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of the

**NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES**



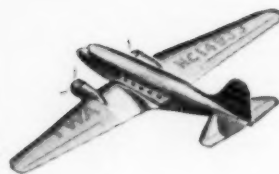
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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 29, NUMBER 6

H. A. ALLAN, Business Manager

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

Between Editor and Reader

DONALD DUSHANE, president of the National Education Association for 1940-41, is superintendent of schools, Columbus, Indiana. He has achieved distinction both as educator and citizen. Born at South Bend, Indiana, June 5, 1885, he has come up thru the schools of that state as student, teacher, principal, and superintendent, having served at Columbus since 1918. As college teacher and author he has made many contributions to the educational advance. He has served professional organization in various capacities in both state and nation, including the presidency of the Indiana State Teachers Association. His six years of service as chairman of the NEA Committee on Tenure have been dynamic and outstanding. He has won over opposition that a decade ago would have seemed insurmountable and has laid the foundation for further progress. His leadership as a citizen has included several presidencies—the Indiana Tuberculosis Association; the Indiana Society of Mental Hygiene; the Indiana Conference of Social Work—and important service as a member of the Indiana Crime Commission. As I visited him in his home in early May, I was impressed with his sound educational philosophy and could see how it has been enriched and widened by his broad interests as a citizen. Mr. DuShane was elected at Milwaukee without opposition and comes to the NEA presidency with the good wishes of the entire profession. He takes this leadership at a time when his broad vision, great energy, and fine qualities of heart and mind will be especially valuable to the profession and the nation.

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

Published monthly except June, July, and August by the National Education Association of the United States, 1201 Sixteenth St. N. W., Washington, D. C.

DONALD DUSHANE, President

J. W. CRABTREE, Secretary-emeritus

WILLARD E. GIVENS, Executive Secretary

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

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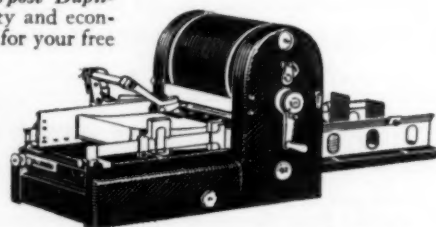
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EDUCATION and the Defense of American Democracy

EDITORIAL NOTE

IN October 1939 the Educational Policies Commission issued a statement on *American Education and the War in Europe*. The cataclysmic events of the intervening period, and particularly of recent weeks, have created a new situation and aroused in the American people grave concern regarding the future of their way of life and even of their existence as an independent nation. Already last October seems to belong to another epoch.

There are many factors in the national and world scenes of today which were not present, or even predictable, nine months ago. Most of these new factors directly affect American education and call for pronouncements on educational policies not included in the Commission's earlier statement. The present report will be concerned with these new conditions and new policies and is the second of a series of statements to be issued as occasion demands dealing with education and the defense of American democracy.

Totalitarian Power Has Swiftly Gained Dominion over Most of Europe and Asia

DURING recent months the cause of free men has suffered disaster after disaster. Surprising totali-

THE Educational Policies Commission is performing a signal service to the country by issuing a series of clear and challenging statements dealing with the present crisis in the nation's life. The first of these, "American Education and the War in Europe," was published in THE JOURNAL for November 1939. The second, "For These Americas," appeared in June 1940 in pamphlet form. We publish here the complete text of the third pamphlet, "Education and the Defense of American Democracy." It should be read and reread by every teacher; discussed in faculty meetings and institutes; presented to members of boards of education and leading laymen; and studied in classes in highschool and college. Each of the three statements may be had in quantity in attractive pamphlet form from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., at 10c per copy, less discounts of 10 percent for 2-9 copies; 25 percent for 10-99; and 33⅓ percent for 100 or more copies. Cash must accompany orders for \$1 or less.

tarian strength has been met by unexpected weakness in many democratic countries. Rich and powerful states have been invaded, overrun, and conquered within a few days or weeks. Of the democracies on the continent of Europe but two remain; and these two, Sweden and Switzerland, live at the mercy of the military masters of the Old World—tiny islands in a vast totalitarian sea bearing anguished testimony to an order that has passed into eclipse.

Thru the collaboration of the dictators of Europe and Asia, the treachery of "fifth columns" in the free societies, and the incredible might of German mechanized arms, one democracy after another has been destroyed. Even France, renowned thru the centuries for her military prowess and symbol for a hundred and fifty years of human freedom, is gone. The picture which the world presents to the friends of democracy is ominous and terrifying. Totalitarianism, with its scorn of the doctrine of human brotherhood, its mockery of the democratic principle of equality among men, its denial of the dignity of the individual human being, its derision of the ideal of peace among the nations, its glorification of war as man's noblest pursuit, its conversion of the citizen into a pawn of the state, its inculcation of the sentiments of national

and racial bigotry, its elevation of dictatorship into a moral and religious principle—totalitarianism, the military state in its contemporary form, holds Europe in thrall and casts its lengthening shadow over the whole earth. Many are fearing that a new Dark Age may be descending upon mankind.

How extensive, profound, and abiding the changes wrought by the armies of the dictators will be is a question that cannot be answered at this time. It would be folly, however, for America to follow in the footsteps of European democracies and underestimate the determination, ambition, ruthlessness, and power of the Nazi government and its satellites. The small states of the Baltic and North Seas assumed that their very innocence and defenselessness would serve to guarantee their safety and independence. The French assumed that the Maginot Line constituted an impregnable defense against which Nazi legions might beat in vain. The British assumed that the battleship ruled the air above the seas and placed their faith in the power of the Grand Fleet. The first and second assumptions have been proved false; the third, already heavily assaulted, is about to be put to the final test. Free men everywhere await anxiously the decision.

The American People Should Be Prepared To Stand Alone as Guardians of Freedom

THE American people must not repeat the mistakes of the European democracies. Without becoming victims of hysteria, they should resolutely refuse to nourish pleasing illusions and should proceed in all haste to prepare for the worst. Altho Britain may rise to supreme heights and turn back or check the totalitarian tide, the United States should prepare to face the consequences of a possible defeat of the British fleet and the dismemberment of the Empire. Altho a victory for the dictators in the Old World may not be followed by a military attack upon the New, we should prepare to resist an attempt to invade the Western Hemisphere by force of arms. Altho the dictators, if triumphant in war, may devote their energies to reconstruction at home and in their new empires, we should prepare to meet a powerfully organized economic invasion of the Americas. Altho the "new order" established by totalitarian power may quickly disintegrate thru the rivalries of dictators and the resistance of oppressed peoples, we should prepare to live in a world shaped for decades by a settlement imposed by totalitarian fiat. In a word the American people should renounce all wishful thinking and gird themselves to face the darkest period of their history.

Even if Britain succeeds in defending herself against the seemingly overwhelming hosts which beset her,

the great hope which has moved millions of the present generation, the hope of a world of democratic nations adjusting their differences by orderly processes and living together in relative peace and harmony, must be relegated for a time to the land of dreams. More probably the world which lies ahead will be a world bereft of mercy and compassion between nations, a world whose moral pattern will be set by the victorious totalitarian powers. More probably it will be a world dominated by a few great military states in which all disputes among peoples will be decided by stark military might and in which world courts and leagues of nations will have no place. It will be a world hostile to the idea of a common humanity. In this world a people must be strong or perish.

If the British Empire should be destroyed and the United Kingdom shorn of its power or reduced to a condition of vassalage, the outlook will be yet more critical. Unprotected by the British fleet and without many of the powerful friends of the past, America must assume vastly increased responsibility for the defense of democracy and human freedom. The present generation must rise to the intellectual and moral stature of the men and women who founded the republic. The age demands nothing less of them.

The Imperatives of National Defense Are Military, Economic, and Moral

THE situation calls for a bold and comprehensive program for the defense of American democracy. This program must assume three aspects—military, economic, and moral.

Without the loss of a single day the American people should move to achieve the greatest possible military strength in the shortest possible time. If the totalitarian states should eventually triumph thruout the Eastern Hemisphere and if American democracy should resist successfully their first onslaughts in the West, the task of building a longtime program of defense, probably involving universal military training in some form, would require major attention. But at the moment the country faces a grave emergency. Time is the essence of the problem. Caught in a condition of relative unpreparedness because of the unexpected fury, power, and triumph of Nazi arms, the nation is forced to improvise. The first imperative is the gearing of industry to the production of the new mechanized engines of war; the second is the training of men to operate these indispensable weapons. Precisely what the requirements are here, only the student of military science can calculate. The point to be emphasized is that the American people should not hesi-

tate to make any sacrifice, however heavy and exacting, in order to establish a thoroly effective system of military defense. Their continued existence as an independent nation may depend on their readiness to do this. At the same time every effort must be made to achieve a fair distribution of the tax burden and efficiency in the expenditure of funds.

The second aspect of an adequate program of defense is economic. The European democracies were greatly weakened in their struggle with the totalitarian powers by their failure to organize their energies, set their people to work, and utilize fully the resources of technology. Britain continued her vast army of unemployed down to the fall of the Chamberlain government. The conflict now in progress is certain, sooner or later, to have economic effects, on the United States and on the world, of a most profound and disturbing character. Modern war is an economic as well as military struggle. Its conduct, when great industrial nations are engaged, involves the consumption of fabulous quantities of munitions of war, of mechanical energy, of food and provisions, of transportation services. A program of defense, therefore, requires not only the gearing of industry to the production of tanks, airplanes, warships, guns, and explosives, but also the efficient operation of every branch of economic life. The economic depression must be mastered before the American people can feel safe in the world. This will involve putting the millions of unemployed to work. The full utilization of the capital reserves, labor force, productive resources, and organizing genius of the country, together with enthusiastic popular cooperation, will make possible an adequate program of military defense with the maintenance of the highest possible standard of living consistent with the national defense.

The third division of the program for the defense of democracy, the most difficult of all, is moral or spiritual in nature. If, in the process of achieving the military and economic objectives of their program, the American people should abandon the ways, the values, the ideals of democracy; if they should abolish the civil liberties, embrace a spirit of bigotry and intolerance, engage in the persecution of minorities, force the individual into subjection to the state, and establish the pattern of dictatorship; even if they should do all these things in the name of democracy, they would be achieving the speedy triumph of totalitarianism in the land. This is not to say that after full and free discussion they should not decide to surrender certain rights or privileges for a period in the interest of some more general or lasting good. The making of such decisions is always implicit in the democratic process and indeed in all rational conduct. In times of severe

crisis like the present the subordination of immediate and more special to more remote and general considerations becomes particularly imperative. At the same time, however, the American people must be ever watchful lest in the process of defending the great heritage of democracy and human freedom they lose sight of their goal and betray the genius of their history and institutions.

The Educational Policies Commission knows that in the defense of American democracy our system of education must play a central role. A true product of that democracy, from the kindergarten to the university and from the smallest rural district to the United States Office of Education, it stands ready to throw its resources into the balance. It can share in laying the physical and mental groundwork for effective military service. It can take a large part in providing the vocational and technical training which the conduct of modern war requires. It can help to achieve national unity by clarifying national goals and by inculcating loyalties to the values basic to a society of free men. It can assist in releasing and organizing productive energies. It can aid adult citizens to reach sound conclusions on the urgent questions of national policy.

Military Preparation Is Needed for National Defense

THE modern soldier must have both physical and intellectual maturity. The school system can help to lay the foundations of such maturity by fostering full intellectual development thru effective general education; by providing health instruction, periodic health examinations, and physical education; by emphasis upon adequate training in basic technical skills; and by inculcating abiding loyalties to American ideals.

If, in the present emergency, adequate national defense requires a considerable increase in the number of men trained for service in the armed forces, this Commission favors a fair and impartial system of selective compulsory military training and service, as the method of meeting this requirement most consistent with democracy. In the judgment of this Commission, such compulsory military training and service should be limited to men twenty-one years of age and over. This Commission opposes any plan for compulsory military training which is not based on actual needs for defense by armed forces.

This Commission also opposes any compulsory labor training program or any compulsory program of home defense training for youth which does not place control of such civic and vocational education as the

program includes, in the hands of the regularly established federal, state, and local agencies of education.

Occupational Training Is Needed for National Defense

THE American people have an investment of one and a quarter billion dollars in more than 1200 vocational and technical schools and colleges. The program of trade and technical education which this investment makes possible is carried on by an experienced administrative organization and a staff of 35,000 skilled teachers. The facilities for defense training now provided by these schools and colleges could not be duplicated in many years. The plants, equipment, and personnel of the vocational and technical schools and colleges of the country are at the service of the national defense program, and should be utilized to the full extent required for meeting the nation's need for trained workers.

These schools and colleges can make far greater use of their present plants and equipment to turn out trained workers. Fortunately some federal funds for the training of workers in defense industries have already been made available for vocational schools of less than college grade. Under the effective leadership of the United States Office of Education these institutions have quickly expanded their training programs thru additional shifts in late afternoon and night periods and thru summer sessions. The existing appropriations, however, will use only a portion of the potential capacity of these institutions, and their facilities are ready for further expansion, if needed, without additional capital investment.

Except to a limited extent, the resources for advanced training in higher institutions have not yet been utilized by any special appropriations. The usefulness of technical schools of collegiate rank, for training the more highly skilled workers needed for the defense program, should not be overlooked.

Altho the supply of teachers of technical subjects is now limited, there are available numerous established institutions with personnel and facilities for the training of vocational instructors. These agencies can, in a relatively brief period, prepare skilled workers for emergency service as instructors.

In the case of persons residing at some distance from centers of population where suitable vocational education can be secured, transportation to such a center, together with tuition, and, if necessary, full or partial maintenance should be provided. The Work Projects Administration and the National Youth Administration, in a number of cases, are utilizing the services of established agencies of public education for providing

training in vocational skills, while WPA and NYA provide wages and work experience. This practice is to be commended.

The program of vocational and technical training which occurs under public auspices should be administered thru the United States Office of Education and the established state and local educational agencies in close coordination with agencies responsible for the national defense. In the interests of economy, speed, and efficiency, federal funds appropriated for vocational and technical training should be expended thru the established schools and colleges which already have a vast plant and, on the whole, adequate equipment. Under these conditions, federal money can be used largely for the actual training without the delay and expense involved in constructing new plant and equipment.

The occupational training should include the preparation of both skilled workers and semi-skilled workers in the numbers and fields of work demanded by the defense program. The occupations related to human conservation such as homemaking, nursing, health services, and the care of children and other persons in the civilian population are an essential part of the national defense. Occupational education, wherever possible, should be accompanied by a definite program looking toward the development of civic and economic responsibility and understanding among those receiving the education.

Schools and colleges should develop cooperative relationships with other agencies concerned with occupational education. Cooperation with industry in providing adequate training and retraining is essential. The legitimate interest of labor in this area should also find expression.

Moral Defense Requires Understanding of the Nature and Goals of Democracy

IT is agreed on every hand that a new and dynamic national unity is needed. How shall that unity be achieved? In times of crisis and in times of peace our system of universal education is the principal means by which the diverse and far-flung interests of all the people are coordinated and reconciled. Other countries may use for this purpose a single political party, a state religion, government control of the press, or national regimentation of youth. These methods are alien to the American spirit and would inevitably destroy our ideals and institutions in the very act which purported to protect them.

The discipline which has made America a great nation and which will maintain the ideals for which America stands is the discipline of teamwork, a dis-

cipline which prizes and develops the resourcefulness, initiative, and responsibility of each individual, a discipline which directs the efforts of individuals toward social goals which all have a voice in choosing. This is the discipline of American education at its best. This is the discipline which is needed today as a bulwark of moral defense. How shall the schools and other agencies of education foster an American discipline?

In the moral defense of democracy the first requirement is that the American people achieve a clear understanding of the nature of democracy and of the goals to which this democracy aspires. Coasting on the achievements of their ancestors and experiencing an unparalleled success in the realm of material things, they have taken their blessings for granted and assumed that the catastrophes which have visited other peoples will pass them by. As a consequence they lack a clear perception of what is at stake. That they are capable of profound political interest and thought is evident from their performance at critical periods in their history. They must again think their way thru the problem of the individual and society and put vital content into the great words of human liberty, equality, and dignity which come so easily to their lips but which have lost much of their meaning. They must study earnestly the new conditions of life which science and technology have brought into being and seek the economic and political inventions thru which democracy can live in the age of industrialism.

Education can help to clarify the nature and goals of democracy. It can portray the American dream of a nation with liberty, justice, and opportunity for all in the broad sweep of history from the time of the nation's founders. It can promote understanding of the civil liberties and the political institutions thru which the democratic ideal finds expression. It can focus the searchlight of free and constructive inquiry on those economic and social problems, which, if allowed to remain unsolved, threaten to disintegrate democracy from within. It can confirm that faith in the worth and improvability of each individual which is the basic tenet of democracy. It can provide opportunities to *live* democracy, in the school and the home, in the workshop and the market place. Slogans, rituals, and appeals to emotion are not enough. Knowledge, reflection, and the master teacher, experience, are essential to moral defense.

Moral Defense Requires Deep Loyalties and Devotion to the Building of a Better America

A SECOND requirement in the moral defense of democracy is the development in all citizens, from

the earliest years, of deep and abiding loyalties to the central values of democracy—to the conception of the dignity and worth of the individual; to the principle of human equality and brotherhood; to the processes of free inquiry, discussion, criticism, and group decision; to the canons of personal integrity, honesty, and fairness; to the idea of the obligation and nobility of labor; to a concern for the good of the community. The young should be taught to love these values, to struggle to make them prevail in the world, to live and, if need be, to die for them. Out of these values and the realities of the age the adult generation is under obligation to create and set before boys and girls a vision of a society of free men and women—a vision designed to give meaning, pattern, and direction to their lives. Perhaps the supreme tragedy of the present epoch is the fact that the friends of democracy in many lands, tho holding in their hands the substance of man's most splendid and abiding hopes, have failed to present to their children a great and ennobling goal toward which to strive. As a consequence they have permitted this opportunity and responsibility to pass by default to men of tyrannical temper and purpose who have directed the noble passions of youth to the overthrow of free institutions and the founding of regimes of violence and repression. The survival of democracy in the world demands that this opportunity and responsibility be not evaded by the American people.

The dictatorships have demonstrated that youth will respond to a challenge. The apparent enthusiasm and loyalty of youth in totalitarian states are not simply the products of regimentation and propaganda. Their deeper source is found in the fact that these systems have given youth work to do, work which seems significant because it contributes to the attainment of national goals.

The appeal of American democracy to our youth is potentially far more powerful than that of any dictatorship. The hope of a free nation with employment and opportunity for all can energize the youth of America into hard thinking, personal sacrifice, and disciplined action. But youth will not accept empty words as a substitute for the reality. For millions of young people our society has found no place. Some have been denied a reasonable equality of educational opportunity; some have been unable to find useful work at a living wage; some have been cut off from achieving the adulthood represented by the attainment of a home and of economic independence; some have suffered from lack of health and medical attention. With months or years of such experiences fresh in mind, youth can hardly be expected to rally briskly around vague promises and generalities. We may ask

them to defend their country against aggression and they will loyally do their part. But if the adult generation will also summon youth to the building of a finer America and will show that it means business by indicating at least the outlines of a definite workable plan, the youth of America will respond with unbounded enthusiasm.

It is a vital function of education to develop a strong motivation to work for the achievement of national goals and to make whatever sacrifices are necessary for their attainment. Education looks forward as well as backward. It sees the roots from which our institutions have grown, but sees these institutions as still growing and fraught with unrealized possibilities. It can help youth to see in these possibilities the goals toward which the rising generation can strive. It can celebrate with enthusiastic appreciation, not only the achievements of the past but each new victory of the forces of progress—the clearing of a slum, the control of soil erosion, the decline of unemployment, the improvement of relations between employers and labor—whatever at the moment is a step toward the consummation of democratic ideals.

