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OF THE UNITED STATES**

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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Between Editor and Reader

A NUMBER OF BOOKS have come to the editor's attention recently which many teachers will wish to read. *Schoolmaster of Yesterday: A Three Generation Story 1820-1919*, by Millard Fillmore Kennedy and Alvin F. Harlow [Whittlesey House, \$2.75], is a good book for reading aloud, filled with interesting incidents which help one to understand the great development which has taken place in the schools and in our country.

Make Way for the Mail by John J. Floherty [J. B. Lippincott Co., \$2] is the kind of history that should be available to every American. It is an inspiring, well-illustrated account of the initiative and efficiency of a great government enterprise, which should help to refute the myth that private business is more efficient than public.

War Propaganda and the United States by Harold Lavine and James Wechsler [Yale University Press, \$2.75] shows what the propagandists are doing in this present war to influence the U. S. in favor of their separate causes.

A Foreign Policy for America by Charles A. Beard [Alfred A. Knopf, \$1.50] should be read as an offset to the rather one-sided presentation which comes to Americans thru most newspapers and radio.

In Blood and Ink by Maury Maverick, one of the attractive inexpensive Modern Age books [75¢], is a discussion of the life and documents of American democracy, which belongs along with Marsh's *American Canon* [see this column in THE JOURNAL for January 1940.]

Any or all of these books may be had at the prices indicated from Consumers' Book Cooperative, Inc., 118 East 28th St., New York City.

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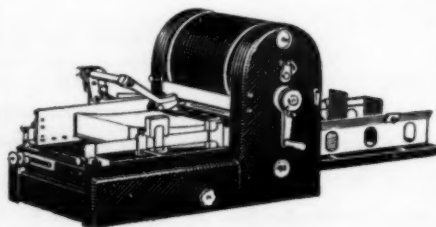
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THE NATION'S DUTY TO ITS YOUTH

EDITORIAL NOTE—The following letter, which was sent early in September by NEA President Donald DuShane and Chairman Sidney B. Hall to members of the NEA Legislative Commission, deserves the active attention of every member of the Association:

Dear Fellow-worker: Under present circumstances there is important action regarding federal aid for education that ought to be taken at this time by educators and lay friends of the schools thruout the nation. We have launched upon a program of *total defense* including preparedness in our whole technical, industrial, agricultural, moral, spiritual, and physical life, along with our military, naval, and air armaments, materials, equipment, and manpower.

We are about to launch upon a program of selective service in our armed forces. Thru this program we will set aside (as the American Youth Commission points out) a group of our most promising young men "who will be trained to kill and to take the risk of being killed in order that the democratic community of free people may continue to exist. When the obligation of the citizen to the state is thus carried to the utmost extreme of duty that can be asked of him, *it is imperative for all of us to re-examine the extent to which the state is carrying out its obligations toward the citizen.*"

Now is the time to consider what is required for a program of *total defense*. Many things are necessary, but certainly high attainments in health, morale, knowledge, skill, and physical fitness by our people, and especially by our youth, are absolutely essential. The nation is certainly dependent upon a universal program of free efficient public education for such attainments. To attempt a program of *total defense*, if it is to be more than a temporary expedient, and at the same time to neglect our public schools is absurd and an utter futility. *No straight-thinking person believes that it is fair, just, or safe for the nation to reserve the right to draft the lives of its citizens and at the same time fail to keep open to every child and youth, of whom the supreme sacrifice may be demanded, a fair standard of educational opportunity.*

Granting the value of contributions of the federal government to education thru grants and loans for school buildings, aid for vocational education and re-

habilitation, student aid from the NYA, and the support of educational facilities in CCC camps, the people and the Congress need to be keenly aware that there is now urgent need for our government to take positive action to create more equitable educational opportunity thru the public elementary and highschoools. In the words of the President's Advisory Committee on Education: "The educational services now provided for a considerable percentage of the [nation's] children are below any level that should be tolerated in a civilized country." And again, "Unless the federal government participates in the financing of schools, and related services, several millions of children in the United States will continue to be largely denied the educational opportunities that should be regarded as their birthright." These are statements of fact, not political oratory.

For two years now, legislation to provide for federal aid to the states for education has been pending in the present Congress. Altho the bill is pending on the Senate Calendar after approval by the Committee on Education and Labor, no further action has been taken. The House Committee on Education has refused to do so much as to grant a hearing on this vital subject.

We are now approaching the national election in November. All Congressmen and one-third of the Senators are up for election. *It is essential that the candidates for the House and for the Senate be contacted in behalf of federal aid for education.* Every legitimate effort to pledge candidates to support and work for legislation to provide financial aid to the states for equalizing educational opportunity, reserving the control of education to the states, should be made. Written statements should be obtained from every candidate. When the next session of Congress opens, we should know what to expect of every member with respect to the responsibility of the federal government for educational opportunity for all American youth.

We urge you to take such steps as you think wise to enlist the cooperation of all the forces in your state friendly to public schools, to impress upon candidates the urgency of the situation, and to obtain pledges of support wherever possible. Please keep us informed of your activities in this respect and report to us the results you obtain.

A CREED of DEMOCRACY

For Discussion with Your Students

WE BELIEVE IN AND WILL ENDEAVOR TO MAKE A DEMOCRACY WHICH:

- [1] *Extends* into every realm of human association.
- [2] *Respects* the personality of every individual, whatever his origin or present status.
- [3] *Insures* to all a sense of security.
- [4] *Protects* the weak and cares for the needy that they may maintain their self-respect.
- [5] *Develops* in all a sense of belonging.
- [6] *Protects* every individual against exploitation by special privilege or power.
- [7] *Believes* in improbability of all men.
- [8] *Has* for its social aim the maximum development of each individual.
- [9] *Assumes* that the maximum development possible to each individual is for the best interest of all.
- [10] *Provides* an opportunity for each and every individual to make the best of such natural gifts as he has and encourages him to do so.
- [11] *Furnishes* an environment in which every individual can be and is stimulated to exert himself to develop his own unique personality, limited only by the similar rights of others.
- [12] *Assumes* that adults are capable of being influenced by reason.
- [13] *Appeals* to reason rather than force to secure its ends.
- [14] *Permits* no armed force that is not under public control.
- [15] *Implies* that a person becomes free and effective by exercising selfrestraint rather than by having restraint imposed upon him by external authority.
- [16] *Imposes* only such regulation as is judged by society to be necessary for safeguarding the rights of others.
- [17] *Assumes* that all persons have equal rights to life, liberty, and the pursuit of happiness.
- [18] *Guarantees* that rights and opportunities accorded to one shall be accorded to all.
- [19] *Insures* standards of living in which every individual can retain his own self-respect and unabashed make his peculiar contribution to the society in which he lives.
- [20] *Does not* tolerate an enduring social stratification based on birth, race, religion, or wealth, inherited or otherwise acquired.
- [21] *Recognizes* a desire on the part of people to govern themselves and a willingness to assume responsibility for doing so.
- [22] *Holds* that government derives its powers solely from the consent of the governed.

[23] *Tests* the validity of government by its effort and success in promoting the welfare of humanbeings.

[24] *Lays* on individuals an obligation to share actively and with informed intelligence in formulating general public policies.

[25] *Requires* that the responsibilities and activities of citizenship be generally held to be among the highest duties of man.

[26] *Holds* that men deserve no better government than they exert themselves to obtain.

[27] *Believes* that the decisions concerning public policies made by the pooled judgment of the maximum number of interested and informed individuals are in the long run the wisest.

[28] *Weights* all votes equally.

[29] *Has* faith that an individual grows best and most by actively and intelligently exercising his right to share in making decisions on public policy.

[30] *Permits, encourages, and facilitates* access to information necessary to the making of wise decisions on public policies.

[31] *Provides* free education from the beginnings of formal schooling as long as it may be profitable to society for each industrious individual to continue.

[32] *Attempts* a general diffusion among the people of the ideals, knowledge, standards of conduct, and spirit of fair play which promote a sense of equality.

[33] *Permits* the unhampered expression of everyone's opinions on public policy.

[34] *Guarantees* the right of free expression of opinions on all matters, subject to reasonable libel laws.

[35] *Implies* that all who are bound by decisions of broad public policy should have an opportunity to share in making them.

[36] *Demands* that minorities live in accord with the decisions of the majority, but accords the right to agitate peacefully for the change of such decisions.

[37] *Exercises* tolerance to others without sacrificing the strength of conviction favoring different notions and practices.

[38] *Accepts* representative government as an economy necessitated by the size of the population.

[39] *Delegates* responsibility to individuals chosen by the people for their peculiar competence in defined areas of action, but retains the right to withdraw this authority.

[40] *Develops* a steadily increasing sense of obligation to a constantly enlarging social group.

[41] *Induces* a willingness to sacrifice personal comforts for the recognized general welfare.

[42] *Stimulates* a hope of constant betterment and provides means which the ambitious and earnest may use.

[43] *Encourages* constant reappraisal of things as they are and stimulates a hope that leads to action for their betterment in the future.

[44] *Uses* peaceful means for promoting and bringing about change.

[45] *Holds* that the fundamental civil liberties may not be impaired even by majorities.

[46] *Permits* unrestrained association and assembly for the promotion of public welfare by peaceful means.

[47] *Recognizes* and protects the right of individuals to associate themselves for the promotion of their own interests in any ways that are not incompatible with the general welfare.

[48] *Grants* the right to labor at work of one's own choosing, provided it does not interfere with the interests of society.

[49] *Guarantees* the right to enjoy the fruits of one's honest labor and to use them without molestation after paying a part proportionate to wealth or income to the cost of necessary government and general welfare.

[50] *Encourages* individual initiative and private enterprise insofar as they are compatible with the public weal.

[51] *Maintains* human rights to be more important than property rights.

[52] *So regulates* the natural resources of the country as to preserve them for the widest use for the welfare of all the people.

[53] *Insures* freedom of movement.

[54] *Guarantees* a legal assumption of innocence until proof of guilt, definite charges before arrest and detention, and open and speedy trial before a jury of peers, with protection of rights by the court and by competent counsel.

[55] *Guarantees* freedom from persecution by those in authority.

[56] *Provides* that no individual be deprived of life, liberty, or property without due process of law.

[57] *Permits* worship according to the dictates of one's conscience.

[58] *Separates* state and church.

[59] *Provides* such security, freedom, opportunity, and justice for all of its members that they will be qualified and ready, if circumstances require, to sacrifice in defense of its way of life.

[60] *Renews* its strength by continued education as to its meanings and purposes. —Statement issued by the faculty of Teachers College, Columbia University, August 1940. See page 223.



Courtesy, Washington Post

EDITORIAL NOTE—The following material is taken from the new book issued by the Educational Policies Commission under the title "Learning the Ways of Democracy: A Case Book of Civic Education." This new volume, the largest and one of the most significant of the publications of the Policies Commission, may be ordered for delivery in early October, \$1 per copy, less discounts of 10 percent for 2-9 copies; 25 percent for 10-99; and 33⅓ percent for 100 or more. Additional material from this volume will appear in future issues of THE JOURNAL.

[1] *Democratic education has as its central purpose the welfare of all the people.*

This purpose of general welfare takes precedence over every claim to special privilege, regardless of the source or character of such claims.

While the concern of democratic education with general welfare rightly commences with the welfare of pupils, it does not end there. Democratic education seeks to broaden the understandings and sympathies of pupils, so that they become responsibly concerned for the welfare of people outside their own face-to-face groups, and particularly for people less fortunate than themselves or less able to act in their own behalf. Democratic education also deals directly with matters of community and national welfare in programs for both children and adults.

[2] *Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.*

Each person, by virtue of his membership in the democratic community, is entitled to learn the things best suited to his particular needs, to share in determining the purposes of education, to exercise the leadership of which he is capable, and to take part freely in the social life of the school.

The HALLMARKS of DEMOCRATIC EDUCATION

[3] *Democratic education respects the basic civil liberties in practice and clarifies their meaning thru study.*

Chief among these liberties are the right to have access to reliable information, the right to form one's own opinions and to express them freely thru discussion, publication, and the ballot, the right to seek to persuade others, the rights of peaceable assembly, petition, and freedom in religion, and the right to impartial justice in accusation, trial, and judgment. The enjoyment of these liberties is the right of every American citizen. Hence, whatever may be the child's legal status of dependency, these are morally the child's rights also. The school for democratic citizenship will show proper regard for these liberties in every relation with the child.

[4] *Democratic education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.*

To speak of liberties without reference to the economic necessities of life, to speak of democracy without reference to political institutions, is, as Charles A. Beard has said, "to speak of shadows without substance." Democratic schools accordingly should devote much time to the study of such matters as the history and operation of our political institutions; the rise and structure of our economic system; the political and economic systems which are competing with democracy on the world scene; distribution of employment, goods, and services; health, housing, and social insurance; and any other conditions which affect the ability of American citizens to enjoy "the blessings of liberty."

[5] *Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education.*

This right is extended to children as well as adults, but is limited to suit the maturity and experience of pupils. Since one aim of democratic education is to develop capacity to take part efficiently in group policy-making, the pupils' share increases with their ability.

[6] *Democratic education uses democratic methods, in classroom, administration, and student activities.*

It also recognizes the need for developing skill in the use of democratic methods, and provides opportunity for wide-spread practice with such tools of democracy as the ballot, representative government, public discussion, the press, and group action.

[7] *Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibility.*

It gives pupils wide experience in the selection of leaders on the basis of their qualifications for the jobs to be done, and in the use of leaders after they have been chosen. It seeks to discover the particular abilities of each child, and to utilize these talents in the service of the group. It esteems the knowledge and skill of the expert and makes full use of his services, yet does not permit him to supplant the group as the source of final authority.

[8] *Democratic education teaches thru experience that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.*

This is the lesson of democratic discipline, the learning of which is a long and difficult process that cannot begin too early. Failure to teach this lesson will invite the imposition of autocratic discipline in every time of crisis, with a consequent weakening of democracy.

[9] *Democratic education demonstrates that farreaching changes, of both policies and procedures, can be carried out in orderly and peaceful fashion, when the decisions to make the changes have been reached by democratic means.*

Democratic education is of all types most responsive and adaptive to change. Frequent review and evaluation of policies, freedom of speech and press, and majority decisions accompanied by protection of the rights of minorities make violent change unnecessary and orderly change practicable.

[10] *Democratic education liberates and uses the intelligence of all.*

It encourages free inquiry and inventiveness as indispensable means to social progress. It promotes a deep and abiding faith in the potential wisdom and goodwill of the masses of the people. It devotes itself unremittingly to the task of evoking these latent powers among all classes and conditions of men.

