA member or in service, insofar as I can give it or may be called upon to give it, to education and to American teachers, children, and young people.



*A Venetian riverfront in  
downtown Milwaukee, NEA  
Convention City—  
June 30, July 4*

# SUMMER CONFERENCES of N&A DEPARTMENTS

## DEPARTMENT OF *Classroom Teachers*

THIS DEPARTMENT will sponsor an Educational Study Conference, July 8-19, 1940, at Northwestern University, Evanston, Illinois. The theme of the conference will be: "Problems of Public Education in a Democracy." Purposes of the conference are:

[1] To give teachers the opportunity to make a cooperative analysis of significant educational problems.

[2] To help teachers extend their understanding of crucial problems affecting the welfare of children and teachers.

[3] To demonstrate problems and technics involved in group discussion and study.

[4] To provide observation of newer practices in classroom procedures.

[5] To help teachers prepare themselves more adequately for leadership in classroom and community.

[6] To provide a professional course for teachers who find it inconvenient to attend a summer school.

[7] To extend and enrich social participation among teachers.

Special lectures, excursions, and forums are being arranged for the general meetings. Each study group will formulate its program of activities in terms of group interests and needs. The general plan for each day includes one general meeting and one group session for the morning, group sessions, excursions, consultation services for the afternoon. The evening program offers panel discussions, community excursions, selected movies, lectures, and social activities. Special provisions will be made for visiting schools and adult educational centers. There will be abundant opportunities and facilities for recreation.

Northwestern University offers two semester hours' credit to persons registered for credit and who complete course requirements. Persons may attend conference without registering for credit. Fees—credit, \$20; noncredit, \$15.

For registration blanks, information concerning the conference or hotel accommodations and rates, write the Department, 1201 Sixteenth Street Northwest, Washington, D. C.

## DEPARTMENT OF *Elementary School Principals*

THE FOURTH ANNUAL CONFERENCE on Elementary Education, sponsored by this Department in cooperation with the University of Wisconsin, will be held at the University, Madison, July 6-19, 1940. The theme of the conference is "Enriching the Elementary-School Curriculum."

Each morning there will be a series of general demonstrations conducted by experts and opportunity to visit a carefully planned demonstration in the summer laboratory school. Later in the morning general sessions will be held, giving a well-rounded presentation of problems of interest to those in the field of elementary education.

The afternoon program will include a variety of seminars on the most important problems relating to the enrichment of the curriculum. There will be a prominent educational leader in charge of each seminar. Specialists will be brought in from day to day as resource leaders to contribute to the thinking of the group.

The evenings have been reserved for a general conference of the group. Exhibits, curriculum materials, and libraries will be available.

Registration will take place on Saturday morning, July 6. Students completing the course for credit will be allowed two semester hours' credit. The fee of \$16 includes regular registration, proceedings of the conference, use of the student building, and services of the student infirmary.

There are unusual recreational opportunities and special trips of considerable interest. Members of the conference will be housed in three dormitories on the lake front. The meeting places are near the living quarters. The housing rate, including room and meals for the two weeks, will be \$25. If accommodations are desired in the dormitories, the application blank accompanied by a deposit of \$5 should be mailed before May 25 to Executive Secretary Eva G. Pinkston, 1201 Sixteenth Street Northwest, Washington, D. C. The \$5 check should be made out to the University of Wisconsin.

## DEPARTMENT OF *Supervisors and Directors of Instruction*

TWO SUMMER CONFERENCES will be sponsored by this Department—one at Northwestern University, Evanston, Illinois, July 8-19; the other at the University of California, Berkeley, July 15-27.

The theme of the Northwestern conference will be "Understanding and Enriching the Interrelation of the Growing Child and Community Living." Each day will be divided into four areas of activities. The morning will be devoted to special lectures, school visitation, and group study. The afternoon will provide group study, community excursions, consultation services, special movies. For the evenings, forums, panel discussions, lectures, night excursions, concerts, theater performances, social get-togethers are arranged.

A variety of recreational activities offered include swimming, golf, tennis, informal teas, boating, horseback riding.

Persons may take the course for two semester hours' credit (\$20) or without credit (\$15). Arrangements have been made with local hotels for special conference rates.

The theme for the conference at Berkeley will be "Supervision of Elementary Schools." In the mornings there will be directed observation in the demonstration school, and study and discussion sections devoted to critical evaluation of classwork observed. In the afternoon selected specialists will address the general assemblies.

Registration will take place on Saturday morning, July 13. The tuition fee is \$12, for which two semester hours' credit may be had. Make your reservations early. If accommodations are desired in the Whitecotton Hotel, where most members of the conference will stay, the reservation, accompanied by a deposit of \$5, should be mailed to J. Livingston, manager, before May 31. Indicate the type of room desired.

If you are interested in obtaining programs and advanced registration blanks for either conference, write to the Department at 1201 Sixteenth Street Northwest, Washington, D. C.

# SELECT YOUR State Director WITH CARE

**E**IGHTEEN State NEA Directors will be chosen at Milwaukee. They will be elected by the Representative Assembly but they will be nominated by the delegates from the seventeen states whose Directors' terms expire this year and from the state of Washington whose Director, Miss Cora Oleson, has resigned.

State Directors are elected for a three-year term, one-third each year, and are eligible to succeed themselves. The Bylaws stipulate that any person to qualify to serve as Director shall have been an active member with dues paid in the National Education Association and in a state, or district, or territory, and a local association, if organized, for a three-year period immediately preceding the election, provided, however, that the requirement of membership in a state association for a candidate for NEA Director from a city having 10,000 or more National Education Association members as of May 31 may be waived by a majority vote of the NEA delegates present from that state. Only delegates who are active members of the National Education Association and whose dues have been paid in a state, or district, or territory, or a local association, if organized, respectively, have the right to vote for such Directors.

The selection of State Directors is an important responsibility. The Representative Assembly is the policy-forming body of the Association but the Bylaws place important duties on the shoulders of the State Directors, and the prosperity and welfare of the Association depend in large degree on the high character and ability of the members of this board.

One of the most important duties of the State Director is the development of effective membership enrolment campaigns. In carrying forward this responsibility the Director cooperates with the Headquarters staff at Washington. The regular routine enrolment procedures consisting of a series of letters from the Headquarters office to superintendents,

principals, and officers of local associations have, over a series of years, built up a substantial foundation membership of approximately 200,000.

Experience indicates that further growth of membership will depend in large measure on the State Directors who serve as chairmen of the Enrolment Committees in their respective states. It is of extreme importance, therefore, that State Directors should be outstanding leaders of demonstrated ability who know how to organize and put into effect successful enrolment campaigns.

To do this involves ability to select for the State NEA Membership Committee outstanding local leaders and to inspire them with enthusiasm. It also requires ability to publicize the work of the Association effectively in the official magazine of the state teachers association, in the publications of local associations, and in local and state newspapers; as well as to present or arrange for the presentation of greetings from the NEA at the annual state and district conventions of the state teachers associations and at county and city association meetings.

The development of effective enrolment campaigns is, however, only one of the responsibilities of the State Directors. The Bylaws stipulate that they shall have charge of the general interests of the Association excepting those entrusted to the Board of Trustees, the Executive Committee, and the Representative Assembly. They elect annually one Trustee for the term of four years, and two members of the Executive Committee. They approve all bills incurred by the Association and its officers and appropriate from current funds, amounts of money ordered by the Representative Assembly for the work of all special committees of research and investigation. They approve the Bylaws of the National Council and of the departments and recommend the establishment or discontinuance of departments. They also determine the time and place of the annual meeting. Members of the

Board of Directors are also responsible for the arrangement of exhibits of NEA publications at state and local conventions, for the presentation of the NEA program of service at the teacher-training institutions of the state, for the promotion of FTA clubs and chapters, and for the development of institutes on professional relations at summer schools.

While State Directors are officially nominated by the Delegates to the Representative Assembly from their respective states, many of them are actually named by their state associations prior to the summer convention. This procedure is growing in popularity since it makes the Director more definitely an officer of the state association and tends to give closer integration between the state and national associations. The State NEA Director might well be a member of the Board of Directors of the state association.

The State Directors receive no financial remuneration for their services. Theirs is a labor of love. They do, however, when successful, receive the reward of satisfaction which comes to all those who render well an important service. They also enjoy the privilege of attending the summer convention with all expenses paid.—T. D. MARTIN, director of membership.

## State Directors

### WHOSE TERMS EXPIRE AT THE MILWAUKEE CONVENTION

*Alabama*—L. Frazer Banks  
*Alaska*—Everett R. Erickson  
*Colorado*—W. B. Mooney  
*Delaware*—H. V. Holloway  
*Idaho*—W. D. Vincent  
*Louisiana*—J. N. Poche  
*Maryland*—Eugene W. Pruitt  
*Massachusetts*—Annie C. Woodward  
*Michigan*—Grover Stout  
*Minnesota*—Daisy Brown  
*Nebraska*—Alice Robinson  
*North Carolina*—Elmer H. Garinger  
*Rhode Island*—James F. Rockett  
*Texas*—Rush M. Caldwell  
*Vermont*—Joseph A. Wiggin  
*Virginia*—Mrs. Edith B. Joynes  
*\*Washington*—John Rushing  
*Wisconsin*—Amanda H. Schuette

\* Mr. Rushing was appointed to take the place of Cora Oleson, resigned, whose term would have expired in 1942. Therefore the director for Washington elected at Milwaukee will be chosen to fill the unexpired term.

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- \*[2] Your Mind in the Making.....
- \*[3] Your Health in the Making.....
- [4] Your Home in the Making.....
- \*[6] Your Citizenship in the Making.....
- \*[7] Your Personality in the Making.....
- \*[9] The Planning of Your Life.....
- [11] Future Teachers of America.....
- [12] Shall I Become a Teacher?.....
- [13] Community Forces and the School—  
HAROLD BENJAMIN.....
- [14] The Challenge of a United Profession—  
WILLARD E. GIVENS.....
- [15] First State Normal School in America—  
ELEANOR C. FISHBURN.....
- [16] The American Plan of Education—  
EDUCATIONAL POLICIES COMMISSION.....
- [17] Education for Democracy—BERTRAND RUSSELL.....
- [18] Education in a Living Universe—L. P. JACKS.....
- [19] My Pedagogic Creed—JOHN DEWEY.....
- [20] The Growing Teacher—MILDRED SANDISON.....
- [21] A Golden Treasury of Beauty and Wisdom.....
- \*[22] A Golden Treasury from the Bible.....
- \*[23] A Golden Treasury on the Art of Living.....
- [25] Selections from George Washington—L. H. HART.....
- [26] Selections from Ralph Waldo Emerson.....
- [27] Selections from Abraham Lincoln.....
- [28] Selections from Horace Mann.....
- \*[30] The Significance of Friendship—DR. J. D. FARRIS.....
- [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—F. M. GREGG.....
- [51] The Story of the NEA—MILDRED SANDISON.....
- [52] NEA Platform and Resolutions.....
- [53] Individual Guidance thru the Schools—  
HERBERT R. STOLZ.....
- [55] Projects for Local Associations—  
WILLARD E. GIVENS.....
- [56] Federal Aid for Education—SIDNEY B. HALL.....
- [57] Better Salaries for Better Schools—HAZEL DAVIS.....
- \*[58] Education for the Common Defense—  
American Education Week 1940.....
- [59] Story of American Education Week—L. W. ASHBY.....
- [60] Our Faith in Education—LYLE W. ASHBY.....
- [61] Horace Mann's Letter to Young Americans.....
- \*[62] The Code of the Good American.....
- [64] The Rabble Rouser—ROLLAND H. UPTON.....

- [65] Allied Youth: A School Club—W. ROY BREG.....
  - [66] American Youth Hostels—EDNA V. GRODMAN.....
  - [73] Teaching Materials for Rural Schools—  
HOWARD A. DAWSON.....
  - [75] Supervised Correspondence Study in Highschools  
T. W. THORDARSON.....
  - [86] Booker T. Washington at Tuskegee Institute.....
  - [91] Seven Adventures in Pioneering—H. A. OVERSTREET.....
  - [92] True Americanism—JUSTICE LOUIS D. BRANDEIS.....
  - [93] A Primer of Taxation—DAVID CUSHMAN COYLE.....
  - [94] Economic Systems in the United States—COYLE.....
  - [95] Children in a Democracy—  
WHITE HOUSE CONFERENCE 1940.....
  - [96] Challenge of the Hard Road—C. A. DYKSTRA.....
  - [97] Roads to American Prosperity—  
DAVID CUSHMAN COYLE.....
  - [98] Parks and American Culture—R. C. MORRISON.....
  - [99] Student Selfgovernment—RICHARD WELLING.....
  - [100] New Voter Preparation and Recognition—  
HUGH S. BONAR.....
  - [101] Have You Had Your Vitamins?—H. N. HOLMES.....
  - [102] Our Common Diseases—THOMAS PARRAN.....
  - \*[103] Shall I Become a Smoker?—A. H. STEINHAUS.....
  - [110] Teaching Reading in Elementary Schools—  
ELEANOR C. FISHBURN.....
  - [111] Art in School and Life—LEON L. WINSLOW.....
  - [112] Teaching Economics to Children.....
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  - [161] Suggestions for FTA Organizers.....
  - [162] Programs for FTA Clubs and Chapters.....
  - [165] What It Means To Be a Future Teacher.....
  - [171] Education for the American Way of Life—  
EDWIN G. CONKLIN.....
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JOHN W. STUDEBAKER.....
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  - [174] America's Foreign Policy—CHARLES A. BEARD.....
  - [175] Thank God, I'm an American!—  
WILLARD E. GIVENS.....
  - [176] Social Imagination in Education—  
CHARLES A. ELLWOOD.....
  - [177] Motive-Centered Education—HAROLD S. TUTTLE.....
  - [178] Parent's Part in Education—GEORGE G. BRUNTZ.....
  - \*[208] America's Role in the World Today: Read-  
ing List—ALFRED BINGHAM.....
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\* Best sellers March 1940.