Education, however, cannot accomplish the full task alone. In order to rouse youth to action, goals must be accompanied by plans for their attainment, and these plans must give promise of being workable. Furthermore, youth must be given assurance that the sacrifices necessary to build a better nation and to defend it will be borne equally by all, without discrimination or favor. Educators alone cannot determine the goals of American life. Educators alone cannot frame the plans of action. Educators alone cannot assure the equitable sharing of costs. Leaders in government, industry, agriculture, labor, and religion, as well as education, must help to set the goals and shape the plans. The educators of America will accept the major share of responsibility for building strong national loyalties in youth, but they can build loyalties which will endure, only if consistent progress is made toward the translation of ideals into practical achievement.

Moral Defense Requires the Maintenance of Conditions Conducive to National Unity

MORAL defense requires also that we shall be on guard against internal conditions which threaten our national unity. If the United States is weak in the face of this emergency, that weakness arises primarily from our failure to solve the domestic problems of unemployment and from other economic dislocations. The persistent unemployment of millions of workers must be overcome. A way must be found, and found

soon, to restore the full momentum of our national economy. No absorption in the course of events abroad should be allowed to obscure either the urgency of this problem or its close relation to the nation's morale. Education must resolutely address itself to help in the solution with every resource at its command.

Times of public stress and excitement often prompt unnecessary invasion of the civil liberties. The apparently successful use in Europe of "fifth column" methods as a preliminary means of aggression has naturally excited the apprehension of the American people. A number of consequences, some wholesome, some dangerous, follow from these fears. Skepticism toward foreign propaganda and a greater alertness to the possibilities of sabotage and espionage, among both law-enforcement officers and the public generally, are wholesome outcomes. On the other hand, the nation's recent history has been stained by the record of a few cases of mob violence and of quite unnecessary and illegal restrictions on the civil liberties enumerated in the Bill of Rights.

While such cases are as yet isolated and involve only a few people, they give us warning of impending danger. The general effect of such actions, if multiplied and long continued, will be to break our national unity. They will play upon our prejudices, our fears, our hates. They will trade upon our loyalties and our unthinking patriotism. They will seek to exploit our discontent and failures. Suspicion and mistrust will be fomented. Far from protecting the nation, such actions will leave us a house divided against itself—a condition intolerable at this time when, above all others, national unity is a necessity.

Public uneasiness also provides a tempting opportunity for any pressure group to make a bid for public support by identifying its opponents with a "fifth column" movement. The American people, as individuals and as organizations, should resist this tendency to take advantage of a national crisis in order to attain partisan objectives. To rouse unfounded suspicions, to fan hatreds into flame, to stir up religious prejudices, to aggravate personal and class hostilities, are essentially unpatriotic acts at this time when efforts should be directed toward a unity of purpose centered upon the realization and protection of democratic ideals.

The teaching profession is particularly vulnerable to such attacks since much of the daily work of education involves the processes of deliberation, impartial collection and weighing of evidence, and discussion of alternatives. A school which fails to provide practice in such activities of democratic citizenship is failing to do its full duty. A community which forbids the schools to engage in these processes has already

invaded the first line of defense for American democracy.

Education has a great responsibility to help youth and adults alike to meet this danger with level-headed deliberation. It is folly to propose that a citizen who in good faith offers critical comments with reference to questions of public policy is, for that reason, to be stigmatized as an enemy of his country. There never was a greater need for a thoroughgoing public discussion of debatable issues than there is today. Far from being unpatriotic, such discussion, however sharp and penetrating it may be, is an evidence of good citizenship.

Education has also the responsibility both to teach and to demonstrate that the enjoyment of civil liberties places obligations upon the citizen to exercise these liberties under canons of goodwill, fairness, and devotion to the common welfare. The person who abuses his liberties for malevolent, unjust, or selfish ends jeopardizes the civil rights of all citizens. The teacher, above all others, should stand as an example of the responsible use of civil liberties.

Moral Defense Requires Adherence to Democracy in Shaping National Policies

CAN the United States, faced with a multitude of questions of national policy on which decisions must be made quickly, continue to act thru democratic processes? Can matters so intricate, so grave, so urgent as those which now confront us be decided by the elected representatives of the people, responsive to the opinions of their constituents? Can the conflicting interests in our population be reconciled with sufficient speed and agreement to permit the effective action which the situation demands? Or must the American people, for the period of the emergency, place the authority to decide issues of national policy in the hands of a few persons clothed with power to act for the nation and to compel adherence to their decisions?

Facing this supreme question of policy, the Educational Policies Commission records its sincere conviction that the democratic processes of government can meet the tremendous demands now placed upon them, and that the maintenance of the spirit as well as the forms of democratic government will itself be a powerful influence in strengthening the moral defenses of the nation. Democracy is the heart of the American way of life which the nation seeks to defend against the actions of rulers responsible only to themselves. If, in time of crisis, we suspend the processes of democracy and adopt the methods of dictatorship, for the sake of an assumed but as yet unproved advantage in efficiency, we yield up the chief rallying point of our deepest loyalties and confess that, for the crucial

test the way of the adversary is superior to our own.

If this were a nation of illiterate, uninformed people, the Commission could not affirm this profound faith in the adequacy of democracy. Fortunately, however, since the days of its founders, this nation has recognized that its security rests upon an educated citizenry. It has placed universal public education in the front rank of national needs, and today the United States stands first among the large nations of the world in the educational level of its adult citizens. It is our firm belief that the great majority of the citizens of the United States possess the intelligence, the mental training, and the patriotic devotion essential to prompt and wise decisions on matters of national policy. Education is never a dispensable luxury; and a period of national crisis, far from lessening the need for educational services, underlines the necessity for maintaining these services at a high point of effectiveness. The provision of adequate education for all the people has an essential place among the national defense activities in which the nation is now engaged.

It is not enough, however, that citizens shall be intelligent, literate, and civic-minded. They must also be intellectually competent to deal with the specific questions before the nation at this time. They must know precisely the issues of policy which confront them. They must have access to the most reliable information pertinent to these issues. They must have opportunity to clarify their thinking thru private study and public discussion. They must know how to register their convictions effectively, so that their representatives may be informed of their views. Above all, they must be able to discern the national welfare above every lesser claim advanced by partisan groups, whether political, economic, or sectional.

To foster this intellectual competence is now, as it has always been, the primary function of American education. But the requirements of the nation for moral defense call for educational services and for efforts on the part of educators far beyond those of ordinary times. The educational needs growing out of the war situation are so immediate and so urgent that they cannot be met thru the education of children alone. National policies which will affect the welfare of this nation for many decades will be determined in the near future by the judgments of adult citizens. If education is to contribute constructively to the formation of these policies, it must do so *at once* thru services to *adults*.

Every Resource of Education Should Be Used for the Defense of Democracy

AMERICAN education faces a momentous decision. If it so chooses, it can continue in the wellworn

paths of accustomed practice. But it can, if it will, come to grips with the needs of the hour, and direct its vast resources to the task of increasing the civic understanding, the loyalties, and the intellectual competence of millions of citizens, with speed and efficiency matched to the exigencies of the time. Every secondary school and college in the nation can, without delay, become a citizens' study center, without interfering with its regular program. Teaching personnel can be organized, use of buildings scheduled, and library services arranged to provide leadership, places of meeting, and study materials for adult and youth groups. Services of libraries, churches, radio stations, and many other agencies can be enlisted to cooperate in every community. Leaders can be quickly trained, with the assistance of those most experienced in conducting public discussion.

Prompt action and sacrificial service on the part of educators are the conditions of achievement. The educational system as it now stands, with its strengths and its imperfections, must be used to the full. Extra efforts during the emergency can, for a time, largely offset defects of organization, finance, or program. Some personnel and some funds can be diverted from customary uses to meet the more pressing needs. Voluntary service of incalculable value can be rendered by thousands of administrators and teachers while continuing their usual work. If American education responds at once and demonstrates its competence to lead in strengthening the nation's moral defenses, it will be possible to give serious attention to means of providing the effective organization, adequate support, and equalization of opportunity required for the long pull ahead.

There is no national minister of propaganda to compel the educators of America to render the services described in this statement. There are no secret police to see that they conform to authoritarian edicts. There is no harsh punishment prescribed for those who fail to do their part. These services will be given voluntarily, in response to need rather than to command, and as a contribution of free education to the defense of a free country. This Commission has faith that educators will respond to the nation's call to a heroic task, and will help America prove that in time of crisis this nation can act promptly, efficiently, and wisely, without departing from the fundamentals of democracy.

The Call of the Hour Is for Unity of Aims and Cooperative Action

THE efforts of the schools and of the teaching profession should be only one part, albeit an im-

portant one, in a program of home defense which should speedily develop in every American community. In this program there is a place for every youth and adult, for every organization and agency. There is a place for churches, patriotic societies, agencies of public information, public officials, youth groups, and civic and service clubs, as well as for the institutions of organized education. These agencies should, for the duration of the emergency, lay aside interests of a secondary nature, submerge petty competitive rivalries, and concentrate a wide range of procedures upon providing for the common defense. With all the ingenuity that can be mustered, the leaders of each community must contrive to stimulate individual responsibility and achieve that community cohesiveness which first wrenched our democracy from oppression and which has broadened and guarded it thru the decades. The home defense which the American people must now organize, requires a strategy which is more subtle than the blunt appeal to armed might. It requires, to be sure, close attention to direct military preparedness, as such. It requires also the training of every worker to the highest possible level of effectiveness, and the useful employment of every worker in tasks of importance. It requires confidence in the sincerity and reliability of one's fellow citizens and comradeship in the common search for solutions to the nation's problems. It requires, above all, that common understanding of aims and procedures which leads to united and effective action. Of such elements is the defense of our democracy to be built. In the building of it the schools of America are ready and determined to play their part.

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For schools which accept as their role in the present crisis not merely passive acceptance of this statement, but positive action, the Commission suggests the following steps: Appoint a committee to engage all local educative and public opinion forming agencies in a unified program for the defense of democracy. Organize discussion groups to aid adults to reach sound conclusions on the urgent questions of national policy. Revitalize the citizenship teaching in the school. Secure the cooperation of the newspapers in advancing the whole program. Use the radio to dramatize the American struggle for selfdetermination. Bring the program to the attention of the public thru American Education Week, November 10-16; the theme is "Education for the Common Defense" [see page 189]. Write to the Educational Policies Commission for other suggestions.

Critical Problems Facing Our Nation

WE IN AMERICA face critical national problems on several fronts—economic, social, political, ethical, educational, and military. We face a new world environment to which we have to adapt ourselves. We cannot face it complacently and without rigorous selfanalysis. We cannot wish ourselves again into the nineteenth century. There are lessons for us to learn from the plight of France and England, tradition-bound and overly sure of themselves.

[1] What of the economic front? Ours is a money economy backed by gold. Money came into use because it was a convenient medium with which to carry on trade. This medium in time became a commodity desired for itself because it could bring income thru interest. In the course of time we thought that without money nothing could happen in the economic world. We declared that nations could not conduct a war without this international medium. We fondly believed that Germany could not fight because it had no gold.

We have recently discovered again that there is such a thing as barter, even international barter, and that an economic system can run if only there are men and materials. Wealth is *goods* and goods are created by the application of labor to materials. We had forgotten this when we insisted that nations needed gold. We have discovered recently that the nation with the bulk of the world's gold supply can have the greatest incidence of unemployment, that a nation without much gold may threaten the international trade of a country with billions.

We have discovered, moreover, that a nation of unemployed is a nation imperilled. The lesson of Europe is plain—idleness, discontent, loss of confidence in those who are in office, disintegration of morale, organization of disgruntled groups, loss of unity, and then a sense of futility, the appearance of the demagog with his gospel, and then the piper with his promises, the capture of youth and the firing of imaginations, the appeal to a new day, an army on the march, a new nationalism born—all of this in progression moving with a fresh religious fervor whither, who can

CLARENCE A. DYKSTRA

*President, University of Wisconsin,
Madison*

know? Do we need further demonstration that we here must get our people back to work and, particularly, must find jobs for our young people?

[2] We face social movements of worldwide scope to reckon with. There are those who since the last war have been counting on new ideologies to capture the imagination of the world—Lenin, Mussolini, Hitler. Insofar as these philosophies can attain the character of religious revivals of a dominant sweeping character, they have potentialities which we cannot minimize. Mahomet demonstrated fourteen hundred years ago that a new, militant religion could carry almost everything before it. The new religions of Europe which merge the individual into an enterprise, provide not only the resignation and selflessness of the Oriental belief but the drive and power that go with the doctrine of dynamism. They provide further a common emblem and single leadership which minister to something the race seems to crave.

It gets us nowhere to call names and decry systems of "isms." To say that a new Caesar is on the march or that a wild beast has escaped from his cage is just a combination of words.

In the coming months we shall be treated to another battle of words. We shall view with alarm; we shall take pride; we shall appeal to everybody and appease anybody. It is not enough. The hope of democracy rests on things done which other systems get done, on houses built, on jobs provided, on crops raised and materials manufactured, resources conserved, on opportunities for the people to come to their best selves, on the development of national goals and unities, on the development of self-respect and that intangible thing we call morale.

It is no longer enough to say, "Oh, yes, the democratic device is slow, is inefficient, is bungling, *but* we like it and we muddle thru." It must compete

today with instruments which perform with perfection. This is the day when a democracy must plan on a national scale, operate promptly, and do well the necessary things which bring satisfaction to the people.

[3] Thus we come to the political challenge of the day. Ours is too often the accidental leadership which may or may not prove worthy. And yet the call on every hand is for leadership that understands the need of the time. We in the United States have found no sure way by which natural leadership can be trained in the national arena for the national purpose. We are plagued by problems of doubtful states, of "being too wellknown," of having made enemies by having convictions, of sectional jealousies. We must find a democratic process which more nearly assures us of getting what we need.

This is but one example of our many difficulties. All lead to the suggestion that we are sorely in need of invention on our social and political fronts. This generation must therefore produce inventors in the fields of human organization. We have been ingenious beyond compare in the world of mechanics and science. Advances have come from a composite of small contributions from many sources. In the natural sciences each generation stands on the tallest shoulders of the last. In the science of society we are tempted to kneel before the seers of the past, to worship precedent, to suspect the experimental method. If we try and fail, we fear to try again. It is difficult in society to attempt a "controlled experiment." We deal not with white rats but with human beings with emotions, prejudices, and ignorance. Nonetheless, we must get at our task of invention if we are to make democracy operate under rapidly changing conditions.

If democracy cannot ride out a storm, then some other way of life will crowd it aside. We best defend democracy by making it adequate for modern demands.

[4] We come thus inevitably to the special challenge that faces American education. *American problems today all lie in the field of education.* We ap-

proach significant economic, social, and political questions with much of our citizenship illiterate in these fields. We vote, relying on catchwords and outworn formulas; capitalizing on group animosities; appealing to passions; calling names and challenging the motives of those with whom we disagree.

We are seeing how easy it is for whole peoples to slip down the ladder up which they have climbed with infinite pain thru many centuries. We are discovering how difficult it is to make wise choices. We are embarked on the hard road, the democratic way. If ever we needed civic competence, it is today. Man must achieve mastery of himself as well as of the material world if civilization is to be maintained thru the next troubled years. We are a generation that lives in one of history's great crises and it would seem that somewhere there is knowledge enough to resolve it without a long blackout.

Education carries a heavy burden today. It must survey its responsibilities and its resources and gird itself for a supreme effort. It must deal with all who are citizens of our democracy. Perhaps it is time even to change our terminology. Our superintendents of *schools* should actually be superintendents of education and have the whole community—not just the children—as their responsibility. In the field of civic education the adult responsibility is perhaps the greater. Civic enlightenment is the condition precedent to successful self-government. A program of cooperation ought to work as well as a dictated program if we are willing to do the things necessary to success.

We must know and make generally known what is the ethical content of democracy just as thoroly as the dictator makes his ethic of the state a general conception. Germany seized upon the psychological penchant of youth for organization to work out a vast extra-curriculum program of youth education.

We have youth organizations in this country. It is impossible to keep them down. Our manifest opportunity is to aid them to serve objectives which we believe in. Many municipal police departments struggling with juvenile delinquency have discovered that the gang spirit in our youth can be capitalized upon by providing boys and girls with something to do. Do our

youth, and our people for that matter, know where they are going? "The world stands aside for the man who knows where he is going." This is happening in Europe today.

One problem of American education today is to discover and teach a unifying bond which will weld us together, without the loss of individual freedom, in a conception that a government may be the servant of man. It is being done elsewhere with the horrendous conception that the state is the master of man. We are appropriating billions for armaments to defend the American system and millions to train skilled workers and technicians. This will not create a national unity, nor will hysterical witch hunts. Our unity and security will depend upon a real devotion to our way of life and a willingness to make sacrifices other than heavy taxes to make it work. One mobilization we cannot neglect in our haste to prepare is the girding up of our spiritual, moral, and intellectual reserves. One percent or even one-fourth of one percent of the new appropriations for national defense devoted to citizenship training among adults would make a vast difference in our national morale. It would bring men and women together to discuss possibilities of the American way of life.

Our inclination at such a time is to spend our money lavishly for the big things. The temptation will be to cut expenditures at other spots, in education for instance. Dictators did not make this mistake. They stepped up their kind of education to strengthen the line behind the line. Let us learn from these realists this item for the protection of our sacred heritage. We must know what we are prepared to fight for as well as against. Is it territory, a continent, or a hemisphere? Or is it a principle to which we pledge our lives, our fortunes, and our sacred honor?

History is a hard taskmaster. It is useful if we are willing to learn from it. The tragedy is that we seldom do. Said a workman in a defeated nation:

"One of the causes of our misfortune is that we have lacked an ideal. We came to imagine that the proper duty of man was to arrange an easy way of life, individualistic to the point of selfishness. We were all democratic in spirit but in reality we were too much concerned with self. It was to a great extent the fault of our

institutions, which tended to breed politicians instead of statesmen and which set party interests before those of the nation. We are all responsible. We saw no further than the parish pump and we were well satisfied when our representatives brought home the gravy. . . . We are about to become slaves but adversity will weld the nation. Perils will befall democracy everywhere when it forgets that free men have duties as well as rights."

An historian wrote of the downfall of another democracy:

"The cause of all these evils was the love of power, originating in avarice and ambition, and the party-spirit which is engendered by them when men are fairly embarked in a contest. Each man was strong only in the conviction that nothing was secure; he must look to his own safety and could not afford to trust others. Inferior intellects generally succeeded best. For, aware of their own deficiencies, and fearing the capacity of their opponents, they struck boldly and at once. But the cleverer sort, presuming in their arrogance that they would be aware in time, and disdaining to act when they could think, were taken off their guard and easily destroyed."

The first explanation for the downfall of a democracy—the recent debacle in France—was made by a seventy-three-year-old Frenchman. The second is a quotation from Thucydides, explaining the downfall of Athenian greatness after its defeat by Sparta more than 2300 years ago. The same sentiment runs thru both tho they were uttered more than two millennia apart. They reinforce any plea that may be made just now for citizenship education and understanding.

We have a military preparedness challenge to face on a national front. We hope and expect that this is being given proper attention. This is the responsibility of professionals in another field. Shall we, in our own professional bailiwick, do our job in the field of intellectual and moral preparedness so that this democracy shall have unity, a national goal, and a loyal citizenship which believes that law, equality, and justice are worth any necessary sacrifice? We must be certain that the enemy we face is not within us. If we can be sound internally, we are twice armed as we watch lightnings on the horizon and hear the roll of distant guns.—From an address before the Milwaukee convention, NEA, July 3, 1940.