[11] *Democratic education equips citizens with the materials of knowledge needed for democratic efficiency.*

Individual and social progress depend upon the intelligent use by each new generation of the intellectual heritage of the past. That heritage, however, is too vast to be transmitted in whole. Choices must be made, and choices should be guided by clear principles. Out of the store of knowledge, and especially from the natural and social sciences, democratic education selects that information most needed for efficient democratic life today, and makes this available to young and old alike.

[12] *Democratic education promotes loyalty to democracy by stressing positive understanding and appreciation and by summoning youth to service in a great cause.*

Democratic education seeks to give young people clear understanding of the meaning of American democracy, deep appreciation of the struggles and costs by which it has been achieved, satisfying experience in democratic living, and full awareness of the forces against which democracy must contend today. It eschews appeals for blind and thoughtless allegiance as a means of winning devotion. Rather, it seeks to build a deep and lasting loyalty to democracy by holding before youth the challenging vision of an unfinished task—the building in these United States of a society and culture with “liberty and justice for all.”

TO EDUCATION FALLS THE TASK OF MAKING THE DEMOCRATIC SPIRIT PREVAIL

These are the marks of the democratic spirit in education. This spirit is as old as man's first concern for the well-being of his fellowman. It is born anew each time a group takes as its first goal the welfare of each of its members. It does not originate in a political system or a social-status pattern. It does not emerge from a ballot box or a bill of rights. It does not first see the light of day in congresses or courts of law. It does not spring full-panoplied from the folds of a revolutionary banner. It comes instead from the hearts of those millions of men who are willing to suffer something of inconvenience and weariness, hunger and pain, that the burden of the other fellow's inconvenience or weariness, hunger or pain, may be lightened. If it be said that this is merely the Golden Rule in simple, straightforward action, the follower of democracy will not quarrel with that interpretation.

In the schools as elsewhere, democracy is no easy path. It is a hard road and one which some members of the group may wish to reject in favor of the smooth, straight tunnel of autocracy where no man has worth in himself, where education is a process of learning to obey orders automatically, and where motivation is a simple matter of dodging a club and moving in the direction indicated by a whiplash. The man who scorns to enter that tunnel, the man who is not easily frightened by difficult and dangerous jobs, has his way clear before him. He must feel with and for all his fellows, try to understand them, work to inform and inspire them, and seek to be informed and inspired by them.

The problem of making the democratic spirit prevail in these dark days of hostility and uncertainty falls chiefly to education. The reformer may cry that it is a social problem; the financier may hold that it is an economic problem; the politician may claim that it is a problem of statecraft; and the escapist may fold his hands and murmur resignedly that it is a problem which can be solved only by the inexorable march of destiny. But the basic problem, underneath its social, economic, political masks, is forever and always, simply and completely, the problem of modifying human behavior by the method of education. A would-be democracy which fails in time to grasp this principle and to act upon it intelligently and decisively is doomed. Its back is against the wall, the bandage of selfimposed ignorance is over its eyes, and the fingers of invited autocracy are tightened on the triggers of the firing squad.

BALANCE SHEET of EUROPE'S WAR

AT THE CLOSE of Europe's first year of war, the outcome of that conflict, which has cast a shadow over other continents, remains in the balance. When France and Britain, on September 3, 1939, declared themselves in a state of war with Germany, their action was motivated as much by profound psychological fatigue with the recurring crises to which Europe had been subjected since 1933, as by the resolve to check further German expansion.

Allies' insistence on status quo—The passive attitude first adopted by the Allies toward their war with Germany corresponded to their passive attitude during the preceding twenty years of "peace." During that period, when a forward-looking program of reforms might well have captured the imagination of European youth, and harnessed their energies to constructive instead of destructive tasks, the main program offered by France and Britain was maintenance of the *status quo*, which was opposed by Germany and Italy, and accepted, rather than enthusiastically supported, by other countries of the continent.

The high hopes which had buoyed up the Allied peoples in 1919—that the League of Nations would gradually alleviate the political and economic problems of Europe and the world—had remained unfulfilled. The failure of the Allies to press for reconstruction of Europe once victory was in their hands created the belief in dissatisfied countries that Britain, France, and France's satellites in Eastern Europe were opposing changes not because of high moral considerations, but because such changes might prove to their disadvantage. Receiving no leadership from the Western powers, divided among themselves by jealousies and intrigues, Europe for at least a decade lived in a state of suspended animation, from which it was aroused only by the resurgence of a militant Germany.

In the moral vacuum created by the apparent bankruptcy of Western ideas, Hitler launched a dynamic program which envisaged the reorganization of Europe under the leadership of Germany, the reduction of France to the

Vera Micheles Dean

position of a third-class power cut off both from its allies in the East and from its Empire overseas, and the exclusion of Britain and the United States from European affairs. Having first allowed Germany to strengthen its military and strategic position by the absorption of Austria, the breakup of Czechoslovakia, the test of arms in Spain, the formation of an alliance with Italy, and the conclusion of a non-aggression pact with Russia, the French and British governments—finally yielding to the pressure of public opinion at home and in the United States—made a stand on Poland, which they were not in a military position to defend. But even when Britain and France took up arms against Germany, the only alternative they offered Europe was the hope of inflicting another defeat on the Reich, and restoration of the *status quo*.

The Allies hoped to overcome Germany by an economic blockade, with a minimum of actual warfare. But under cover of the Siegfried Line the Reich, having effected the partition of Poland on September 28, began to reorganize Europe east of the Rhine on a basis adapted to its war needs. While the Allies continued "business as usual," in expectation of an internal German breakdown, the Nazis perfected their military preparations. In April they occupied Denmark and invaded Norway, successfully checking Allied attempts to eject them from Norwegian territory. They invaded the Low Countries on May 10, conquered the Netherlands and Belgium between May 14 and May 28, invaded France and, on June 22—Italy having meanwhile entered the war—imposed on the Pétain government the armistice of Compiègne. After ten months of war Germany, thru either outright military domination or political and economic influence, controlled the entire continent, except for the European part of Russia, and seemed on the point of crowning its victory by a decisive attack on Britain.

German hegemony challenged by Britain—German hegemony of the con-

tinent, however, is still challenged by two European powers—Britain and the Soviet Union. Having been forced by Germany's victories to liquidate virtually all its continental commitments, Britain has concentrated its military and economic forces in the British Isles, from which it is not only resisting German air attacks, but has begun to deliver systematic blows at Germany, Italy, and German-held territory. Germany, in turn, continues its air attacks on Britain, designed to cripple British industry, disrupt British shipping, and demoralize the British people. In its efforts to resist Germany, Britain is receiving steadily increasing aid from its Dominions and is drawing on the expanding industrial resources of the United States; while Germany is exploiting the resources of the European continent, notably the Balkans, which it has sought to pacify by dictating disposition of controversial territories which might otherwise have provoked conflicts between the Balkan countries.

While Britain has been resisting Germany in the West, the Soviet Union has been attempting to improve its strategic position by the incorporation into its territory of Estonia, Latvia, and Lithuania; the conquest of eastern Finland; and the acquisition from Rumania of Bessarabia and Northern Bukovina. These Soviet conquests, achieved with a minimum of bloodshed except in the case of Finland, were apparently made with the consent, explicit or tacit, of the German government. The Germans, however, seem determined to check further Russian advances into the Balkans; and the economic assistance the Reich had hoped to obtain from the Soviet Union in the form of food and oil supplies has fallen short of German expectations. Yet it would be a mistake to establish a connection between Britain's resistance to Germany, and Russia's efforts to improve its defensive position in case of further Nazi expansion to the east. The Soviet Union, like Germany, would derive tangible benefits from the breakup of the British Empire, whose interests have clashed with those of Russia for a century in the Near and Middle East.

Europe seeks new order—Meanwhile, profound changes are taking place in Europe, which may completely alter the fabric of European life no matter what the outcome of the present conflict. Disillusionment with the institutions and practices of democracy has swept the entire continent, including France, where there is a tendency to reconsider France's policy since the rise of the German Empire in 1870, and to undertake a reorientation which would detach France both from Britain and Russia, and bring it into collaboration with the new order contemplated by Germany.

At the same time, few illusions remain in conquered countries, even among Nazi sympathizers, that this new order will necessarily prove more desirable, more humane, or more constructive than the "dictate" of Versailles. If the settlement imposed by Russia on the Baltic countries, or by Germany and Italy on Rumania, are to be taken as a foretaste of Europe's future, then it would be difficult for those who have denounced the "imperialism" of "demo-plutocracies" to assert that the new order proposed by totalitarian dictatorships offers something new in terms of relations between nations.

This violent disillusionment with both old and new, this widespread discrediting of all existing values, may produce either a state of anarchy or a state of apathy. In either case, as happened in pre-Hitler Germany, the way would be opened to the assumption of power by men who, whatever their defects, claim they have concrete ideas and, especially, concrete hopes to offer to the European masses. In the supreme test which all systems and ideologies—Nazism and Communism, no less than democracy—are undergoing today in Europe, the Western peoples still have as good an opportunity as Germany, or Italy, or the Soviet Union to provide a rallying-point for human endeavor. But the rallying-cry cannot be merely restoration of the *status quo*. It must reveal comprehension, on the part of the Western peoples, that the present conflict was precipitated not merely by the intransigence or greed of Germany—that it has deeper causes for which the West, too, is responsible, and which the West, too, must undertake to correct.—From the *Bulletin* of the Foreign Policy Association, 22 East 38th Street, New York City.

War and the Teacher

H. G. STEAD

THE TOTALITARIAN STATE has made war the fulltime occupation of all its citizens, including the children. Must the democracies follow suit? Or is a democracy forced to adopt totalitarian methods in order to counter a totalitarian threat? If it is, does this not mean that democratic education will have to be replaced by totalitarian dragging of children into standardized activities and modes of thought?

If totalitarian methods are essential to combat totalitarian threats, can children who have been subjected to such methods be expected to take a constructive part in the building of that new post-war society, the development of which is the expressed peace aim of most people? The answer to this last question can only be a decided negative, and if we are in earnest over our main peace aim, the answer to the first question must be an equally emphatic negative. The children must *not* be just units in a totalitarian war. The schools must not be extensions of the barracks and munition works.

Teachers should have a proper sense of the importance of their work. It is not desirable that teachers should so exhaust themselves in various forms of war work that their teaching suffers in vitality. Some extra effort has to be made by everyone, but teachers should so regulate this additional effort that their teaching work, which will call for increasing effort and become increasingly difficult, does not suffer in quality.

Nor should men teachers feel that work in the schools is of less importance than other forms of national service. When the country decides that men of certain age groups must join the forces and teachers are included in these groups, the teachers will respond. But until that time comes, the teacher's place is in the schools. If winning the war is to be achieved at the cost of losing the peace, we might as well lose both.

Dangers threaten to arise from another direction. There is a tendency to look upon schools as ready-made groups for war propaganda and war efforts. Schools cannot remain aloof from the

life of the community of which they are a part, but to admit this is far from admitting that the purpose of the school is to be subordinated to the *war* purpose of the community. This tendency shows itself in an insistence that time should be found for activities directly or indirectly concerned with the war effort, and means a subtle change in emphasis in the curriculum and shifting of the balance, and ultimately a silent variation in the whole purpose of education.

Changes in the curriculum there are bound to be and are of two types:

[1] Essential changes, the major group of which include those necessary to counteract the increasing strain which the war inevitably places upon children. Subjects will change, but more frequently it is the *emphasis* on subjects that must be varied. Free activities, art, games, music, drama, dancing, and so on, are probably the essentials of a war-time curriculum, for in them the children find relief from emotional tension. Another group of changes comes from the fact that the materials in general use in schools are no longer available and substitutes have to be devised. Some domestic science is being affected by this factor, and also woodwork and metalwork.

[2] Expedient changes, which comprise those activities which are directly or indirectly affected by war needs, such as food production, war-time cookery, knitting, etc. The criterion to be used is simple. Can the activity be made to serve the genuine purpose of the school, *i.e.*, will it help in the development of people suitable for the democratic mode of life?

Teachers have a great and difficult duty in war time. More than any other section of the community they are the guardians of the future. For when armies melt away and the noise of battle dies down, it will be the products of the school who will have to repair the damage done. And this duty of the teachers involves a jealous guardianship of the proper function of schools and education.—From *The Schoolmaster and Woman Teacher's Chronicle*, published in London.

Men Behind the Men Behind the Guns



"The advance guard of the unsung army"

EARLY in July four people sat down together in a lunch-room of a large American city. The slim chap of twenty, dark, bright-eyed, was obviously of foreign extraction.

The quiet man, in his late thirties, had been a salesman but that was more than ten years ago. The grey-haired man in glasses was a machinist by trade but since 1930 he had been mowing lawns, driving a cab. The fourth member of the group, who looked like any average college sophomore, had graduated from highschool in 1938, and had since been looking for a job.

The day before, these able-bodied Americans had little to look forward to. Now you could see the light of hope in their eyes. Each had a card in his pocket which showed he had been accepted, after a long, friendly interview concerning his background, for a summer course in a vocational school.

Today those four men, representative types of thousands of others, are standing before a lathe or a bench or wielding a blow-torch, with a fine chance of having a job at the end of a six- or eight-weeks' course. They are part of the 92,471 in 434 cities making up the advance guard of the unsung army, the men behind the men behind the guns—a vital part of America's national defense program.

And the record of putting those men into training is a speed record in national defense. Here is a thumb-nail chronology of this achievement:

June 23, 1940—Congress appropriates 15 million dollars for a summer training program in schools and colleges for workers essential to national defense industries.

June 26—John W. Studebaker, U. S. Commissioner of Education, calls a meeting in his office in Washington of state representatives of vocational training.

June 27—The President signs the appropriation act.

July 1—A number of schools, already

HILMAR R. BAUKHAGE

NBC Commentator on Foreign and Domestic Affairs

geared to the emergency, start immediately enrolling classes.

July 15—30,000 learners bending over blueprints, benches, and lathes.

July 31—80,614 enrolled.

August 15—92,471 enrolled.

That is a record remarkable in these days when it is popular to jeer at democracy for its delays. This is a story of how the American way can be made to work when there is a will behind it.

Back in 1939 the President asked the Office of Education of the Federal Security Agency to prepare a statement as to what could be expected of the country in the way of training skilled workers in these industries essential for defense:

Aircraft	Sheet metal
Machine tools	Woodworking
Shipbuilding	Chemicals
Automotive	Ammunition
Electrical	Ordnance
Forging	Boiler and heavy
Foundry	steel plate
Light manufacturing	

Thru the Vocational Division of the Office of Education, with the cooperation of the vocational school officials of the states, a survey was made. It listed approximately 1200 vocational schools; 7000 skilled teachers; virtually all formerly engaged in industry; a billion dollars worth of plant and equipment that could be used in defense training.