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# On, Wisconsin!

*Docile herds of Holsteins, Jerseys, Ayrshires, Guernseys, and Brown Swiss graze today in the coulees of Hamlin Garland's "Middle Border."*

THE CHINESE learned to eat roast pig when an unhappy young porker was accidentally barbecued in the flames that consumed a dwelling. For some time afterward home fires mysteriously associated with the savor of cracklings were kept burning so frequently as to threaten the science of architecture. At least that is Mr. Charles Lamb's story, and he will stick to it.

A similar legend recounts the discovery of butter. A tribesman carrying a goatskin of milk behind his saddle found the neck of the rawhide bottle choked by an oleaginous substance that tasted even better than the milk itself. For countless years butter was made by jarring milk roughly in skin pouches slung over the backs of trotting horses.

When the use of butter began, no one knows. The Greeks are supposed to have adopted it from the Scythians or Thracians, the Romans from the Germans.

Father Abraham on the plains of

Mamre entertained some unexpected guests, "And he took butter and milk and the calf which he had dressed, and set it before them; and he stood by them under the tree, and they did eat."

Cheese, too, comes down to us from unremembered antiquity. The athletes who participated in the Olympic games sat at training tables where the chief articles on the menu were fresh cheese, dried figs, and wheat mush. Plutarch spoke of cheese as one of the most nourishing foods, and Plinius tells us that Zoroaster—1000 B.C.—lived for twenty years on cheese alone.

Dairying is one of mankind's oldest occupations. Persisting thru the centuries, from the faraway days of nomadic shepherds to the modern era of drive shaft and electric motor, it has nourished man in all his seven ages from infancy to second childishness.

In few places of the world is the dairy industry of such importance as it is in Wisconsin. Teachers travel intelligently.

Many of the thousands who journey to Milwaukee for the 78th annual convention of the National Education Association will take advantage of their visit to inspect the development of one of America's essential industries and its effect upon the economic and social life of the people who are engaged in it. Such a study may well lay the foundations for a year-long classroom project of great significance.

Cheese is a magic word in the Badger State. Time was when a hundred billion feet of white pine stood in Wisconsin's splendid forests. For more than two decades the song of the rip saw echoed across the tree-girt lakes and down the grand coulees, giant smokestacks belching sparks from the slab and sawdust fuel that stoked great boilers night and day. One by one the mighty boles wavered and fell, and in frenzied haste were hurried in log or lumber to exchange for gold. The invaders grew rich. Meantime, Wisconsin butter was contemptuously quoted on the eastern market as "western grease," and cheese from that state had to be labeled with eastern names to sell at all.

The day came when the woodlands were only stumps hovered over by whispering aspens and white birches, and men turned from ravishing nature to earn a living with the skill of their hands. The men equipped to do so had been arriving.

The migration of Swiss from Canton Glarus to New Glarus in Green County in 1845 is a modern saga. These stout-hearted Swiss, and the Scandinavians who were finding along with them a homelike environment in Wisconsin, began to make a livelihood by tilling the soil. But the price of wheat tumbled. Hillsides eroded and arable fields washed away. Chinch bugs returned year after year to eat up the wheat crops.

"Either cheese or nothing," says Conrad Zimmerman writing his history of New Glarus in 1884, "and happily we got cheese. The old wheat fields were seeded with clover and grass. Cows were put on them. Cheese factories were built." The Swiss returned to the arts of their fathers with some misgivings because cheese-making is hard work. But today Green County, Wisconsin, is the Swiss cheese center of the New World.

Thruout the entire state dairying became a popular farm vocation. In 1939, Wisconsin manufactured 365 million pounds of cheese—more than was made in all the other states combined. In 1937, Wisconsin freezers turned out nine million gallons of ice cream, and produced

*Hoisting a 200-pound wheel of Swiss cheese in the curing room of a Swiss cheese factory at Monroe, Wisconsin*

*This tubful would "butter a lot of parsnips"!*



37 percent of the nation's casein, now the raw material of a variety of products ranging from combs to artificial wool. In one year the condenseries of Wisconsin produced 865 million pounds of canned milk and milk powder. The state ranks third in butter production.

Of course Wisconsin does not live by milk alone. It produces many things in categories as widely separated as cranberries and automobile frames. But the story of dairying in Wisconsin is a story of conquest. It is a story of cooperative production and marketing, of tranquil

relationships between employer and employee. It is a story in which education has played an important part. The Wisconsin Department of Agriculture and Markets is famous. The College of Agriculture at the University is nowhere excelled. In its laboratories have worked Stephen Moulton Babcock, inventor of the butter fat tester that bears his name, and a score of others whose names are highlights in the history of animal husbandry and agriculture. The story of dairy progress in Wisconsin is a story of labor in cooperation with education—a story every teacher should be glad to know and proud to relate.

—BELMONT FARLEY, director of publicity, National Education Association.

*Where crystal waters are purled by glistening paddles or broken by a silver flash that is a lake trout*



# THE MILWAUKEE CONVENTION



*From the bluffs overlooking Lake Michigan in Milwaukee*



**AMY H. HINRICHS**

*Principal of the Audubon School, New Orleans, Louisiana, and President of the National Education Association of the United States*

## *Tentative Outline of General Sessions*

### **Sunday, June 30, 4:30 PM—Vesper Service**

Address by Dr. Daniel L. Marsh, president, Boston University, Boston, Massachusetts

### **Monday, July 1, 9:00 AM—First General Session**

Addresses of welcome—Wisconsin State and Milwaukee City officials

Response—Elphe K. Smith, president, Department of Classroom Teachers, NEA

The lure of Wisconsin—Edgar G. Doudna, secretary, Board of Normal School Regents of Wisconsin

Address—Amy H. Hinrichs, president of the National Education Association

### **Monday, July 1, 2:00 PM—National Seminars**

Each Seminar is composed of a chairman, five associate chairmen, a coordinator, and one representative from each state and territory. These Seminars will meet Monday, Tuesday, and Wednesday afternoons, and are open only to the members of the Seminar. Findings and recommendations will be made to the convention on Thursday morning.

[1] Protection of school funds for educational purposes

Chairman—Ben G. Graham, superintendent of schools, Pittsburgh, Pennsylvania

[2] Education and economic wellbeing in our democracy

Chairman—Frederick M. Hunter, chancellor, Oregon State System of Higher Education, Eugene, Oregon

[3] Building stronger professional organizations

Chairman—Willie A. Lawson, executive secretary, Arkansas Education Association, Little Rock, Arkansas

### **Monday, July 1, 5:30 PM—Twelfth Life Membership Dinner**

Program dedicated to the 20th anniversary of American Education Week, which has been developed during the past 20 years since the convention last met in Milwaukee. Representatives of the four organizations sponsoring American Education Week will participate in the program.

### **Monday, July 1, 8:00 PM—Second General Session The World Scene**

America's place in the world situation—By an outstanding authority

### **Tuesday, July 2, 9:00 AM—Morning Assemblies**

Visual aids in education—To be arranged by the officers of the Department of Visual Instruction of the National Education Association

The teacher and educational policy—Program to be planned in cooperation with officers of the Educational Policies Commission  
The future belongs to youth—Addresses by leaders in this field, followed by general discussion  
Use of human and natural resources—Program to be planned in cooperation with the Joint Commission on Education and Resources  
Demonstrations in the field of radio education—Program to include demonstrations by the NBC and CBS

**Tuesday, July 2, 8:00 PM—Third General Session**

The Place of Music in the Culture of the World  
Contribution to the culture of the world thru the music of various countries, and a discussion of the place of music in American education—Howard Hanson, director of Eastman School of Music, Rochester, New York  
Concert of selections from music of various countries, closing with a typical American composition by the Milwaukee Young Peoples Civic Orchestra—Milton Rusch, head of the Music Department of the Milwaukee State Teachers College

**Wednesday, July 3, 9:00 AM—Discussion Groups**

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's program of teacher welfare  
Pan American relations in education  
Safety education

**Wednesday, July 3, 8:00 PM—Fourth General Session**

**The National Scene**

Critical problems facing our nation—Clarence A. Dykstra, president, University of Wisconsin  
Educating youth to meet national problems—John W. Studebaker, U. S. Commissioner of Education

**Thursday, July 4, 9:00 AM—Morning Assemblies**

Education for gifted children—Program to consist of addresses followed by discussion from the floor  
Milwaukee's program of vocational education—Program in charge of William Rasche, director-principal, Milwaukee Vocational School. This will show the program of the school with all its facilities.

Modern procedures in the teaching of reading—Program to consist of addresses, followed by discussion from the floor

Presentation of the findings of the three national Seminars—Each Seminar chairman will be given 30 minutes to present the findings and recommendations of his Seminar, after which there will be discussion from the floor.

Shall functions of schoolboards be absorbed by central municipal authorities?—Program to consist of addresses followed by discussion from the floor.

**Thursday, July 4, 8:00 PM—Fifth General Session**

**The Political Scene**

Presentation of the principles and issues of the major political parties. The speaker representing each political party will be allowed 40 minutes to make his presentation and 5 minutes for remarks after all have spoken.

**REPRESENTATIVE ASSEMBLY**

**Tuesday, July 2, 9:00 AM—First Business Session**

Amendments to Bylaws—Cornelia S. Adair  
Nominations for President, eleven Vicepresidents, Treasurer, three members of the Executive Committee, and eighteen State Directors

Reports and Discussions:  
Committee on Credit Unions—James E. Moran  
Committee on Salaries—Willard S. Elsbree

Committee on Tax Education—Martin Wilson  
National Council of Education—L. A. Pechstein  
Committee on Affiliated Associations—Reuben T. Shaw  
Committee on Academic Freedom—William S. Taylor

**Wednesday, July 3, 9:00 AM—Second Business Session**

Reports and Discussions:  
Educational Policies Commission—A. J. Stoddard  
Committee on Cooperatives—H. G. Lull  
Legislative Commission—Sidney B. Hall  
Committee on Equal Opportunity—Mary E. Morris  
Committee on Individual Guidance—Herbert Stolz  
Committee on Code of Ethics—William P. King  
Committee on International Relations—Ben Cherrington

Massachusetts Delegation Stunt  
Reports and Discussions:  
Joint Committee on Health Problems in Education—Charles C. Wilson  
National Council on Teacher Retirement—Louis Taylor  
Induction into Citizenship—Hugh Bonar  
Joint Committee of the NEA and ALA—Edith Lathrop  
Joint Committee of the NEA and American Legion—Charles Dienst  
Preliminary report of the Committee on Resolutions—Helen Bradley



Center, Milwaukee Journal photo



Right—harbor entrance, Milwaukee; center—a popular Milwaukee pastime; left—the public museum and library.

**Thursday, July 4, 9:00 AM—Third Business Session**

Reports and Discussions:  
Committee on Supply, Preparation, and Certification of Teachers—R. E. Jagers  
Committee on Tenure—Donald DuShane  
Joint Committee of the NEA and the American Teachers Association—S. L. Smith  
Committee on Resolutions—Helen Bradley  
Music by the Hawaiian Delegation  
Reports:  
Executive Secretary—Willard E. Givens  
Board of Trustees—Joseph H. Saunders  
Treasurer—B. F. Stanton  
Auditing Committee—Mrs. Frances North  
Budget Committee—

# Proposed Amendments to NEA Bylaws

NOTICE WAS GIVEN AT THE SAN FRANCISCO CONVENTION IN 1939

Words or phrases in italics are to be added. Words in brackets [ ] are to be deleted.

## ARTICLE II, SECTION I (a)

Amend as follows:

(Concerning a Second Vicepresident)

The officers of the said corporation shall be a President, a *First Vicepresident*, a *Second Vicepresident*, and eleven other Vicepresidents, an Executive Secretary, a Treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the Bylaws. (See Act of Incorporation, section 6, first paragraph.)