The American Canon

DANIEL L. MARSH

President, Boston University

BOOKS OF THE BIBLE recognized as inspired have long been known as "the canon." There are certain American writings so significant, so inspired, so esteemed by Americans, so durably valuable to the American people, so pregnant with the essence of the American spirit, so revelatory of the genius of America, that, taken together, they constitute the authoritative rule of Americanism—the *American Canon*. The Bible has a universal appeal and application, and its canon is sacred. The seven writings to which I refer have an American appeal and application and, of course, are secular. However, let me sustain the analogy with the canonical books of the Bible:

[1] The genesis of American democracy is in the Mayflower Compact. In the beginning was the Pilgrim colony with that positive, original, social Compact which is the legitimate source of government.

[2] Our exodus is in the Declaration of Independence. That immortal document marks the going out of the American people from tyrannical bondage to the promised land of liberty and self-government.

[3] Our book of the law is the Constitution of the United States. The counterpart of the Mosaic Ten Commandments in the political history of America is our Bill of Rights, the first ten amendments to the Constitution of the United States. The Ten Commandments of the Old Testament uttered their "thou shalt not's" to individuals. In our American ten commandments, the people issue "thou shalt not's" to their government.

[4] We have our major and minor prophecies, the greatest being George Washington's Farewell Address. Both as a foretelling and forthtelling document, that thundering prophecy bears a relation to the American people comparable to the utterances of Isaiah and Jeremiah to the Hebrew people.

[5] Our national psalms are not numerous; but in spite of the fact that it

is made the butt of ridicule and shallow criticism, "The Star-Spangled Banner" bears a relation to our national feelings not unlike that which the greatest of psalms of David bore to the feelings of the people who first sang them.

[6] The gospel of true Americanism was spoken by the savior of America. I refer to Abraham Lincoln's Second Inaugural Address. It was good news when first uttered; it is good news still.

[7] We have our epistles, the greatest being the last article by Woodrow Wilson, "The Road away from Revolution." It will endure as long as our present system endures, the vision and judgment of the man who possessed the clearest insight and finest analytical mind of any national leader in the history of America.

It is important that the ideas and the ideals of the Founding Fathers of our republic should be rehearsed to each new generation—and especially to the present generation, for the world is confronted today with two irreconcilably divergent theories of government. On the one hand is the totalitarian state. In it the powers and responsibilities of government are precisely focused in one person, the dictator. He has waded to his seat of authority thru crimson seas of carnage. He holds his power by physical force and violence. The firing squad and the concentration camp have put the quietus upon freedom of speech and freedom of the press. The pulpit is subservient to the whims of the dictator—being required to render unto Caesar the things that are God's. Education is trampled to serve the ends of the totalitarian state. Bigotry and intolerance, proscription and persecution are all accepted under the illusion of efficiency.

On the other hand is democracy. It may not be as efficient at a given moment as a dictatorship; but the only way to develop a people is to shoulder them with the responsibility of directing their own affairs, of shaping their own objectives, and of determining their own progress. The alleged efficiency of a dictatorship is bought at a frightful cost—a cost that no sane people will ever voluntarily pay.

Democracy rests upon the theory that governments derive their just powers

from the consent of the governed. It holds that government is made for man, not man for the government. It assumes that the people need institutions, and that in time of institutional crisis the people can be trusted to save, or modify, or remake their institutions. It protects liberty of opinion and freedom of speech and of the press as its very breath of life. It guarantees the free exercise of religion, knowing that religion inheres in the nature of man and is vital and intelligent only when it is called forth by the experiences of life. It safeguards the freedom of the pulpit, learning therefrom its moral sense of direction. It defends the academic freedom of the schools, recognizing that democracy's real problem is to develop an intelligence equal to its social responsibility. Otherwise men are likely to regard democratic institutions as ends in themselves, keeping them static instead of dynamic, holding the parchments of historic documents as worth more than the gains they record.

The marks of an American whose life squares with the doctrines of the *American Canon* are these: He will be tolerant. He has no place for musty prejudices, whether they be racial, religious, social, or otherwise. He will be true to democracy, knowing that in our American democratic system, we conceive of government as the servant of the people, subject always to the enlightened will of the people. He will stand for equality of opportunity and equality before the law. He will give himself to due and reverent obedience to the laws of his land. He will stand for education and will insist that education shall not be regimented, knowing that the surest way to get rid of a bad idea is to supplant it with a good one, and that the effectual way to disseminate the right idea is by education. He will defend freedom of worship and will himself be a worshiper of God. No people's rule over itself can ever be safe unless there be intelligence, morality, and a great faith in God.—From an address before the Milwaukee convention, NEA. Readers interested in pursuing further the theme of this address will turn to Dr. Marsh's book, *The American Canon* [Abingdon Press, 150 Fifth Avenue, New York, 1939, \$1], which was reviewed in the January 1940 JOURNAL, page A-5.

The Task before Us

Presidential Address of

AMY H. HINRICHS

SINCE 1857 the National Education Association has been the great national professional organization of the teachers of the United States. From the very beginning the vision of its membership and policies has been wide and clear. It is no wonder that from a membership of 43 in 1857 it has grown to a membership of 203,429. The breadth of vision and the scope of accomplishment have been truly amazing.

The research into educational matters and conditions that the NEA constantly pursues and publishes is the rich loam, as it were, which nourishes the harvest of improved standards of education, longer school terms, increased salaries, teacher tenure laws, teacher retirement systems, reasonable teacher load. The research work of the NEA has functioned in the upbuilding of American education and to the advantage of the teaching profession on the "give-the-people-light-and-they-will-find-the-way" principle. The professional discussions presented at NEA conventions and in NEA publications have furnished inspiration to countless thousands of earnest educators.

The biggest and most urgent task before us today is the interpretation of the objectives, programs, procedures, and needs—particularly the needs—of our educational systems to the public.

It is our prime obligation as educators to preach thruout the length and breadth of this beloved land of ours that adequate education of all the children of all the people is the greatest insurance we can take out against foreignisms. We must make the public see that universal education is the foundation, the first line of defense, the very bulwark of American democracy. As a fine tool to use in this work of interpretation I recommend to you one of our Personal Growth Leaflets [No. 60], "Our Faith in Education."

To carry out what it conceives to be a mandate upon it in this matter of the interpretation to the American people of the fundamental importance of education, the NEA has a number of spe-

cial agencies. There is American Education Week, for instance, a joint project of the American Legion, the United States Office of Education, the National Congress of Parents and Teachers, and the NEA. The work of the Educational Policies Commission in the interpretation and public relations of education is vast in amount and tremendous in significance. For many years the Association has used radio programs effectively as means of publicizing education.

The biggest task before teachers and public combined, the task for which the financial wherewithal must be furnished by an understanding public, is education for citizenship, the training of the children and youth of America in "the ways of democracy." Our schools are veritable laboratories of democracy.

Another great task in connection with citizenship training faces us with regard to young people just entering upon the voting privilege. Our Committee on Induction into Citizenship is encouraging the holding in communities all over the country of exercises for new voters.

Another large area of the task before us concerns continuing the work of cultivating the professional attitude in those about to enter the teaching profession and the greater professionalization of the workers already in our ranks. Tremendous service in the professionalization of teachers has been rendered by the Future Teachers of America movement, by the Professional Relations Institutes held in numerous teachers colleges and universities, and by our Division and Committee on Affiliated Associations.

A most important aspect of the task before us is to be *informed*. There are several definite trends in our present life that involve threats to the schools, in that the unscrupulous or the misinformed can so easily use them as excuses for cutting school appropriations. One is the smaller number of young children in our country at present. The study of population trends is an absorbing one that no teacher should neglect.

Another is the growth of social services, particularly old-age pensions. The last thing in the world that teachers

would be found doing is crusading against social services, for they of all people are in a position to be sympathetic toward human needs. It is their privilege to make people aware of education as the first and most imperative claim on public funds, to make them see that the schools should help to build up a social order in which some of the evils that have to be corrected now will not exist.

Then there is the still-unsettled matter of the equalization of educational opportunity for all the children of America thru federal aid to general education on an equalization basis. Every student of that vexing problem comes inevitably to the conclusion that federal aid is the only possible solution. The NEA is committed to the policy of seeking Congressional action authorizing such aid. Our efforts continue.

And now the last few weeks have brought vividly to the fore another set of problems, namely, the relation of education to our imperative program of national defense. School people everywhere, of course, stand ready to do their duty as good Americans. We yield to none in our zeal truly to serve the great land that we love.

Another important item in the task before us is to make our children thoroly familiar with and proud of the resources, natural and human, of our great country. A major accomplishment of the NEA this year is the organizing, with the Progressive Education Association, of a Joint Commission on Education and Resources. The Commission is engaged in research and publication concerning the resources of the various regions of our country. It will study not only natural resources but also human resources, and particularly the relation of the resources of a region to the training of its youth.

The challenge to intelligent and untiring service in education, the first line of defense of our democracy, is unmistakable and insistent. The million teachers of America working separately and independently can hardly secure for education adequate public support, but the united strength of all the teachers can so represent and interpret their schools to the public that generous and even enthusiastic aid will be forthcoming.—From an address before the Milwaukee convention, NEA.

Educating Youth To Meet National Problems

DEMOCRACY the world around is engaged in a fateful struggle with the forces of despotism and reaction. All the fruits of more than a century and a half of effort to develop the democratic way of life are at this moment in deadly jeopardy. Mindful of the perils without, and of the problems within our land, we reaffirm as a nation our faith in democracy, pledge ourselves anew to lift high its banner, if need be to man its ramparts, convinced as were our fathers of old that democracy is worth defending with our lives, fortunes, and sacred honor.

Can we give our youth such a vision of the meaning and possibilities of this democratic way of life as to capture their loyalties and channel their enthusiasms? To communicate that understanding and to inspire that exalted vision of democracy is the primary task of public education today.

The dictators appeal to youth by saying there is a job to do—more jobs than there are hands trained to do them. Youth likes that kind of talk because it assures them that they are needed. If the democratic idea is to survive, it must assert the realities that men and materials are the basis of the good life and that it is the business of democratic leadership and organization to help all the men to keep in contact with the creative job of transforming materials and serving one another. We cannot educate youth to meet national problems except in this philosophical frame of reference. The goal of the educative process is active participation in the life and work of the community. The curriculum if not determined in relation to this goal becomes a meaningless abstraction.

In recent years education has been trying to maintain its traditional purposes of making youth productive, creative, ready to build things, organize, serve. Society has been building fences to keep youth out of the arena of creative work, to prevent them from flooding the country with products of trained energies.

Suddenly the picture has changed. In the name of national defense, opportunities are opened up. Factory managers find that there are not enough

JOHN W. STUDEBAKER

*United States Commissioner of
Education*

skilled workmen to go around. They say to the schools: "Train them and quickly." This is the kind of message that answers in part the question—education for what? This is a temporary emergency answer, but it offers an integrating purpose around which to reunite education and society. During the next year millions of people will know that they must hurry their preparation because there is a place for them.

While we hurriedly train youth and adults to meet the primary problem of national defense it is also the task of education to prepare them for a citizenship capable of making democracy work in solving the complex problems related to the central issue of organizing men and materials efficiently. This does not depreciate the part of education which is concerned with the appreciation of culture, music, and beauty. We must recognize, however, that culture dries up in a community where the people are forced into idleness.

Some of the problems to which modern educators must address themselves:

[1] The complex issues of citizenship cannot longer be assigned merely to high-school and college courses in political science, civics, and history. The school system must be organized for adults as well.

[2] The educational systems must be organized and reorganized in relation to the changing nature of the community in the technological civilization. For example, we need perhaps two or three completely up-to-date, first-class, thoroly-equipped, specialized schools in a given state where young people may be efficiently trained in all the printing and allied occupations. To try to teach printing and its complicated allied arts in every community would require a wasteful expenditure on buildings, equipment, and instructors.

[3] Some practical means must be found to enable students to pursue specialized education in schools located away from their homes.

[4] We must recapture the balanced educational scheme which began to develop in our agrarian democracy and which provided for both study and work

in proper correlation. This means opening the windows of the school and saying in effect to many youth, "Out there are millions of tasks that need to be done, services to be performed. You can go out there parttime and do your share."

[5] Then there is the problem of making America ready for a fruitful use of leisure. Recreation is significant only when it supplements creative exertion. The new leisure, therefore, must include the opportunity for creative work.

We have been following the will-o'-the-wisp notion that humankind wants to retire, be entertained, enjoy life, be served, avoid dangers and difficulty, and let the rest of the world go by. This false Valhalla of the prolonged vacation has been rudely challenged by the dictators. They have gone back to the primitive reality that man wants to create, organize, work, risk, struggle, build, plant, grow, harvest. The fact that they have harnessed this fundamental notion to a diabolical war machine in the interest of a regimented anti-hill system of society should not blind us to the fact that their followers respond to the call to create something. Their education, bad as it is from many points of view, has one great merit—everybody knows that at the terminus there is a job to do.

The ideals of democracy, of self-government, of fair play, of personal liberty can be preserved only if we organize ourselves to give practical expression to the fundamental human urge to work and create. We educators can do remarkable things with the educational machinery we have built up if we can set before the community the ideal of creation and release it from the stultifying fear of surpluses. If democratic leadership cannot say to youth under peacetime conditions as well as in wartime crises—"You are needed; prepare well; the way to the top is open"—democracy cannot in my judgment survive the challenge of modern dictatorship.

[Genuine loyalty to the democratic ideal cannot ultimately be induced merely by indoctrinating youth with academic arguments in favor of the free society.] From an address before the Milwaukee convention, NEA.

National Seminars at Milwaukee

A unique feature of the Milwaukee convention of the National Education Association consisted of three national seminar groups set apart to give intensive study to crucial questions confronting education. One person from each state and territory was selected as a member of each seminar; no others were admitted. The seminars met on Monday, Tuesday, and Wednesday afternoons of the convention—July 1-3. The findings of each seminar were reported on Thursday to a general session and to the representative assembly. Excerpts from the seminar reports are given below.

NATIONAL SEMINAR ON EDUCATION FOR ECONOMIC WELLBEING

FREDERICK M. HUNTER, chancellor, Oregon State System of Higher Education, Eugene, *chairman*

WILLIAM G. CARR, secretary, Educational Policies Commission, *coordinator*

REMOVE YOUTH from the labor market by fixing a school-leaving age of 16 years, at least, in every state.

Encourage qualified youth, by scholarships and other forms of assistance, to continue their education beyond the legal school-leaving age.

Make good on the claim that America is a land of equal opportunity by state and federal funds for lessening inequalities of education.

Provide education to make the consumer intelligent and effective in the management of his income.

Provide education for the conservation and wise use of natural resources.

Develop the vitality and stamina of the people by a continuing program of health education.

Develop local, state, and national vocational guidance services and information to assist all youths and adults in the choice of their occupations.

Strengthen vocational education by providing adequate equipment, personnel, and funds for this purpose.

Provide vocational re-training, as necessary, for workers displaced by illness, accident, or technological changes.

Remove economic illiteracy by encouraging the study and discussion of economic conditions and issues in schools, colleges, and adult classes.

Help citizens to understand that under democratic institutions of popular government, taxation is a method whereby the people purchase for themselves certain goods and services which, acting individually, they could not possibly enjoy.

NATIONAL SEMINAR ON BUILDING STRONGER PROFESSIONAL ORGANIZATIONS

WILLIE A. LAWSON, secretary, Arkansas Education Association, Little Rock, *chairman*

CHARL O. WILLIAMS, director of Field Service for the National Education Association, *coordinator*

Professional attitudes of teachers should be developed during the period of training for the profession.

Faculties of teacher-education institutions, both by precept and example, play a major part in the development of these attitudes.

State education associations should work closely with the institutions which educate teachers.

In order to raise the status of the teaching profession, increasing attention should be paid to the selection of those who would enter its ranks.

A profession cannot be evolved in poverty. . . . By giving the teacher a more secure place in society, public welfare is served.

True organization will be achieved only thru member participation developed to a high degree.

Cooperation and better working relationships of local, state, and national professional organizations are highly essential.

Respective programs and policies of local, state, and national organizations should originate from democratic cooperative conferences, thereby eliminating wasted effort and inefficient procedure.

The work of the National Education Association in the field of national and state legislation should be strengthened, and cooperation with state associations and colleges and universities in Institutes on Professional Relations should be continued.

NATIONAL SEMINAR ON PROTECTION OF SCHOOL FUNDS FOR EDUCATIONAL PURPOSES

BEN G. GRAHAM, superintendent of schools, Pittsburgh, Pa., *chairman*

HAZEL DAVIS, assistant director of Research Division, National Education Association, *coordinator*

A COURAGEOUS, informed, articulate, and united educational leadership must be exercised to help the public to identify and defend the vital values represented in the schools.

The individual teacher needs to be well informed on the needs of the schools and of the general community.

Both the spiritual and the tangible values of education must be made plain.

Modern technics of studying and influencing public opinion should be used in behalf of the schools, and used with skill and effectiveness.

Efforts to reduce school funds in order to increase pensions and relief represent an unwillingness to face the just claims of the state on the income of the people. This country can afford to pay for schools and also for the relief of destitution.

Tax pressure groups striking at the schools should be faced squarely with sound facts and able service.

No defense program can be truly effective that does not provide a full measure of support for public education.

Every state should discharge its responsibility of guaranteeing a minimum program of schooling for all its children.

Unceasing efforts should be made to broaden the base of taxation and to improve the plan of tax administration so that every form of wealth and income may contribute to the costs of government in proportion to ability to pay.

The nation's urgent need for a competent citizenship makes it imperative that federal aid for education be provided as a basis for equalizing a minimum of educational opportunity for all children.

Legislative bodies like to pass the laws that the people want passed. When defensible programs of school support have been taken to the people and are thoroly understood and approved by the people, the necessary legislative support is almost sure to come.

Said at Milwaukee

TEACH the young people that the time has come for them to serve the country which they love. The time has come when they will have an opportunity to give much, for in the years that lie ahead there will be sacrifice for all of us. Times are not going to be easy. They're going to be hard, but they're going to be worthwhile—much more challenging, much more stimulating, much more bracing in every way than these fat and easy and lazy and soft days that lie behind us. We can meet this challenge.—H. V. KALTENBORN, student of international affairs and radio commentator, New York.

WE HAVE what we call the American way of life. We have the intelligence to note that it has deficiencies, but we also believe that this same intelligence will enable us to solve these problems. This American way—the creed of a free and liberty-loving people—can survive only if it possesses the strong and abiding loyalty of the individual citizens of our republic. With our schools rests the great responsibility for the continuance of this loyalty.—RAYMOND J. KELLY, National Commander of the American Legion, Indianapolis, Indiana.

PERHAPS in no period of our history has there been a greater need than today for cooperative action amongst the nations of the Western Hemisphere in order to preserve the principles on which they were founded. The contrast between the spiritual unity and peaceful collaboration the American republics have jointly achieved and the tragedy of the brutal events in other continents should not be cause for smug satisfaction. Cooperative peace is not a static international condition. It was not created by hoping for it nor can it be maintained by extollings. Pan-Americanism is a living movement; it requires continual and progressive cooperation to sustain it.—BEN M. CHERINGTON, speaking as director, Division of Cultural Relations, U. S. Department of State, Washington, D. C.

WE KNOW that the war in Europe will not permanently solve any problems for American young people. And come what may, we agree that America must be strong. This means not only military power and armaments, but also genuine internal soundness. In this, there is no more important element than the correction of our glaring deficiencies

in employment, education, guidance, and health for youths.—HOWARD Y. MC CLUSKY, associate director, American Youth Commission, Washington, D. C.