"How many workers per year could you train and for how much?" the President asked.

"Seven hundred fifty thousand workers per year could be trained," was the reply, "without disturbing the course of the regular enrolment of the schools. The cost: \$63,600,000."

"All right," said the President, "we'll have a sample first. What would it cost to run a summer course when most of the schools are closed and equipment and instructors idle?"

"That," said the Office of Education, "would take \$15,000,000."

Congress appropriated the amount and the President signed the appropriation. At this point the real democratic

processes had a chance to show their stuff. The vocational schools in the states were ready to act in the democratic way with the help of some 1400 local advisory committees made up of men in local communities representing local labor and employer groups.

This emergency program appropriation of 15 millions will carry the courses thru October. Meanwhile, as this article goes to press, the President has recommended and the Congress is considering appropriating an additional \$44,000,000 so that the schools may provide the full year's course, using night shifts if necessary, as done in some cases now.

There isn't much doubt that the program will be extended. One remarkable phase has been the quick placement in jobs of these summer learners even before completion of the course. Unofficial estimates indicate 15,000 by September 1. This figure is partly explained by our grey-haired friend in glasses, who was already a trained mechanic. But he hadn't had a chance to work at his trade for nearly a decade. He had completely lost confidence in his ability. In less than a week at school, in 30 hours of retraining, his old skill came back. The instructor saw in a minute the man's worth and in cooperation with the employment officer got this rejuvenated worker and his work together.

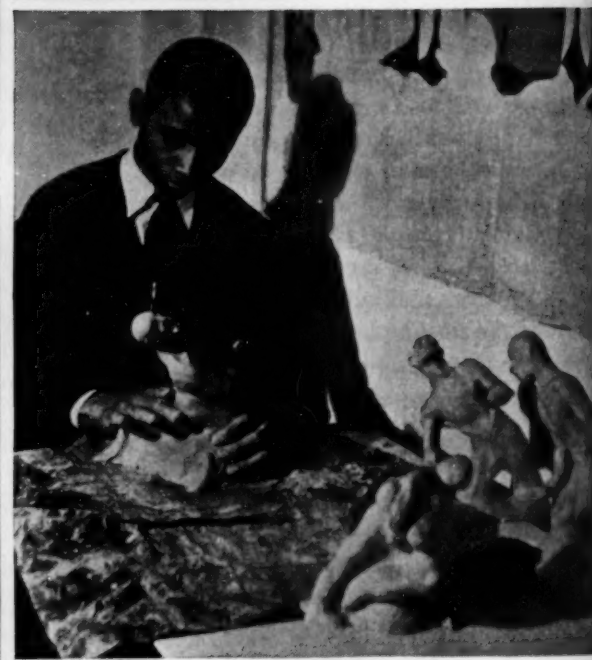
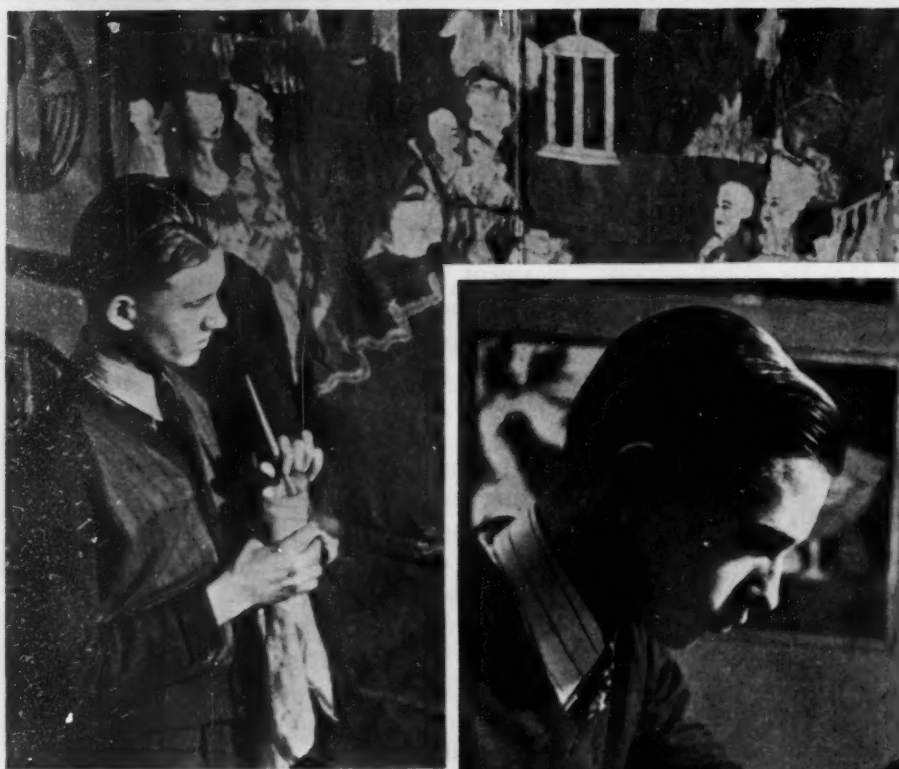
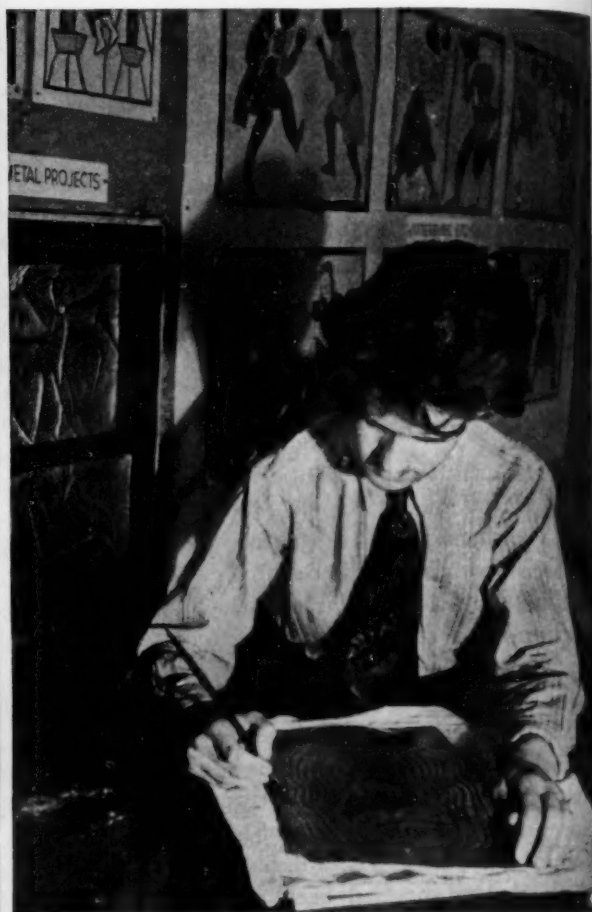
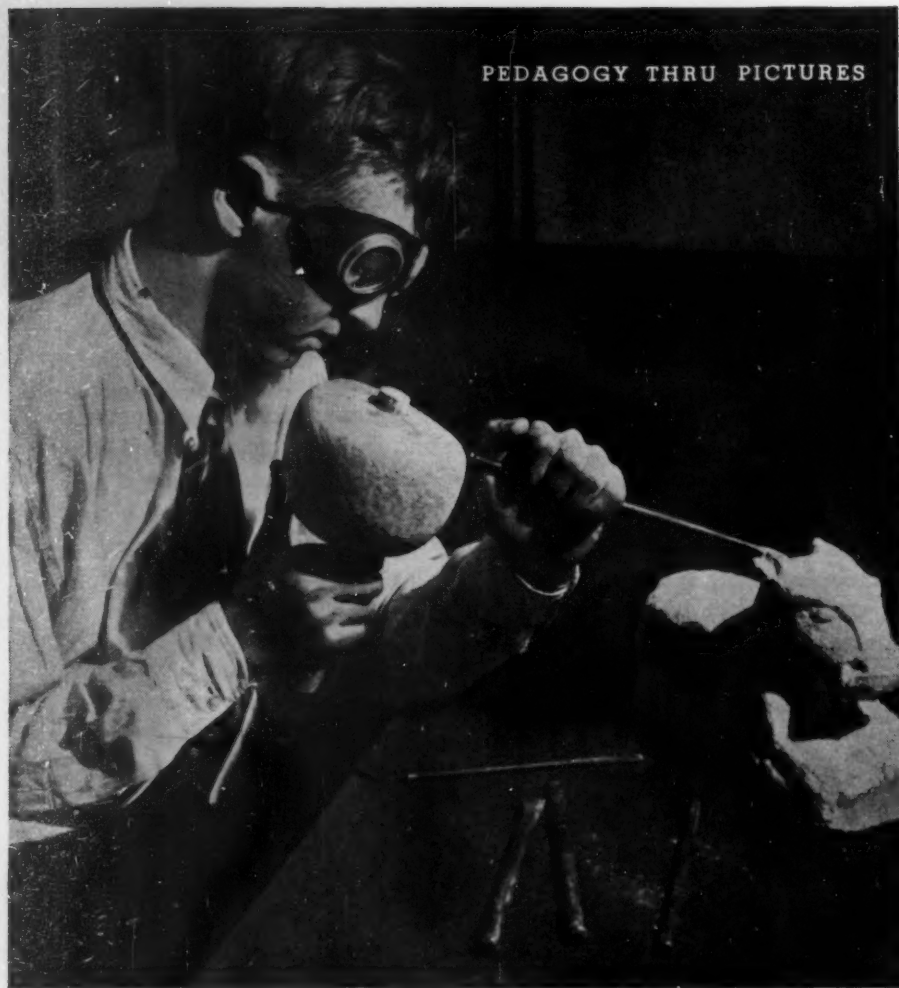
It is surprising how natural skill with the hands is discovered in these courses. I saw one former artist—I don't know how good an artist but he hadn't been able to make a living at it—at work making simple wood patterns which are used in the "forming," that is bending metal for certain parts of an airplane. He was doing excellent work.

Of course that isn't all they teach in these courses. A man must be able to read a blue-print and work from it. He has his turn at pattern-making. In the machine shop, his work must maintain a precision down to one-thousandth of an inch. When he leaves, he isn't a one-job automaton. He has a background; he has developed a skill; and he has proved that he has a knack. He won't be a square peg in a round hole. That's why he's valuable and why he's hired.

PEDAGOGY THRU PICTURES

Art for the Gifted Child

PROVIDED IN SPECIAL CLASSES BY ST. LOUIS SCHOOLS



St. Louis young people talented in art are excused from regular class-work a half day each week for instruction in special art classes. Each pupil works in the medium he prefers and is allowed to proceed at his own rate of ability. Here we see boys carving stone; tooling copper from an original drawing; making a wall-hanging in tempera; making a mosaic. Negroes have done some of the most creative work.

IN A SMALL CHURCH in the Middle West a quarrel was going on over a new organ. An old deacon when asked how he stood on the controversy, drew himself up and said: "I have not made up my mind but when I do I shall be very bitter."

Most persons tend to become bitter over issues involving their strong convictions. Propaganda based on these prejudices may be so charged with bitterness or with a feeling of holy exultation that people are swept into emotional frenzies and hysterias. Today America is beset by a confusion of conflicting propagandas; charges and countercharges assail us continually thru press, radio, and newsreel. These propagandas are disseminated by political parties; labor unions; business, farm, patriotic organizations; churches; schools; other agencies; also by word of mouth.

What Is Propaganda?

PROPAGANDA is expression of opinion or action by individuals and groups deliberately designed to influence opinion or actions of other individuals or groups with reference to predetermined ends. Propaganda differs from scientific analysis. The propagandist is trying to "put something across," good or bad, whereas the scientist is trying to discover relationship between relevant facts. Often the propagandist does not want careful scrutiny or criticism; he wants to bring about a specific action. Because the action may be socially beneficial or socially harmful, it is necessary to focus upon the propagandist and his activities the searchlight of scientific scrutiny. Socially desirable propaganda will not suffer from such examination, but the opposite type may be detected and revealed for what it is. Many persons would deal with opinions or propagandas they dislike by suppressing them, with violence, if need be. But suppression of unpopular opinions or propagandas is contrary to democratic practices. One way to find out is by analysis and classification.

To deal with propaganda by suppression thru federal legislation would violate the Constitution of the United States. "Congress shall make no law respecting an establishment of religion,

PROPAGANDA ANALYSIS

CLYDE R. MILLER
Executive Secretary
INSTITUTE FOR
PROPAGANDA ANALYSIS

PERSONAL
GROWTH
LEAFLET
NUMBER
114

or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances." These freedoms are the essence of democracy. In terms of them, we should subject propagandas to scientific analysis and seek to indicate whether or not they conform to American principles of democracy.

Propaganda and Democratic Principles

DEMOCRACY has four parts, set forth or implied in the Constitution and federal statutes:

[1] *Political*—Freedom to vote on public issues; freedom to discuss those issues in public gatherings, in press, radio, and movies.

[2] *Economic*—Freedom to work and to participate in organizations and discussions to raise living standards.

[3] *Social*—Freedom from oppression based on theories of superiority or inferiority.

[4] *Religious*—Freedom of worship, with separation of church and state.

With these freedoms are associated responsibilities. With freedom of the press goes responsibility for accuracy in news. Analysis of propagandas associated with these freedoms and responsibilities will help prepare young people for responsible citizenship.

Seven Propaganda Devices

OFTEN we are fooled by propaganda because we don't recognize the technics

of propagandists. We detect propaganda more readily if we are familiar with seven devices: [1] *Name calling*; [2] *glittering generalities*; [3] *transfer*; [4] *testimonial*; [5] *plain folks*; [6] *card stacking*; [7] *band wagon*. These devices work most effectively when we are too lazy to think for ourselves. They tie into emotions which sway us "for" or "against" nations, races, religions, economic policies, and political parties, platforms, and candidates. With our emotions stirred, it may be fun to be fooled by these propaganda devices, but it is more fun and infinitely more to our own interests to know how they work. Lincoln must have had in mind citizens who could balance emotions with intelligence when he said, ". . . but you can't fool all of the people all of the time."

Name Calling Device

NAME CALLING appeals to our hate and fear. The propagandist gives "bad names" to those individuals, groups, nations, races, policies, ideals which he would have us condemn and reject. For centuries the name "heretic" was bad. Today's bad names include: Red, fascist, dictator, communist, agitator, alien, economic royalist. In some places "Catholic" is a bad name, and in others "Protestant." Antidotes for name calling include: [1] Define the name. What does it really mean? [2] Is it correctly applied? Does its bad meaning apply to all individuals of the group it labels? [3] Who applies it and why? [4] If we reject and condemn some race, religion, nation, candidate, or program, would we be serving the name caller's interest or our own? Would our action tend to destroy specific democratic freedoms and responsibilities?