*The Second Vicepresident shall be elected from the United States at large at the same time and in the same manner as is the President of the Association. In case of a vacancy in the presidency of the Association, the Second Vicepresident shall succeed to this office.*

(Concerning Regional Vicepresidents)

The officers of the said corporation shall be a President, a *First Vicepresident*, and twelve *Regional Vicepresidents*, an Executive Secretary, a Treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees and other officers as shall be prescribed in the Bylaws. (See Act of Incorporation, section 6, first paragraph.)

*On the first day of the annual meeting of the Association the accredited delegates to the Representative Assembly from each state may nominate for Vicepresident one or more members of the Association from their region. The election of the Regional Vicepresidents shall be by the Hare System of Proportional Representation. Only accredited delegates from a specified region shall be permitted to vote for a Vicepresident for that region.*

*The twelve regions of the National Education Association are as follows:*

- (1) *Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island.*
- (2) *New York, Pennsylvania, New Jersey, Delaware.*
- (3) *Maryland, Virginia, West Virginia, District of Columbia, North Carolina.*
- (4) *Michigan, Illinois, Indiana, Ohio.*
- (5) *Kentucky, Tennessee, South Carolina, Alabama, Georgia, Florida, Puerto Rico, Virgin Islands.*
- (6) *Mississippi, Arkansas, Louisiana, Canal Zone.*
- (7) *Texas, Oklahoma, New Mexico.*
- (8) *Nebraska, Kansas, Iowa, Missouri.*
- (9) *North Dakota, South Dakota, Minnesota, Wisconsin.*
- (10) *Colorado, Utah, Wyoming.*
- (11) *Washington, Oregon, Idaho, Montana, Alaska.*
- (12) *Arizona, California, Nevada, Hawaii, Philippine Islands.*

*Provided, however, that the Executive Committee may for good and sufficient reason approve the transfer of a state from one region to another.*

(NOTE: If one of either of the above amendments is adopted, the wording of the other will need to be modified before final consideration, and changes in other Bylaws will be necessitated.)

## ARTICLE II, SECTION I (b)

Amend as follows:

The Board of Directors shall consist of the President, the *First Vicepresident*, the *Second Vicepresident*, the Treasurer. . . .

## ARTICLE II, SECTION 3

Amend as follows:

A Local Educational Association or Teachers Organization within a state, territory, or district,

may affiliate with the National Education Association and shall be designated an Affiliated Local Association.

*Within a given jurisdiction or political or administrative subdivision of the state, the local Education Association maintaining an affiliation with the State Education Association shall be the sole local National Education Association affiliate; provided, however, that any existing affiliation of Local Associations shall not be terminated because of the above provision, and provided also that the Executive Committee may, after due consideration and consultation with the existing local and state affiliate or affiliates of the National Education Association, approve for affiliation additional Local Associations.*

Each affiliated local Association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided.

The annual dues of an affiliated local Association shall be \$5, which shall entitle said Association to receive without application, or other condition, all regular publications of the National Education Association, including the Volume of Proceedings, reports of Committees, and all bulletins and announcements when issued.

## ARTICLE II, SECTION 3

Amend as follows:

A Local Educational Association or Teachers Organization within a state, territory, or district, may affiliate with the National Education Association and shall be designated an Affiliated Local Association.

Each affiliated local Association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as herein-after provided.

The annual dues of an affiliated local Association shall be \$5, which shall entitle said Association to receive without application, or other condition, all regular publications of the National Education Association, including the Volume of Proceedings, reports of Committees, and all bulletins and announcements when issued. *Any local Association whose membership is 100 percent in the National Education Association shall be entitled to all privileges of any other affiliated local Association without payment of the \$5 fee.*

## ARTICLE III, SECTION 6 (c)

Amend as follows:

The Executive Committee shall fill all vacancies occurring in the body of officers of the Association, except as otherwise provided for in the Act of Incorporation or in these Bylaws. *Except as otherwise provided, the Executive Committee shall determine the rank of the Vicepresidents.*

## ARTICLE VI, SECTION 3

Amend by deleting the entire section which now reads:

"There shall be a Publishing Committee consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional Representation. Nominations shall be made by petitions signed by ten delegates and presented to the Executive Secretary on the second day of the annual meeting. The election in 1936 shall be held on Thursday by printed ballot. Provision shall be made by the Rules Committee for the nomination and election in 1937 to be held on the first day upon which the Representative Assembly meets. This Committee shall be responsible for editing and preparing that portion of the minutes of the Representative Assembly which shall be published in the printed Proceedings."

## ARTICLE XI, SECTION 1

Amend as follows:

These Bylaws may be altered or amended at the annual meeting of the Representative Assembly by unanimous vote, or by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been [proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association.] *printed in the May JOURNAL of the National Education Association.*

## STANDING RULES

Rule 4 (a)—Amend as follows:

At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following officers shall be made: President, a *Second Vicepresident* and *twelve Regional Vicepresidents*. . . . On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot, [provided, however, that in 1938 this election shall be on the third day]. . . . The candidates for President, *Second Vicepresident*, Treasurer, member of the Board of Directors from each state, territory, or district, respectively, in which the term of office expires [and the eleven candidates for the office of Vicepresident] receiving the highest number of votes shall be declared elected. . . .

Rule 4 (b)—Amend as follows:

On the first day of the annual meeting of the Association, the delegates of each state, territory, and district of the United States, in which the term of office expires, shall nominate one person for member of the Board of Directors, *except that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director.* The name of such person or persons shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. (See Article II, Section 1 (b) of the Bylaws.)

Rule 4 (b)—Amend the last sentence by deleting the initials "NEA" in three places.

Any person to qualify to serve as Director. . . . Provided, however, that the requirement of membership in a State Association for candidates for [NEA] Director from a city having 10,000 or more [NEA] members in the National Education Association as of May 31 may be waived by a majority vote of the [NEA] delegates present from that city.

Rule 4 (d)—Amend by deleting:

[The Executive Secretary and the Treasurer shall enter upon their duties at a date which shall be determined by the Board of Trustees and which shall not be later than the first of October, and shall continue in office during the term for which they are separately chosen and until their successors are duly elected.]

## OTHER PROPOSED AMENDMENTS

### ARTICLE VI, SECTION 3

Amend as follows:

There shall be a Publishing Committee consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional Representation. Nominations shall be made by petitions signed by ten delegates and presented to the Executive Secretary on the second day of the annual meeting. [The election in 1936 shall be held on Thursday by printed ballot. Provision shall be made by the Rules Committee for the nomination and election in 1937 to be held on the first day upon which the Representative Assembly meets.] *The election shall be by printed ballot and held at the same time as the election of the officers of the Association.* This committee shall be responsible for editing and preparing that portion of the minutes of the Representative Assembly which shall be published in the printed Proceedings. (Recommended by the Executive Committee.)

## Life Members Received in March 1940

ILLINOIS—Dew Dailey  
KENTUCKY—Sara Wells  
MARYLAND—William M. Brish  
MASSACHUSETTS—Everett J. McIntosh  
MICHIGAN—Robert O. Blasier  
TENNESSEE—Maycie K. Southall  
VIRGINIA—C. J. M. Kyle

## Mrs. Roosevelt and "Schools for Democracy"

☆ IN HER COLUMN, "My Day," for April 3, Mrs. Franklin D. Roosevelt made special mention of *Schools for Democracy*, compiled by two NEA staff members:

"While on planes and trains these last few days, I have been going thru a number of articles and books which have been sent me to read before I left Washington. I am going to recommend one small book to you, for I think it should be read by all thoughtful people and it will be a useful handbook in families and study groups. This little book is called *Schools for Democracy*. It is published by the National Congress of Parents and Teachers and it was compiled by Miss Charl Ormond Williams and Frank W. Hubbard.

"I have always been an advocate of community forums and study groups because I believe that communities must know their own problems and learn how to do something about them if democracy is to be a success. This book is designed to give us knowledge about one of our most cherished institutions—our public schools. It tells how schools are organized and what part non-school agencies play in our scheme of education. It shows that larger participation by the federal government is necessary in order to equalize opportunities between the poorer and richer sections of our coun-

Hear Ye, Hear Ye!

## THE 78TH ANNUAL CONVENTION MEETS IN MILWAUKEE, WISCONSIN

Convention Hall  
June 30-July 4, 1940

*This is a membership convention  
Admission to assembly by badge only*

Registration starts Saturday, June 29, at 9 AM. A large attendance is urged.

- [1] Present your National Education Association membership card at the registration desk in order to secure a badge and program.
- [2] If you have lost your card, send for a duplicate immediately.
- [3] If you are not a member, you can attend the convention by joining at the registration desk and paying the membership fee of \$2 or \$5.
- [4] There is no registration fee.

★ ★ ★ ★ ★

try for the education of our children. I have always believed this and was particularly interested in the clarity with which this is stated in this book."

## Why Not Label Every School?

☆ FEW SCHOOLS have legible signs giving even their names. Signs cost little. Why not label every school clearly, giving information of interest to the passerby? This is a good project for FTA groups and local teachers associations.



## A Century of Peace

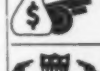
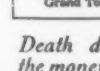
Kiwanis International has erected 17 Boundary Peace Tablets along the United States-Canadian border to express the friendly relations which have existed between the two nations for over a hundred years.

## Clara MacGowan; Dora V. Hatfield

☆ FRIENDS of Clara MacGowan, president, and Dora V. Hatfield, past secretary-treasurer of the NEA Department of Art Education, will be glad to hear that they are making progress toward recovery from the serious automobile accident which they experienced in San Francisco last July while attending the NEA convention. Miss MacGowan is assistant professor of art at Northwestern University, and Mrs. Hatfield is art instructor in the Lindbergh Junior Highschool, Kenmore, New York. Mrs. Hatfield visited NEA Headquarters during her spring vacation.

## THE HIGH COST OF KILLING

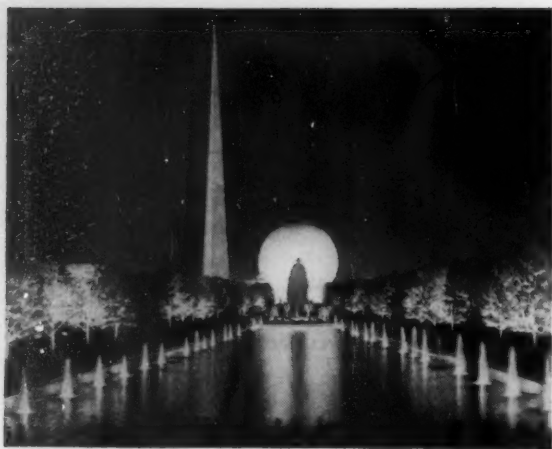
—What the World War cost the U. S.—

|                                                                                                                                                                     |                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  Operating the War Department: \$14,548,594,000                                  |  Electric wiring for 9,600,000 homes: \$2,350,000,000                                      |
|  Operating Navy Department: \$2,401,343,000                                    |  Paying off all farm mortgages in the United States: \$7,645,000,000                     |
|  Federal control of transportation: \$1,634,118,000                            |  Bathrooms for 5,750,000 farm homes: \$2,875,000,000                                     |
|  War risk insurance: \$504,773,000                                             |  Educational endowments equal to those now existing: \$1,500,000,000                     |
|  Interest paid on war debt: \$11,563,027,000                                   |  Four schools at \$250,000 each in every county in the United States: \$3,073,000,000    |
|  War Emergency Corporations and miscellaneous expense: \$2,392,531,000         |  A million dollar airport in every county in America: \$3,073,000,000                    |
|  Wartime loans to other nations: \$4,319,822,000                               |  Flood and soil-erosion prevention: \$5,000,000,000                                      |
|  Caring for disabled veterans: \$4,102,969,000                                 |  Trust fund to provide \$100 a month for blind and deaf: \$4,829,000,000                 |
|  Veterans adjusted compensation: \$1,823,493,000                               |  Ten bridges equal to New York's Triborough, and a Panama Canal: \$1,129,000,000         |
|  Paid to aliens and foreign nations under War Claims Act of 1928: \$85,000,000 |  Duplicate recovery and relief program in the U.S.A. from 1932 to 1938: \$18,657,354,000 |
|  Miscellaneous costs resulting from war: \$18,830,878,000                      |  Endow at 2 per cent a combined League of Nations and World Court: \$718,376,000         |
| <b>Grand Total \$50,879,730,000</b>                                                                                                                                 | <b>Grand Total \$50,879,730,000</b>                                                                                                                                           |

Death debit—where the money for the war went

Human credit—where it could have gone

—Reprinted from *The Review* for February 29, 1940



### American Education Week

☆ ELSEWHERE in this JOURNAL will be found a Personal Growth Leaflet devoted to a discussion of the program for American Education Week November 10-16, 1940. Other interesting materials for distribution in connection with the 1940 observance are now being prepared. The help of JOURNAL readers on two types of materials will be appreciated. First, dramatizations, study units, and other classroom materials at all school levels are being sought in the different areas covered by the topics for AEW. Second, suggestions will be appreciated regarding the practical conduct of American Education Week programs. Send an account of what you do in your community to observe this occasion. If you do things which so far as you know are unusual, write a detailed account of them. Send your suggestions to the National Education Association.