ONLY BY PROLONGED and penetrating work can our educational system absorb the purposes of education in American democracy and provide our children with a clear and safe guide for living. American Education Week, then, becomes a technic for realizing, so far as possible, our alluring goal. Have we the will amidst strife and confusion to unite and meet the supreme test which lies before us—to live the purposes of education, to see them alive and functioning in every school in our United States?—MRS. WILLIAM KLETZER, president, National Congress of Parents and Teachers, Portland, Oregon.

AMERICAN public-school children are religious. American educators, in the main, have been reverent of the reverences of youth. No institution in American civilization is more sincerely concerned with the ethics, the spiritual values, and the character of the youth of the United States, than is the public-school system.—EVERETT R. CLINCHY, director, National Conference of Christians and Jews, New York, N. Y.

THE PRACTICES of agriculture and land use that have been passed from father to son in this country have resulted in the appalling problems of soil erosion and forest waste that face us today. We need to teach the best facts we know by the best methods we can command so that the future citizens of an American democracy will be better informed of their responsibility to the land. We can not begin too early to establish attitudes in the human mind. Respect for plant life, consideration for others' property are as much a yield of gardening as the finest flowers or fresh vegetables that grace the family table.—FRANCES M. MINER, Brooklyn Botanic Gardens.

THOUSANDS of the more progressive schools of our country have taken hold of the problem of safety in a constructive way. They do not teach safety as a separate object to be taken on, for example, like a coat when they go into the street. They teach safety as an attitude, as a habit of mind, that applies throughout every study subject and every life activity.—W. H. CAMERON, managing director, National Safety Council, Chicago.

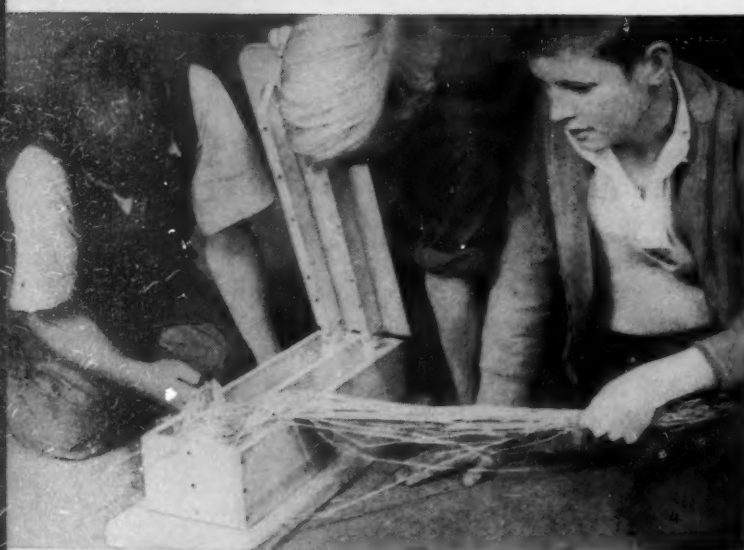
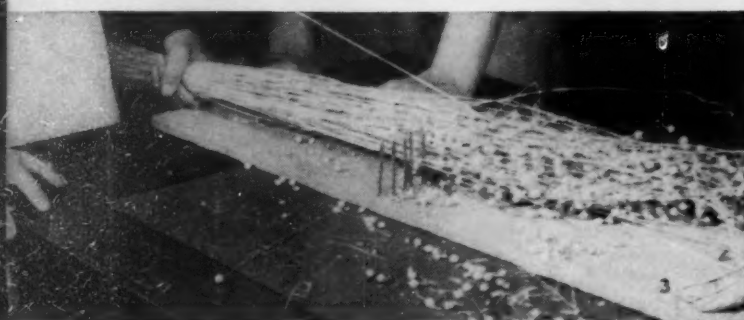


DONALD DUSHANE
President of the
National Education Association

AND so as educators we are coming to realize that the education of the emotions must go along with that of the mind; that the spirit and the intellect must be cultivated so that each is the willing partner of the other. We are realizing that the development of sensitivity to beauty is of prime importance; that beauty is the handmaiden of the spirit; and that art reaches its highest fulfilment when it ministers to the soul of men, singing its age-old song of compassion and tenderness, preaching its eternal gospel of the brotherhood of men.—HOWARD HANSON, director, Eastman School of Music, University of Rochester, New York.

TO CONSERVE means to save. As applied to resources, natural and otherwise, conservation means their use in such a manner as to be of the greatest benefit to the greatest number of people over a long period of time. Conservation is especially necessary in the use of the unreplaceable natural resources, which are the metals and mineral fuels—coal, oil, and gas—and, most important of all, the soil; also the resources which, tho renewable, take a long time to renew. The most important of these are the forests.—M. W. TORKELSON, director, Wisconsin Planning Commission, Madison.

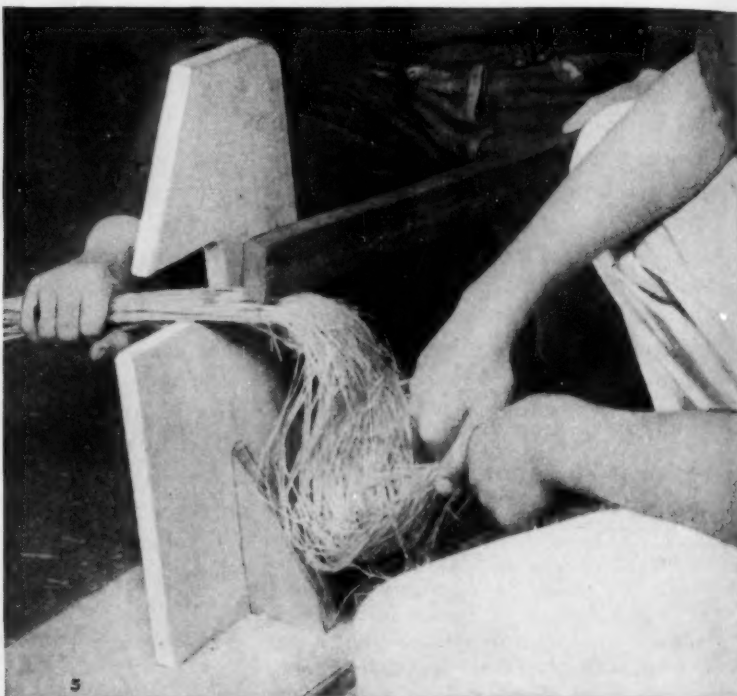
OUR LATIN AMERICAN youth have never become compromising, pampered, and soft, and have been ever ready for great sacrifices. That, I believe, is the heart, the most inspiring feature in our Latin American life.—MRS. CONCHA ROMERO JAMES, chief, Division of Intellectual Cooperation, Pan American Union, Washington, D. C.



PEDAGOGY THRU PICTURES

We Learn about Flax

A project in the Santa Barbara (California) schools



- 1—We planted flax seeds on a blotter and watched them sprout.
- 2—We kept flax plants in the room.
- 3—We rippled the flax (took off the leaves and seeds from the stalks) on a board with nail points sticking up thru it.
- 4—We broke flax with a hand-breaker, a box with a ridged lid hinged onto the edge of the end. We put the flax on the box and brought the lid down on it several times, moving the flax along each time.
- 5—We also broke flax by placing

it in a notched board and beating it with a stick.

- 6—We combed our flax with a hand hackling machine, a long board with a handle at both ends, with many nails sticking up in the middle. We stuck one foot in the handle at one end and held the other handle with one hand. Then we pulled the flax over the nails, separating fibers and removing broken straw.
- 7—We did our spinning with a spindle, twisting the flax into yarn.

A Challenge to United Action

TO THE TEACHERS OF AMERICA:

THE INCREASING DIFFICULTIES that face America from within and without the nation are set forth in this issue of THE JOURNAL by able educational leaders. Daily reports from press and radio flood our minds with evidence that these are no ordinary times. Shall we contemplate the situation in a spirit of pessimism and defeat or shall we, as great Americans have always done in times of crisis, turn our difficulties into victory and achievement?

To the educational staff of America, working in schools of every grade and kind, the challenge is clear and unmistakable. Teachers who, by their entry into our profession, dedicate themselves to the finer and more abiding things of life, must hold firm the faith, renew their strength, and carry forward the banner of American idealism and democracy. The teachers of America—the largest body of teachers in the world free from political dictatorship—are in a central position of influence and power. They are in a position to make the advantages of our American way of life so clear that our nation will go forward stronger than ever. They are in a position to establish in the minds of the people the advantages of freedom over tyranny. They are in a position in their own professional group to demonstrate the spirit and methods of democracy. By working at their problems and by a strong example of sacrifice, loyalty, and unity, they can exert a mighty force toward constructive achievement.

The organized profession has made farreaching progress since the beginning of the last World War. Local, state, and national associations have come together into one united body. Membership has multiplied many fold. A substantial headquarters office has been established in the nation's capital. Most of the state associations have established headquarters. Local associations have multiplied in number and effectiveness. Professional staffs have been set up to manage our growing enterprise with expert care. Conventions, publications, research, legislative activities, and public relations have been steadily improved. We may well take pride in these achievements and extend our gratitude to the earnest men and women, living and dead, who have made them possible. But our gratitude is an empty gesture if it is not expressed in a new will to dream and to do; in renewed devotion to the task before us; in deeper appreciation of our pro-

fessional responsibilities and opportunities. We call upon every teacher and school officer to support and take part in local, state, and national associations. Thus shall we give evidence of our devotion to democracy and thus shall we meet the challenge to united action.

Your national Association enters the new year with a determination to meet the situation thru cooperative effort. During 1939-40 your Association has:

[1] Enrolled and directly served thru its JOURNAL more than 200,000 members.

[2] Maintained a broad program of research into teacher welfare and educational problems.

[3] Carried the cause of education to the people thru American Education Week, Association publications, conventions, radio programs, the press, and cooperation with other civic and educational groups.

[4] Given leadership and service to special fields of educational enterprise thru its twenty-seven departments.

[5] Worked at a wide range of problems thru its thirty committees.

[6] Helped to unify the profession thru the outstanding leadership and publications of the Educational Policies Commission.

During 1940-41 the Association will maintain the activities and services of former years and will give special attention to professional unification and to the problems growing out of the present crisis in the nation's life. At the beginning of this school year it is our professional obligation to increase materially our membership in local, state, and national associations.

At this critical time when the protection of our democracy is more than ever dependent upon the work of the teaching profession we are confronted with widespread attempts to curtail financial support for schools and with the efforts of minority groups, for selfish purposes, to control and restrict sound American teaching.

The only way by which the teachers can fully serve their high purpose in this crisis of our democracy is by mutual protection thru effective organization.

Donald DuShane

PRESIDENT

Willard E. Givens

EXECUTIVE SECRETARY

NEW STANDARDS FOR VICTORY HONOR ROLL—The Representative Assembly at Milwaukee revised the standards for the 1940-41 Victory Honor Roll, making them more flexible and putting them within the reach of more states. The standards are: [a] Those states which have enrolled in the NEA 90 percent or more of their teachers; [b] any states which have increased their membership 500 or more over their record of the preceding year; [c] all other states which have increased their NEA membership 10 percent or more over the record of 1939-40. May the number of states earning a place on the Victory Honor Roll this year be greater than ever before!

Membership in Education Associations—1940

States and other units	Number of teachers	Membership in National Education Association					Membership in State Associations			
		May 31, 1939	May 31, 1940	Percent of teachers members 1940	Relative rank 1940	Life Membership May 31, 1940	May 31, 1939	May 31, 1940	Percent of teachers members 1940	Relative rank 1940
1	2	3	4	5	6	7	8	9	10	11
Total.....	928,499	201,682	203,429	22		5,047	782,270 ¹	790,705 ¹	86 ²	
Alabama.....	19,803 ¹	2,581	2,816	14	36	68	16,605 ³	18,556 ³	94	25
Alaska.....	303	334	339	112	1	16	325	182	60	48
Arizona.....	3,364	1,790	1,956	58	5	42	3,742	3,843	114 ¹⁰	1
Arkansas.....	12,361	681	804	7	51	48	8,054 ⁴	9,906 ⁵	80	41
California.....	42,180	17,762	18,160	43	8	470	36,457	37,098	88	33
Colorado.....	9,287	3,801	3,796	41	10	74	9,138	9,186	99	16
Connecticut.....	10,361	1,749	1,692	16	32	66	10,171	10,275	99	15
Delaware.....	1,688	786	775	46	7	16	1,654	1,658	98	18
District of Columbia.....	3,158	1,540	1,739	55	6	104	2,402 ⁴	2,586 ⁵	82	38
Florida.....	13,346	1,541	1,445	11	40	59	12,673 ⁴	11,607 ⁵	87	35
Georgia.....	22,773	2,066	1,633	7	49	60	16,867 ⁴	14,578 ⁵	64	47
Hawaii.....	3,100	2,483	2,348	76	3	117	2,567	2,564	83	37
Idaho.....	4,634 ¹	789	789	17	27	28	4,621	4,622	100	12
Illinois.....	48,080	12,147	13,706	29	16	263	44,500 ⁴	46,785	97	20
Indiana.....	22,956	7,570	8,970	39	11	147	16,343	16,764	73	44
Iowa.....	24,795	3,328	3,789	15	33	87	22,032	21,874	88	32
Kansas.....	19,126	3,634	3,884	20	22	53	17,799	18,124	95	23
Kentucky.....	18,860	3,237	3,572	19	25	63	18,858 ⁴	19,047 ⁵	101 ¹⁰	10
Louisiana.....	14,115	3,114	2,788	20	24	48	13,750 ⁴	13,798 ⁵	98	19
Maine.....	6,202	1,436	1,440	23	21	49	6,494	6,300	102 ¹⁰	8
Maryland.....	8,962	1,317	1,486	17	28	52	4,977 ⁴	4,877 ⁵	54	50
Massachusetts.....	26,148	3,920	4,334	17	29	122	21,200	21,000 ⁴	80	39
Michigan.....	33,524	7,665	8,017	24	18	127	33,693	34,097	102 ¹⁰	7
Minnesota.....	21,603	2,707	2,855	13	37	78	16,244	16,428	76	43
Mississippi.....	16,326	1,050	1,082	7	50	22	11,850 ⁴	11,642 ⁵	71	45
Missouri.....	26,346 ¹	5,660	6,256	24	19	120	26,130 ⁴	26,196 ⁵	99	13
Montana.....	5,316 ¹	566	567	11	41	31	5,086	5,046	95	21
Nebraska.....	13,791 ¹	1,883	1,750	13	38	94	12,115	12,231	89	31
Nevada.....	912 ¹	698	771	84	2	6	703	828	91	28
New Hampshire.....	2,957	474	443	15	34	17	2,912	2,921	99	17
New Jersey.....	28,096	7,794	7,510	27	17	183	27,846	27,872	99	14
New Mexico.....	4,288 ¹	577	710	17	30	37	4,200 ⁴	4,661	109 ¹⁰	3
New York.....	90,014	22,854	14,816	16	31	342	48,117 ⁴	47,618 ⁵	53 ⁹	51 ⁸
North Carolina.....	25,370 ¹	1,869	1,918	8	48	56	22,405 ⁴	23,662 ⁵	93	26
North Dakota.....	7,947 ¹	570	668	8	46	39	4,775	4,550	57	49
Ohio.....	42,815 ¹	17,734	18,207	43	9	452	40,528	40,583	95	22
Oklahoma.....	20,507	1,531	1,624	8	47	58	20,467 ⁴	20,561 ⁵	100	11
Oregon.....	7,642 ¹	2,380	2,507	33	13	57	5,829	6,030	79	42
Pennsylvania.....	63,987 ¹	20,979	20,638	32	14	402	57,627	57,641	90	29
Puerto Rico.....	6,058	64	164	3	52	21				
Rhode Island.....	4,263	218	445	10	42	14	4,500 ⁴	4,500 ⁵	106 ¹⁰	6
South Carolina.....	14,467	1,461	1,719	12	39	27	14,969 ⁴	15,449 ⁵	107 ¹⁰	5
South Dakota.....	8,293	727	704	8	45	33	7,530	7,706	93	27
Tennessee.....	22,367	2,108	2,154	10	43	57	18,381 ⁴	19,206 ⁵	86	36
Texas.....	47,386	3,739	4,083	9	44	280	30,495 ⁴	31,313 ⁵	66	46
Utah.....	4,632	2,744	3,270	71	4	27	5,004	5,004	108 ¹⁰	4
Vermont.....	2,749	643	554	20	23	32	2,950	3,140	114 ¹⁰	2
Virginia.....	17,795	3,051	3,333	19	26	82	17,827 ⁴	18,036 ⁵	101 ¹⁰	9
Washington.....	11,559 ¹	3,871	3,610	31	15	47	10,670	10,168	88	34
West Virginia.....	16,491	1,424	2,407	15	35	68	14,655 ⁴	14,755 ⁵	89	30
Wisconsin.....	22,580	6,112	7,518	33	12	123	21,379	21,370	95	24
Wyoming.....	2,816	667	659	23	20	24	2,154	2,261	80	40
Other U. S. possessions.....	92	84				27				
Foreign.....	164	125				12				

¹ The letter "e" indicates that the figure is an estimate.

² Figure furnished by officials of state associations.

³ Total for reported and estimated memberships.

⁴ Membership in colored state teachers association is an estimate. Figure includes enrolment in both white and colored associations (separate organizations).

⁵ Includes enrolment in both white and colored associations (separate organizations).

⁶ Membership in white state teachers association is an estimate. Figure includes enrolment in both white and colored associations (separate organizations).

⁷ The rank of the New York State Association is lowered by the fact that the state association does not operate in the City of New York. Ninety-eight percent of the teachers outside of the City of New York are enrolled in the New York State Teachers Association. When this percent rather than the one listed in Column 10 is used, the rank in Column 11 would be changed to 18.

⁸ Membership in colored state teachers association is for 1939. Figure includes enrolment in both white and colored associations (separate organizations).

⁹ Figure for 1939.

¹⁰ Calculated on the basis of the number of teachers in the forty-eight states, Alaska, the District of Columbia, and Hawaii.

¹¹ The percents in excess of 100 percent are accounted for by the fact that members are enrolled among laymen and teachers in private schools and institutions of higher learning.

THIS TABLE shows the facts regarding professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 201,682 on May 31, 1939, and 203,429 on May 31, 1940. This latter figure is 22 percent of the 928,499 teachers in the forty-eight states, Alaska, D. C., Hawaii, and Puerto Rico. The Life Membership in the National Education Association was 5,047 on May 31, 1940. This same figure for May 31, 1939, was 4,960. This is an increase of about 2 percent.

The figures for state associations for May 31, 1939, show a membership in these associations of 782,270. This figure for May 31, 1940 is 790,705, which is 86 percent of the

922,441 teachers in the forty-eight states, Alaska, D. C., and Hawaii.

In the United States in 1939, 22 percent of the teachers of the country were enrolled in the National Education Association and 86 percent in state associations; these same percents, given at the head of Columns 5 and 10 respectively, were enrolled in 1940. The preceding percents are based upon the number of teachers in each state in 1937-38; as reported by the U. S. Department of Interior, Office of Education. The figures of Column 2 include teachers, principals, and supervisors in public elementary and secondary schools. The figures for state associations (Columns 8 and 9) are based on signed reports from officers of those associations.

OFFICERS for 1940-41

National Education Association

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Willard E. Givens, *executive secretary*, 1201 Sixteenth St., Washington, D. C.

J. W. Crabtree, *secretary-emeritus*, 1201 Sixteenth St., N. W., Washington, D. C.

B. F. Stanton, *treasurer*, supt. of schools, Alliance, Ohio

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Mrs. Susan M. Dorsey, 1506 Arapahoe St., Los Angeles, Calif.

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B. F. Stanton, *treasurer*

Helen T. Collins, principal, Lovell School, New Haven, Conn.