Glittering Generalities Device

GLITTERING GENERALITIES appeal to our emotions of love, generosity, and brotherhood. The propagandist uses "virtue" words like truth, freedom, honor, liberty, social justice, Christian Front, public service, democracy, Americanism. These words suggest shining ideals. All persons of goodwill believe in these ideals. Hence the propagandist, by identifying his group, nation, race, policy,

practice, or belief with such ideals, seeks to win us to his cause. As *name calling* is a device to make us condemn and reject, without examining the evidence, *glittering generalities* is a device to make us approve and accept, without examining the evidence. For example, use of the phrase "social justice" may be a device to make us accept programs for meeting labor-capital problems which, if we examined them critically, we might not accept at all.

Transfer Device

TRANSFER is a device by which the propagandist carries over the authority, sanction, and prestige of something we respect and revere to something he would have us accept. For example, most of us respect and revere our church and our nation. In the transfer device, symbols are constantly used. The figure Uncle Sam represents the consolidated commonsense of the nation. A cartoonist, by having Uncle Sam disapprove a budget for education or unemployment relief, would have us feel that the whole United States disapproves that budget. By drawing an Uncle Sam who approves the same budget, the cartoonist would have us feel that the American people approve it. By associating the cross of Christ with the flag of a nation at war the sanction of the church can be given to the armed conflict.

Testimonial Device

THE TESTIMONIAL may make us accept anything from a patent medicine or a cigaret to a program of national policy, such as participation or non-participation in a war. In this device the propagandist makes use of testimonials. "When I feel tired, I smoke a Camel and get the grandest 'lift.'" This device works in reverse also; counter-testimonials may be employed. Seldom are these used *against* commercial products like patent medicines and cigarets, but they are constantly employed in social, economic, and political issues. We will do well to ask ourselves regarding each testimonial we hear: "Who or what is quoted in the testimonial? Why should we regard this person (or publication or organization or whatnot) as having expert knowledge on the subject? What does the idea amount to on its own merits, without the testimonial?"

Plain Folks Device

PLAIN FOLKS is a device used by politicians, labor leaders, businessmen, and even by ministers and educators to win our confidence by appearing to be people like ourselves—"just plain folks among the neighbors." In election years candidates show their devotion to little children and the common, homey things of life. They have front-porch campaigns. For the newspaper men they raid the kitchen cupboard; they go to country picnics; attend service at the old frame church; pitch hay; and go fishing. They stress their belief in home and mother. In short, they would win our vote by showing that they are just like the rest of us—just plain folks—and therefore, wise and good. Businessmen often are "plain folks" with the factory hands. Even distillers use the device. "It's our family's whiskey, neighbor; and neighbor, it's your price."

Card Stacking Device

CARD STACKING is a device in which the propagandist employs all the arts of deception to win our support for himself, his nation, policy, ideal. He stacks the cards against the truth. By using lies, censorship, distortion of facts, and false testimony, the propagandist draws a red herring across the trail to confuse and divert those in quest of facts he does not want revealed. He lets half-truth masquerade as truth. A mediocre candidate thru the "build-up" is made to appear an intellectual titan; an ordinary prizefighter a probable world champion; a worthless patent medicine a beneficent cure. By means of this device the propagandist would convince us that a ruthless war of aggression is a crusade for righteousness. The foreign officers of all governments use card stacking; it is the essence of much diplomacy and of secret treaties.

Band Wagon Device

BAND WAGON makes us follow the crowd and accept the propagandist's program *en masse*. His theme is "everybody's doing it." His technics range from those of medicine show to dramatic spectacle. He hires a hall, marches a million men in parade. He employs symbols, color, music, all the dramatic arts. Because he wants us to "follow the crowd," he directs his appeal to groups held together by ties of nationality, re-

ligion, race, environment, sex, vocation. He appeals to us as Protestants or as Catholics; as farmers or as school-teachers. All the artifices of flattery are used to harness the fears, hatreds, prejudices, and convictions common to the group. In newspaper articles and in the spoken word this device is also found. "Don't throw your vote away. Vote for our candidate. He's sure to win." Every candidate wins—before the votes are in.

Propaganda and Emotion

OBERVE that in all these devices our emotion is the stuff with which propagandists work. Without it they are helpless; with it, harnessing it to their purposes, they can make us glow with zeal or burn with hatred. This is not to condemn emotion, an essential part of life, or to assert that all propaganda is "bad." But the intelligent citizen does not want propagandists to utilize his emotion, even for attaining "good" purposes, without knowing what is going on. In a democracy both young people and adults must be able to see their way clearly thru the propagandas affecting human values and interests. This means appraisal of propagandas in terms of the specific freedoms and responsibilities of our democracy. As an educational process, propaganda analysis is the objective, unemotional, noncontroversial approach to controversial issues.

The Institute for Propaganda Analysis

THE Institute was organized in 1937 by a group of eminent scholars and scientists with the aid of the late Edward A. Filene, businessman and founder of the Good Will Fund. Supported in part by the Good Will Fund and in part by its thousands of subscriber members, the Institute seeks to help the citizen detect and analyze *today's* propagandas, for these concern him most. The Institute issues monthly bulletins and occasional special reports; also it cooperates with schools, colleges, churches, and other civic groups which include propaganda analysis in their study programs. More than five hundred teachers cooperated with the Institute in preparing the *Group Leader's Guide to Propaganda Analysis*, now widely used by schools and civic groups. For information about the Institute, address the executive secretary, Clyde R. Miller, 40 East 49th Street, New York City.

What Is Happening to Our Human and Natural Resources?

CHARLES H. JUDD

National Youth Administration, Washington, D. C.

IT IS IMPOSSIBLE when one tries to explain civilization to distinguish sharply between the contributions made by human ingenuity and energy and those resulting from use of physical resources. Human prosperity depends on proper use of all resources, on avoidance of all kinds of waste, on intelligent coupling of man's strength and thinking with the physical world and all that it supplies for the support of life and the promotion of happiness.

The efforts of men must be organized and correlated so that the energies of one man shall be used in harmony with those of others. This lesson of human cooperation is much more difficult to learn than is the lesson of combining physical nature and human resources.

Schools have tended to assume the human contribution to civilization and have centered attention on the physical resources of the country. Political speeches boast of the richness of the country, while the training of young people to participate in the productive arts has been neglected to such degree that the nation begins to suffer from a lack of equipment in those skills necessary to maintain prosperity.

People ordinarily think of the federal government as a distant mechanism set up to perform remote functions of lawmaking and taxing which have little or no relation, except possibly a nuisance relation, to the daily life of the individual citizen. The fact is, of course, that the federal government is a great service agency. Thru its activities it promotes the use of human and physical resources in ways of the most vital importance to individuals. It is possible thru a study of the operations of branches of the federal government to make clear the importance of human resources, material resources, and of government itself as a means of bringing into cooperative use both kinds of resources.

A century ago the people of the United States were engaged chiefly in agriculture. They had learned what they knew about soil and crops from older generations, and they gathered each year as the results of their toil produce that would today be thought meager in quantity and inferior in quality. During the decades of 1840 to 1860, farmers began to organize and to make known to Congress their need for governmental

assistance. The individual farmer is limited in what he can do to improve his occupation. He cannot be a scientist. He cannot go to parts of the world remote from his home to find new and better crops and cattle. When farmers organize and appeal to the government, that strong service agency which commands vast resources, the individual adds to his own efforts those of his fellows, and puts himself in contact with natural resources on a scale reaching far beyond his personal contacts.

In 1862 Congress organized the Department of Agriculture. At the same time, Congress gave to the states great grants of land with which to organize institutions that were to cultivate a science of agriculture. The government by these acts was making increasingly effective human resources and preparing the way for the better use of physical resources.

One might tell a hundred stories about the way in which human and natural resources have been brought together in the interests of production by the Department of Agriculture. Here is an illustration. In 1868 there appeared in California the fluted scale insect very destructive to citrus trees. An agent of the Department found in New Zealand and brought to this country a beetle that devours the scale.

Another illustration of governmental aid to people is seen in the fact that government has in some quarters taken charge of the water resources of the nation. A great social experiment is under way in the Tennessee Valley. Flood waters are being stored and used to generate power. Fertilizing material is being produced with much of this power. An area of the continent that was misspent and depleted is being restored. People who were living in abject poverty on a barren land are being raised to a new level of prosperous life.

The great pity is that schools are only here and there teaching the story of the

reclamation of the Tennessee Valley. They are giving pupils textbooks that recite statistical facts and remote historical incidents. By their methods of instruction and the habits of thinking which they cultivate they are so blinding the young people of this country to profitable ways of expending their energies that they seek employment in overcrowded white-collar jobs and neglect the opportunities existing all about them for the application of human intelligence and skill to the development of the material environment.

It is not alone thru the study of government that pupils can be led to understand the importance of human and material resources. The transformations that have been made by human invention are among the most inspiring and fascinating subjects of thought that can be brought to the attention of learners.

For example, all pupils are interested in the automobile, which is the product of an endless series of inventions. One can go back into the field in which anthropology has made interesting explorations and begin the discussion with studies of the earliest records of the use of the wheel. Then would come accounts of the infinite variety of vehicles adapted to all kinds of roads and drawing power. The experiments with the forces of steam, with internal combustion contrivances, with the carburetor, and with the self-starter are parts of the history of use of human intelligence and physical forces and materials that any pupil will be interested to study.

The history of commerce is a history of great intercommunication between peoples, of production in different parts of the world of commodities that were exchanged for commodities from other regions. The interdependence of civilizations is better taught by a study of the things that one nation has and another does not have, than by any preachment about international theory or abstract obligations. The modern world at work

is a theme to be incorporated into every curriculum of every grade.

The third line of thought which may be added relates to the waste of human resources that results from a lack of intelligent cultivation of physical and mental health. There is no asset that should be more highly prized by a human being than his ability to use to the maximum advantage his physical and mental energies. Estimates that have been made of the loss to industry from absence of workers from their places in shops and factories are impressive, but far greater waste comes from mental ill health and lack of mental balance than from other forms of illness.

What can education do to prevent these wastes? The answer cannot be given in terms of a course in physical education or a limited course in hygiene. There must be added to the habits and knowledge transmitted by the educational system a spirit of enthusiasm, of initiative, and fearlessness in the face of difficulties. A spirit of defeat which comes from failure is all too commonly the result of insistence by teachers on irrational requirements. What failure does to an individual is much more far-reaching than is commonly recognized. Social failure, failure to secure satisfactory adjustment to one's human surroundings, has been shown by studies of crime to be the cause of the greatest waste from which society suffers.

It would be far from just to hold the schools responsible for correcting all the maladjustments that lead to mental unbalance. But an educational system that cultivates well-balanced thinking and well-balanced emotions can do much to prevent social maladjustments.

The dust storms that result from prodigal plowing up of the grasslands of the western prairies, the spent coal mines of West Virginia, the stripped forest lands of Michigan, the floods of the Ohio are evidences that the American people have been guilty of a misuse of natural resources. Crime, disease, cut-throat competition in business, overproduction in industry, sweatshops, and slums are shocking evidences that human resources have been misused.

Fortunately, these misuses have come to be recognized as evils that must be corrected. Fortunately, too, education is moving in the direction of contribu-

ting to better use of all resources. The difficulty is breaking with tradition and preparing new materials of instruction.

There is a new concept which has in recent years gained much attention—the concept of planning. Many states have organized planning boards and there is a national board which makes studies that will develop aggressive policies for future improvements. A commission has recently been organized by the National Education Association in cooperation with the Progressive Education Association to prepare material for the schools on natural and human resources.

Planning began in certain communities as a device for developing better streets, recreation centers, better housing, and better social facilities. Planning is now extended to the larger communities of states and regions. Teachers will do well to undertake some small concrete projects of planning. Even if planning has to be theoretical, it should be made a part of the school program. Still better is planning that is followed by efforts at realization of plans for improvement. On the basis of planning in the small, lessons on constructive planning in the large can be taught. Much can be accomplished by encouraging pupils to think constructively about better adjustment of natural resources to human needs.

The addition of new materials to the curriculum is feared by many teachers who believe that such additions tend to break down the traditional divisions of subjectmatter. Important changes in the curriculum will undoubtedly result from the introduction of new materials. Some familiar subjects will disappear and new centers of organization of thinking will appear. It does not necessarily follow that the whole structure of the curriculum will be destroyed. The same psychological principle which has operated in the past to compel the classification together of those contents of thinking that are of the same general type will operate in the future to produce coherent groupings of ideas.

Studies of governmental services will probably arrange themselves in one sequence, while studies of the chemistry of materials will arrange themselves in another. Whatever the reading matter dealt with, practice in fluent reading and the cultivation of efficient technics in reading will justify schools in dis-

tinguishing instruction in reading from instruction in mathematical methods. The historical method and the results of anthropological study will be so intimately related that a new kind of history may well be substituted for that now taught in the schools.

The suggestion that subject divisions of the curriculum be abandoned altogether does not follow from the plea that new, fresh, interesting materials be injected into the curriculum. Certainly there is no ground for rejection of the plea for new materials on the ground that there is no room for these in the crowded curriculum. If readjustments will give young people a better understanding of the world in which they live and of the way human and physical resources can be fitted together, then the curriculum should be modified.

In times past much of the coordinating of human energies and physical resources has been effected by the actual manipulation of objects by individuals. Young people used to learn a great deal about nature in the pioneer days by working with nature. Today there is only limited opportunity, especially among the city dwellers, to handle many of the things that must be taken into account if the environment is to serve well the needs of man. Argument can be presented for strengthening the curriculum by adding to conventional subjects school opportunities for cultivation of skills. Intelligence plus skills can make possible a higher achievement on the part of an individual than can either intelligence or skill alone.

Here again is a suggestion that breaks with tradition. The school has often been a place where only contemplative subjects are taught. As such, it is not a place which makes the maximum use of human and physical resources. There need be no neglect of the contemplative subjects. There should be some attention to the cultivation of skills. The school, which has always served society by providing opportunities not readily available in the nonschool environment, is now called on to make place for both theoretical and practical education to the end that human powers may be fully developed and to the further end that the material resources of the environment may be put to the largest possible use.—From an address before the Milwaukee convention, NEA.

The library should be a colorful, inviting place. Let all contribute to its attractiveness.

EVERY SCHOOL, no matter how small it is and how limited its budget, can have a library. Today the library is being increasingly used as a source of instructional material to supplement the textbook.