### Special Notice

☆ THE JOURNAL is not published during June, July, and August. Please notify us by August 15 of your address for 1940-41, in order that you may promptly receive the September JOURNAL, which is of great value to all members. 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 .....

### The Schools and the Fairs

*Teaching Aids at the New York World's Fair — The World's Fair of 1940 in New York, which will reopen May 11, recognizes its responsibility to school-children visitors and their teachers. A Department of Public Education has been formed to help Fair guests select exhibits they wish especially to see. The Department has organized a special service for teachers. This consists of pamphlets and guide-material about classroom subjects to be issued*

*in advance of the Fair, the planning of special itineraries for teachers and students, and the arranging of group conferences with resident authorities at the various foreign and industrial buildings.*

*Six teaching leaflets have been issued: The Fair's Themes; Science at the Fair; Exhibits for the Elementary-School Child; Social Studies at the Fair; Food, Decoration, and New Products; and Art at the Fair. These have been prepared with the cooperation of the board of education of New York City, and are designed to relate the exhibits closely to classroom work. These are available to all teachers and school officials. For teachers who wish to bring student groups to the Fair, the Department will plan special itineraries. The Department is under the direction of Rudolf Kagey, assistant professor of philosophy, New York University.*

### An Opportunity for Teachers

☆ THE METROPOLITAN OPERA ASSOCIATION is making a plea for funds. It would be a fine tribute to the cultural life of America if teachers were to respond to this plea. Henry Klonower, director, Teacher Education and Certification of the Pennsylvania Department of Public Instruction, writes: "We, as teachers, have a close relationship to such organizations as the Metropolitan Opera Association and the effective work which it does to advance the love of music and to enrich the cultural life of the American people. The opportunity to share in the permanent establishment of weekly broadcasts of opera thru an agency that brings the greatest artists of the world into our homes is worthy of the support of the teachers of America." Teachers who wish to support this enterprise may do so by sending \$1 or more to the Metropolitan Opera Association, New York City.

### \$80,000,000 Penmanship

☆ POOR HANDWRITING COST American business last year an estimated total of \$80,000,000—thru misunderstood or unreadable sales slips, receipts, and other records.



*Visual Education on Treasure Island—The Golden Gate International Exposition, which opens on Treasure Island in San Francisco Bay on May 25, has arranged for a preview of the Fair for teachers. Competent guides will conduct teacher groups during the week of May 11 to May 18 thru the exhibit palaces without charge and the new features of the "streamlined" 1940 Exposition will be explained in detail so that educators will be able to pass on the information to their classes when they visit the Fair during the regular season, which ends on September 29. Special rates of admission have been announced for pupils of elementary- and secondary-school age.*

*Comprehensive student tours are now being planned to be used in connection with study courses in the state curriculum. They will take the form of suggested routes about the Fair grounds, timed to bring classes to the many demonstrations coincident with the opening of the next scheduled "show."*

*That visual education may also be good entertainment is evidenced by the featured pageant of the World's Fair of 1940, "America! Cavalcade of a Nation!" More than half a million school children found a new inspiration in the history of the West after seeing the Cavalcade of last year.*

### The Music Educators National Conference, a Department of the NEA

☆ ON APRIL 3, 1940, the Music Educators National Conference voted to become the Department of Music Education of the NEA. This organization will be known as the Music Educators National Conference, a Department of the National Education Association. The Conference has national headquarters at 64 East Jackson Boulevard, Chicago, Illinois. Louis Woodson Curtis is president, C. V. Buttelman is executive secretary. [[Cont. on page 160]

# ★ ★ 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*

## County Units Are Proud of Their Perfect Enrolment Records

THE FOLLOWING counties have reported that all of their teachers are members of the NEA this year. The name of the county is in italics; the number in brackets indicates the consecutive years of 100 percent enrolment; the superintendent's name follows.

ALABAMA—*Chilton* [3], Roscoe Maddox; *Cullman* [2], R. E. Moore; *Montgomery* [3], C. M. Dannelly; *Shelby* [2], J. L. Appleton; *Talladega* [2], E. A. McBride

DELAWARE—*Eastern New Castle* [10], Ella J. Holley

FLORIDA—*Suwannee* [2], W. T. Newsome

GEORGIA—*Glynn* [15], George W. Wannamaker

INDIANA—*Switzerland* [2], Charles B. Noble

KENTUCKY—*Boyd* [1], A. H. Turman; *Bullitt* [1], William H. McFarland; *Campbell* [3], J. W. Reiley; *Fayette* [3], D. Y. Dunn; *Hardin* [1], G. C. Burkhead; *Kenton* [4], J. A. Caywood; *Madison* [1], J. D. Hamilton; *McCreary* [4], William O. Gilreath; *McLean* [1], O. W. Wallace; *Nelson* [3], Charles W. Hart; *Pendleton* [2], Chris Wilson

LOUISIANA—*Avoyelles* [3], L. A. Cayer; *Bienville* [2], J. A. Shelby; *Cameron* [1], T. W. McCall; *Catahoula* [3], C. C. Elkins; *Claiborne* [2], Theron Hanchey; *Iberia* [4], L. G. Porter; *Jackson* [2], W. H. McLaurin; *Lincoln* [1], H. L. Campbell; *St. Charles* [1], J. B. Martin; *St. James* [1], E. L. Roussel

MARYLAND—*Frederick* [1], E. W. Pruitt; *Queen Anne's* [16], Franklin D. Day

NEVADA—*Eureka* [4]; *Lander* [1]; *Mineral* [2]; *Ormsby* [14]; *Storey* [1]

NORTH CAROLINA—*Washington* [1], H. H. McLean

OHIO—*Allen* [2], Herschel Litherland; *Carroll* [4], Edward A. Saltsman; *Clinton* [11], Carl H. Shanks; *Crawford* [3], Glen C. West; *Logan* [6], A. G. Welshimer; *Sandusky* [9], W. A. Whitman

PENNSYLVANIA—*Berks* [4], Alvin F. Kemp; *Pike* [10], C. B. Dissinger; *Snyder* [2], F. S. Attinger; *Somerset* [2], Guy N. Hartman; *Tioga* [3], Walter G. Clark

SOUTH CAROLINA—*Lexington* [3], H. O. Harman

TENNESSEE—*Davidson* [6], W. C. Dodson; *Shelby* [16], Sue M. Powers

UTAH—*Beaver* [2], S. Melvin Wittwer; *Box Elder* [3], Herven Bunderson; *Davis* [2], H. C. Burton; *Duchesne* [7], William J. Bond; *Emery* [4], W. O. Bickmore; *Jordan District* [7], C. N. Jensen; *Juab District* [7], Ralph F. Nilsson; *Millard* [1], W. A. Paxton; *Morgan* [5], J. R. Tippetts; *Piute* [4], J. E. Oscarson; *San Juan* [3], H. Lloyd Hanson; *Sevier* [1], A. J. Ashman; *South Sanpete District* [4], L. E. Anderson; *Uintah* [1], L. G. Noble; *Utah*, David Mitchell [14], and Owen L. Barnett [12]; *Wasatch* [13], C. Ostlund; *Washington* [1], Milton E. Moody

VIRGINIA—*Bath* [2], T. R. Sinclair; *Nansemond* [4], H. V. White; *Norfolk* [2], James Hurst

\* Utah operates under a consolidated system. For the most part, counties and school districts are identical. The districts marked with an asterisk represent approximately one-half counties.

## COMPLETED ENROLMENTS

THE FOLLOWING COUNTIES, cities, and individual schools reported 100 percent membership during the month of March and have been continuously enrolled in their national professional organization for the number of years indicated. If any schools have been omitted this year, it is because definite information has not reached us.

### TWENTY-ONE YEARS

OHIO—*Elyria*, McKinley; *Kings Mills*, Entire System

### TWENTY YEARS

NEBRASKA—*Lincoln*, Hayward, Hawthorne, Whittier Jr. High

### NINETEEN YEARS

NEBRASKA—*Lincoln*, Park

### SEVENTEEN YEARS

NEBRASKA—*Lincoln*, Lake View

### SIXTEEN YEARS

NEBRASKA—*Lincoln*, Entire system

### FIFTEEN YEARS

DELAWARE—*Hollyville*, Hollymount  
ILLINOIS—*Watseka*, Entire System  
NEW JERSEY—*Carney's Point*, du Pont School No. 1

### FOURTEEN YEARS

HAWAII—*Hookena*, Alae  
WASHINGTON—*Centralia*, Centralia Sr. High

### THIRTEEN YEARS

MICHIGAN—*Detroit*, Guest  
NEW YORK—*Rome*, Harvey E. Alter

### TWELVE YEARS

ILLINOIS—*Hillsboro*, Burbank  
WASHINGTON—*Spokane*, Havermale Jr. High

### ELEVEN YEARS

HAWAII—*Hilo*, Hilo Union, Kaumana; *Kaunakakai*, Kaunakakai  
ILLINOIS—*Bellwood*, Entire System  
NEBRASKA—*Lincoln*, College View Senior High  
PENNSYLVANIA—*Arnold*, Fourth Avenue

### TEN YEARS

HAWAII—*Naalehu*, Naalehu  
NEW JERSEY—*Carney's Point*, LaFayette

### NINE YEARS

CALIFORNIA—*Happy Camp*, Happy Camp High  
MASSACHUSETTS—*Williamstown*, Broad Brook, Walter G. Mitchell, South Center  
NEBRASKA—*Omaha*, Fairfax

### EIGHT YEARS

ARIZONA—*Marana*, Marana High

### SEVEN YEARS

COLORADO—*Denver*, Washington Park  
HAWAII—*Kilauea*, Keakealani  
KANSAS—*Wichita*, Irving  
WASHINGTON—*Everett*, Jefferson

### SIX YEARS

CALIFORNIA—*Berkeley*, John Muir; *El Centro*, McKinley  
HAWAII—*Hilo*, Hilo Standard  
INDIANA—*Indianapolis*, Brookside, James Russell Lowell, Public School No. 60  
LOUISIANA—*Tickfaw*, Tickfaw Elem.  
PENNSYLVANIA—*Mt. Pleasant Mills*, Fremont  
TENNESSEE—*Nashville*, Buffalo  
WEST VIRGINIA—*Middlebourne*, Ellsworth

### FIVE YEARS

HAWAII—*Honolulu*, Honolulu  
INDIANA—*Indianapolis*, Public School No. 72  
[Continued on page 160]

## Teachers College Faculties Set the Pace for Their Students

INSTITUTIONS which prepare teachers for their professional work are becoming aware of the need for giving these prospective teachers definite introduction to the work of their professional organizations—local, state, and national. They are also becoming aware of their responsibility for setting them an example of active participation in these associations. The teacher-training institutions included in the list below are proud of the fact that during 1939-40 all members of their faculties were members of the NEA, their national professional association. The number in brackets following the name of the school indicates the number of years which the school has reported 100 percent enrolment consecutively.