Fred D. Cram, Iowa State Teachers College, Cedar Falls, Iowa

Mrs. Myrtle Hooper Dahl, teacher, R.F.D. No. 1, Mound, Minn.

Albert Shaw, teacher, Box 2885, Terminal Annex, Los Angeles, Calif.

John W. Thalman, supt., Township Secondary Schools, Waukegan, Ill.

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Thomas J. Walker, secretary, Missouri State Teachers Ass'n, Columbia, Mo.

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T. E. Dale, supt. of schools, St. Joseph, Mo.

Sara H. Fahey, teacher, 185 Berkeley Pl., Brooklyn, N. Y.

R. L. Hunt, College of Agriculture and Mechanic Arts, State College, N. M.

Sara T. Muir, teacher, Lincoln High-school, Lincoln, Nebr.

Lester A. Rodas, supervising principal of schools, South River, N. J.

B. C. B. Tighe, principal, senior high-school, Fargo, N. D.

N. Elliot Willis, principal, junior high-school, Winthrop, Mass.

STATE DIRECTORS

Date indicates year term expires

ALABAMA—L. Frazer Banks, assistant supt. of schools, Birmingham [1943]

ALASKA—Everett R. Erickson, professor, University of Alaska, College [1943]

ARIZONA—Harold W. Smith, supt. of schools, Glendale [1942]

ARKANSAS—W. F. Hall, state dept. of education, Little Rock [1942]

CALIFORNIA—Leonard L. Bowman, vice-principal, Santa Barbara Highschool, Santa Barbara [1942]

COLORADO—W. B. Mooney, executive secy, Colorado Education Ass'n, Denver [1943]

CONNECTICUT—Daisy Lord, teacher, 1027 West Main Street, Waterbury [1942]

DELAWARE—H. V. Holloway, state supt. of public instruction, Dover [1943]

DISTRICT OF COLUMBIA—A. Grace Lind, supervising principal, Emery School, Washington [1941]

FLORIDA—James S. Rickards, exec. secy, Florida Education Ass'n, Tallahassee [1942]

GEORGIA—M. D. Collins, state supt. of schools, Atlanta [1941]

HAWAII—Earl L. McTaggart, exec. secy, Hawaii Education Ass'n, Honolulu [1942]

IDAHO—W. D. Vincent, supt. of schools, Boise [1943]

ILLINOIS—John W. Thalman, supt., Township Secondary Schools, Waukegan [1941]

INDIANA—L. V. Phillips, principal, Lincoln Highschool, Vincennes [1941]

IOWA—Fred D. Cram, professor, Iowa State Teachers College, Cedar Falls [1942]

KANSAS—F. L. Schlagle, supt. of schools, Kansas City [1941]

KENTUCKY—William S. Taylor, dean, School of Education, University of Kentucky, Lexington [1941]

LOUISIANA—G. A. Zernott, supervisor, Parish Schools, Marks ville [1943]

MAINE—William B. Jack, supt. of schools, Portland [1942]

MARYLAND—Eugene W. Pruitt, county supt. of schools, Frederick [1943]

MASSACHUSETTS—Everett J. McIntosh, teacher, 62 Front St., Weymouth [1943]

MICHIGAN—Grover Stout, principal, Wingert School, Detroit [1943]

MINNESOTA—Daisy Brown, executive secretary, State Teachers Retirement Fund, 630 State Office Bldg., St. Paul [1943]

MISSISSIPPI—H. V. Cooper, supt. of schools, Vicksburg [1941]

MISSOURI—Everett Keith, asst. secy, Missouri State Teachers Ass'n, Columbia [1941]

MONTANA—M. P. Moe, executive secretary, Montana Education Ass'n, Helena [1942]

NEBRASKA—Pearl Donoho, teacher, 3306 Burt St., Omaha [1943]

NEVADA—J. R. Warren, teacher, Billinghurst Junior Highschool, Reno [1941]

NEW HAMPSHIRE—Lyle Wilson Ewing, head, English Department, Stevens Highschool, Claremont [1942]

NEW JERSEY—Sarah O. Whitlock, principal, Lincoln School, New Brunswick [1941]

NEW MEXICO—R. J. Mullins, secretary, New Mexico Ed'n Ass'n, Santa Fe [1942]

NEW YORK—Rena Rockwell, teacher, 364 West Clinton, Elmira [1941]

Frederick Houk Law, teacher, 345 East Fifteenth St., New York City [1942]

NORTH CAROLINA—Elmer H. Garinger, principal, Central Highschool, Charlotte [1943]

NORTH DAKOTA—G. W. Hanna, supt. of schools, Valley City [1941]

OHIO—L. W. Reese, supt. of schools, Washington Court House [1941]

OKLAHOMA—Kate Frank, teacher, Central Highschool, Muskogee [1942]

OREGON—Marie A. Lessing, teacher, 605 Columbia Bldg., Portland [1942]

PENNSYLVANIA—Harvey E. Gayman, executive secretary, Pennsylvania State Education Ass'n, Harrisburg [1941]

Helen Maxwell, teacher, 2411 Highland Ave., New Castle [1942]

PUERTO RICO—Francisco Rodriguez-Lopez, 30 Vallejo St., Rio Piedras [1941]

RHODE ISLAND—James F. Rockett, state director of ed'n, Providence [1943]

SOUTH CAROLINA—A. C. Flora, supt. of schools, Columbia [1941]

SOUTH DAKOTA—S. B. Nissen, secretary, South Dakota Education Association, Sioux Falls [1941]

TENNESSEE—Harry Clark, supt. of schools, Knoxville [1942]

TEXAS—Rush M. Caldwell, teacher, 2527 Ross Avenue, Dallas [1943]

UTAH—N. Howard Jensen, principal, Central School, Ooele [1941]

VERMONT—Joseph A. Wiggins, principal, Highschool, Brattleboro [1943]

VIRGINIA—Mrs. Edith B. Joynes, principal, Gatewood School, Norfolk [1943]

WASHINGTON—John Rushing, teacher, 600 East 77th St., Seattle [1942]

WEST VIRGINIA—W. W. Trent, state supt. of schools, Charleston [1942]

WISCONSIN—Charlotte Kohn, teacher, 424 N. Pinckney Street, Madison [1943]

WYOMING—H. H. Moyer, principal, Highschool, Rawlins [1942]

The SHEPHERD PIPE

By

THOMAS CORY



ONE of the simplest and most beautiful of all musical instruments is the shepherd pipe. So far as I know, the Clawson School in Oakland, California, has developed the first school group of pipers in the United States. The pipes were introduced into the Oakland schools seven or eight years ago by the supervisor of music, Miss Blanche O'Neill, who had seen them used in an organized way in England. They were turned over to one of the Clawson teachers, Miss Audrey Evans, who carried on the project for three years, when at her suggestion I took over the responsibility for it.

In my work with the children, I take half of their lunch time for practice sessions. They like the work. As a proof of their interest, twenty practiced for six consecutive Saturdays last spring.

The children have played before many organizations. It is interesting to note the expressions of the listeners of this novel child production. The audience is first surprised and then enchanted with the quality of the music from these simple instruments. The Clawson pipers appeared before the NEA convention in San Francisco. At a demonstration of the pipes in the California Recreation Building on Treasure Island, Dr. A. O. Zanzig of the National Recreation Association told an audience that the pipes constituted the greatest musical educational value the Exposition offered.

The shepherd pipe is made from a cork and a piece of bamboo about a foot long and is played in the manner of the clarinet. A scale is built of ten or eleven notes, a range large enough to play most of our folk tunes and dances. The pipes can be made to play in all keys, and each can be played in five keys. A person buys a piece of bamboo for a dime; takes a penknife, a file, and a small saw; forms a mouthpiece; drills a few holes; and so he has a pipe. Real music for only a dime! Instead of a wooden mouthpiece, a cork inserted into the hollow tube has become a permanent feature of the pipes.

The pipes are now played in four voices—treble, alto, tenor, and bass.

The latter is made of brass, aluminum, or copper with a wooden mouthpiece, and the other three of bamboo. A recent improvement in the pipes is an extension of range, which gives at least three more notes with an extra hole for a low leading note. This gives a range of about fourteen notes, and from here we can begin to reach for the classical and more serious music.

The pipe gives its player a fine chance for expression, selfreliance, artistry, phrasing, tonguing, attack, true pitch, and is an inducement to improvise and compose simple pieces. Thus all the poetry and beauty of music is contained in the making and playing of these pipes. Moreover, there is real fun in them. Before and after school the children blow their flutes to their hearts' content. We hear them on the corners, down the block, in the parks.

Another advantage of the pipes is in their portability and durability, and one who plays them need never be at a loss to entertain friends. They are a great aid to choral groups in part singing. Many selections difficult for part singing are relatively simple on the pipes. Only in a specially talented group will one hear children singing in parts the song, *Finlandia*; yet it is not difficult for the children to play on the pipes. They have also been successfully used to accompany the rhythmic folk dances in the regular school programs.

A little band can be built around the pipes. There will be viols—one-string cigar-box violins, an American invention. A larger viol can be made to imitate the sound of the cello. Then to the band may be added tom-toms and drums made of skins or strong linen cloth spread over small barrels and kegs or coconut shells. A fine accompaniment for the pipes is the guitar. But pipes are best played unaccompanied, with no cover-up by other more powerful instruments.

I know of no better way to learn music inexpensively than with the

pipes. Two boys here were given instruments, one a cornet, the other a clarinet, each costing \$125. These boys, then, have \$250 worth of merchandise which they cannot use for years to come. Compare this with our class that played before the National Education Association. We had twenty players, all equipped at a cost of about \$6, averaging about 30¢ an instrument. Yet our class was well received and was endorsed as a fundamentally sound musical group.

As a hobby, the making of pipes develops skill in the use of the ears, eyes, and hands. Decoration does not improve the tone of the pipe, but it gives the pipe an individuality reflecting the personality of the one who makes it.

The Pipers' Guild is located in New York City under the sponsorship of the National Recreation Association and is under the leadership of Miss Jennie Cossitt. The pipe has invaded Ireland, Scotland, Denmark, Norway, Sweden, Germany, England, France, and finally the United States.

With the advent of radio, the vast majority of us sit in an easy chair, turn on a dial, and listen without participation. But now it is our aim to put back into the hands of the people the art which is intended for them. It is time to instill into every American home, rich or poor, a share in music. Appreciation of good music comes from our practical knowledge of the subject, from our power to do the thing ourselves. Until we have proven things by our own creative music, we are not in a position to enjoy them.

Our pipe-making brings us in touch with nature's magic in conjuring a note from a hollow piece of wood in accordance with her exact requirements and the way her science works. In following her laws, she gives us music of a beautiful kind, precise in pitch and mellow tone. All that is left for us is a careful adaptation of this craft to our purpose so that we can play our folk tunes in accord with our musical conventions. When we do this, we have created a *handicraft* and design along with *music*, and can enjoy all three.

WE HAVE one life to live. Let's be happy. Let's do our work well and easily. First step, let's talk about us. Me first. I am finishing my 54th year of teaching, am well, strong, and wholly or partially sane according to varying viewpoints. I never stand when I can sit, never sit when I can lie. This includes both mental and physical. One can do much reclining while standing. Try it. The approaching shelf doesn't look good to me because I *like* my work. It has been easy—since I learned how. Years ago I was sent home to *rest*. "Nervous prostration," they said. Plain foolishness, I now know. I had worn myself out trying to do *all* the work of *all* the classes. Bad enough in any teaching, but music teaching done in that way wears one out in a hurry.

Sister gave a church tea. Guests' attitude said, "Entertain me if you think you can." Sister scuffled 'round and did her best. But the tea was a failure.

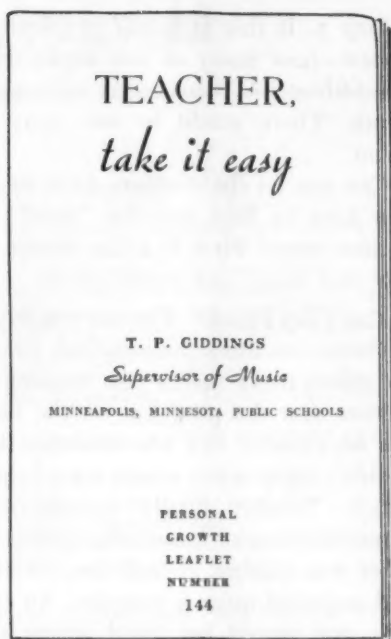
Here was sudden illumination, for that had been the way I had always taught school. I had done all the "scuffling," and the pupils had done as little as they could get by with. Now when I enter a classroom, it is with the attitude: "I am a spectator. Please me, if you think you can." They do the work. It is restful for me; educational for them. I was a Progressive long before the word was educationally coined. But the children did the "progressing."

That brings us to the curriculum. How people do sizzle over curriculum. Yet it isn't what pupils study; it's how they study that counts. They come to school to develop their minds (including emotions).

A Good Mind—Speed is the first attribute of a good mind. A little later comes *accuracy*. *Eye* and *ear* are the principal entrances to the mind. Train them to speed and accuracy and your curriculum troubles are over.

Now let's talk about *you*.

Like Your Work—It can be done. Last year a famous man wrote and asked about the work here. I answered. He replied asking how I managed to keep up my enthusiasm for music teaching for so many years. I wrote him one



For information about Leaflets see page 183 of this issue.

question, "How *can* anyone in educational work ever *lose* it?"

Are you *well*? If not, find out why and remedy it. Do you *worry*? Stop it. The Dervish met the Plague coming from the town. "Why did you kill all those people?" The Plague replied, "I only killed half. *Fear* killed the *rest*."

Overwork—Do you overwork? If you do, it is usually because you do more than is necessary. When an old friend of mine cuts cloth, only the position of the fabric tells whether she is cutting it with teeth or scissors. Then there is the story of the teacher who snapped her fingers at the streetcar to make it stop. Learn to teach sitting down. A fine teacher was obliged to recline for a couple of months. Did she quit? She did not. She brought her couch to school. Did her eighth-grade pupils work? They did. Do you look upon your pupils as young intelligences? A fifth-grade teacher was irrigating her pupils at a drinking fountain. She told each one when to drink, when to stop, and then gave him a push toward the door. She surely took the longest, hardest way to do that simple operation and she *looked* it.

Tap Twice—The music course of study in the Minneapolis Public Schools says "Tap twice" to get the class ready. Can you do that and *nothing else*? Or is this what you do: Teacher sees with horror the *supervisor*, glares at her pu-

pils, and speaks: "Put down your pencils; put away your books; take out your music books. Take your music paper and pencils. Prepare to change your seats for the music." Then when all is "prepared," *she taps twice*. This is no exaggeration. Poor pupils. Poor overworked teacher with no faith in young intelligences. We are told to "Speak once and forever after hold your peace." Can you do it? I once visited a kindergarten teacher who followed this rule consistently. It was a real pleasure to watch the class. Attention and interest? I'll tell the world there were. This class had the key to a happy school life.

Let the Pupils Learn—A singing lesson. One pupil does not sing. "Why not?" "I have no book." "What are you going to do about it?" It never occurs to him to get a copy. He *hasn't been told to*. Is that education or regimentation? And how the teacher *works* running a class that way.

A second-grade demonstration. Teacher carried the books, handed them out, and placed each pupil in "his little chair." Supervisor who was to give the lesson chafed. A page was announced. A child turned the pages the wrong way. Two spectators moved as one to "help." The supervisor said, "Tut, tut." They straightened up as tho stung. One snapped, "But he was turning the wrong way." "What of it? Let them learn," from the unfeeling supervisor. Blushes from the two "helpers," both teachers. As a demonstration of what not to do, it was fine.

Organize Your Day—Years ago I taught with a superintendent who required every teacher to write her program for the next day and leave the book open on her desk where anyone who ran in might read. Superintendent and principal often did that very thing. It was not popular with some of the helter-skelterers, but it was noticeable that even these closed their day with a lot of energy left and could *frivol* with a clear conscience during their recreation hours. With this little book to refer to, they were ready to cope with the next day's problems, interruptions, and integrations.

Can you brace up and ask for criti-



Courtesy, St. Louis Public Schools

Let the students do the work!

cisms, then take them kindly and profit by them? This makes it easy for the superintendent, principal, and supervisor; and as a consequence everyone profits, including the pupils, and things are easier all around.

Organize Your Class—Then let it proceed. A procedure is simply a road for the class to run on. Many now scorn procedures, but it is noticeable that these same scorners use a paved road when they want to get anywhere. A certain highschool has a rule that every class must be organized to run itself when necessary. There are president, vice-president, and host. President takes the class when the teacher is out of the room. Host speaks to visitors, gives them a chair, and explains what is going on. Pupils plan the lessons and place them on the board. They are proud of their school. They like to take charge of things.

Don't Teach Too Much—Telling isn't teaching. When presenting a new thing, these simple teaching steps will make your work easier, and your pupils will profit by it mightily.

Teaching Steps—Step 1. Assume the class knows it.

Step 2. If not, one pupil may know it. Let him expound. It helps his ego.

Step 3. If no one knows it, let all have a chance to think it out. This step requires fortitude on the part of the teacher. It is hard to keep the jaws clamped when "cerebration" is *trying* to take place.

Step 4. Failing the above, give them a hint and let them figure from that.

Step 5. If this fails, *tell it*. Now be honest—how many of you *begin* with the fifth step? You needn't raise your hands. There would be too many to count.

Can you let the students do it, or do you have to help run the "social" in various ways? Here is a fine chance to rest and watch the world go by.

Can They Think?—Do your pupils get a chance to think undisturbed, or do the others make such a fuss wanting to answer that the poor kid on the floor has no chance? Bill was excitable. He couldn't recite when others waved their hands. Teacher finally forbade any demonstrations of knowledge when another was reciting. A little later, for Bill had acquired quite a complex. An impish girl waved her hand where the teacher could not see her. Bill could not recite in spite of heroic effort. He burst out, "If you'd make that darn Mary Smith keep her hand down, I could tell it!"

In many classes no slow pupil ever gets a chance to do any thinking or reciting. Some quicker child pops in the answer. Not always a child either. A visiting supervisor asked questions. No answers from the class. He hadn't called on anyone in particular. He commented pungently on this lack of response.

A boy explained thus: "When my teacher asks me a question, she answers it herself before I can get my mouth open. I never know *what* to do."

The best lesson I ever got was years ago in a third-grade demonstration class. A girl stood up to sing. She stumbled and began over again three times. I couldn't keep my mouth shut any longer, and made some "helpful" remark. Her look said more plainly than words, "Shut up, you old fool. I want to get this right *myself*." The crowd caught it and yelled with delight. So did I. Then I said, "That was poor teaching. I will now give you a sample of good teaching," and sat down with my hand over my mouth. When the laughter died away, her little pipe was heard finishing the song in triumph.

Pedagogy—A boy asked his pal how to teach a girl to swim. After minute instructions the pal asked who the girl was. "Your sister," was the reply. "Oh hell, just push her off the dock," the unfeeling but educational brother replied.

If more teachers would—but why mention it?

Indoctrination—Do you believe in it? Well, never mind anyway. If you want to work easily and rear really fine people, do stop saying, "Wouldn't you like . . .?" If you have to say *anything*, just say, "*It is the thing to do*." Then, later in life, when confronted with a decision between right and wrong, your pupils will not decide by *want to or not*, but by "Is it the thing to do? Is it *right* or *wrong*?" We teachers might do a lot of thinking along this line of educating for character.

How About Your Goat?—Don't let anyone get it, especially kids. Anger is most wearing on you—and entertaining to others. When your anger shows up, every child in the class will scheme for an encore.