The library should be a colorful, inviting, happy place containing in addition to books such other resources as maps, atlases, charts, graphs, slides, films, phonograph records, newspapers, periodicals, vertical files of clippings, picture collections, museum objects, colorful pottery, growing plants. A display shelf for collections such as stamps, nature materials, rare books, old glass, and photographs adds to the attractiveness of the room. Displays should be frequently changed. A bulletin board is indispensable.

The library which takes on an atmosphere of friendly sharing and cooperative planning may become an effective agency for promoting democracy in action. The school library should never be regarded as a conventional study hall. The old atmosphere of "dead silence" gives way to that of a busy workshop where reasonable quiet is maintained but is not the chief end.

All members of the faculty must accept responsibility for collecting library materials in their own fields and for the library work of their classes. Teachers find much value from working together in developing plans for utilizing community resources.

The school with a limited budget can build a live working library by enlisting all the legitimate community resources. The suggestions to be included here do not belittle the importance of regular support of the library by school budgetary appropriations. On the contrary, increased interest and use should lead to definitely increased budgetary allowance. The following efforts are designed to supplement and enrich but not shift the load of responsibility:

[1] Cooperative preparation of booklists by the school and community may encourage understanding and promote support from the school patrons. The school librarian and other representatives from school and parent groups,



Courtesy, Los Angeles Public Schools

Using Community Resources in Developing the School Library

L. M. HAUPTMAN

*Unit Supervisor, WPA Adult Education,
Teachers College, University of
Nebraska, Lincoln*

after previously studying reading material, meet in a group with the city librarian and exchange ideas and compile booklists for all ages of children. These lists—indicating the source of recommendation, author, title, publisher, copyright date, and cost—may be mimeographed and sent to parents during Book Week as a practical help for Christmas shopping.

[2] A library party may be held to which the whole community is invited, with each individual impersonating his favorite book character. A library tea can fit into the library schedule once a month. Different groups may be invited each time. Qualified community patrons, representatives of women's clubs, may come to the school to present appropriate book reviews.

[3] Assembly programs may be used to create interest in the library. Marion Grady suggests: Book reviews in the form of skits; choral recitation of poems; one-act plays on books; short sketch of author's life; book characters reviewed.

[4] Money for the support of the library may be raised by means of community programs. The Freeport, Illinois, senior highschool library has been built up thru the cooperative efforts of school and community in annual book drives. In Valparaiso, Nebraska, a party is given for the school library fund.

[5] Library clubs both within and without the school may be organized to create interest, particularly if annual schoolwide hobby shows are held. Among possible clubs are school-representative clubs with each room or organization selecting a representative to meet as a committee with the librarian and exchange ideas of news, books, activities, exhibits; reading clubs for the discussion of books and authors; parents' study clubs.

[6] The cooperation of community organizations such as the parent-teacher association, the Grange, 4-H clubs, civic and professional clubs, women's clubs, and the like may be solicited in building the library. Such groups may furnish a room attractively, buy files, set up a rental shelf. Book shelves, magazine racks, tables, and many other items of library equipment may be built by the school manual training department.

[7] Philanthropic individuals or service clubs may be encouraged to contribute money or books to the library. Wichita, Kansas, has a plan of memorial gift books presented to the library in memory of those who have

died. Space may be provided on book plates for the donor's name and the name of the person honored. The designing of the plate by a local artist adds interest. Perhaps memorial gift books may be kept in a separate collection known as the "Memory Shelf." Senior class groups could well give books as a class gift to the school.

[8] The school library may be made a community center to which adults of the community may come. About 44 percent of the population of the United States and Canada live in areas where no public library facilities are available. This offers a real opportunity for schools in their public relations to make their libraries available for use to adults in the community. Space may well be provided in school buildings for such community centers.

[9] Encourage cooperation between city library representatives and teachers of the school in the discussion of story-telling. A panel made up of teachers and city library board members might give demonstrations and discussions of story-telling technics. Each member could tell a story, explain the technics used, and answer questions from the audience.

[10] Where a library is not available in the community, the school may establish a bureau thru which patrons may lend their books and periodicals to the school and to each other. Sometimes arrangements may be made for student use of materials in private homes.

[11] From the homes and clubs in the community solicit newspapers to be used for clipping service in the school. Often issues of magazines are valuable even tho not the current number.

[12] Nearby schools may cooperate in loaning books to each other and thus enrich the resources of each.

[13] School people may arrange for the use of the public library during certain periods of the school day. Student assignments should be made with a knowledge on the teacher's part of the availability of material to be consulted. Books which have been carefully selected from the public library could be lent to the school library. In purchasing books, the school librarian should cooperate with the town librarian to prevent needless duplication.

[14] Use may be made of city library guest cards. The Lincoln, Nebraska,

Public Library provides a service to school teachers of nearby localities in which they may use guest cards for checking out books to be retained in their schools for four weeks.

[15] A library project sponsored by the office of the state superintendent and made possible by the Work Projects Administration might be utilized. In Nebraska the state superintendent's office sponsors a WPA library project which organizes and operates services for public-school libraries thruout the state.

[16] Use may be made of the library books available thru the State Library Commission. Nebraska's Library Commission, for example, has a traveling library which is lent to schools and to communities without a library or with a small one. The commission also maintains a reference department.

[17] Local history and lore may be investigated and collected and reports written for the school library. Materials may be gathered from old settlers, old letters, old pictures, and newspaper stories. These may be collected, dated, and filed. In Weston, Nebraska, a local druggist has compiled and kept up-to-date a well-illustrated history of the local school. One copy of this is kept at his store; another at school. Local historical traditions can be of great value in promoting the cultural consciousness of the community.

[18] Exhibits illustrating book characters, scenes, or settings may be built from community resources. A "materials bureau" may be established to serve as a depository for pictures, books, charts, posters, and other exhibit materials. Catalog and classify these according to regular library procedure. An example of such a cooperative enterprise was the doll exhibit arranged at one time by the Lincoln, Nebraska, public-school library.

[19] An information file may be developed to include clippings regarding current literature, biographies, inventions, and the like, secured from newspapers and magazines. Pekin, Indiana, instituted such an information file which became the most popular feature of the library. Manila folders were used in the filing of the clippings, pamphlets, and pictures.

[20] The school will do well to contact the local newspaper office for possible library materials. Newspaper of-

fices receive authentic information of the latest, up-to-the-minute happenings in all fields of interest. Much of the material is in pamphlet and leaflet form which would be suitable for the library. Contacts for free material may profitably be made with community businesses such as railway company, implement dealer, automobile salesman, insurance salesman, banker, dentist, doctor, American Legion, grocer.

[21] County governmental offices often have available for distribution materials which describe the work of their departments. Offices in the state capital and state institutions often have material describing their work which is available to schools without charge.

[22] Lists of publications of the federal government on various selected subjects—cooking, education, transportation, for example—are available by writing the Superintendent of Documents, Washington, D. C. From this list, publications suitable for the library may be chosen and requested.

[23] Often private libraries are offered at auction sales. Usually such purchases may be made at prices low enough to be good values even after unsatisfactory volumes are eliminated.

[24] Before deciding to purchase sets of books from agents not regularly established in the state, school authorities may well contact a trained city librarian, the state university library, the state library commission, or some other reliable source for recommendations. Schools may expect to realize discounts on book orders and magazine subscriptions. A committee of teachers or of patrons and teachers may be charged with the responsibility of making a careful investigation before purchases are made for sets of books.

[25] It may be well to arrange for one or more adults of the community to supervise library reading books during the summer so as not to put out of circulation the school's library resources. At the close of the school term, all library books may be checked in and the books mended. Special cases of books may be made up for vacation reading. Some of these cases may be placed in private homes where there are large families; others may be placed with teachers who are able to visit pupils during the summer and bring to their attention valuable materials.

New Furniture for Old

A. J. FOY CROSS

Director of Instruction, City Schools, Omaha, Nebraska



FOR A long time teachers and principals begged for movable desks, tables, and chairs, anything to get rid of the screwed-down, row-upon-row-type equipment. No funds were available for new equipment. A new school was standing ready for fall occupancy except that it had no classroom furniture. It seemed even esthetically wrong to fasten down to beautiful new floors, the old furniture styled to fit some school-room back in the nineteenth century. But the warehouse was bulging with this old type of stationary furniture and it seemed inevitable that it would be moved into the new building. Why shouldn't it be possible, it was asked in the summer of 1938, to make the old equipment more adaptable, to make movable furniture from the old?

Principals and teachers were solicited for ideas for making the old equipment fit their needs for new type furniture. The better ones of these designs for remodeling the old desks, which came in response to our solicitation, were submitted to the carpenter shop.

The report from the shop came back that the samples could be furnished in quantities sufficient for experimental use, all shined up with new varnish and paint, for a total cost in new materials of about \$1.50 and labor costs ranging from \$7 for the smallest model to about \$13 for the largest. Production in quantities would reduce these labor costs.

The models of the four types selected by the school principals, approved by the shop, were shown to the principals and teachers of the new school and the other principals and teachers who had submitted plans for remodeled furniture. They were informed that they might place orders for a limited quantity of this "new" equipment. With their orders it was possible to start limited production on each of the models. The new building was soon equipped and gradually the new or renewed furniture found its way into twenty schools.

Let us see how these four models looked. The first and most simple—

Model A—was made by putting two of the old-type desks thru a few simple shop processes. The result was a flat-top classroom table with a total top area slightly larger than the tops of the two old desks. Model B was similar, being made from four old desks and with twice the top area of A. Model C had a book trough running thru the center of the top. In model D four old desks were clustered about a center square made from the top of a fifth.

The shop superintendent gives the following technical picture:

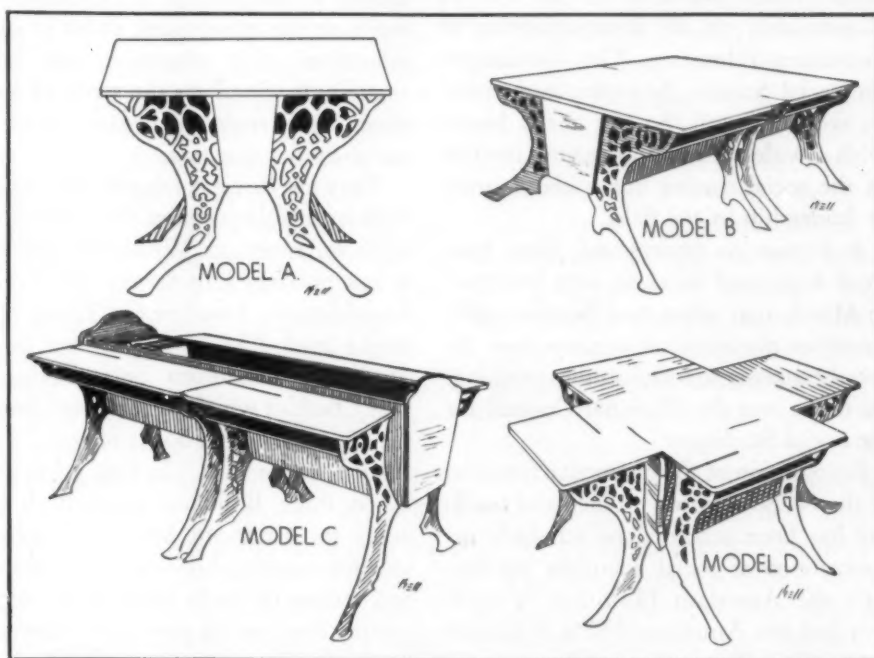
"The construction of the classroom tables from elementary school desks was accomplished by removing the seat portions; taking off the back portions; fastening with bolts and wooden members the two side frames which are of metal frame; tapering wooden members to make the tops level; inserting in the space between the two frames a piece of wood on the same plane as the desk tops. In order to keep within the size used, it has been necessary to saw off the two inside legs of the cast iron frames."

Near the end of the first year's trial,

principals, teachers, and pupils expressed their reactions to these new desks.

Advantages of Type A: Movable, roomy, attractive, noiseless, comfortable. Good for committee work. Can be pushed back to give space in front for dramatizations or other group activities. Large top fine for drawing large pictures. Makes for a friendly grouping. Children like them. Advantages of Type D: Creates greater interest among children in group activity and reading units. One school suggested a unique use of this model, not filled in as a table in the center, the space being used for an aquarium.

Disadvantages: Two children must sometimes face the light. Pupils face each other instead of larger group. Pupils are tempted to copy each other's work. Chairs do not fit the tables.—*The Nebraska Educational Journal*.



The National Council for the Social Studies

TWENTY YEARS AGO, in the wake of the first World War, our nation was much agitated over the need for the better developing of patriotic citizenship. Laymen looked to the schools, and the schools looked at their curriculums. Chief claimants in the curriculum to the responsibility of education for citizenship were the history and government courses. Teachers of these traditional subjects confessed to certain twinges of conscience over their dubious record of citizenship-training, while the interest of schoolmen and public focused more and more on the newer courses which had appeared in scattered schools during the preceding decade: Community civics, citizenship, sociology, and problems of democracy.

The common ground occupied by these curriculum newcomers and by the traditional subjects which also studied the group life of mankind was by 1920 being generally recognized with the adoption of the term "social studies" to embrace them all. The term had been given its first prominent use in 1912 when it appeared in the name of an influential subcommittee of the NEA's Commission on the Reorganization of Secondary Education. This Committee on Social Studies, however, had ended its work in 1916. So the 1920's began with a widespread and growing interest in the social studies but without unity or leadership in the field.

It is easy to understand, then, how there happened to come into existence in March 1921 what soon became established as the national organization devoted expressly to social-studies teaching. Its name was the National Council for the Social Studies.

Recognition of the distinctive function of the NCSS to study problems of *teaching* has been accorded by scholarly organizations of social scientists, particularly the American Historical Association and the American Political Science Association. Recognition of its responsi-



WILBUR F. MURRA
Secretary

bility for concern with social-studies teaching came in 1925 when the Council was adopted by the National Education Association as its Department of Social Studies. This departmental status took on added significance in June 1940 when a permanent office was established in the NEA building in Washington and the Council's executive secretary joined the headquarters staff.

Most significant recognition has been that of the teachers who have joined the National Council. Paid-up membership on August 30, 1940, was 2972, the largest in the Council's history. A year ago the figure was 2522; five years ago, about 900. Membership consists predominantly of social-studies teachers in junior and senior high schools, with a rapidly growing minority of elementary-school teachers.

The National Council holds six meetings each year devoted primarily to the interests of these teachers. It publishes each year two or three Bulletins containing practical helps, a Yearbook which combines scholarly professional articles with concrete classroom suggestions, and at irregular intervals a Curriculum Series with courses of study and units. It also sponsors the magazine, *Social Education*. Its committees are constantly at work on the curriculum, radio in social education, civic education, and other matters. It stimulates the work of local, state, and regional organizations of social-studies teachers.