ALABAMA—*Jacksonville*, State Teachers College [3], C. W. Daugette

ARIZONA—*Phoenix*, Phoenix Junior College [11], E. W. Montgomery

IDAHO—*Albion*, State Normal School [7], R. H. Snyder

ILLINOIS—*Charleston*, Eastern Illinois State Teachers College [6], R. G. Buzzard; *Normal*, Illinois State Normal University [6], R. W. Fairchild

INDIANA—*Danville*, Central Normal College [3], Virgil Hunt

KENTUCKY—*Ashland*, Ashland Junior College [2], H. C. Hazel; *Murray*, Murray State Teachers College [4], James H. Richmond; *Richmond*, Eastern Kentucky State Teachers College [7], H. L. Donovan

MAINE—*Gorham*, Western State Normal School [3], Walter E. Russell; *Machias*, Washington State Normal School [13], Philip H. Kimball; *Presque Isle*, Aroostook State Normal School [3], San Lorenzo Merriman

MISSOURI—*Kansas City*, Teachers College of Kansas City [2], J. C. Bond; *St. Joseph*, St. Joseph Junior College [4], Nelle Blum; *St. Louis*, Stowe Teachers College [2], Ruth M. Harris

NEBRASKA—*Kearney*, Nebraska State Teachers College [6], Herbert L. Cushing

NEW YORK—*Geneseo*, State Normal School [9], James B. Welles; *New Paltz*, State Normal and Training School [9], Lawrence H. van den Berg

NORTH DAKOTA—*Park River*, Walsh County Agriculture and Training School [4], E. J. Taintor

PENNSYLVANIA—*Bloomsburg*, State Teachers College [10]; *California*, State Teachers College [10], Robert M. Steele; *Mansfield*, State Teachers College [5], Lester K. Ade; *Slippery Rock*, State Teachers College [15]

SOUTH DAKOTA—*Aberdeen*, Northern State Teachers College [7], N. E. Steele

WISCONSIN—*Ashland*, Ashland County Normal School [14], Matthew J. Hart

## Completed Enrolments—Continued

NORTH DAKOTA—Minot, Lincoln  
PENNSYLVANIA—Pittsburgh, Birmingham  
OHIO—Malvern, Malvern; Ridgeway, Ridgeway—  
Taylor Creek Schools  
WASHINGTON—Walla Walla, Baker, Sharpstein

### FOUR YEARS

ALASKA—Chitina, Chitina; Egegik, Egegik; Napamute, Napamute; Pilot Point, Pilot Point; Portlock, Portlock; Tanana, Tanana Territorial  
COLORADO—Denver, Gilpin  
HAWAII—Hilo, Hilo Intermediate; Kaunakakai, Holomua; Pukoo, Kilohana Intermediate  
IOWA—Waterloo, Emerson  
KENTUCKY—Corbin, Entire System  
WASHINGTON—Bellingham, Lincoln; Vancouver, Columbian

### THREE YEARS

ALASKA—Kachemak Bay, Via Homer, Kachemak; Newhalen, Indian  
HAWAII—Hilo, Piilohuua; Keauhou, Keauhou; Ookala, Ookala  
LOUISIANA—Tangipahoa, Tangipahoa  
MASSACHUSETTS—Williamstown, Williamstown Senior High  
NEW YORK—Manorville, West Manorville  
PENNSYLVANIA—Pittsburgh, Extension Education Dept. of the Board of Education  
VERMONT—Pomfret, Pomfret  
WASHINGTON—Walla Walla, Paine

### TWO YEARS

ALASKA—Minto, U. S. Gov't School; Port Graham, U. S. Gov't School; St. Michael, St. Michael; Shungnak, U. S. Gov't Sch.; Valdez, High School; Wacker City, via Ketchikan, Territorial  
HAWAII—Halawa, Halawa; Hoolekua, Molokai; Maunaloa, Maunaloa; Mountain View, Mountain View  
IOWA—Clinton, Irving  
NEW HAMPSHIRE—Nottingham, Gebig  
NEW YORK—Travis, S. I., Cartaret  
OHIO—Caledonia, Claridon Twp. Rural Cons. School  
TENNESSEE—Knoxville, Meade  
UTAH—Cedar Fort, Cedar Fort  
VERMONT—South Barre, Public School; Websterville, Upper Websterville  
WASHINGTON—Hamilton, Hamilton

### CURRENT YEAR

ALASKA—Tundra, U. S. Gov't School  
CALIFORNIA—Etiwanda, Etiwanda; Los Angeles, Soto Street  
DISTRICT OF COLUMBIA—Washington, Charles Young Platoon  
GEORGIA—McBean, McBean  
HAWAII—Holualoa, Honokohau; Waimea, Waimea High & Elem.  
ILLINOIS—Chicago, McKinley; Danville, Entire System; Mount Vernon, Eugene Field; Palatine, Palatine Elem.  
INDIANA—Bedford, Stalker; Frankfort, Frankfort Twp. High; Kokomo, Willard  
KENTUCKY—Paducah, Hanifan  
MASSACHUSETTS—Granville, Granville Village  
MINNESOTA—Minneapolis, Corcoran  
NORTH CAROLINA—Charlotte, Bethune, Plaza Road  
OHIO—Cleveland, Willson Jr. High  
SOUTH CAROLINA—Nortway, Two Mile  
UTAH—Uintah County, Entire System  
VIRGINIA—Richmond, Albert H. Hill Elem.  
WASHINGTON—Centralia, Entire System  
WEST VIRGINIA—Charleston, Capitol; Enoch, Grose Hollow; Reedsville, Reedsville  
WISCONSIN—Ladysmith, Rusk Co. Normal; Marinette, Ella Court, Garfield, Lincoln, Menekaune, Merryman, Park; Milwaukee, Walker Jr. High; Stevens Point, Training School of Central State Teachers College



### From a Letter to the Association

*We are proud that we have eight Tulsa schools which are 100 percent in NEA enrolment. I wish that it could be three times that number. We haven't given up trying and never will until we are 100 percent for the whole city.*

—D. EDNA CHAMBERLAIN,  
President, Tulsa Classroom  
Teachers Association, Tulsa,  
Oklahoma

## Notes and Announcements

[Cont. from page 158]

### Recordings of Cavalcade of America

☆ ARRANGEMENTS have been completed by the Association of School Film Libraries with E. I. duPont de Nemours & Company, sponsors of "Cavalcade of America," to make disc recordings of twelve selected broadcasts from this series of historical radio programs and to sell these recordings to schools, colleges, and universities. For information as to size, cost, and programs available write to Association of School Film Libraries, 9 Rockefeller Plaza, New York City.

### World Goodwill Day

☆ MAY 18, the day set aside to commemorate the establishment of the Hague Tribunal, has been designated in the United States as World Goodwill Day. It seems to me that, even tho war is ravishing among nations, it is fit and proper for all men of goodwill to join in solemn commemoration of the purposes for which that day was established and to rededicate themselves to the development of a program thru which the schools of all nations may help in building a social concept in the minds and hearts of pupils so that the generations to come will hate war. In the development of such a program it is my hope that the World Federation of Education Associations may play a role.

In former years we have broadcast programs on nationwide and international hookups. Some of you may remember the hookup in 1931 when children of all lands of both hemispheres spoke with each other. This year no such program is planned. The air is being filled with messages of death and destruction, and there is no time to broadcast the message we wish to be given. We trust that next year we may again have children from all parts of the world join in an international hookup rejoicing that all the nations of the world are at peace.

Would you please send to us any reports of any recognition given this day in or thru the schools for the observance of World Goodwill Day?—Paul Monroe, president, World Federation of Education Associations, 1201 Sixteenth Street Northwest, Washington, D. C.

### Public Affairs Pamphlets

☆ VALUABLE SUPPLEMENTARY reading material for social studies and other classes is found in the ten-cent pamphlets issued by the Public Affairs Committee, 50 Rockefeller Plaza, New York City. Recent pamphlets include "Safeguarding Our Civil Liberties," "The Homes the Public Builds," "Adrift on the Land."

### Is Our Pedagogy Soft?

☆ A JOURNAL READER who agrees with the letter in the April issue from Superintendent G. H. Sanberg of Rochester, Minnesota, writes:

"When most of the school time is occupied with activities that the children would normally engage in at home without adult incitement—such as playing house, store, postoffice, and firemen, sewing doll clothes, and giving circuses, it is not to be wondered at that, as Mr. Sanberg says, parents find the schools shifting the responsibility of accomplishment in basic skills onto the homes.

"Acquiring the skills means hard work, much repetition and frequent drills and these things aren't showy—they can't be written up easily or pictured for publication."—F. P. B.

### Yellow Crayon Not Necessarily Poisonous

☆ SINCE PUBLISHING in October a warning of lead poisoning from use of yellow crayon, THE JOURNAL has learned that such chalk as manufactured by several of the leading firms is free from lead chromate and absolutely non-toxic.

### Maine Association Elects Secretary

☆ RICHARD B. KENNAN of the University of Vermont will on June 1, 1940, become the first fulltime secretary of the Maine State Teachers Association.

### Candidate Dewey on Foreign Policy

☆ THE ONLY WAY this country can remain genuinely neutral is for the government to give all its attention to procuring domestic recovery and keep its hands wholly out of the European war, and out of any negotiations that may take place between warring nations, now or at any other day.—Thomas E. Dewey in an address in Wisconsin, March 30.

### Norman Thomas, Socialist Candidate

☆ THE NATIONAL CONVENTION of the Socialist party has again nominated Norman Thomas as its Presidential candidate on a platform strongly opposing American participation in another World War.

### Census Uses for School Administrators

☆ THE BUREAU OF THE CENSUS suggests that the following checklist may assist busy school administrators in making the most advantageous use of 1940 Census data.

**Population**—The 1940 Census will provide the first population data in ten years, breaking the material down by age groups. Thus the administrator will see exactly how many children of school age there are in a community, and how many can be expected to reach [Cont. on page A-90]

# NATIONAL ASSOCIATION OF TEACHERS' AGENCIES

A national organization for the clarifying, standardization and improving of teacher placement procedure in the interests of education . . . Membership open only to agencies conforming with the code of ethics and conducting business along ethical lines . . . School executives and classroom teachers are invited to write to members of the association when in need of the highest type of teacher placement service.

## CALIFORNIA

Frankford Pacific Teachers' Agency,  
Los Angeles

## COLORADO

Rocky Mountain Teachers' Agency,  
Denver  
Western Teachers' Exchange, Denver

## CONNECTICUT

Cary Teachers' Agency, Hartford

## ILLINOIS

Albert Teachers' Agency, Chicago  
Clark-Brewer Teachers' Agency,  
Chicago  
Fisk Teachers' Agency & American  
College Bureau, Chicago  
Hughes Teachers' Agency, Chicago  
Illiana Teachers' Agency, Champaign

## IOWA

Clinton Teachers' Agency, Clinton,  
Iowa  
The Midland Schools Teachers'  
Agency, Des Moines  
Sabins' Educational Exchange, Des  
Moines

## MAINE

New England Teachers' Agency,  
Portland

## MASSACHUSETTS

American Teachers' Agency, Spring-  
field  
Grace M. Abbott Teachers' Agency,  
Boston  
The Cary Teachers' Agency of  
Boston  
Fickett Teachers' Agency, Boston  
Fisk Teachers' Agency, Boston

## MICHIGAN

Detroit Teachers' Agency, Detroit

## MINNESOTA

Clark-Brewer Teachers' Agency,  
Mpls.  
Schummers School Service, Mpls.  
Western Teachers' Exchange, Mpls.

## MISSOURI

Clark-Brewer Teachers' Agency,  
Kansas City  
Specialists' Educational Bureau, St.  
Louis

## MONTANA

E. L. Huff Teachers' Agency,  
Missoula

## NEBRASKA

Davis School Service, Lincoln

## NEW YORK

Allied Teachers' Agency, New  
York  
American and Foreign Teachers'  
Agency, New York  
Bardeen-Union Teachers' Agency,  
Syracuse  
Clark-Brewer Teachers' Agency,  
New York  
Co-Operative Teachers' Agency,  
Buffalo  
Interstate Teachers' Agency,  
Rochester  
Kellogg Teachers' Agency, New  
York  
Pratt Teachers' Agency, New York  
Schmerhorn Teachers' Agency,  
New York

## NORTH DAKOTA

Love Teachers' Agency, Fargo

## OHIO

Ohio Midland Teacher' Agency,  
Columbus  
Schmerhorn Teachers' Agency,  
Cleveland

## OREGON

Northwest Teachers' Association,  
Portland

## PENNSYLVANIA

Bryant Teachers' Bureau, Inc., Phila-  
delphia  
Great American Teachers' Agency,  
Allentown  
Central Teachers' Agency, Harris-  
burg

## SOUTH CAROLINA

Southern Teachers' Agency, Colum-  
bia

## SOUTH DAKOTA

Bersagel Teacher Service, Aberdeen  
National Teachers' Exchange, Sioux  
Falls

## TENNESSEE

College & Specialist Bureau, Mem-  
phis  
Southern Teachers' Agency, Chat-  
tanooga

## UTAH

Yergensen Teachers' Agency, Salt  
Lake City

## VIRGINIA

Southern Teachers' Agency, Rich-  
mond

## WASHINGTON

Clark-Brewer Teachers' Agency,  
Spokane  
B. F. Westmore Teachers' Agency,  
Spokane

## WISCONSIN

Parker Teachers' Agency, Madison

## OFFICERS

**President,** George R. Ray, Madison, Wis.

**Vice-President,** T. B. R. Bryant, Philadelphia, Pa.

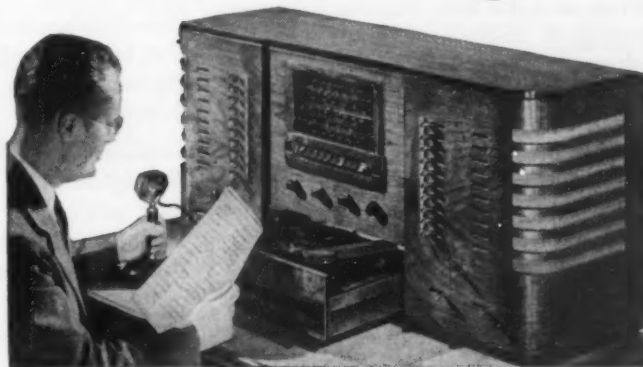
**Secy-Treas.,** H. S. Armstrong, Rochester, New York.