Can you discipline and not scold? A fine teacher of my acquaintance has one disciplinary sentence: "Are you *helping*?" A boy had just paid the price of some foolishness. His principal did not scold him. She said: "That didn't turn out just as you figured, did it?" "No, Miss D." "Don't you think it would be a good plan to carry it out to the end in your mind and see where it will take you before you start anything again?"

Why not let the restless child run around the block? It would quiet him a lot. By the way, are you restful to your class? Rubber heels would help.

Your Reading—Don't read too many educational (?) books, especially if they are filled with "principles." The principle of anything can be told in a sentence or two. The principle of the flying machine is simply to make the air push up harder than gravity pulls down, but what a long time it took to work out the method. Read methods. A good cook follows a recipe. I paid several dollars for a recent blurb on my teaching branch. Not a practical thing in the whole of it. Millions of things one *might* know. *Background* galore, but I need *foreground*. Are you in the same boat?

Have you read thus far without that "drawn" look? If so, you are on the right track. *Go to it. Take it easy*. Teaching is the finest, most interesting, most valuable work in the world. The most happy and restful thing in this world is work, well and easily done.

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This Personal Growth Leaflet—No. 211—"The Elementary Teachers Library" was prepared by the Faculty of Southern Oregon College of Education, Ashland. The preparation of similar leaflets for teachers in the highschools and other levels is a worthwhile project for other faculty groups.

Teachers Professional Library

THIS SELECTED BIBLIOGRAPHY of professional books is recommended as a guide to beginning teachers who wish to make use of their limited time and funds in selfimprovement in the profession. Only a few volumes of proved usefulness are included, because long lists are frequently formidable and discouraging to beginners who feel the need of counsel and advice. All books listed herein may be had postpaid at prices indicated, from Consumers' Book Cooperative, Inc., 118 East 28 Street, New York City.

Arithmetic

Morton, Robert Lee, *Teaching Arithmetic in the Elementary School*. Vol. 1, Primary grades, Silver, 1937, 410p. \$2.40. Vol. 2, Intermediate grades, Silver, 1938, 538p. \$2.72.

Wheat, Harry Grove, *The Psychology and Teaching of Arithmetic*. Heath, 1937, 591p. \$2.80. "What the pupil should learn rather than what the pupil should avoid is the theme."

Art and Drama

Brown, Corinne, *Creative Drama in the Lower School*. Appleton, 1930, 226p. \$2. Practical and unusually suggestive. Subject bibliographies.

Ficklen, Mrs. Bessie A., *Handbook of Fift Puppets*. Stokes, 1935, 329p. \$2. Simple and useful for teachers of grades one to six.

Gardner, Helen, *Art through the Ages*; rev. ed. Harcourt, 1936, 795p. \$3. An easily understood history of art.

Lemos, Pedro Joseph, *The Art Teacher*. Davis Press, 1931, 491p. \$8. Art suggestions for all grades and highschool.

Williams, Mawhood, and Trilling, *Art Activities in the Modern School*. Macmillan, 1937, 379p. \$3.25. Emphasis thruout is placed on integration of subjects.

Payant, Felix, *Design Technics*. Design Pub. Co., 1934, 52p. \$2. Material gleaned from *Design Magazine*.

Biological Sciences

Hegner, Robert William, and Hegner, Jane, *Parade of the Animal Kingdom*. Macmillan, 1935, 675p. \$5. Brief treatment of representative species. Well illustrated.

Holland, William Jacob, *The Butterfly Book*; new and rev. ed. Doubleday, 1931, 424p. \$10. Both popular and scientific. Covers United States and Canada.

Ward, Henry Baldwin, and Whipple, George Chandler, *Freshwater Biology*. Wiley, 1918, 1111p. \$7. Includes large and microscopic plants and animals.

The best material in each field will be found in lists of regional books. Examples for the Pacific coast include: Essig, Edward Oliver, *Insects of Western North America*, Macmillan, 1926, 1035p. \$10; Hoffmann, Ralph, *Birds of the Pacific States*, Houghton, 1938, 353p. \$3.50; and Ricketts, Edward F., and Calvin, Jack, *Between Pacific Tides*, Stanford University Press, 1939, 320p. \$6.

Curriculum and Education

Hildreth, Gertrude, *Learning the Three R's*. Educational Publishers, 1936, 824p. \$2.40. "A modern interpretation."

Hockett, J. A., and Jacobsen, E. W., *Modern Practices in the Elementary School*. Ginn, 1938, 346p. \$2.60. An attempt to weave together both theory and practice.

Lee, J. M., and Lee, D. M., *Child and His Curriculum*. Appleton-Century, 1940, 652p. \$3. A practical book.

National Education Association, Department of Supervisors and Directors of Instruction, *Materials of Instruction*; 8th Yearbook. NEA, Washington, D.C., 1935, 242p. \$2.

Palmer, George Herbert, *The Ideal Teacher*. Houghton, 1910, 32p. 80¢.

Stevens, Mrs. Marion P., *The Activities Curriculum in the Primary Grades*. Heath, 1931, 440p. \$2.

Geography, History, Social Studies

Booth, Mary Josephine, *Material on Geography*; 5th rev. ed. Author, 1931,

108p. 50¢. "Including commercial products, industries, transportation, and educational exhibits which may be obtained free or at small cost."

Goode, John Paul, *School Atlas*; rev. and enl. ed. Rand, 1937, 287p. \$4.40. "Political, physical, and economic atlas of the world."

Kelty, Mary G., *Learning and Teaching History in the Middle Grades*. Ginn, 1936, 694p. \$2.40. Includes many organized units.

Storm, Grace Emily, *The Social Studies in the Primary Grades*. Lyons & Carnahan, 1931, 596p. \$2.50. Includes sample lessons and lists of books.

Thralls, Zoe A., and Reeder, E. H., *Geography in the Elementary School*. Rand, 1931, 441p. \$2.40. Organization of subjectmatter and methods.

Health

Conrad, H. L., and Meister, J. F., *Teaching Procedures in Health Education*. Saunders, 1938, 160p. \$1.75. Includes selection of subjectmatter, building of units, and lesson planning.

Grout, Ruth Ellen, ed., *Handbook of Health Education*. Doubleday, 1936, 298p. \$2. "A comprehensive program for projects, for courses of action, and for many different patterns of healthful living in the rural school and home."—*Booklist*, December 1936.

National Education Association, Department of Classroom Teachers, *Fit To Teach; Ninth Yearbook*. NEA, Washington, D. C., 1938, 276p. \$1. "A study of the health problems of teachers."

Williams, J. F., and Shaw, F. B., *Methods and Materials of Health Education*. Nelson, 1935, 331p. \$2. It deals with healthful school living, health service, and health instruction.

Language and Literature

Dalgliesh, Alice, *First Experiences with Literature*. Scribner, 1932, 162p. \$1.25. A lively discussion of the subject with illuminating illustrations.

Depew, Ollie, *Children's Literature by Grades and Types*. Ginn, 1938, 706p. \$3.25. Clearly defines the many types of literary lore and indicates good material for each grade level.

Hollowell, Lillian, ed., *A Book of Children's Literature*. Farrar, 1939, 942p. \$3.75. Emphasis on literature for first six grades; some junior highschool material.

Johnson, Edna, and Scott, C. E., comps., *An Anthology of Children's Literature*. Houghton, 1935, 914p. \$3.50. Excellent selections for grades one to nine.

McKee, Paul Gordon, *Language in the Elementary School*; rev. ed. Houghton, 1939, 500p. \$2.25. A practical treatment of the subject.

Library

Detroit Board of Education, *Course of Study in the Use of the Library for Grades 1 to 6*. Board of Education, Detroit, Michigan, 1931, 197p. \$1.25.

Fargo, Lucile Foster, *Activity Book for School Libraries*. American Library Association, 1938, 208p. \$2.50. Emphasis is on the junior and senior highschool level but the elementary-school librarian will find it very useful.

Johnson, Margaret F., *Manual of Cataloging and Classification for Elementary and Small Highschool Libraries*; 2d ed. rev. Wilson, 1935, 47p. paper 50¢.

Wilson, Martha, *School Library Management*; 6th ed. rev. and rewritten by Althea M. Currin. Wilson, 1939, 169p. \$1.25.

ALA, Section for Library Work with Children, Book Evaluation Committee, *Inexpensive Books for Boys and Girls*; 2d ed., ALA, 1938, 43p. 50¢.

Graded List of Books for Children, compiled by a joint committee of the ALA, NEA, and National Council of Teachers of English. ALA, 1936, 161p. paper \$1.75. Over 1600 titles, for the first grade thru junior highschool.

Mahony, Bertha E., and Whitney, Elinor, comps. *Five Years of Children's Books*. Doubleday, 1936, 599p. \$3.50.

Morse, Mary Lincoln, comp., *Selected List of Ten-Cent Books*; rev. ed. Association for Childhood Education, Washington, D. C. 1939, 16p. paper 15¢.

Dictionaries

Practical Standard Dictionary of the English Language; rev. ed. Funk, 1938, 1309p. cloth \$5; buckram \$6. Over 140,000 words and phrases.

Webster's Collegiate Dictionary; 5th ed. Merriam, 1936, 1274p. cloth \$4; buckram \$5.

Music

Bauer, Marion, and Peyser, E. R., *How Music Grew*. Putnam, 1925, 602p. \$4.50. A brief, authentic, and very readable history of music.

Dole, Nathan Haskell, *Famous Composers*; 3d ed. rev. and enl. Crowell, 1929, 801p. \$3.75. Covers the 16th—19th centuries.

Fox, Lillian Mohr, and Hopkins, L. T., *Creative School Music*. Silver, 1936, 326p. \$3. An excellent book dealing with the newer technics of teaching.

Glenn, Mabelle, and Lowry, Margaret, *Music Appreciation for Every Child*. Primary grades, Silver, 1935, 72p. 76¢; Intermediate grades, Silver, 1935, 76p. \$1; Junior highschool, Silver, 1930, 68p. 70¢. Teacher's manuals.

Murray, Josephine, and Bathurst, E. G., *Creative Ways for Children's Programs*. Silver, 1938, 396p. \$2.40. Almost a "must have" for teachers.

Physical Education

Crampton, Charles Ward, comp., *The Folk Dance Book*. Barnes, 1909, 81p. \$2.40. Suitable for all grades.

Hofer, Mari Ruef, *Children's Singing Games*; rev. ed. Flanagan, 1914, 42p. paper 50¢. Good rhythmic work for the first three grades.

La Salle, Dorothy, *Physical Education for the Classroom Teacher*. Barnes, 1937, 209p. \$2. For the teacher who has had only a little training in physical education. Gives teaching technics and materials and lesson plans.

Mason, Bernard Sterling, and Mitchell, E. D., *Active Games and Contests*. Barnes, 1935, 600p. \$3.

Neilson, Neils Peter, and Van Hagen, Winifred, *Physical Education for Elementary Schools*. Barnes, 1930, 365p. \$2. The most complete course of study for teachers of physical education.

Psychology

Cole, Luella W., *Psychology of Adolescence*. Farrar, 1936, 503p. \$3. Minimum of theory; emphasis on understanding of youth's problems.

Pressey, Sidney Leavitt, *Psychology and the New Education*. Harper, 1933, 594p. \$2.75; school ed. \$2.25. Full of practical school problems.

Ragsdale, C. E., *Modern Psychologies and Education*. Macmillan, 1932, 407p. \$2.25. For advanced students.

Shaffer, Laurance Frederic, *Psychology of Adjustment*. Houghton, 1936, 600p. \$3. "An objective approach to mental hygiene."

Strang, Ruth May, *An Introduction to Child Study*; rev. ed. Macmillan, 1938, 681p. \$3. An "applied psychology of childhood," practical and readable.

Woodworth, Robert Sessions, *Psychology*; 3d ed. Holt, 1934, 546p. \$2.70. A readable general psychology.

Reading

Harrison, M. Lucile, *Reading Readiness*; rev. and enl. Houghton, 1939, 255p. \$1.40. Gives suggestions concerning materials and technics.

McKee, Paul Gordon, *Reading and Literature in the Elementary School*. Houghton, 1934, 592p. \$2. The value of scientific research is emphasized.

National Education Association, Department of Elementary School Principals, *Newer Practises in Reading in the Elementary School*; 17th Yearbook. NEA, 1938, 500p. \$2. Practical.

National Society for the Study of Education, *The Teaching of Reading: A Second Report*; 36th Yearbook. Public School Publishing Company, 1937, 442p. paper \$1.75.

Storm, G. E., and Smith, N. B., *Reading Activities in the Primary Grades*. Ginn, 1930, 376p. \$2. Practical information and methods of procedure.

Periodicals

Childhood Education, Association for Childhood Education, Washington, D. C., \$2.50. Monthly except June, July, and August.

Elementary English Review, The Elementary English Review, Detroit, Mich. \$2.50. Monthly October thru May.

Horn Book, The Horn Book, Inc., Boston, Mass. \$2.50. "Magazine of books and reading for children and young people." Published six times a year.

Journal of Health and Physical Education, American Association for Health, Physical Education, and Recreation, NEA, Washington, D. C., \$2. Monthly except July and August.

Journal of the National Education Association, NEA, Washington, D. C., \$2. Monthly except June, July, August.

School Arts Magazine, Davis Press, Worcester, Mass. \$3. Monthly except July and August.



RURAL-SCHOOL SERVICE



PARTING

My whole world reeled that bright autumnal day,
As with an aching heart I saw him march away,
His shoulders squared, his head held high,
A questioning wonder in his boyish eye.
His work forgotten, his games all laid away.
The law had claimed him and I could not bid him stay,
But when he turned to wave a last good-bye
'Mid all my loneliness I sat me down to cry,
Yet, crying, tried my feverish grief to cool—
'Twas but my little son's first day at school.

—MILLIE RUTH TURNER

Farm Folk School—The recently organized farm folk school at North Dakota Agricultural College offers unique opportunities for young men. The school not only provides courses in agriculture but also in the social, cultural, and economic relationships of rural life. The only entrance requirement is an interest in agriculture.

An "extra room" in a two-teacher school, Bethlehem Central Schools, Delmar, New York. Grades 4, 5, 6 have converted it into a library and reception room for visitors. Here pupils go for story hour.—Anne Holdford, elementary supervisor.



The course of study covers two winter periods of 15 weeks each, divided into three terms of five weeks. A total of 51 subjects is offered, of which 36 must be completed for final certification. Students select 6 subjects per term. Those completing the required 36 credits are encouraged to return for a third winter to study optional subjects.

Room, board, and health service are available to members of the farm folk school on the same basis as to other college students. Special dormitories have also been provided for those desiring low-cost housing. Most students enrolled during the past two years have devoted approximately one-half time to study and half to outside projects, including remodeling of their dormitory. Federal funds, made available thru the NYA, have aided the entire project.—Ralph E. Dunbar, State College, North Dakota.

Free to teachers is *A Bibliography of Lists of Free and Inexpensive Aids for Teachers of Adults*. Write the Federal Works Agency, Washington, D. C., for Community Service Circular No. 3. *Visual Aids in Safety Education*, a 32-page bulletin by the Safety Education Projects, NEA, contains annotated references to motion pictures, sound slide films, silent film strips, and lantern slides. Price 25¢ from the NEA.

Our National Resources: Facts and Problems is a compact summary of findings of the National Resources Planning Board. In readable type and with maps and charts, this pamphlet gives the latest data on such resources as population, land, education, and tells how we can best conserve them. Price 10¢, discount of 25 percent in lots of 100 or more, from Superintendent of Documents, Washington, D. C. 1940, 45p. Single copies free to teachers on request to the Board.

A Vacation Poetry Project—The Community Library at Old Hickory, Tennessee, sponsored a poetry project for younger children during the summer. Each child who learned ten poems was given a copy of Marjorie Barrows' *One Hundred Best Poems for Boys and Girls*. Forty-seven children were given books. One little girl said when she got her book, "I never had a book of poetry before."—Ruby Ethel Cundiff, George Peabody College for Teachers, Nashville, Tennessee.

In your school are you beginning a project in community recreation? In conservation? In beautification of the schoolgrounds? Write a paragraph of 100-200 words describing your plan and send it to THE JOURNAL for this page.

To enrich your school library at low cost, send for Edith A. Lathrop's booklist entitled *One Dollar or Less: Inexpensive Books for School Libraries*. U. S. Office of Education Pamphlet 88, 1940, 16p., price 5¢ from Superintendent of Documents, Washington, D. C.

County superintendents, grade and rural teachers, as well as parents, will welcome the booklist prepared by Nora E. Beust, entitled *500 Books for Children* [U. S. Office of Education Bulletin 1939, No. 11, Superintendent of Documents, Washington, D. C. 89p. 15¢].

For social studies classes are two recent Public Affairs Pamphlets: First, *America's Children*, a summary of the 1940 White House Conference on Children in a Democracy. Second, *Adrift on the Land*, which warns that conditions depicted in *The Grapes of Wrath* may become more widespread. These pamphlets are 10¢ each from Silver Burdett Company, 45 East 17 Street, New York.

One Way To Bridge the Gap

EACH YEAR about the second week of September the following conversation can be heard:

First teacher—How are the seventh graders this year?

Second teacher—Terrible, as usual. They're good youngsters with normal intelligence. But they seem not to know what to do with themselves and so get into trouble.

The first teacher's parting remark is probably, "Well, try to tame them before they get to me." And there the problem drops.

Nine chances out of ten the problem is one of maladjustment. These "terrible" seventh graders have come from an elementary school in which all of their subjects are taken in one room. Here they worked and studied and lived. Their teacher blended all their subjects into a pattern and they were not particularly conscious that *this* was reading and *that*, language.

Suddenly they were catapulted into a new world—junior highschool. They found themselves in a new regime made up of many separate segments. It requires a broad view of relationships when in a single day a seventh grader studies South America in geography, the Middle Ages in history, and "Rip Van Winkle" in English. If the subjectmatter of these three courses could be brought more closely together, the problem of adjusting the seventh grader to his new work in the junior highschool would be minimized.

Working on this thesis, the junior highschool department in our laboratory school began molding the three segments—history, geography, and English—into a more obvious pattern. With history as our point of departure we revamped our English and geography courses so that one subject might supplement the other.

European history is the starting point of seventh-grade work. Around five major periods, we wove the following:

Unit One: Days in Old Greece and Rome
Tanglewood Tales, Hawthorne

MATILDA BAILEY

*State Teachers College, Slippery Rock,
Pennsylvania*

Ben Hur, Wallace
Friend of Caesar, Davis
The Iliad for Boys and Girls, Homer
A Day in Old Athens, Davis

Unit Two: Medieval Times

Tod of the Fens, Whitney
Girl in White Armor, Paine
When Knights Were Bold, Tappan
The Prince and the Page, Yonge
The Black Arrow, Stevenson
Crusades, Lamb
Connecticut Yankee, Twain
Men of Iron, Pyle
White Company, Doyle

Unit Three: The Renaissance

Dorothy Vernon of Haddon Hall, Major
Master Skylark, Burrill
When Knighthood Was in Flower, Major
The Prince and the Pauper, Twain
Kenilworth, Scott

Unit Four: The French Revolution

Scarlet Pimpernel, Orczy
Reds of the Midi, Gras
Scaramouche, Sabatini
Napoleon, the Little Corsican, Hathaway
Adventures of a Younger Son, Trelawny

Unit Five: England of Nineteenth and Twentieth Centuries

David Copperfield, Dickens
Jeremy at Crale, Walpole
Tom Brown's School Days, Hughes
With Lawrence in Arabia, Thomas

In the eighth grade, American history is the theme:

Unit One: The Indian

Hiawatha, Longfellow

Unit Two: Early Days in America

To Have and To Hold, Johnston
Miles Standish, Longfellow
Plains of Abraham, Curwood
Arundel, Roberts
Glengarry School Days, Gordon

Unit Three: Revolutionary Period

Janice Meredith, Ford
Alice of Old Vincennes, Thompson
Green Mountain Boys, Thompson
Richard Carvel, Churchill
Drums, Boyd

Unit Four: Westward Expansion
Covered Wagon, Hough
Cimarron, Ferber
Oregon Trail, Parkman
Hoosier Schoolmaster, Eggleston
The Long Rifle, White

Unit Five: Civil War Period

Abraham Lincoln, Drinkwater
The Crisis, Churchill
The Perfect Tribute, Andrews
Forever Free, Morrow
Red Badge of Courage, Crane
Little Shepherd of Kingdom Come, Fox

Unit Six: The Changing World of Today

Skyward, Byrd
We, Lindbergh
Story of My Life, Keller
Up from Slavery, Washington
At School in the Promised Land, Antin

Such stories as Curwood's and Fox's are placed on the shelves in the hope that they may be used as steppingstones.