The most direct contact of the Council with its members comes thru its publications and meetings. Within the past year it has published *In-Service Growth of Social-Studies Teachers* (its Tenth Yearbook) and *The Future of the Social Studies* (Curriculum Series Number One), both of which were named among the "60 educational books of 1939." [See April 1940 JOURNAL.] In 1940 it has published three Bulletins, devoted to test items in American history; a source-unit for teaching housing; and teaching and testing of study skills in the social studies. Now on the press is the Eleventh Yearbook, *Economic Education*. In prep-



HOWARD ANDERSON
President

aration are the Twelfth Yearbook, *The Social Studies in the Elementary School*; Curriculum Series Number Two, which will contain descriptions of successful social-studies units; and Bulletins on the use of historical sources, teaching civil rights and readings in the social sciences.

The official journal of the Council was the *Historical Outlook* from 1921 thru 1933; *Social Studies* 1934 thru 1936; and since 1937, *Social Education*. The latter appears each month during the school year with eighty pages of articles, news, book reviews, bibliographies, and guides to new teaching materials.

Of the six meetings held each year, the most important is the independent meeting held on Thanksgiving Day and the two days following. This year the meeting will be held in Syracuse. [See page 223.] Other conventions being planned are: New York City, December 27-30, with the American Historical Association; Chicago, December 30, with the American Political Science Association; Atlantic City, February 23, with the American Association of School Administrators; Milwaukee, May 3, with the Mississippi Valley Historical Association; and Boston, June 30-July 3, with the NEA.

All teachers interested in the social studies are invited to become members of this department. Annual dues are \$3, payable to the executive secretary.

OFFICERS FOR 1940

President: Howard R. Anderson, Cornell University

First Vicepresident: Fremont P. Wirth, George Peabody College for Teachers

Second Vicepresident: Ernest Horn, State University of Iowa

Editor of "Social Education": Erling M. Hunt, Columbia University

Elected Directors: Ethel M. Ray, McLean Junior Highschool, Terre Haute, Indiana; I. James Quillen, Stanford University

Executive Secretary: Wilbur F. Murra, 1201 16th St. N. W., Washington, D. C.

National Association of Secondary-School Principals

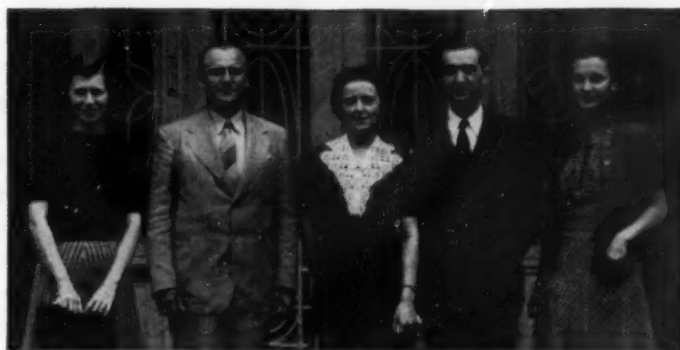
THE SECONDARY-SCHOOL PRINCIPALS this summer moved their headquarters office from Chicago to the NEA building in Washington, D. C. The new offices are in charge of Executive Secretary Paul E. Elicker, formerly principal of the Newton [Massachusetts] Highschool. Mr. Elicker has been closely identified with the activities of the NASSP for many years, appearing frequently on its programs and committees, President in 1938-39. He has been actively engaged in secondary education for 26 years in public and private schools in New York, New Jersey, and Massachusetts and has graduate degrees in education from Columbia and Harvard.

In moving to Washington, the Department will not lose the guiding hand of H. V. Church, under whose leadership valuable services to secondary education have been developed. An energetic leader in the formation of the NASSP in 1916, Mr. Church has served as its secretary-treasurer since 1917 and will continue as Associate Secretary in the Chicago office, from which some of the services of the Department will be continued.

WASHINGTON OFFICE—Two regular publications are issued by the Department, *The Bulletin* and *Student Life*, each eight times a year, October thru May. *The Bulletin*, sent to all members, is devoted to administrative problems of junior and senior highschools and of junior colleges. It contains committee reports, research studies, and professional articles of interest to secondary-school administrators.

Student Life is the highschool students' own national magazine, largely pictorial, the organ of the National Honor Society and student councils, designed to encourage better practices in student activities. The subscription price is \$1 a year, 50¢ to members; there is a club rate of 50¢ per subscription for three or more sent to one school.

Discussion Group Project—Immedi-



The Washington staff of the National Association of Secondary-School Principals: Louise Mooers; Paul E. Elicker, Executive Secretary; Jessie Thomas; Walter E. Hess; Helen Brazaitis

ately following the issue of two significant reports, in 1937, from the Committee on the Orientation of Secondary Education [Thomas H. Briggs, chairman], on the *Issues and Functions of Secondary Education*, a Commission on Implementation was formed, with Will French as chairman, for a systematic and sustained study of the problems of secondary education. There was organized, with aid from the General Education Board, a nationwide system of small, local discussion groups of secondary-school principals in all states, directed by State Coordinators. Thousands of principals are now participating in this project.

Book-of-the-Quarter Club—Those who register for membership in this club [thru the NASSP Executive Secretary in Washington] receive annually, at a special club rate, the four outstanding books on secondary education, selected by a reviewing board of five leaders in secondary education.

NYA Cooperative Service—The Youth Committee of the Implementation Commission has engaged in a co-operative arrangement with Charles H. Judd, NYA director of the Student Work Program, to re-align the NYA in many states to make it a combined educational and work experience for students.

Membership—In 1917 there were 245 members; today there are about 7000. Individual membership may be obtained thru the Executive Secretary in Washington upon payment of the annual fee of \$2. All are eligible for active membership who are members of the NEA and who are engaged in an administra-

tive capacity or are teachers of secondary education. Beginning this year there will be offered an institutional membership to schools which will give two sets of publications, one for staff or library, and one for the principal, and all the special research publications of the Department. The principal may select a school

delegate entitled to attend and participate in all meetings of the Department, all for an annual fee of \$5.

CHICAGO OFFICE—Several services to members will be administered directly thru Associate Secretary H. V. Church, 5835 Kimbark Avenue, Chicago.

The National Honor Society—Realizing the need for recognition and encouragement of scholarship, leadership, service, and character in secondary-school students, the Department founded in 1921 the National Honor Society, which now has more than 2500 local chapters. In 1929, a Junior Honor Society was organized for junior highschools.

OTHER SERVICES—The Association can obtain for members special reduced club rates for almost any periodicals. It furnishes to members, at a low cost, Certificates of Secondary-School Credits, used by schools in transmitting records of pupils to other schools and to colleges. It has developed a Record Blank on a 5" x 8" form, which can be used as a permanent registration and record of a student thruout his school career. The two forms may be obtained from both Chicago and Washington offices. Personal service is being rendered to members thru group life insurance, including disability benefits, at low premium, with no medical examination. Members can also have the services of the Consumers Union at a special rate.

CONVENTIONS—The Department holds two conventions, one in February at the time and place of the School Administrators' meeting; in June with the NEA.

The Department is making extensive plans for a vigorous program to improve secondary education this year.

Education for the Common Defense

NEW HAVEN MAKES ITS PLANS

Frank J. Carr

Director, Department of Remedial Work, New Haven Highschool, and General Chairman of American Education Week Committee for 1940.

THE YEARLY CELEBRATION of the American Education Week programs in New Haven, Connecticut, has always been fully supported by the Teachers League of the city. Some eleven hundred members, representing the faculties of the elementary, junior, and senior highschools, have been keenly alert to the values accruing from such programs. The satisfying result has been a more educationally minded community.

Tangible evidence of New Haven's interest in American Education Week is shown by the following summary report of the 1939 observance:

Number citizens visiting the schools.....	16,500
Column inches of material in newspapers.....	300
Column inches of material in school papers.....	100
Number store window displays.....	4
Number churches cooperating.....	20
Number motion picture theatres cooperating.....	12
Number speeches outside of schools pertaining to observance.....	40
Number of radio broadcasts.....	16
Number of posters displayed.....	50
Number of posters on trolley cars.....	35
Number of billboards carrying national poster.....	21
Number program announcements distributed.....	55,000
Number of rally announcements.....	25,000
Number of leaflets secured from NEA distributed.....	6,000
Number of papers prepared by research committee.....	53

The interest of the Teachers League has steadily increased in the annual observance. At a meeting held shortly before the close of the school year in June 1940, it was voted that each member of the organization be assessed fifty cents for operating expenses of the program. It is expected that the local

board of education will vote an additional sum for this purpose. This preliminary arrangement obviates the necessity of repeated appeals for finances (as has been customary) by establishing a definite working budget.

Among the active participants in the New Haven program will be the board of education, the superintendent of schools and his assistants, the American Legion, the Council of Social Agencies, and the various lay groups in the city that have cooperated with the League in past observances.

The New Haven organization plan for 1940 is similar to that used in former years, with one exception. In order to help balance the organization, it was advocated that six co-chairmen be included to act as liaison officers between the general chairman and the committee heads. These liaison officers are responsible to the general chairman for the activities of two or more committees. The following list of committees will be active: Adult Education, Advisory, American Legion, Elementary Schools, Exhibits, Publications, Publicity, Radio, Research, Secondary Schools, Speakers, Woolsey Hall Program, and Parent-Teachers.

Rather than concentrate attention on its activities for a single week, the 1940 Committee for American Education Week in New Haven is working to develop and maintain community interest thruout the year. By expanding the field of possible cooperation with organizations beyond those primarily educational, the Committee feels that mutual benefits will result. It has been found that enthusiasm for a limited time that soon becomes reduced to indifference too frequently negates educators' efforts. The encouraging response our attempts have elicited from New Haven lay groups is indicative of ever broader community thinking along these lines.

Some of the highlights that will feature the November 1940 observance of American Education Week in New Haven are:

A separate program will be presented by the students in adult education courses. Because of the emphasis being laid upon Americanism and the suspicion levied against aliens in our country today, the director of this activity will feature preparation in citizenship.

The officials of Yale University have again granted the use of Woolsey Hall for the Armistice Day rally scheduled as an evening meeting. Our attempts to secure a figure of national prominence as the November 11 speaker have been aided by the Governor of Connecticut, our Congressman, and the American Legion Commander for Connecticut.

The Council of Social Agencies officially notified the Teachers League of their acceptance of sponsorship. It is hoped that a permanent coordinating committee between the schools and the welfare agencies will result from this association.

The director of the audio-visual program in the city has been authorized by the Teachers League to film a motion picture dealing with school life.

More than a score of business, professional, and social organizations have made reservations for speakers from the teachers bureau to address their November meetings.

Various phases of school activities, arranged by the ex-

Billboard poster on the famed Central Green in New Haven, Connecticut, American Education Week, 1939



THEME OF AMERICAN EDUCATION WEEK

hibits committee, will be shown during the week in the city's department stores. A number of weekly radio programs, featuring student casts, will be presented over the two local stations, directed by the radio committee.

A second volume concerned with matters directly or indirectly affecting teacher welfare, planned to supplement the book published last year, is being drawn up by the research committee.

The publications committee is planning a six-page booklet commemorating the week's celebration, to be distributed to the school population. On one page of the booklet will be printed the program of events to be observed by the student's particular school.

MAKE YOUR OBSERVANCE COUNT

EDITORIAL NOTE—The accompanying article indicates how one city makes American Education Week count. Many others have equally effective observances. If you have not previously taken full advantage of the annual opportunity offered by American Education Week to interpret the aims, achievements, and needs of your schools, you should plan to do so this year. The theme for American Education Week 1940, "Education for the Common Defense," will have universal public appeal.

The nation has launched upon a tremendous armament program. This step is imperative in the face of conditions with which all are familiar. Arms alone, however, are not enough. We must at the same time mobilize our intellectual, moral, and spiritual resources. Here education is the crucial factor. Education is fundamental to the national defense against enemies both within and without. Our system of universal public education, con-



A drawing from the 32-page illustrated booklet, "Education for the Common Defense." See page A-136.

EDUCATION FOR THE COMMON DEFENSE

What does America have to defend?

- ★ A spiritual heritage, the most precious gift from our forefathers.
- ★ A people's government, conceived by heroic men determined to be free.
- ★ A great people, over 132 million souls of many races and creeds.
- ★ A vast wealth, found in our natural resources from sea to sea.
- ★ A hopeful future, to leave to our children and to generations unborn.

What is education for the common defense?

- ★ It is individual, helping each person make the most of his talents.
- ★ It is universal, seeking to educate all the children and all the people.
- ★ It is practical, helping prepare people to earn a good living.
- ★ It is civic, preparing individuals to be wise and loyal citizens.
- ★ It is spiritual, recognizing the eternal dignity of human personality.

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

Centerspread of four-page leaflet for distribution to homes. See page A-136.

stantly adapted to changing needs and problems, is the greatest common defense the American people have erected or can erect. American Education Week 1940 is the opportunity of a generation to carry this message to the American people by vigorous, concerted effort thruout the entire nation.

It is of the utmost importance that this be done. Other demands for public funds make it increasingly difficult to finance education. Meanwhile, new problems confront the schools as the nation moves into a new period of world history.

Your national professional organization has prepared materials to assist you. Turn to page A-136 for complete information on all items. These helps are not a substitute for vigorous local initiative, but their widespread use indicates that they are invaluable aids.

Order Now YOUR COMPLETE SET

102 TITLES—MORE
THAN 1600 PAGES

— All these leaflets for One Dollar!

Please send me at one cent each the
following Personal Growth Leaflets Number

SELFREALIZATION SERIES

- [1] Your Life in the Making.....
- [2] Your Mind in the Making.....
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Courtesy, Washington Post

Interests and Desires vs. Needs

PICKENS E. HARRIS

*Associate Professor of Education and
Philosophy, University of Pittsburgh*

WE SHALL never have an adequately organized program of democratic education or one which builds the sort of attitudes and adjustments essential to life in a precarious world without first straightening out one issue that keeps coming up in all serious educational discussion today. I refer to the controversy that has gone on concerning the relation between a child's interests and his needs. The nub of the whole educational business is here. We shall get nowhere as long as some think children's desires are synonymous with their needs while others believe there is a conflict here and that in final analysis it is the needs that count.

Altho there are some desires of individuals that are also their needs, there

are other desires that are clearly not needs, and there are many needs of individuals that are not their desires, at least not yet. There are human desires that are insistent needs and should be so regarded and dealt with by everybody. A child's desire for food or for companionship clearly coincides with the need for food or companionship.