**Chairman, Publicity Committee,** Henry D. Hughes, Chicago, Ill



*Summer time's* Sound System Time!

# This RCA Victor unit is the one that schools are cheering!



**This summer, while pupils are away, add the countless administrative and educational advantages provided by this sound system to your school! Designed for schools with 10 to 40 classrooms, it is priced well within your means!**

No other time of the year is as suitable for school modernization as summer. And no other type of modernization is as well worth your consideration as this RCA School Sound System!

Designed and priced for moderate-sized schools, this unit has features that distinguish much more costly systems. The benefits it provides are numerous. Its educational value alone would make it a highly desirable purchase. Even more important in its value to you is the way it aids

in the speedy administration of school affairs.

We are eager to tell you how this RCA School Sound System can be of help to you. Ask us to give you some examples of the way it will lighten your administrative burdens. For a demonstration, additional information and price quotations, send the coupon below.

Modern schools stay modern with RCA radio tubes in their sound equipment. Trademarks "RCA Victor," "Victrola," Reg. U. S. Pat. Off. by RCA Manufacturing Co., Inc.

## Look at These Valuable Features!

Equipped for schools with 10 to 20 classrooms, easily adapted to schools up to 40 classrooms, plus sound amplification for the school auditorium. Has 12-tube High Fidelity RCA Victor radio, built-in Victrola, complete 2-way communication system. Speech, music, radio and recorded programs may be sent to any room or group of rooms. Beautiful walnut cabinet—only 42 inches long, 18 $\frac{3}{4}$  inches high and 14 $\frac{3}{4}$  inches deep.

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AUDIO VISUAL SERVICE  
Educational Department  
RCA Manufacturing Co., Inc., Camden, N. J.  
A Service of the Radio Corporation of America

Educational Dept. (NE-5)  
RCA Manufacturing Co., Inc.  
Camden, N. J.

Please send me detailed information and price quotations on RCA Victor School Sound System for . . . . . rooms. Also please send me the new Audio Visual Catalog.

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_

[Cont. from page 160] school age in a given period. Answers to a new question on place of residence of each person five years ago will help in forecasting size of the school population.

**Degree of education**—Census-takers are asking the highest grade of school completed by each person, securing statistics which will be significant in measuring the need for adult education classes.

**Employment status**—Economic conditions are compelling school administrators to give increasing attention to the relationship between education and employment, in vocational courses, vocational guidance service, and the like. The detailed census coverage of employment status should be welcome.

**Nationality**—Place of birth, and for a 5 percent sample, language spoken in the home in earliest childhood will be ascertained. This information helps show where courses in citizenship and English for adults are required.

#### ***The Pacific Northwest Resources and Education Workshop***

☆ THIS WORKSHOP is scheduled at two centers—Reed College, Portland, Oregon (June 17—July 19), and the University of Washington College of Education, Seattle (June 17—July 17). The Workshop, in

the fields of natural and human resources, has the active support of the Commission on Resources and Education composed of official representatives from the NEA, the Progressive Education Association, and the U. S. Office of Education.

#### ***American Youth Hostels***

☆ THE PURPOSE of the American Youth Hostels is "to help all, especially young people, to a greater knowledge, understanding, and love of the world by providing Youth Hostels for them in this country and by assisting them in their travels both here and abroad over bicycle trails, footpaths, and byways." In aiding students to plan their summer vacations, teachers will find helpful the information on hostels in Personal Growth Leaflet Number 66. [See page 151].

#### ***Department of Elementary School Principals***

☆ A 96-PAGE MONOGRAPH on Visual Education, prepared by the Visual Education Committee of this Department, has been sent to all 1939-40 Department members. It contains articles on use of visual aids in the elementary school, sources of films, and extensive bibliography. The committee consists of Harry H. Haw, *chairman*; Fred W. Orth, Eugene Herrington, and Ruth Livermon.

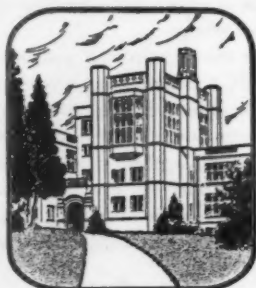
President Irvin A. Wilson is completing plans for the Monday afternoon program, July 1, at Milwaukee. President Carroll Reed of the American Association of School Administrators will speak.

The Wisconsin Elementary Principals Association has completed arrangements for the Tuesday afternoon program, July 2, President Laura E. Kellar, reports. E. T. McSwain of Northwestern University will address the group on "The Modern School, A Workshop for Citizenship." J. Murray Lee of the University of Wisconsin will speak on "Adjusting the Curriculum to the Capacity of the Child."

A complete program of Department meetings in Milwaukee will appear in the June *National Elementary Principal*.

#### ***Letting Children Discover the Leaflets***

☆ I TAKE a few Personal Growth Leaflets to school each day and put them across the front of my desk. The children read them at their leisure and on their own initiative. I've never mentioned anything about them because I wanted to see if they would arouse interest and enthusiasm and they have! The children ask questions about them. I am thrilled over their reaction. I shall be alert to new ones and keep my "library" up-to-date.—Muriel Greer, Fort Worth, Texas.



**Stephens Union  
Berkeley campus**

*Whether you are working for a higher degree or credential, or wish to increase your professional skill, you will find a wide choice of courses, especially in Education and in related fields—offered this summer on either campus—Berkeley or Los Angeles. Outstanding professors from other leading universities supplement the large regular staff.*

### ***Attend Summer Session in Vacationland***

# **CALIFORNIA**

You are combining a longed-for vacation with a real opportunity for study when you attend either of the University of California Summer Sessions.

Such famous attractions as Yosemite, the redwoods, high Sierras, the Hollywood motion-picture industry, the beaches, and "Symphonies under the Stars" may be visited while you are in California.

This is also the last summer to see the Golden Gate International Exposition on Treasure Island, in San Francisco Bay.



**Kerckhoff Hall  
Los Angeles campus**

*Both campuses—at Berkeley and Los Angeles—provide many opportunities for recreation. Special lectures, recitals, drama, athletic events—many without charge to students.*

*For Announcement of Courses address: Dean of the Summer Session, University of California, Berkeley; or Dean of the Summer Session, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California.*

## **UNIVERSITY OF CALIFORNIA SUMMER SESSIONS**

***Berkeley and Los Angeles • July 1 to August 9***

## A Prayer

☆ LORD, make me an instrument of Thy peace; where there is hatred, let me show love; where there is doubt, faith; where there is despair, hope; where there is darkness, light; and where there is sadness, joy. O divine Master, grant that I may not so much seek to be consoled as to console; to be understood as to understand; to be loved, as to love; for it is in giving that we receive; it is in pardoning that we are pardoned; and it is in dying that we are born into Eternal Life. Amen.—St. Francis of Assisi.

## The Last Day

**A** GAY BOUQUET of "lassie pinks"  
And a wilted apple stand  
Upon my desk, placed there just now  
By Bill's small, grass-stained hand.  
He waits before me, and thru his grin  
I am secretly aware  
That the offering, brought for me alone,  
Is his tangible, childish prayer.

For this is the hour for which we've  
toiled—

Our school term's last great day,  
When joyousness pulses into a sob  
In the heart—it is life's own way.  
Unconsciously Bill, in his proffered gift,  
Has uttered his urgent plea  
That when the reports are all made known,  
His judge may generous be.

As the joyous notes of laughter rise  
In our dear, familiar room,  
Time weaves a picture for my eyes  
Upon his timeless loom.  
And it mirrors a thought in my inner  
heart—

A thought that has turned to a prayer—  
"O, Teacher in the skies," I ask,  
"How does my record stand—up there?"

—MAE TRALLER, EVERTON, MO.

## Teacher Retirement in Kentucky

☆ THE KENTUCKY SCHOOL JOURNAL for April 1940 announces that after a quarter of a century of effort, Kentucky has a workable retirement law. An editorial describing the steps thru which this was achieved will be useful to other associations working for teacher retirement.

## New Life Members To Be Initiated

☆ THOSE WHO HAVE become Life Members during the past year will be initiated at the Life Membership Dinner at the Schroeder Hotel in Milwaukee, 5:30 PM, July 1, 1940. Life Members, their friends, and prospective Life Members are eligible to attend. The program will be dedicated to celebration of the twentieth [Cont. on page A-92]

## UNIVERSITY OF VERMONT SUMMER SESSION



**BURLINGTON, VERMONT**  
on Lake Champlain  
**JULY 8 to AUG. 16**

Exceptional recreational advantages combined with graduate and undergraduate courses in Liberal Arts, Education, Business and Engineering, Pre-Medical and Pre-Dental courses. Special courses in Fine Arts, Music and Drama. Courses also for Superintendents, Supervisors, Principals and Teachers. Demonstration Schools. Excursions under University management.

**BENNETT C. DOUGLASS**, Director  
Burlington Vermont

## 1940 Edition

Curriculum Records  
of the Children's School  
National College of Education

## NOW READY

Over 500 pages of records and photographs showing the results of an experimental attack on curriculum problems. This book contains copies of both group and individual records from nursery school through sixth grade, and has proved a helpful guide to teachers and supervisors.

**NATIONAL COLLEGE OF EDUCATION**  
Evanston, Ill.



## THE PENNSYLVANIA STATE COLLEGE SUMMER SESSIONS

INTER-SESSION—June 11 to June 28  
MAIN SESSION—July 1 to August 9  
POST-SESSION—Aug. 12 to Aug. 30

Offering courses in Academic, Vocational and Professional subjects, especially designed for teachers, supervisors and administrators requiring credits for certification, advanced and baccalaureate degrees.

Observation and demonstration courses covering virtually all educational activities and especially adapted to teachers responsible for practical classroom work.

## THE PENNSYLVANIA WORKSHOP

Under the auspices of  
Progressive Education Association

A new educational project dealing with  
the problems of the non-college pupil.

Widely diversified program of undergraduate and graduate courses leading to Bachelor's, Master's, or Doctor's degrees. Special features include Institute of French Education, Institute of Music Education, Band and Orchestra School, and the Nature Camp.

Recreational opportunities abundant. Excellent living accommodations, expenses moderate. For catalogue, Address:

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## THE UNIVERSITY OF Southern California SUMMER SESSION

A Unique Program in a Unique  
Cultural and Recreational Center

The comprehensive program of The University of Southern California Summer Session attracts more than 7000 students from all states and many foreign lands. Provisions are made for both undergraduate and graduate students in all fields of collegiate study.

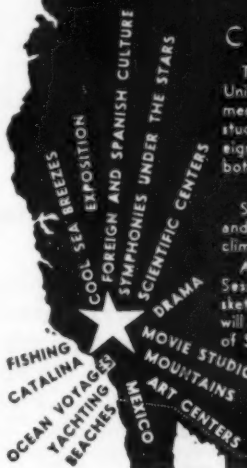
Special attention has been given to the needs of students in a number of fields, including Art and Music. Adequate provision has been made for the 4500 students who enroll for graduate study.

Southern California is rich in its scenic, cultural, and recreational opportunities. The Los Angeles climate is moderate and delightful during summer.

A bulletin giving full information on Summer Session program and an illustrated pamphlet sketching cultural and recreational opportunities will be sent on request. Address, The University of Southern California, Los Angeles, California.

## OPENING DATES

8 Weeks Division, June 17  
6 Weeks Division, July 1  
4 Weeks Division, Aug. 8



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are inseparable

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it is one of America's leading  
industries in Number  
of Establishments\*

➔ PRINTERS  
and PUBLISHERS .. 22,751



➔ TEXTILE  
MANUFACTURERS . 20,616



➔ LEATHER  
MANUFACTURERS .. 3,364



\*U. S. Census of Manufactures

This major industry, with printing establishments in practically every community throughout the United States, provides more opportunities for employment of young Americans. Now, when American industry is in need of better trained workers along specialized lines ... it is important that the basic training of the future craftsmen in printing should begin in the vocational schools.

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## American Type Founders

Department of Education

200 Elmora Avenue • Elizabeth, New Jersey

Types used: Grayda, Bodonis and Alternate Gothic

[Cont. from page A-91] anniversary of the founding of American Education Week and will include J. W. Studebaker, U. S. Commissioner of Education, as toastmaster, and addresses by Raymond J. Kelly, national commander of the American Legion, and the new president of the NCPT. Get your tickets when you register at the Registration Desk in the Exhibit Hall.

### For Schoolboard Members

☆ THE ILLINOIS ASSOCIATION OF SCHOOLBOARDS has purchased for the study of its members a large number of copies of the Educational Policies Commission's new report, *Education and Economic Well-Being in American Democracy*. The Commission suggests that thru state schoolboard associations or state education associations a similar distribution might be helpful in other states.