With a shelf filled with many books, different in content yet similar in theme, the fast reader finds ample opportunity to read to capacity, while the slower reader can set his own pace.

This system of reading motivates itself. Increased information gleaned in history and geography classes stimulates interest in English class. The pupils themselves are the best agents for motivation. Someone will probably say, "Have you read *The Reds of the Midi*? It tells all about the peasants' march to Paris, and it's wonderful!" And someone else will answer, "I haven't read that one yet, but I *have* read *The Scarlet Pimpernel*." As fast as one reads a book, he trades it for another. Class discussions are spontaneous, for each has a wealth of material to offer.

Intensive reading gives place to extensive. No longer are six weeks spent dissecting one book. During that time a number of novels, short stories, poems, and biographies are read, thus producing a breadth of understanding.

The enthusiasm spreads to other departments. Soon the home economics teacher, being an opportunist, talks costumes with her classes; the art teacher directs the making of pictorial maps; and the music teacher uses the songs of the different periods.

THE FTA MOVEMENT, which grew out of the Horace Mann Centennial, is now two years old in high schools and one year old in colleges and universities. Its field of development is the million or more young people in high school and college who are considering education as a career. The cultivation of this field is one of the most important opportunities of local, state, and national education associations.

The purposes of Future Teachers of America are:

- [1] To interest the best young men and women in education as a life career.
- [2] To develop among young people in teachers colleges and schools of education an organization which shall be an integral part of state and national education associations.
- [3] To acquaint teachers in training with the history, ethics, and program of the organized teaching profession.
- [4] To give teachers in training practical experience in working together in a democratic way on the problems of the profession and the community.
- [5] To encourage careful selection of persons admitted to schools which prepare teachers, with emphasis on both character and scholarship.
- [6] To seek thru dissemination of information and thru higher standards of preparation to bring teacher supply and demand into a reasonable balance.

On June 1, 1940, there were 64 college and university FTA chapters in 33 states, with a membership of 1565; 116 FTA clubs in high schools in 27 states with 2088 members. The movement promises to make even greater headway during 1940-41.

The National Committee, FTA, announces four improvements for 1940-41:

- [1] A revised and extended literature, giving a rich content to the movement.
- [2] A simplified plan for chartering and serving high school clubs.
- [3] A merit point system for recognizing work done on FTA projects.
- [4] The coinclusive plan by which members of college FTA chapters are junior members of both state and national associations.

The revised literature includes the

following Personal Growth Leaflet titles dealing with the FTA movement:

- [11] Future Teachers of America—FTA movement from its beginning to 1940
- [161] Suggestions for FTA Sponsors—Practical ideas for teacher leaders
- [162] Programs and Projects for FTA Clubs—Suggestions for month-by-month planning
- [165] What It Means To Be a Future Teacher—A personal message to FTA members
- [166] FTA at Work in Colleges and Universities—Manual for college chapters
- [170] Future Teacher Ideals and Purposes—FTA aims and expectations together with objectives and ideals of education

Altogether there are now over 100 Personal Growth Leaflets available for FTA work, covering such fields as:

- Character and selfrealization
- Educational philosophy and practice
- The NEA and state associations
- National wellbeing and citizenship
- Publication of a leaflet on Education in West Virginia marks the beginning of a series to be issued in cooperation with various state education associations.

The simplified plan for high schools requires only a \$1 fee for each club, regardless of the number of members. For this fee the club receives a national charter or charter renewal and its choice of 100 Personal Growth Leaflets. The purpose of FTA in high schools is exploratory, prevocational, and character-forming. The work of organizing FTA clubs in high schools is carried forward by school faculties; local teachers associations; FTA chapters in colleges; state departments of teacher certification.

The merit point system gives added force to the emphasis which the FTA places on training in cooperative professional and civic action. This emphasis on accomplishment as a means of developing skill and testing the power to plan and to do centers around projects in which each FTA member is expected to take part. Projects include such enterprises as school and community beautification; boy and girl scout leadership; and Sunday school service. The amount of work done is measured in merit points—a merit point being one hour's work on an approved proj-

ect. It is expected that each member will earn some 50 merit points a year.

The coinclusive FTA plan marks a big step forward. It has been adopted by more than half the state education associations, including several that heretofore have had no plan for serving college students. Under this plan each member of an FTA college chapter pays \$2 annual dues—\$1 going to the state association and \$1 to the national. Service provided to each member includes the Journals of state and national associations and a choice of 20 Personal Growth Leaflets. State and national associations will join in promoting and serving college FTA chapters. A minimum of ten paid-up members is required to secure or maintain a charter. This makes it possible for the small college to take part. Larger institutions enrol chapters ranging from 40 to 100 members.

Emphasis is placed on getting an early start in FTA work and in making each chapter thoroly representative of the best young men and women in each of the four college classes. By organizing at once colleges will bring to their students the special feature, "Education and the Defense of American Democracy," which appears in this issue of THE JOURNAL. In a number of colleges and universities Education Clubs are being reorganized into FTA chapters with a more active program.

The unique importance of being a member of a college chapter of FTA is in the fact that it is not a blind-alley organization, having little or no significance after the student finishes college; but is an important part of the great state and national education associations, which for nearly a century have been the prime moving forces in the development of American education. Everyone who enters the teaching profession benefits from the labors of these organizations which have helped to improve the curriculum; to extend the preparation of teachers; to perfect school administration; to develop leadership; and to secure increased public support for education. Thru FTA let us prepare leaders for tomorrow by taking youth into partnership now.

Education for the Common Defense

AMERICAN EDUCATION WEEK, 1940

EDUCATION FOR THE COMMON DEFENSE is the general theme for the twentieth annual observance of American Education Week, November 10-16, 1940. The daily topics for the observance are:

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

Elsewhere in this issue of *THE JOURNAL* is published the recent statement of the Educational Policies Commission entitled "Education and the Defense of American Democracy." The Commission states that "in the defense of American democracy our system of education must play a central role."

American Education Week 1940 is the opportunity of a generation for the

schools of the nation to interpret the manifold ways in which education contributes to the common defense by helping to enrich spiritual life, to strengthen civic loyalties, to develop human resources, to safeguard natural resources, to perpetuate individual liberties, and to build economic security.

Armaments for the defense of the nation are needed but even they can be effective only as they are supported by a skilled people who have unbounded faith in the cause for which the nation girds itself.

The greatest common defense the American people have erected, or can erect, is a system of public education adequate to meet the problems of this democracy.

In addition to the critical problems of education in the defense program, there is need for strengthening programs of school-public relations.

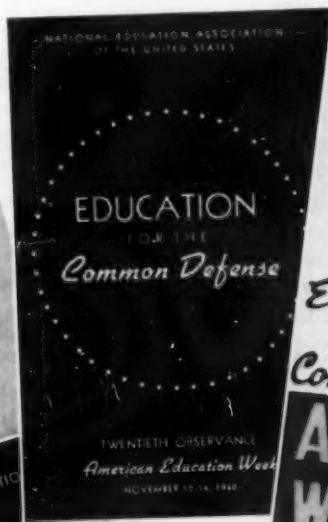
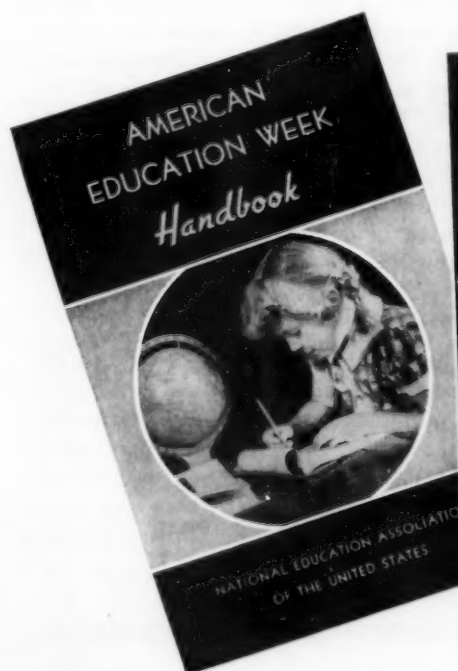
According to the National Seminar on Protection of School Funds sponsored by the National Education Association in July 1940, "tax pressure groups

striking at the schools should be faced squarely with sound facts and able service. Their claims should be analyzed, and refuted when incorrect; their sources of support should be reported to the public."

What better opportunity is there than American Education Week to depict the "central role" of education in the defense of the nation and to defend the schools against the attacks of the tax reductionists? Let every school system plan a comprehensive American Education Week program that the people may know what the schools are doing, and can do, for the common defense.

Plan now for the participation of your school and community in the twentieth observance of American Education Week. The illustrations below show some of the materials available to assist you in planning your observance. Turn to page A-120 for a more complete description of the items that are available.

Pictured here are a few of the American Education Week publications prepared for the 1940 observance. Left to right: Cover of Handbook; cover of booklet "Education for the Common Defense;" and a reproduction of the three-color poster.



Arizona Adopts All-Inclusive Card

★ THE ARIZONA EDUCATION ASSOCIATION is this year employing for the first time an all-inclusive enrolment card by which teachers may enrol in local, state, and national associations at the same time. Eleven other states and the District of Columbia are experimenting with similar plans.

American Association of School Administrators

★ THE SEVENTY-FIRST annual convention of the School Administrators will be held in Atlantic City, February 22-27, 1941. Advance sleeping room reservations indicate a large attendance. Over 3500 rooms have already been reserved. Single rooms in all Boardwalk hotels are now exhausted. Excellent twin-bedded accommodations are still available, however. Requests for reservations should be addressed to A. S. Chenoweth, chairman, Housing Bureau, 16 Central Pier, Atlantic City, N. J.

The final meeting of the Commission on Education for Family Life, which is preparing the 1941 Yearbook of the American Association of School Administrators, is to be held at the Monticello Hotel, Charlottesville, Va., October 20-23. The volume will be ready for distribution at the Atlantic City convention next February.

Charles A. Thomson Succeeds Ben M. Cherrington

★ CHARLES A. THOMSON, assistant chief of the Division of Cultural Relations, Department of State, since February 1939, has been appointed chief of this division to succeed Ben M. Cherrington. Dr. Cherrington, who has headed the division since its creation in July 1938, has returned to the Foundation for the Advancement of the Social Sciences of the University of Denver, from which he had been granted a two-years' leave of absence.

Post-Convention Conference, July 5-6

★ ON FRIDAY and Saturday following the Milwaukee convention, officers of the National Education Association and state teachers associations held a significant conference with NEA staff members at the Hotel Schroeder in Milwaukee. Problems of mutual interest were discussed with unusual frankness and profit. Among the questions were: What can be done to unify the nation's teachers into more powerful, more professional, and more militant organizations? How important are active

local associations of teachers? How can we encourage the institutions that are educating teachers to do more effective work in the field of professional teachers organizations? How can we best raise our professional standards? What are the most important problems facing public education in our country and how can professional organizations of teachers best help in solving them?

1940 Victory Honor Roll

★ THE FOLLOWING STATES increased their NEA membership 10 percent or more during the past year:

State	State Director	Percent of Increase
P. R. [2]	Francisco Rodriguez-Lopez	156
R. I.	James F. Rockett	104
W. Va.	W. W. Trent	69
N. Mex.	R. J. Mullins	23
Wis.	Amanda H. Schuette	23
Ind. [3]	L. V. Phillips	19
Utah	N. Howard Jensen	19
Ark. [5]	W. F. Hall	18
S. C. [4]	A. C. Flora	18
N. Dak.	G. W. Hanna	17
Iowa	Fred D. Cram	14
D. C. [2]	A. Grace Lind	13
Ill.	John W. Thalman	13
Md.	Eugene W. Pruitt	13
Mass.	Annie C. Woodward	11
Mo.	Everett Keith	11
Ky. [2]	William S. Taylor	10
Nev.	J. R. Warren	10

The figure after the name of the state indicates the number of years which it has been consecutively on the Victory Honor Roll.

Teachers Contributed to Success of Census

★ M. L. AUSTIN, director of the Census, has written to the editor of THE JOURNAL as follows:

"The cooperation extended by school officials, teachers, and nearly everybody connected with school systems gave such pronounced results that I feel that they should know how forceful they can be in an enterprise of this kind.

"We have a great many letters from Census District Supervisors and enumerators saying that in thousands of homes, particularly in the homes of the foreign born, the well-informed school pupil of seven and eight years of age stood by and helped his less-informed parents in rendering an intelligent enumeration of the family."

National Registration of Aliens

★ ANOTHER WAY in which teachers can help is thru giving to the children in their classes and to citizens in the community

information about the nationwide registration of aliens which is being conducted from August 27 to December 26, 1940. All aliens 14 years of age or older, including those with first citizenship papers, are required to register. Alien children under 14 years must be registered by their parents. For information write to the Alien Registration Division, U. S. Department of Justice, Washington, D. C.

Educational Policies Commission

★ THE COMMISSION held a special meeting in Washington July 12-13 to discuss the relationship between education and national defense. At this meeting the Commission drafted a statement, *Education and the Defense of American Democracy*, available in pamphlet form at 10¢ a copy. A full text of the statement appears on pages 161-68 of this JOURNAL.

At the Milwaukee meeting of the NEA, William G. Carr was appointed Associate Secretary of the Association in addition to his duties as Secretary of the Policies Commission. Dr. Carr, formerly director of the Research Division of the NEA, has been succeeded in this position by Frank W. Hubbard, formerly associate director of this Division.

G. L. Maxwell, who has been in charge of the citizenship education study conducted by the Commission during the past year, will continue to serve as Assistant Secretary of the Commission. In addition, Belmont Farley, director of Public Relations, NEA, has been appointed Assistant Secretary of the Commission in charge of its publicity.

Learning the Ways of Democracy: A Case-Book of Civic Education will be available in printed form in September at \$1 a copy. Orders may be placed now for delivery as soon as the document is off the press. This volume will present descriptions of successful school practices in educating youth for civic responsibility based on the intensive study made by the Commission in 90 selected secondary schools during the past year.

Ernest W. Butterfield

★ ERNEST W. BUTTERFIELD, who died on April 28, 1940, of pneumonia following an operation, was a former vicepresident of the NEA. Superintendent of the Bloomfield, Connecticut, schools at the time of his death, he had formerly been state commissioner of education in both New Hampshire and Connecticut.

Our Constitution and Government

☆ THE IMMIGRATION AND NATURALIZATION SERVICE, U. S. Department of Justice, announces the publication of "Our Constitution and Government," a new federal textbook on citizenship. The new textbook will be sent free upon request for the use of applicants for naturalization attending public-school classes, if *ordered by public-school teachers*. Persons not eligible to receive free copies may purchase the book from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 50¢. Committees planning study groups in connection with Citizenship Recognition Day will find the book useful. Quantities of ten or more may be purchased at 25¢ a copy.

What Is Educability?

☆ SCIENCE NEWS LETTER tells of an epoch-making case reported at the recent Cincinnati meeting of the American Psychiatric Association. The case is of "Eugene," 17 of whose 23 years have been spent in an almost continuous epileptic fit. By taking the new epilepsy remedy, dilantin, Eugene has not only escaped from the imprisonment of the disease but has made remarkable mental achievement. In November 1939, his mental age, according to the Stanford Binet test, was 6.7 years.

After five months of the treatment, his mental age was 10.2. Thru careful guidance he is being transformed from a six-year-old who could hardly feed himself into a well-mannered, socially mature young man.

An 18 Percent Gain

☆ NEA MEMBERSHIP ON May 31, 1940, was 203,429. There were 172,354 members on May 31, 1930. This increase of 31,075 makes an 18 percent increase for the decade.

The Present Emergency

☆ AT its Milwaukee meeting the NEA on July 4 adopted the following resolution:

The National Education Association suggests these fundamental considerations which should guide the profession in the present emergency:

[A] The NEA points out that peace is the normal status among nations and that educational systems should continue to promote the ideal of peace among men. At the same time, the Association strongly advocates such preparedness as will make the United States fully able to defend itself.

[B] Since education is essential to the maintenance of democracy, the National Education Association insists that the defense needs of the country can and must



Mrs. Concha Romero James of the Pan American Union and H. V. Kaltenborn, radio commentator, who spoke before the Milwaukee convention of the NEA.

be met without injuring youth by interrupting normal and necessary educational services. The ultimate line of national defense is to be found in the loyalty, intelligence, health, technical skill, selfdiscipline, and character of the citizens, and not in the regimentation of youth characteristic of totalitarian systems.

[C] The Association strongly condemns subversive propaganda which seeks to undermine our democratic ideals. Schools should continue to turn the searchlight of truth on alien ideologies so that Americans may know wherein democracy is superior. This same search for truth will enable us to locate weaknesses in, and to strengthen our democracy.

[D] The Association advocates the full protection of the liberties guaranteed to all citizens by the Bill of Rights, at the same time recognizing the principle that liberties are preserved only by the acceptance of accompanying responsibilities. Democracy cannot be successfully defended if these essentials are abandoned.

[E] The Association urges all teachers to redouble their efforts to develop in every youth an active, intelligent, and profound loyalty to American ideals.

Other resolutions and the NEA platform are available in Personal Growth Leaflet 52.

Samuel L. Ragsdale

☆ THE NEA State Director for Tennessee, Samuel L. Ragsdale, died on June 8. He had been with the Memphis school system since 1906, principal of Humes Highschool since 1925. Active in professional organization, Mr. Ragsdale had served as president of the West Tennessee Education Association. He was a Life

Member of the NEA. He is succeeded as Tennessee State Director by Superintendent Harry Clark of the Knoxville schools.

You Can Read It On Page 171

☆ "HEARING that speech was worth a trip across the continent," remarked one of the teachers who heard Daniel Marsh's address on "The American Canon" at the Milwaukee convention.

"They're Laughing"

☆ WE NEVER see a group of boys playing in the street without thinking of the experience of two teacher friends in a central New York community. As they approached a cluster of boys playing on the corner, one boy was heard to say to the others, "Look out for the ladies!" A second boy responded, "Them ain't ladies! They're teachers!" These teachers possessed that treasure to be guarded by all pedagogs—a sense of humor—and they smiled. Whereupon Small Boy Number 1 said, "They ain't teachers; they're laughing."—*New York State Education*.