But there are desires that are not needs and should never be indulged or regarded as such. A boy's desire to outdo everybody in his group may not be a need at all. Then there are needs that are not yet desires but should become such as rapidly as it is within our power to

bring it about. Moreover, one may need a thing and not only not desire it but not even be sensitive to the need. You or I may need wider contacts, new interests, or a more genuine feeling of accomplishment than we now enjoy, but we may not sense them keenly enough to do the thing necessary to attain them.

Furthermore, even when our desires and needs seem to coincide, we often get in trouble. Our desire for food, companionship, or recreation may indicate a need in each of these areas, but the desire may not tell us what the need is. Our desire for food does not tell us which food to eat, when, where, or in what combinations to eat.

Such clearly different facts as these should be carefully distinguished from

one another, for most of them are quite far apart. Perhaps the greatest error of well-meaning teachers of little children during the past twenty-five years has been the tendency to confuse these things and frequently to treat desires as needs when they should not have been so regarded, or, on the other hand, to fail to deal with needs in such a way as to bring them to the level of desire.

Thus the problem of equating children's interests and needs not only calls for the intervention of adult guidance but for guidance of a specific kind. We cannot afford to have one teacher tearing down what another is trying to build up. Guidance is the principle that assures educational values. On good authority we are told that the child needs a generous amount of being let alone. It is also pointed out that the real value of any educational experience is in the *valuing* that the child does while his experience goes on, not in some product which may be measured or reported after it is over. Educational values are created on the spot. But they do not create themselves out of nothing and they do not emerge in a social vacuum. They grow up in the happy union of pupil participation and teacher suggestion.

We cannot, therefore, organize for efficient childhood education in terms of the child himself. Child psychology must become a social psychology, since both the motivations and the desirable qualities of growth that we seek are generated in a laboratory of social interaction where the help of adult experience should be freely and continually available in the child's living. One of our greatest errors has been the notion that a philosophy of child development could come from a study of the impulses, tendencies, stages of maturation, and present growth directions and relationships of children.

Along with this error there has been just enough truth, however, to keep us from discerning the more distinctive need. From developmental studies of children we have seen how the new school organization is an emergence, that its curriculum must be flexible and continually rebuilding and extending itself. We know that the orbit of the young child's sensitivity and insight is something that must be continually expanded, that his conceptions grow and

that maturation is not a consummation but a process of becoming more able to deal with the problems of life.

But it is not enough to think our duty ends in seeing that this harmonious development in a setting of social interaction goes on. Altho our kindergarten-primary teachers have probably done a better job over a longer period of time in connection with the social and emotional growth of children than any other group in the service, nevertheless the orientation seems to have fallen short of the greater social obligation. The present world dilemma, and more especially our own situation in this country, indicate that there are certain qualities of mind and attitude that are at the bottom of our troubles and that these attitudes must be changed.

We need a singleness of purpose in American education that we have never experienced or felt the need of before. This purpose should prevail among teachers as a fundamental social philosophy which is employed consistently thruout the school for the interpretation and guidance of child development. Such an orientation is needed to supply program. We have thought of program too narrowly. Too frequently we have confused the daily schedule of activities of the school with its program. But program has to do with direction. It has to do with the spirit in which work is carried on. This is something that we must decide upon and then employ with even more care, perhaps, than we select particular forms of activity from day to day.

I have referred to the necessity of guidance of a specific kind. It seems to me that certain qualities of living are imperiously demanded by the socio-economic-political situation in which we find ourselves. For instance, it seems to me that the present attitude toward work in this country should be changed and this should be done as rapidly as we can possibly bring it about. History shows that civilizations have always made mistakes—feudalism, divine right of kings, slavery, intense nationalism, and wars. And some say we in this country are making two great mistakes—the attitude that work is drudgery and that happiness can be bought with a price. What concerted efforts are our schools making to help the young grow up with a strong, abiding belief that work is not only the right of every individual but

that in its proper meaning it is a creative experience, intrinsically enjoyable as well as productively useful?

The criticism is often made that children, even in some of our better schools, fail to develop adequate personal philosophies of work. There are certain qualities of attitudes and participation that all of us are duty-bound to build today from the kindergarten to the university, and in season and out we should place such qualities of attitude first as we work with the individual or the group. When we learn to place first things first in our teaching, we will emphasize:

[1] That work is both a creative experience and a form of social service; that its eternal dignity is that it is man's method of recreating his environment; and that we must increasingly run things so that our work life shall achieve these qualities.

[2] That the good of each individual is bound up in the good of all; and that individualistic, competitive methods have a diminishing place in an interdependent world such as ours.

[3] That life is what we make it; it pays to try.

[4] That the values of life are experimental, subject to reinterpretation, reconstruction.

[5] That happiness is a quality of successful social living, not a goal to be sought directly.

[6] That collective participation is the best method of solving our social problems.

[7] That individual freedom and social responsibility are two sides of the same fact.

[8] That the basis of human progress is in the power of thought.

It is here that we find the real challenge of organization for increased social efficiency. It means that the organizing principle of the school is really in this emerging outlook or body of attitudes which the teacher employs from moment to moment as he interprets and guides children's living into ever better social meaningfulness. It means that organization and efficiency must be achieved by the teachers themselves. Only in this way can the program be kept human as well as creative and developing. Only in this way can we build desirable social skills and at the same time preserve the spirit of adventure in living and a zeal for new experiences.—From an address before the NEA Department of Kindergarten-Primary Education at the Milwaukee convention, July 2, 1940.



Courtesy, Los Angeles Public Schools

Selfsupervision for Teachers

By J. R. SHANNON

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IMPORTANCE OF SELFSUPERVISION—It is common knowledge that a physician can do but little to cure a patient. Most of the physician's efforts are confined to helping the patient help himself. In like manner, a school supervisor can do but little to improve a teacher. Most of the supervisor's efforts must be confined to helping teachers help themselves. The supervisor can suggest or stimulate, but growth can come only as the teachers respond. Even with the best of supervision teacher-growth will result only as teachers actively desire it, seek it, and cultivate it. Teacher-growth must come from within; it cannot be imposed on teachers from the outside. Most of America's teachers do not have adequate supervision anyway. How, then, are they to improve? The answer is the same whether teachers do or do not have adequate supervision: The best supervision is selfsupervision.

Hourly and Daily Retrospect—A teacher who is sincerely interested in his own improvement will acquire the habit

of reviewing mentally at the close of each class period his elements of success and elements of failure during the period. There will be times when he feels like saying, "If mother could only see me now!" Then there will be times when he will say, "I fumbled the ball today; I must do better tomorrow." If a teacher has this habit, it is difficult to see how he can long remain weak; if he has it not, it is doubtful whether any supervisor can ever do him much good. In addition to the hourly checkup, a conscientious teacher will review each night his elements of strength and weakness evinced during the day. The manner in which Benjamin Franklin used daily retrospect for selfimprovement is described in *Personal Growth Leaflet 42*.

Selfanalysis—Selfimprovement rests directly on selfanalysis. One's elements of strength and weakness must be diagnostically analyzed. All people engage in gross selfanalysis when in answering a friend's greeting of "How are you today?" they reply "Not so well, thank

you." Such an analysis needs refinement before a remedy can be prescribed. In like manner, teachers need a more analytical selfcriticism than "I did well today" or "I did poorly." An excellent device to aid teachers in making diagnostic self-analyses is a battery of selfanalysis sheets containing detailed items of teaching technic and personality traits. Such sheets aid teachers in selfimprovement in two ways: [1] The making of the selfanalysis sheets is in itself a stimulus toward growth; [2] after the analysis sheets are prepared, they can be used for periodic selfexaminations.

Pupil Rating—"Oh wad some power the giftie gie us to see oursel's as others see us!" This lament from Burns need no longer be the lament of teachers. Valid and reliable estimates by those whose opinions teachers need most to know can be had any day a teacher wants them. Pupils' estimates of teachers have a higher correlation with supervisors' estimates than any other measures known. Furthermore, pupils repeatedly have proved their willingness to work cooperatively in rating schemes. Pupil rating is an excellent device for developing rapport. An effective use of pupil rating consists of a series of measurements and remeasurements. A teacher should get his pupils' ratings, analyze them, try to improve in light of the pupils' comments, and then get another rating to see wherein he has made improvement and wherein he has failed.

Time Analysis by the Teacher—Another device for a conscientious teacher's getting an analysis which can show him wherein he needs to improve is a time analysis of his classroom activities. The device, briefly stated, consists of analyzing the teaching act into a number of subdivisions and the keeping of a time record over a series of days to see how much time is devoted to each of the subdivisions of the entire teaching act. Without this device, a teacher probably never will know how he divides his time among his various teaching procedures. By means of it, he can see how he has used his time during a full unit, and with this information can plan his procedures for another unit more wisely. A little practice in making records of time spent in various activities will enable a teacher to keep such records without interfering with his regular train of thought.

Use of Test Results—Standardized and other tests serve a teacher while teaching, in the same manner that a mirror serves him while dressing—they enable him to check his performance. One of the best uses which a teacher can make of standardized achievement tests is to give a survey test from time to time and then compete with his own record. Also, he can give diagnostic tests in different subjects without waiting for the supervisor to do it. In the beginning stages of standardized testing it was popular for the supervisor to conduct the entire testing program, but now the giving of tests is an activity for the teacher to perform, and many modern scales can even be administered by the pupils. No device in supervision illustrates the shift from supervision by inspector-like supervisors to selfsupervision so well as developments in standardized testing.

Habit Formation—As necessary as it is for a teacher to see himself analytically, much more is necessary for satisfactory selfsupervision. The teacher must practice selfregimen in habit formation in order to make himself as good as he finds thru his selfanalysis that he needs to become. Any teacher can well afford to read once more and continually practice the steps in habit formation presented long ago by William James. The teacher should start with a firm and steadfast resolution to improve his efficiency; he should seize the first opportunity to put the new resolution into practice; he should permit no exception to occur until the new habit is firmly established; he should give the new habit a little bit of gratuitous exercise daily. If a teacher will not do this for himself and by himself, how can anyone else do it for him and thereby improve him?

Better Lesson Planning—The highest type of lesson planning is anticipatory teaching—that is, such vivid and thoro planning that the teacher in anticipation of his classroom activity actually sees and feels himself doing it. Then when the real performance follows, it is less likely to be experimental. By living thru the experience in advance vicariously, the teacher gains poise as well as practice. Cold-blooded planning of one's work is not enough; it must be warm-blooded. Cold-blooded planning results in cold-blooded teaching. A teacher cannot inspire pupils unless he himself is first in-

spired. No better device is known for a teacher's inoculating himself with enthusiasm than vivid anticipatory teaching. The power generated in the quiet of his study will transfer to the teacher's classroom and carry the teacher to success by its own momentum.

Selfdirected Reading—Most progressive school systems provide professional libraries for their teachers. Most progressive teachers subscribe for professional magazines and purchase books dealing with educational problems and procedures. Why should an alert teacher wait to be told by a supervisor what to read? Why should one have to return to summer school every year to be told what to read? Perhaps the supervisors and summer-school teachers are no more intelligent; they are simply more aggressive in keeping themselves informed.

In seeking material for selfdirected reading, a teacher will find it wise to use the *Personal Growth Leaflets* issued by the National Education Association. A good manual which contains suggestions on a variety of classroom problems is *Problems in Classroom Method*, by Douglas Waples [Macmillan, 1927].

Teachers' Suggestion Books—If a teacher is really serious about selfimprovement, he can profit by keeping a notebook in which he records traits and activities in which he needs help and any suggestions he gets from supervisors and others on the same. Items needing improvement will be revealed by self-analysis or by pupil ratings. Then with his needs recorded in his suggestion book and constantly before his attention, he can pick up suggestions from the supervisor, his friends, other teachers, and selfdirected reading. When he finds what seems to be a solution for a problem, he can refer it to his supervisor or friends for criticism. The suggestion book can be used advantageously, also, in one's daily and periodic checkup of himself. After a number of years, the suggestion book will prove valuable to a teacher by showing him his progress.

Intervisitation by Teachers—Teachers should help one another to grow professionally. A good way for teachers to do this, as well as to build faculty morale, is spontaneous intervisitation whenever opportunity affords. It must be understood, of course, that the intervisitation will be purely for professional purposes and that each teacher will announce to

other teachers when he should like to visit them and when he should like for them to visit him. It is a very simple matter for a congenial faculty to reach a working relationship in which all become both visitors and visited. By means of this relationship each can improve his traits and technics by learning from others, and each can serve his fellows by teaching them some of his own excellencies. Whether a school has adequate supervision or not, this wholesome practice among teachers should be encouraged.

Teacher Organizations—A teacher can enhance his professional qualities, and help others in doing the same, by affiliating with and working in teacher organizations. The National Education Association is one of the most important organizations in America. Thru its 27 departments, every major field in the profession is represented, such as elementary school principals, visual education, social studies, and art. Regardless of one's particular line of work, the activities of one or more of these departments will be helpful to him. Every state association and over a thousand local groups are affiliated with the NEA. To express oneself thru teacher organizations is the easiest way for a teacher to make his influence count, and it is also the easiest way for him to bring within his grasp the best current thinking which can guide him in his selfimprovement.

Teacher-Leaders—Most learnings, perhaps 90 percent, are by imitation. Since it is as easy to imitate a correct example as an incorrect one, one should seek association with the best. Teachers can help improve themselves by associating with and emulating good teachers. One superior teacher working in a faculty of average teachers can leaven the group. Such a teacher-leader usually will be more experienced and perhaps more highly educated. He may even be endowed more highly with native qualities known to be requisite for successful teaching, but such is not necessary, and maybe not desirable. With the tendencies toward further democratization and teacher participation in the administration of our schools, administrators should exercise precaution in their assignments to different buildings to get one or more teacher-leaders in each building. [This article is available as *Personal Growth Leaflet 120*.]

Judging Reading Readiness in the Beginning Child

MANY CHILDREN in the elementary grades are termed as failures at the end of the school year. This retardation is often due chiefly to their inability to read textbooks. The failures include both low and high mentalities, children who wanted to read but became discouraged during the process, and many other types.

Our point of view today is in terms of child growth rather than in subjectmatter accomplishment. Even so, reading instruction under an activity program is largely the responsibility of the primary teacher and an important goal of the primary school. Every child is entitled to a successful beginning in school. Yet many children with normal intelligence experience difficulty in learning to read in the customary way.

For many years we have worked painstakingly on improved methods of systematic instruction in reading. We have beautiful grade rooms, with well-selected equipment, rich in variety. We have pre-primers, primers, and readers, all differing in approach, difficulty, interest, and method. Our library corners are fairly well stocked with superior children's books in well-illustrated editions. We have books to be read to the children and books that they can read. We have made definite progress. Yet we are faced with children whom we ourselves label as reading failures.

In the past our zeal to promote each child and a lack of emphasis on reading readiness may have been partly responsible for some children's not learning to read.