### Says a Canadian Visitor:

☆ THE GREAT WORK being done by American schools in maintaining and improving the American nation heartens every visitor to the United States. One gets from the daily press and magazines a most unfair picture of American youth. My observation, based upon visits to American schools and cities, gives me a very different picture. One cannot help feeling that the future of the United States is being shaped for very high ends in her public schools.—E. A. Hardy, chairman of the board of education, Toronto.

### Health Section Report, 1939

☆ PROCEEDINGS of the 1939 summer meetings of the Health Section, World Federation of Education Associations, may be ordered from the Health Section Secretariat, 200 Fifth Avenue, New York City. The price is 60¢, including postage.

### Summer Recreation Program

☆ A COMPREHENSIVE summer program—in music, shop, dramatics, artcraft, and athletics—for the youth of Maryville, Missouri, was last year inaugurated thru the cooperation of the public schools, the local college, civic organizations, churches, and the city administration.

### The Community a Laboratory in Social Studies

☆ THE PROBLEMS of American Democracy class in Hillside (New Jersey) Highschool is gaining practical experience in citizenship, according to Weyman O. Steengrafe in the *New Jersey Educational Review*. In November, student committees interviewed candidates [Cont. on page A-94]



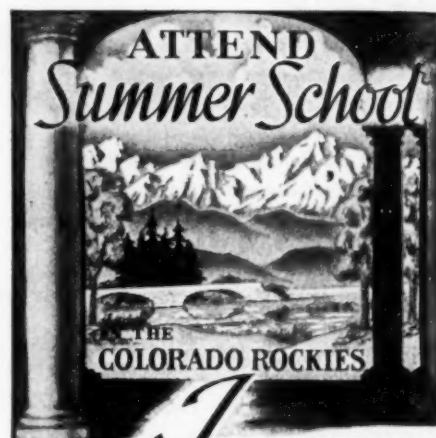
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[Cont. from page A-92] for the position of township tax collector, summarized the results of the survey, and provided their parents with nonpartisan, impartial information to assist them in voting intelligently. Last May the class debated the proposed amendment to the New Jersey State Constitution to legalize parimutuel betting at race tracks. The class is now attempting to measure Hillside public opinion regarding the European war.

#### To a Six-Year Old

*I see you on that first glad day of school  
 Sitting, so freshly scrubbed, in your small  
 chair;  
 Your eyes, upturned to mine in eager stare,  
 Clear as the waters in a quiet pool.  
 They asked, by their expectancy, a rule  
 Of life that had been tried and proven fair,  
 A shining armor, courage-strong, to wear,  
 And for each task to come, a keen-edged  
 tool.*

*Today I watch you go. What I gave you  
 I wonder; but your gift to me I know:  
 For as the wanderer kneels before a shrine,  
 Day after day I shrived myself anew  
 Of selfish things and small, that I might  
 grow*

*To meet those clear eyes lifted up to mine.*

—MAE KNIGHT CLARK

#### Commencement Time Is Near

☆ IF YOU HAVE NOT already obtained a copy of the 1940 Vitalized Commencement Manual, you will wish to do so at once in order to have it as an aid in planning your graduation program. This attractive 96-page Manual may be had for 50¢ from the NEA, 1201 Sixteenth Street Northwest, Washington, D. C.

#### Are Basketball Tournaments Educational?

☆ "Yes," says Weston Mitchell, basketball coach, Central Highschool, Minneapolis. "No," answers C. E. Hagie, superintendent of the Biwabik (Minnesota) Public Schools. Read both sides of the question in the April 1940 *Minnesota Journal of Education*.

#### The Department of Secondary Teachers

☆ THIS NEA DEPARTMENT is studying the influence of junior highschool organization and curriculum on attitudes of pupils toward further education and civic duty and on emotional adjustment. A limited number of schools are included in the first unit of study. Harold S. Tuttle of the College of the City of New York is coordinator.

#### Northeastern Regional Conference

☆ CLASSROOM TEACHERS of the Northeastern states will hold their first regional conference at Yale University, New Haven, Connecticut, on Saturday, May 25, under the sponsorship of the NEA Department of Classroom Teachers. All teachers, school administrators, members of boards of education, and representatives of the press in the following states are invited to attend: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and District of Columbia.

The general theme will be *Teacher Relationships*. In the morning the delegates will have their choice of six working conferences and in the afternoon they will assemble in famous Woolsey Hall on the Yale campus where a summary of the morning conferences will be presented by the chairmen of these discussion groups. Following this a number of outstanding speakers will address the Assembly. Mrs. Mary D. Barnes of Elizabeth, New Jersey, northeastern regional director of the Department, is in charge of the conference.

A printed folder giving further information will be sent upon request. Address NEA Department of Classroom Teachers, 1201 Sixteenth Street Northwest, Washington, D. C.

★ HAVE YOU TAUGHT one subject for so long that you have completely forgotten your initial difficulties in learning it? A Pittsburgh teacher, Carsten Ahrens, suggests that a good way to jog the memory is to take a summer-school course in a difficult subject completely new to you. In the new course you may feel as lost, indifferent, and "dumb" as do some of the students in your own classes. You may come out of the course a better teacher, less smug and critical, with renewed understanding of pupil difficulties.

☆ THE BULLETIN of the NEA Department of Art Education for 1939 is a record of the Department's conventions at Cleveland and San Francisco. It contains forty-five papers by outstanding art educators in all parts of the United States. The whole field of art education is discussed.

At the elementary level, notable papers are contributed by Jane B. Welling and L. Elston Glenn. A group of seven papers examines "Goals in Secondary Art Education." Another section is devoted to "Guiding the Young Art Teacher." A third deals with "The Education of the Art Teacher."

Problems, aims, procedures, and art educational philosophy at college, university, and adult levels are considered by such distinguished personalities as Ray Faulkner, Grace Baker, Stephen C. Pepper, L. Moholy-Nagy, and Eugene E. Myers. Thomas Munro, Grace L. McCann-Morley, and Richard E. Fuller are concerned with what the art museum can do in their communities. George J. Cox contributes a thought-provoking letter on "Art in the Modern World." Other subjects—"The Basis of Criticism of Modern Art" (Estelle Stinchfield); "The Modern Dance" (Agnes Jones); "Marionettes" (Marjorie Batchelder); "Art in the Village" (Idella Church); "Prints" (Roi Partridge); and "Quilts" (Elizabeth W. Robertson)—also appear.

This 188-page publication is an attempt to get at basic problems, to give art education a sound basis in general education, and to present a statement of progressive aims, procedures, and developments in this field. It should interest not only art educators but the general educator as well.

It was edited by Clara MacGowan, assistant professor of art, Northwestern University, and president of the NEA Department of Art Education. Copies may be secured at \$1 a copy plus 10¢ postage from Miss MacGowan, 1554 Howard Street, Chicago. [Cont. on page A-96]

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[Cont. from page A-95]

### We Believe in Spring

☆ WE BELIEVE that in the spring the teacher and her children should go to the country to look at the new wobbly calf and the new pink litter of pigs.

We believe that children can feel the nearness of God thru nature by finding the wild flowers just beginning to push thru the ground.

We believe that the rain has a different smell and sound and is pleasant to feel falling in your face as you walk leisurely to school.

We believe that the cardinal dons his brighter coat so as not to be outdone by the festive colors of all surrounding nature.

We believe in sitting outside at twilight and listening for the sleepy twittering of birds preparing for their night's rest.

We believe that nature saves yellow for spring and uses it "only scantily and selectly" in planning the earth's color.

We believe in cleaning and painting the rooms in which children live all day, in giving them a scrubbed, fresh look.

We believe in helping children arrange spring flowers in a suitable container so that their beauty may change a drab corner into a pleasant spot where children may satisfy their longing for beauty.

We believe that principals should wear spring flowers in their button-holes.

We believe that teachers should wear colorful spring dresses in keeping with the glorious world outside, which has changed from drab browns and blacks to delicate greens, yellows, pinks, and blues.

We believe in spring that teachers should change inside; they should laugh and play more; they should grow every day, lest growing children and the growing world in spring find them somber individuals. —Kathryn Dougherty in the *Tennessee Teacher*.

### Schools in U. S. Prisons

☆ AN INTERESTING DISCUSSION of the educational program for prisoners carried out by the Department of Justice appears in *School Life* for March 1940.

### Meet Jesse Stuart

☆ THIS YOUNG KENTUCKIAN, who wrote the article, "Beginning and Eternal Ending" (pages 131-32), is the author of numerous short stories and poems. His first novel, "Trees of Heaven" (Dutton), has just appeared.

### Need for Modernizing Our Geographies

☆ OUR MAPS may show us *Florence* in Italy, but if you try to buy a railroad ticket to such a place, you will get nowhere. To

your surprise, you finally learn that the real name of the place is *Firenze*. Likewise, you eventually learn that what is named *Prague* on your maps is actually *Praha* when you get there.

When the Germans entered Poland, we heard about the fighting along the *Vistula* River, which runs thru *Warsaw*. On inspecting a genuine Polish map, we saw that the name of the river was actually *Wista*, and that the Polish capital was *Warszawa*. Suppose it is pronounced like "Warsaw"; that does not give us the right to change the spelling, so that our maps are hopelessly inaccurate.

Many of the foreign names have not been spelled on our maps to make them easier to pronounce, however. It would be just as simple for us to say *Roma*, as the Italians do, instead of *Rome*. *Lisboa* is just as easy as *Lisbon*, when we go to Portugal.

*Antwerp* is *Anvers* and *Brussels* is *Bruxelles*, in Belgium; *Bucharest* is *Bucurest*, in Roumania; *Athens* is *Athenai* in Greece; and *Seville* is *Sevilla*, in Spain.

The world is getting smaller each day, and we talk of these European places as tho we were speaking of Chicago or New Orleans. We listen to radio broadcasts from these cities, and we board air liners to visit them. We should agree on what these places are to be called, and every country in the world could use the same name for them. It would seem logical that the name on every map should be the same name that is used in the country concerned. Names of the continents and countries themselves could be made uniform.—John Harvey Furbay in *School and Society*.

### School Finances

☆ TEACHERS of Parsons, Kansas, have this year made a study of school finances. An interesting "Tax Primer Primer" was prepared as a text for the unit.

### Dr. Jacobsen to the University of Pittsburgh

☆ E. W. JACOBSEN, superintendent of the Oakland, California, schools has been chosen as dean of the school of education at the University of Pittsburgh, effective September 1. He will be succeeded by William F. Ewing, who has been assistant superintendent at Oakland. The *Oakland Post-Enquirer* comments: "It is gratifying that the Oakland schools develop men and women who win national recognition as educational leaders. One reason, the big reason, for this is the intelligent attitude of the people of this city toward their public schools. A successful public-school system must have enlightened public support. Such support has [Cont. on page A-98]

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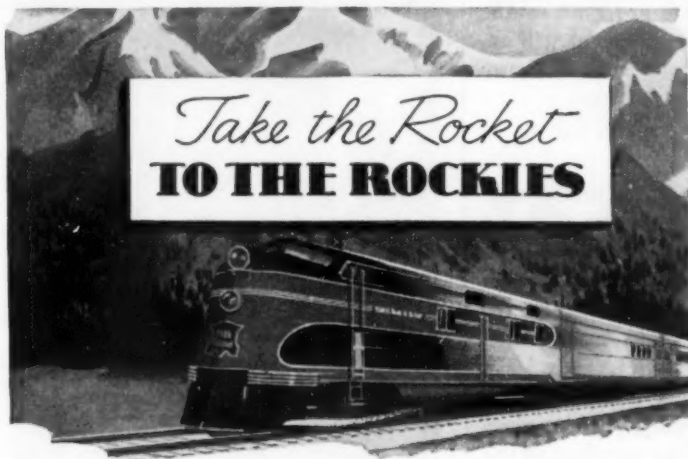


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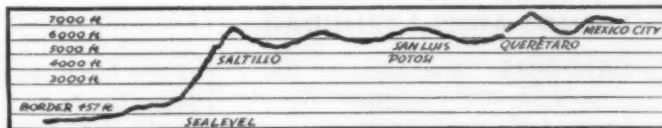
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[Cont. from page A-96] been forthcoming in Oakland.

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### NEA Department of Art Education

☆ AT THE WINTER CONVENTION of this Department at St. Louis in February President Clara MacGowan announced that Dr. Ray Faulkner has accepted the chairmanship of the new "National Committee on Research in Art Education of the Department of Art Education of the NEA." This committee, whose full personnel will be determined in the future, will have an initial life period of ten years. It will examine the whole field of art education, formulate problems which need solution, and define areas in which research must be done before intelligent programs can be planned. A preliminary statement will appear in the Department's 1940 Bulletin, to be published in the fall of 1940.