Membership in Professional Organizations an Official Credential

☆ THE STATE DEPARTMENT OF EDUCATION of West Virginia includes this year membership in local, state and national professional organizations in its list of standards for classified elementary schools. This official recognition of the value of professional memberships is a significant index of modern trends. Progressive leaders recognize that membership in professional organizations is an important prerequisite for a successful teacher. [Cont. on page A-112]

★ ★ ONE HUNDRED PERCENT ENROLMENTS ★ ★

Are published the second month after we receive them. Watch for your school. The rapidly increasing number of schools in cities and counties with every member enrolled has led your Association to set aside this section of The Journal to record this significant growth

COMPLETED ENROLMENTS

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

EIGHT YEARS

KENTUCKY—Lexington, Arlington; Paris, Entire System
NEW YORK—Syracuse, Wm. H. Taft

SIX YEARS

KENTUCKY—Lexington, Cassidy

FIVE YEARS

KENTUCKY—Lexington, Ashland, Maxwell

FOUR YEARS

KENTUCKY—Lexington, Entire System
NEW YORK—Syracuse, Bellevue Jr. High, Cleveland, Grant, Huntington, Merrick, Nichols, Roberts, Summer

TWO YEARS

NEW YORK—Syracuse, Meacham

CURRENT YEAR

ALABAMA—Bessemer, Laceys Chapel, Wilkes; Birmingham, Patton Chapel; Ensley, Sylvan Springs; Maben, Bessie; Morris, Sardis
INDIANA—Cannelton, Entire System; Greencastle, Greencastle High, Maple Heights, Ridpath, Jones, Miller; Sellersburg, Grade, Silver Creek High; South Bend, Lydick; Speed, Grade
KENTUCKY—Augusta, Public
NEW YORK—Syracuse, Croton, Frazer, Salina
NORTH CAROLINA—Charlotte, Bethune, Plaza Road; Hickory, Brookford, Green Park, Oakwood, Viewmont
TENNESSEE—Knoxville, Hill
VIRGINIA—South Norfolk, Entire System
WEST VIRGINIA—Emmons, Emmons
WISCONSIN—Menasha, Butte de Morts; Milton, State Graded; Stoughton, Martin Luther; Thiensville, State Graded

The following schools reported 100 percent for 1939-40 but were not published:

ALASKA—Fairbanks, Entire System—4 years
PENNSYLVANIA—Shanksville, Stonycreek Twp. Cons. H. S.—4 years
VIRGINIA—Norfolk, Norfolk Highlands—3 years
WISCONSIN—Burlington, Burlington High, Lincoln—1 year

New Life Members

The following Life Memberships have been received since the May 1940 JOURNAL went to press:

CONNECTICUT—Mrs. Elizabeth J. Kelly
DISTRICT OF COLUMBIA—Stuart Givens
INDIANA—Orville Robert Foster
MASSACHUSETTS—Helen A. Murphy
NEW JERSEY—Lehman C. Shugart
NEW YORK—Frank J. Arnold, Irwin A. Eckhauser
OHIO—H. C. Aultman, C. R. Welbaum, Arthur Lawrence Wilson
PENNSYLVANIA—Francis Rush Homer
VERMONT—Max W. Barrows, Margaret R. Kelley, Albert D. Lawton, A. Courtney Parker, Guy W. Powers, John W. Urquhart

MEMBERSHIP BY STATES IN THE NATIONAL EDUCATION ASSOCIATION

MAY 31, 1940



Division of Accounts and Records, NEA



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Cavalcade of American Presidents—Speeches of seven American Presidents, 1901-1940, Album PS-1

Patriotism:

Patriotic Songs of America—Victor Mixed Chorus—Album P-24

Songs and Stories for Children:

Records 26527, 26528; Songs from various grade books of "The Music Hour" course (Silver-Burdett & Company)

Stories for Children—"It's Perfectly True" and "The Tinder Box" by Hans Christian Andersen—Album BC-24, by Paul Leyssac

Folk Songs:

Record 26600—"Turkey in the Straw" and "Irish Jigs and Reels" by Alfredo Campoli and Orchestra

Record 4502—"Chester" and "Arkansas Traveler" by Boston "Pops" Orchestra

Early American Ballads, Album M-604, by John Jacob Niles, Mountaineer Tenor

Speech and Dramatic Records:

Abe Lincoln in Illinois, Album M-591, by Raymond Massey

Music Tests and Measurements:

Seashore Measures of Musical Talents, Album E-65, by Dr. Carl E. Seashore

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Lyric Suite (Grieg), Album G-13, London Philharmonic Orchestra

Sleeping Beauty Ballet (Tchaikovsky), Album M-673, Sadler Wells Orchestra

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[Cont. from page 191] Thomas Cory

☆ R. C. BOUMAN, principal of the Clawson School, Oakland, California, who sent to THE JOURNAL the article, "The Shepherd Pipe," [p180], writes about the author: "Thomas Cory, custodian of our school, is one of the most interesting and worthwhile men I have ever known. Born in Cornwall, he was brought up in the slate quarries with practically no schooling. His entire family is musical and he was given training on the cello, violin, and clarinet. Since the death of his wife, some thirteen years ago, he has reared his four girls entirely by himself. On his way to work, he used to put his baby on the handlebars of his bicycle and bring her to the school nursery."

New Life Members

☆ THE 179 new Life Members received last year, June 1, 1939-May 31, 1940, came from the following states and territories.

Ala. ... 1	Kans. ... 2	N. H. ... 1	S. Dak. ... 1
Ariz. ... 2	Ky. ... 6	N. J. ... 4	Tenn. ... 2
Ark. ... 1	La. ... 3	N. M. ... 2	Texas ... 5
Calif. ... 15	Maine ... 2	N. Y. ... 12	Utah ... 1
Conn. ... 6	Md. ... 2	N. C. ... 1	Vt. ... 11
D. C. ... 4	Mass. ... 12	Ohio ... 17	Va. ... 4
Fla. ... 2	Mich. ... 2	Okla. ... 1	Wash. ... 4
Idaho ... 3	Minn. ... 1	Ore. ... 1	W. Va. ... 2
Ill. ... 12	Mo. ... 2	Pa. ... 9	Wis. ... 3
Ind. ... 7	Nebr. ... 4	R. I. ... 1	Alaska ... 2
Iowa ... 2	Nev. ... 1	S. C. ... 2	Hawaii ... 1

Beat the "War Jitters"

☆ To meet and beat the "war jitters," William Moulton Marston, noted psychologist, suggests:

If you can't help the people you feel sorry for, think about something else.

Face the worst thing that can happen and prepare for it.

Recognize that strong might often conquers weak right, and remember that you can neither kill nor reform the devil.

Remember the wars Americans have jittered themselves into and put a stern check-rein on your hates and enthusiasms.

Relieve your unhappy war feelings by doing something—work for Red Cross and refugees; keep tabs on how our defense billions are spent.—*Your Life Magazine*.

NEA Department of Elementary School Principals

☆ MEETING SPECIAL NEEDS OF THE INDIVIDUAL CHILD, the 19th Yearbook of the Department, will be mailed to all 1940-41 members of the Department September 15. Besides this excellent yearbook, members receive the five issues of *The National Elementary Principal* and the services of the Department. The October *National Elementary Principal* will carry a report of the Milwaukee convention, June 30-July 4. Write to headquarters, 1201 Six-

teenth Street Northwest, Washington, D. C., for further information.

Six hundred and seventy-five persons from 40 states attended the Fourth Annual Conference on Elementary Education, which was sponsored by this Department and the School of Education of the University of Wisconsin, Madison, July 8-19. Plans are now going forward for the Fifth Annual Conference to be held immediately following the NEA convention in Boston, during the summer of 1941.

Officers for 1940-41:

President—Isabel Tucker, St. Louis
Vicepresidents—Irvin A. Wilson, LaGrange, Ill.; Marjorie Walters, Cedar Rapids, Iowa; Lester J. Nielson, Salt Lake City; Laura E. Kellar, Milwaukee; Florine H. Howes, Mamoroneck, N. Y.

Executive Committee—Arnold Gregory, Lincoln Park, Mich.; Sarah L. Young, Oakland, Calif.; Elizabeth R. Malcolm, New Haven, Conn.; Robert H. Edgar, Pittsburgh, Pa.

Certification Division—Cassie F. Roys, Omaha, Nebr.

Life Membership Division—Herbert C. Hansen, Chicago

Professional Relations Division—Mason A. Stratton, Atlantic City

Executive Secretary—Eva G. Pinkston, 1201 Sixteenth Street Northwest, Washington, D. C.

We Live Longer

☆ THE AVERAGE LIFE SPAN in this country, according to the Metropolitan Life Insurance Co., is 62.78. In 1901 Americans could expect an average life of 49.24.

Centro de Estudios Pan-Americanos

☆ THE U. S. DEPARTMENT OF STATE has received thru the Embassy at Rio de Janeiro a communication from the Centro de Estudios Pan-Americanos (Ave. Afonso Pena, 759, 30, andar, Bello Horizonte, Minas Geraes, Brazil), announcing its inauguration and requesting that the cultural, scientific, and artistic associations of the United States be informed of its desire to correspond with them and initiate cultural interchange.

Earning and Learning

☆ ATHENS COLLEGE, Athens, Alabama, has established a silk hosiery mill to furnish employment for 150 young people, who work four hours each day to meet the expenses of their college education.

Dates To Be Remembered—

☆ **September 30–October 4** — 25th National Recreation Congress to be held in Cleveland, Ohio. Information may be secured from T. E. Rivers, secretary, Recreation Congress Committee, 315 Fourth Avenue, New York, N. Y.

November 10–16—American Education Week. See page 189.

November 10–16—Book Week. For information address the Publishers' Weekly, 62 West 45th Street, New York, N. Y.

November 21–23 — Twentieth Annual Meeting of the National Council for the Social Studies, a Department of the NEA, at Syracuse, N. Y. Information may be had from the Department at 1201 Sixteenth Street Northwest, Washington, D.C.

December 16–18 — Convention of the American Vocational Association to be held in San Francisco. For information address J. P. Nourse, superintendent of public schools, San Francisco.

February 22–27, 1941—American Association of School Administrators to meet in Atlantic City. See page 190.

April 30–May 3, 1941—NEA Department of Health, Physical Education, and Recreation to hold convention in Atlantic City. For information write to the Department at 1201 Sixteenth Street Northwest, Washington, D. C.

June 29–July 3, 1941 — National Education Association to meet in Boston.

The Future of Civilization

☆ IT IS THE GENERAL cliché in America that the future of western civilization in general, and of democracy in particular, hinges upon the outcome of the battle now raging. Both sides seem to agree upon the point—but that does not make it true. We may be reminded that Napoleon ruled Europe, that France was beaten in 1870, and Germany was crushed in 1919. These military events had enormous [Cont. on p. A-114]



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[Cont. from page A-113] consequences, but civilization did not rise or fall with them. Wisdom, the fruit of an intelligent mind activated by a high heart, is not made irrelevant or obsolete by changes in the political structure, in the economic scheme, or any other environmental change—even disastrous defeat in war. That is why the conspicuous changes technology makes in our lives are often essentially superficial, while the wellsprings of life are not deeply affected. . . . The future of civilization depends more upon the creation of a well-rounded and selfreliant culture than upon the outcome of even such world-shattering events as the European war.—Henry M. Wriston, president, Brown University.

**Spanish, Our Second Most
Important Language**

☆ ONE OF THE THINGS that must be done if we are going to develop the good neighbor policy satisfactorily is to make the Spanish language the second language learned by every school child in this country. We elders had better do what we can, too, no matter how haltingly, to learn this language spoken by so many people whom we must understand.—Mrs. Franklin D. Roosevelt.

Antioch's Health Service Plan

☆ ANTIOCH COLLEGE, Yellow Springs, Ohio, provides complete medical care for its students under an insurance plan costing the students \$15 a year. This fee pays for professional services, medicines, and the use of a fully equipped infirmary. The college physician may call in specialists for consultation or refer the students to outside physicians at the college's expense. Antioch runs on a cooperative plan, and its health service covers periods off-campus as well as on. Outside coverage, however, is limited to emergencies and to the extent of \$200. Seven hundred and fifty Antioch students made 10,000 visits to their clinic last year, receiving for the most part preventive treatment.—Samuel F. Harby, assistant professor of health and physical education, Antioch.

Interests versus Needs

☆ IN FOLLOWING the "interests" of children, extreme progressivism has made a real mistake. It has ignored both organic and cultural imperatives. What difference does it make whether a child is interested in protecting his body against bacteria? He must if he would live. What difference does it make whether he is interested in reading? He must be able to read in presentday America.—Lloyd Cook, Ohio State University.

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NEA-40

Dorothy Canfield Fisher Honored

☆ THE NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN in Education, meeting in Milwaukee in July, awarded its Ella Flagg Young Medal of achievement to Dorothy Canfield Fisher for her contributions to the children of this nation and the suffering children of Europe. As a result of Mrs. Fisher's activity in connection with the Children's Crusade, the children of our nation contributed \$127,000 in pennies to assist the children of Europe.

Proposed Youth Reference Service

☆ A BILL to establish a Youth Reference Service that would "furnish bibliographical, research, and reference assistance to interested persons and organizations with respect to the needs, problems, interests, activities, and attitudes of young people in America" has been introduced by Representative Jerry H. Voorhis in the House [H.R. 9763] and Senator Claude Pepper in the Senate [S. 3987]. At this time there is no library which attempts to collect all the relevant material in the youth field and make it continuously available to persons and organizations interested in youth. The Library of Congress seems the logical place for a Youth Reference Service of national significance. Teachers may well write to their Congressmen, urging passage of the bill.

The First Major Casualty

☆ IN PARLIAMENTARY DEBATE an English lord remarked that "the first major casualty of the war was the national system of education". . . . The "total war" means a complete disruption of all civil life in the combatant nations. A million children had to be moved in England in three to four days . . . one of the greatest mass migrations in all history. . . . Schools without school buildings, teachers without all their pupils, pupils without their own teachers, all without the accommodations of homes they were accustomed to enjoy, children sans books and school supplies, teachers without equipment or aids—all these exceptional events, and more, were the everyday problems of the authorities. . . . Editorially, the *London Times* ruefully admits the large amount of part-time instruction, and its columns teem with complaints from schoolmasters about the "partial paralysis" of education thru the breakdown of compulsory education. . . . The universities have not escaped the pinch of war. University College dropped from 2000 to below 1000; Oxford from 5000 to 2700. . . . England seems well aware that in the "schools in exile" an entire generation, if not ultimate victory, can be imperiled.—Harry N. Rosenfield, Board of Education, New York City. [Cont. on page A-116]

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[Cont. from page A-115]

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The Economic Lessons of the War

☆ MANKIND everywhere is more or less blindly struggling toward the ideal of a Free Society. To achieve that goal the people have set up four great social organizations: religious, educational, political, and economic. A free society is the master—these four social organizations are the servants. Sometimes the church, school, government, and business forget they are the servants and think they are the masters.

Sometimes one organization thinks it should control another. In the past the church and the state were in conflict for control. Today business and the state are in conflict for control. Just as neither of the four social organizations can usurp the sovereign power of a free society, so can neither control the others. All are independent of one another but interdependent; dependent upon the will of a free people.

The farthest advance in social organization is brotherhood in religion, freedom in education, democracy in government, and cooperation in economics. In America we have more nearly reached these goals in religion, education, and government than we have in economics. We are indebted to our forefathers for applying the principles of freedom and equality to the church, school, and government—it remains for us to apply these principles to economics.—E. R. Bowen, editor, *Consumers' Cooperation*.

Dr. Sutton Honored

☆ WILLIS A. SUTTON, superintendent of schools, Atlanta, Georgia, and a past president of the National Education Association received on June 10 from Emory University the honorary degree of Doctor of Laws. Dr. Sutton has been unanimously reelected as Atlanta superintendent and his term extended from three to four years.

War Propaganda and the United States

☆ THIS BOOK, off the press the middle of June, is by Harold Lavine and James Wechsler. Based on the work of the Institute for Propaganda Analysis, it gives facts and names. (Yale Univ. Press, \$2.75.)

Democracy and the Classics

☆ THE GREEKS had a problem of democracy, but it was not our problem. Greek civilization was founded on slavery, and it maintained a robust contempt for the practical arts. Both Plato and Aristotle have gone on record on this point. The chief occupation of the free man, therefore, was to cultivate his own mind, to seek self-perfection. He was, indeed, concerned to protect his spiritual freedom against tyranny on the part of government or ecclesiasticism or tradition. In this sense—and it is an important sense—the great minds of ancient Greece were democratic. But democracy as that quality of life which grows out of the cultivation of common interests and purposes is quite another matter. The Greeks certainly never proposed this kind of democracy as a pattern for culture. As far as I am aware, they never even thought of discussing it. Concentrating on the classics, therefore, is not a method of solving our problem but a device for avoiding it.—Boyd H. Bode.

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New NEA Publications

Promoting World Goodwill in High Schools and thru the Activities of Teachers Organizations is the 1940 report of the Committee on International Relations. Section I describes practices and activities in highschools in which the world citizenship program seems unusually successful. Section II presents a brief summary of the activities of teachers' professional organizations for world goodwill. 39p. 25¢.

How To Organize Teacher Credit Unions is the report of the Committee on Credit Unions, issued in May 1940. This publication is designed for those interested in forming teacher credit unions. 31p. 15¢.

Consumer Cooperatives is the report of the Committee on Cooperatives, 1939 and 1940. The first section of the report is concerned with consumer cooperatives and democracy; the second presents illustrative units and a study guide on consumer cooperatives. 39p. 25¢.

In Married Women Gainfully Employed (June 1940) the Committee on Tenure attempts to set forth the actual facts of the problem and the arguments that have been advanced in favor of and against the gainful employment of married women. Out of the available data it may be possible to suggest a socially sound policy. 31p. 25¢.

The Effect of Tenure upon Professional Growth (June 1940) is the report by the Committee on Tenure of a survey of experience, preparation, inservice training, and contractual status of 1500 summer session students. The survey clearly indicates that teachers in tenure states are not professionally stagnant, that those who participated in the study have obtained more inservice college preparation than have teachers working in states where little or no tenure protection exists. 16p. 25¢.

According to a recent report of the Research Division, public-school employees are to some extent protected by workmen's compensation laws in 42 states and D. C. *Workmen's Compensation Provisions for Public School Employees*, issued in May 1940, presents tabular material showing variations in the benefits provided by state workmen's compensation laws. 42p. Mimeographed. 15¢.

Units in Safety Education, Grades III and IV is the second [Cont. on page A-117]

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[Cont. from page A-117] of a series of three to be issued especially for teachers in elementary schools. Prepared by the Safety Education Projects of the Research Division, April 1940. 64p. 25¢.

» «

Teacher Liability for Pupil Injuries (April 1940) was prepared by the Safety Education Projects of the Research Division because of the many inquiries received as to whether or not teachers are liable in case of accidents. The first part of this review deals with legal hazards arising from the use of corporal punishment. The second treats negligence in school management and instruction. The third part discusses whether or not schoolboards may be sued. Attention is given to legal problems involved in liability insurance. 24p. 25¢.

» «

The February 1940 *Review of Educational Research*, "Social Background of Education," may be obtained for \$1 from NEA headquarters.

The April 1940 *Review of Educational Research*, "The Language Arts," presents the first of a group of five new topics adopted by the Editorial Board of the American Educational Research Association to cover subject fields in the school curriculum. The *Review* may be obtained for \$1 from NEA headquarters.

The June 1940 *Review of Educational Research*, "Teacher Personnel," reviews the research studies made in that field since the issue of the *Review* of June 1937. It may be obtained for \$1 from the NEA.

» «

Staffs and Salaries of State Departments of Education, 1939-40, Educational Research Service Circular No. 5, May 1940, gives information on salaries paid in 1939-40 to employees of state departments of education. Facts are given also on certain personnel procedures affecting these employees. 42p. Planographed. 50¢.

» «

The 1940 report of the Committee on Salaries is entitled *Problems and Principles in the Scheduling of Teachers Salaries*. The Committee examined the available studies of teachers' salaries and salary scheduling; selected what seemed to them to be the more important problems involved; and drafted this statement of principles for use by teachers' committees, boards of education, and administrators in their efforts to improve salary arrangements. 36p. 25¢.

» «

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