### Advertising Honesty

☆ THE ADVERTISEMENTS in a current magazine have been catching my eye. Glowing colors, fancy photography, tricky layout, the skill of the finest artists that money can buy—these combine to make alluring the products being glamorized, among them beer, whiskey, and cigarettes. They leave one with the feeling that if a person has just these, he can be healthy, wealthy, wise, and sought after by all the members of the opposite sex.

The copybook maxims of an earlier day had other points of view. Those copybook maxims taught a morality directly opposed to the luxurious waste and selfish indulgence taught by these current educational devices. I find myself comparing the codes of conduct and the agencies by which they are taught. I find myself wishing that somebody would "sell" honesty with the same diligence that tobacco is advertised, that somebody would "sell" kindness and other ideals of character using the same glowing colors, fancy photography, trick layouts, and superb art now devoted to these baser uses. Which are of more worth

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to society? Which are more worthy our finest resources in education?—R. L. Hunt, contributing editor, *The Mississippi Educational Advance*.

#### Dates To Be Remembered

**May 10-18**—Eighth American Scientific Congress to be held in Washington, D. C., under auspices of the U. S. government.

**May 18**—World Goodwill Day.

**June 23-27**—Annual meeting of the American Home Economics Association to be held in Cleveland, Ohio.

**June 30-July 4**—Milwaukee convention of the National Education Association. See pages 152-55.

**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 to Jean Armour MacKay, 121 Highland Avenue, Highland Park, Mich.

Information about post-convention conferences to be held by NEA departments appears on page 149.

#### What Do You Desire in The Journal?

☆ VOLUNTEERS are wanted to help evaluate THE JOURNAL from month to month as an aid to the editorial staff in their search to discover what readers want in THE JOURNAL. This is open to every member. Write the editor saying, "I hereby volunteer for the JOURNAL evaluation service," giving full name, position, and address. Each month so long as you reply to the letter sent, you will receive a special blank to be filled out and a copy of a late Personal Growth Leaflet. (Address the editor at 1201 Sixteenth Street Northwest, Washington, D. C.)

#### Miami School Survey

☆ UNDER THE DIRECTION of the Florida Department of Education, a survey of the schools in the Miami area has been completed. A report of the survey is available to teachers thru the Department of Education, Tallahassee, Florida. Comprising the staff of the survey were representatives of various institutions in Florida who took advantage of the opportunity to work out solutions for pressing problems in the Florida schools.

#### An Active Vicepresident

☆ DR. HARRY CLARK, superintendent of schools in Knoxville, Tennessee, and a vice-president of the National Education Association, believes that NEA vicepresidents should be active promoters of the membership and program of the Association. Under the inspira- [Cont. on page A-100]

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8501A-27

**The MILWAUKEE ROAD**  
DIRECT ROUTE TO THE N. E. A. CONVENTION

[Cont. from page A-99] tion of his leadership, NEA membership in Knoxville has increased from 288 in 1936 to 494 in 1939, the largest membership of any city in Tennessee and almost 100 percent. Dr. Clark's weekly bulletin to teachers always includes a paragraph about services of the NEA and privileges of membership. He is serving as an active member of the State NEA Enrolment Committee.

#### After 576 Years . . .

☆ SCIENCE NEWS LETTER reports that Europe's second oldest university, at Krakow, has been closed by German officials, after an unbroken career from 1364.

#### Write Your Own History

☆ AN AMERICAN HISTORY CLASS at the Williams Memorial Institute, New London, Connecticut, has written a history of New London to be used by future history classes. Thru individual research and class reports, students cooperatively prepared a volume of nearly a hundred typewritten pages. Their teacher, Catherine B. Avery, reports in the *Connecticut Teacher* that they developed remarkable initiative in tracking down sources and showed increasing ability to select the most important and interesting facts.

#### NEA Department of Social Studies

☆ THIS DEPARTMENT (incorporated as the National Council for the Social Studies) will transfer its headquarters office on June 1 from Harvard University to NEA Headquarters in Washington, D. C. The newly created position of Executive Secretary for this organization will be filled by Wilbur F. Murra, formerly instructor in education at Harvard. The department now has over 2800 members, who are for the most part teachers of social studies in elementary and secondary schools. Upon payment of the annual dues of \$3, each member receives the yearbook and bulletins, in addition to the monthly magazine, *Social Education*.

#### A Correction

☆ LLOYD SHAW's cowboy dancers, who performed at the Chicago convention of the American Association for Health, Physical Education, and Recreation, in April, are from the Cheyenne Mountain School, Colorado Springs, Colorado, and not from Cheyenne, Wyoming, as announced in the March JOURNAL.

#### Local Affiliated Associations

☆ THE NUMBER of local associations affiliated with the National Education Association has reached 1000 as of April 15, according to Agnes Winn, director of the

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NEA Division of Affiliated Associations. With the state and territorial associations numbering 52 this makes a grand total of 1052 NEA affiliates. Nearly 200 organizations have established this relationship since June 1, 1939.

#### Commission on Health Education

☆ THE 1942 yearbook of the American Association of School Administrators will be prepared by the Commission on Health Education, appointed at the St. Louis convention, as follows:

John L. Bracken, superintendent of schools, Clayton, Missouri, *chairman*

W. W. Bauer, M.D., director, Bureau of Health Education, American Medical Association, Chicago, Illinois

Margaret Bell, M.D., director and professor of health and physical education and medical advisor for women, University of Michigan, Ann Arbor

Robert G. Bernreuter, associate professor of psychology, Pennsylvania State College, State College, Pennsylvania

John E. Burke, M.D., assistant superintendent of schools in charge of health, public schools, Schenectady, New York

A. C. Flora, superintendent of schools, Columbia, South Carolina

William J. Hamilton, superintendent of schools, Oak Park, Illinois

Daniel J. Kelly, superintendent of schools, Binghamton, New York

Bernice Moss, director of health, physical education, and recreation, State Department of Public Instruction, Salt Lake City, Utah

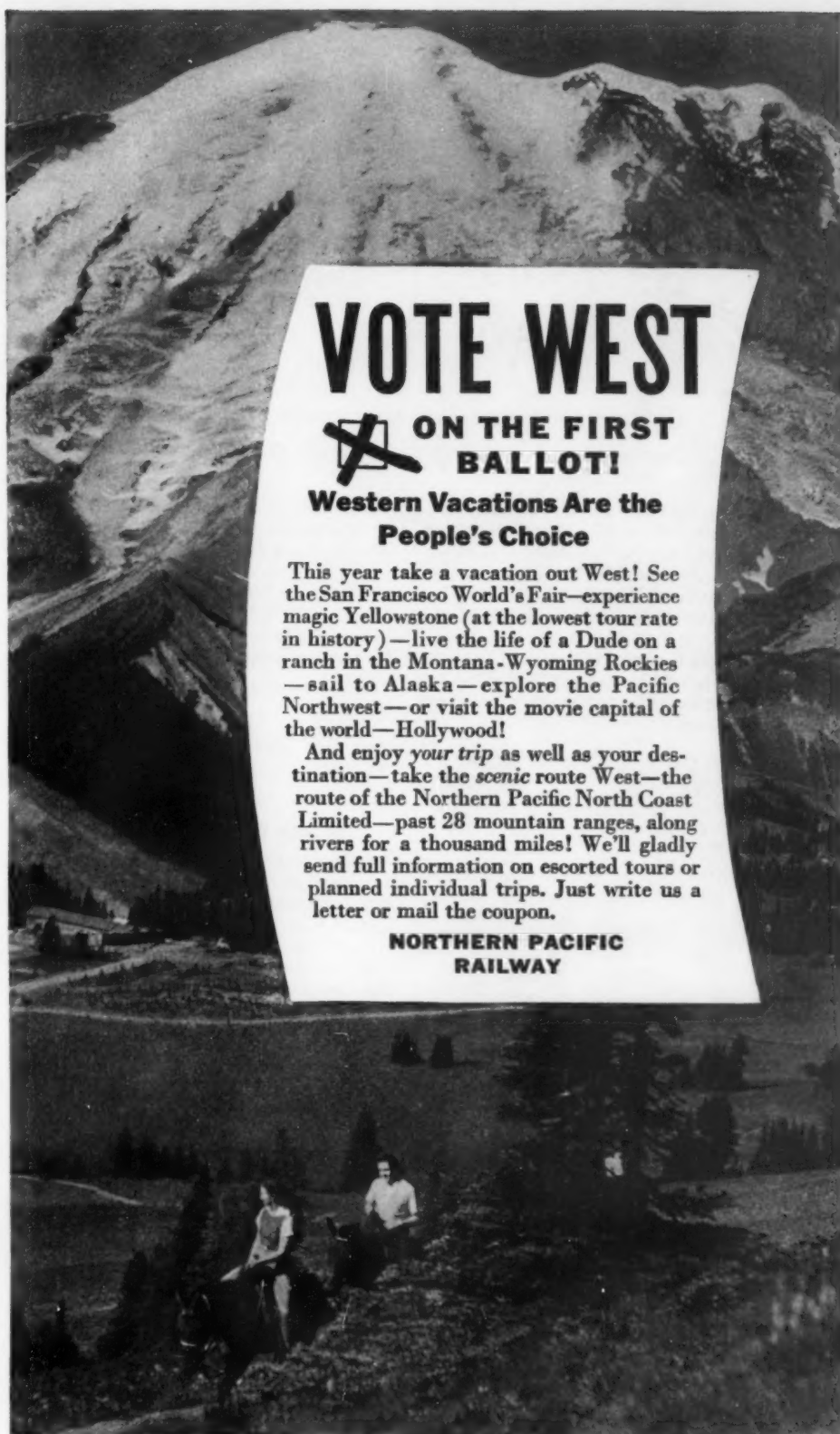
C. E. Turner, professor of biology and public health, Massachusetts Institute of Technology, Cambridge, Massachusetts

Charles C. Wilson, M.D., director of physical and health education, public schools, Hartford, Connecticut.

#### New NEA Publications

*Educational Policies for Community Recreation* brings together in pamphlet form the substance of published statements by the Educational Policies Commission that deal with recreation. The materials are taken largely from *The Purposes of Education in American Democracy* and *Social Services and the Schools*. The principal subjects dealt with are the school approach to leisure education and the place of the school in the community recreation program. 32p. 10¢ per copy.

"Analysis of Local Provisions for Teacher Retirement," the May 1940 *Research Bulletin*, gives a tabular outline of the detailed pro- [Cont. on page A-102]



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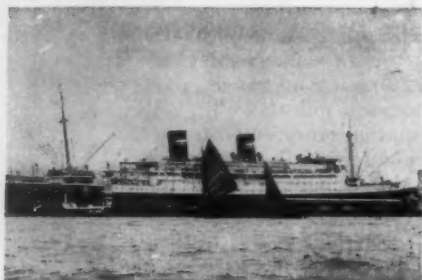
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[Cont. from page A-101] visions of 64 local retirement systems under headings such as: Legal bases in general; type of plan, whether joint-contributory or pension; administration of the system; and benefits thereunder. 25¢ per copy.

» «

*Court Decisions on Teacher Tenure Reported in 1939* is the sixth annual review of court decisions affecting teacher tenure. Part I presents a brief digest of effects of court decisions upon specific phases of the tenure field. Part II consists of court decisions reported for the calendar year 1939—question involved, court's decision, and reason for judgment. Cases are indexed by title and by subject. 25¢ per copy.

» «

*Length of School Sessions and Class Periods in Public Schools, 1938-39*, Educational Research Service Circular No. 2, 1940—This questionnaire study determines current practices on time schedules in 270 cities. Detailed tables report information on length of school year, length of school day, class periods in secondary schools, and teachers' daily schedules. Medians for length of school day and teaching day for both elementary and secondary schools; number of class periods and length of class periods in secondary schools are shown in summary tables. 72p. \$1. (Planographed).

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*Discounts for quantities on above NEA publications are as follows: 2-9 copies, 10 percent; 10-99 copies 25 percent; 100 or more, 33½ percent. Order from the NEA, 1201 16th St., N. W., Washington, D. C. Cash must accompany orders for \$1 or less.*

» «

*Selected Test Items in American History*, a bulletin of the NEA Department of Social Studies, recently published in a new edition, contains 746 objective test exercises which have been validated by use in the Iowa Every-Pupil Tests. The classification of the items and an introduction serve to aid teachers in selecting from this rich reservoir those items most suitable for their own testing purposes. The bulletin was prepared by H. R. Anderson, E. F. Lindquist, and H. D. Berg. 90p. 75¢.

» «

*Housing America: A Source-unit for Teachers*, to be published about May 15 by the NEA Department of Social Studies, will contain a digest of materials on housing, suggestions to teachers, and bibliographies. It is being prepared by John Haefner, University Highschool, State University of Iowa, in collaboration with officials of the United States Housing Authority. About 75p., illustrated, 50¢.

» «

*Discounts on publications of the Department of Social Studies sell at a 50 percent discount on orders of five or more copies. Order from the NEA.*