"Reading readiness" is a term commonly used to denote a general mental, emotional, and physical preparedness for reading activities. Scientific experi-



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ments indicate that readiness to read often is accompanied by success regardless of method and that a lack of readiness usually meets with failure. A program for developing reading readiness may last for a few days or weeks or it may continue a year or more. This program seeks to promote success. Failure may create a mind set against reading that will take years to overcome, or that may be a handicap thruout life. If the beginning is deferred until readiness is assured, the child gains in speed as well as appreciation and "catches up" in due time.

Reading readiness should be conceived as readiness for the entire reading act. The success of a reading readiness program lies in how well the weaknesses and abilities of each child are known to the teacher. The purposes of the reading readiness program are: [1] To find if the child is sufficiently mature to read and to set up such an environment that natural growth can take place; [2] to discover handicaps and work out a remedial treatment program; [3] to increase reading readiness of every child.

The child who learns to read well usually has the following prerequisites, altho the presence of one factor to a

great degree in reading may compensate for the lack of others:

[1] *Adequate mental maturity*—A child is considered ready to read when he has a mental age of six years provided all other factors of reading readiness are favorable, otherwise six and a half years. Arthur I. Gates says, "The time to begin reading is the time when learning to read will be individually the most satisfying and helpful and socially the most fruitful period."

[2] *Adequate physical health*—A child whose general health is good does not become easily fatigued and usually attends school regularly. He has normal vision, hearing, motor control, and organs of speech.

[3] *Desirable personal qualities and satisfactory social and emotional adjustments*—Such qualities permit the child to participate happily in school activities. He works effectively in groups, recognizing that he has equal rights to activities and materials. He learns to work individually, to go at his own rate. He concentrates. He keeps in mind a sequence of events. He can think problematically. He can think abstractly and can carry abstract thinking into concrete action. He has a memory span of ideas.

[4] *A relatively wide background of experience*—The source of all meaning in reading lies in the concepts the child carries to the printed page. "Reading is a thinking instead of a mechanical process." This makes experience background imperative in order to insure well-defined concepts in the areas in which the child will read. These are developed thru accurately interpreted experiences. The reading process itself has not reached completion until what is read becomes an experience of the child.

Concrete firsthand experiences on the part of the group are valuable in extending and enriching children's experiences. The skilful teacher encourages children to talk freely about activities in order that they may organize their experiences, develop ability in the use of ideas, enlarge their vocabulary, and develop sentences and sequential sense.

[a] *Using pictures*—Pictures are a convenient form of transferring from real to vicarious experiencing. The child's parents "read" picture-magazines. Pictures may be in the form of illustrations in books, photographs, drawings, moving-pictures, lantern slides, and the like.

[b] *Oral explanation*—The teacher must use only words and phrases which have meaning for the child. A good way to secure such explanations is to get them from another child who already has the concept.

[5] *A relatively wide speaking vocabulary*—The extension of a child's vocabulary begins the moment a new experience adds a new word to his usage vocabulary. The child must learn that each concept has a label or word or group of words that stand for it.

If a child's speaking vocabulary is not as broad as that of the selections in the beginning books, there is danger that reading will consist of little more than mere word calling. Yet teachers should not restrict unduly the vocabulary used with little children but rather encourage the children to use terms that come naturally.

Thru new concrete illustrations such as planning projects and excursions, dramatization of stories, and calling attention to new and unusual words, the teacher adds new words to the child's speaking vocabulary. A child must be given an opportunity to use new words as soon as they are learned. Teachers should keep lists of words learned by the readiness groups and review them frequently.

[6] *The understanding of language relations*—[a] *Good habits of enunciation and pronunciation*—Ease of word recognition depends upon meaningful associations, clear auditory impressions, and clear visual impressions.

Betts says children run words together in "total language patterns." "What are you doing?"—pronounced as "What-chudoin?"—is to the child one long word. The first step in the correction

of this is for the teacher to enunciate each word carefully and slowly. The teacher may have the children count the words they hear.

[b] *Talking in sentences*—If a child can use simple sentences with ease and freedom, he can usually read as rapidly as he can recognize the forms of words matching duplicated pictures, words or letters. Matching, not reading the word, is the goal in this exercise.

[c] *A child should be free of reversal tendencies* before he is given systematic instructions in reading. This is best accomplished by establishing a strong feeling of "leftness to rightness." The emphasis is upon an anticipation of meaning and is frequently introduced by a series of pictures. Thus left to right progression is developed systematically but incidentally.

[d] *A child who is ready to read has the ability to carry a wide span of ideas in memory.* Training may be given in this by having the children in readiness groups carry oral messages of increasing length and by rearranging pictures in order. Children can draw a succession of pictures to illustrate an excursion. Dramatization will help them remember what happened next.

DEVELOPING A DESIRE TO READ—To know that books contain a wealth of fun and interesting information is one important factor in being ready to read. A keen desire to read will spur the child on to persist in overcoming many difficulties.

Surround the child with many beautiful books to handle. Details of handling a book, methods of turning pages, correct ways of holding a book, care of books should be well established in children by the end of the reading readiness period. The contact in the room with other children who are really reading often gives the child the urge to read also. A playmate's reading to him may give him a desire to read.

Provide for the making of scrapbooks which contain familiar pictures and photographs of children's activities. Print under each statements dictated by the children. The statements should be so pertinent, easy, and short that the child will wonder why he did not guess them.

Read literature aloud to children. Children vary widely in their emotional

development. Other things being equal, the phase of mental and emotional development represented by worthwhile experiences with literature is an essential prerequisite for successful adjustment to the typical reading program.

Inventory the children in your class before you place them in groups. This inventory may include the items that you wish to know about the child. They usually include personal characteristics and habits, environmental factors, health status and physical vitality, emotional stability, social maturity, mental age.

MEASURE READING READINESS—One of the first tasks is to group the children homogeneously, according to their reading readiness. Grouping should be tentative. The children are to be transferred from group to group as they progress. The beginning children will most likely fall into four groups:

[1] Those who have made some progress in reading.

[2] Those who are ready for reading.

[3] Those of normal mental ability but not ready to read because of other factors.

[4] Those who are retarded mentally.

How are we to arrive at groupings? This may be done by observation, teacher judgment, and tests.

ENLIST THE COOPERATION OF PARENTS—Parents want their children to read, but they are willing to leave how and when to teachers provided the parents understand. Stressing interest in a child will help inspire confidence on the part of the parent. Parents must be taught that a chronological age of six years does not necessarily mean that a child is ready to read. Parents understand that all children do not develop physically at the same time and with a little careful explanation they can see the mental and emotional implications. We must make it our responsibility to inform parents that their children are given systematic instruction in reading soon after they enter school.

In interpreting the reading program to the parent, reading must be presented as a tool and not as an end in itself. The modern schoolroom is a picture of pupil activity and individual growth. Technics are taught as the need arises. Drill is necessary with most groups and with most individuals. Invite parents to visit the classrooms and interpret the children's work to them.

On Teaching Conservation

M. F. VESSEL

Science Education Department, Cornell University, Ithaca, New York

CONSERVATION EDUCATION is so broad in scope that it cannot be taught adequately in one grade, in one subject, or from one book. Study of natural resources should be taught in all grades, transgress all subject fields, and use the local environment as the introductory textbook. Conservation education is perhaps best adapted to geography, science, and social studies. In geography we can teach what natural resources are, and compare the present supply with that of the past. In science we can teach of the living and non-living things and their relationship to each other. In social studies we can include a history of the exploitation of our country, natural resources as a basis of our economic wealth, and effect of these resources upon society.

To develop proper attitudes of conservation there are four specific factors that must be known about natural resources. First, we should know *what the local resources are*. Is this a farming, fishing, lumbering, oil, or mining community? If farming is the principal occupation, there is a direct dependence of the community upon the soil. What constitutes soil? If lumbering is prevalent, what tree species are used? Study state and regional resources.

Second, we should know the *life span or developmental process* of the natural resources. This deals with renewable resources. Basic to an understanding of wildlife conservation is knowledge of animal life histories, the rate of productivity, requirements of food and shelter. Forest conservation would provide instruction on the growth of trees from seed, and the length of time required to produce timber or pulp wood. If soil conservation is studied, a knowledge of the weathering processes is essential. Discuss also the imperceptible slowness of topsoil production under ordinary conditions, and its rapid removal by wind and water under other conditions.

Third, we should know some of the *complicated relationships* of animals, plants, climate, and soil to each other—the “balance of nature.” We are likely to color the true facts with personal prejudices and propaganda. Is there evidence that the crow is doing sufficient damage in this community to warrant its extermination? Studies of the Biological Survey in Oklahoma, a state famous for its crow bombings, indicated that some of the farmers actually prohibited the shooting of this bird because of its value as an insect eater.

Should the pheasant or some other exotic bird, be introduced into our community? The experience with the European starling and the English sparrow, both introduced species, should be recalled. Is our climate suitable for these introduced birds? What will happen to the native species now occupying that ecological niche? What may seem a desirable species in one locality may be undesirable in another.

Plants are more or less specific in their soil and climatic demands. Oak and hickory cannot be grown profitably in areas where some species of pine will do well. The redwood trees are confined to the heavy fog areas of the western coast, being especially adapted to screen out from the atmosphere the moisture particles which then drop to the ground.

Gophers are exterminated because of their damage to pastures. These same animals, however, build up the soil by mixing the materials below with the soil above, giving water and air easy access into the ground thru their burrows.

In this study of balance, food chains are important. The bumblebee is essential for the pollination of red clover. Mice feed on the bumblebees, and hawks, on the mice. Shall we exterminate the hawks?

These are types of situations that should be studied in order to gain a true understanding of the interdependence of living things upon each other, and their inanimate surroundings.

Fourth, we should know the *socio-economic importance* of the natural resources. How does the city depend upon soil? How does present production of lumber, coal, or oil in this community compare with that of twenty years ago? This question may lead to investigation to determine whether local resources are being utilized economically and socially to best advantage. Does the forest have any other value than as a producer of lumber?

Many communities are changing in their occupations. Irrigation has made many desert areas suitable for agriculture. Damming waterways to produce power has provided electricity for people who had scarcely heard of it. The boll weevil proved one of the most damaging pests of the cotton crop. Today many farmers are deriving benefits as a result of the weevil invasion, odd as it may seem, for it was necessary that they change the one continuous cotton crop to a crop not eaten by the weevil. Salable produce was grown instead of more cotton, which already was in surplus. Even more important is the restoration of soil fertility which will result from fertilization and crop rotation.

The rich iron mining deposits of northern Minnesota will be exhausted within the next twenty or twenty-five years. What will become of the elaborate public schools and community buildings now maintained by taxation of iron ore? What will become of the people now dependent on iron mining for a livelihood? The writer attended the schools here and at no time was the importance of mining to the school and community taught. How many other communities are committing similar blunders?

It is imperative that the student of conservation examine his own environment to obtain first-hand information concerning the natural resources. This knowledge, coupled with available data, should be the basis for a conservation program of well-planned activities.

The Gifted Child Again—All teachers want to help the gifted child. In my English classes of 30 to 40 students are the dullest and brightest children of an industrial community. They range from 12 to 16 years of age. I have no free period; our school day is from 8 to 3:30. How can I help the gifted child? Since the really gifted are few in number, I talk with them personally about their talents and direct them to new endeavors after excusing them from as much class routine as possible. Hughes Mearns' books, *Creative Youth* and *Creative Power*, suggest helpful approaches.

A unit of work developed last year was many-sided enough to appeal to all the children, especially the gifted. It was begun by asking: "How would you like to write a book?" Animated discussion followed. It was decided that everyone write about 20 chapters. Each child studied the type of book he preferred to write: biography, fiction, sports. First chapters showed the expected monotony of sentence structure, which was soon improved. Vocabulary weakness was attacked by lists of "how he might say it"; reading aloud of chapters added to class enjoyment.—*Mary C. Dunne*, Washington Highschool, Two Rivers, Wisconsin.

Homemaking teachers will find the pamphlet, *Credit Problems of Families*, a good outline for discussing credit as a phase of family financial planning. (U. S. Office of Education, Vocational Division Bulletin 206, Superintendent of Documents, Washington, D. C. 1940, 99p. 20¢.)

A simple and graphic way to teach good posture has been developed by Dr. Helen D. Denniston, Department of Physical Education, University of Wisconsin. The "double pole method" can be used by classroom teacher or teacher of sports. Wands, yardsticks, or any pole not as tall as the individual tested may be used. One pole is held vertically by the examiner at the subject's back, touching the dorsal and sacral regions, passing between the shoulder blades and prominences of the hips, in line with the spine. This pole should be nearly perpendicular. The other pole is held against the sternum (breast bone) and

abdomen with the upper end just lower than the chin.

In good posture the neck will be retracted until the head touches the pole at the back, the abdomen will be retracted so that the pole in front will slant in toward the feet and can then be lifted so as to pass in front of the face and still remain in contact with abdomen and chest. In poor posture if the chest is low and abdomen prominent, the upper end of the front pole will be under the chin and will slant forward away from the feet while the head will not touch the rear pole.

Ample time for extracurriculum courses, which supplant the need for student clubs, is provided at Vernon L. Davey Junior Highschool, East Orange, New Jersey, by dividing the school day from 8:30 to 3 as follows:

Period 1	8:30- 9:30
Period 2	9:30-10:30
Period 3	10:30-11:30
Lunch	11:30-12:00
"A" Period	12:00-12:50
Period 5	12:50- 1:50
Home Room or Assembly	
Period	1:50- 2:10
"B" Period	2:10- 3:00

In the four 60-minute periods the regular curriculum work is carried on. In the homeroom period the pupil meets with his adviser or attends assembly. A and B periods are elective and provide for extracurriculum activities.

As club programs are usually organized, one meeting is held each week, a total of 35 meetings. Using this number as a basis, we divide the A and B periods in groups of seven weeks each—we call them septaves—so that during the year there are five distinct septaves of 35 meetings in the A period and five in the B period. A new setup is offered each septave. The pupil may choose ten different activities during the year or he may specialize in some activity like art. In making his choices the child consults with the homeroom adviser who remains with his group for the three years the pupil attends. No marks or credits are given in A and B courses. Pupils and teachers are free to work out the activity in their own way.—*William H. Smith*, principal.

Adventures in Biology, published by the New York Association of Biology Teachers, suggests varied projects in biology and nature study. Order from Mrs. Estelle R. Steiner, Grover Cleveland Highschool, Ridgewood, Queens, New York, 50¢; quantity discounts.

For an extensive list of Visual Aids in the Realm of Chemistry send 25¢ in coin to Visual Aids Service, New Jersey State Teachers College, Upper Montclair.

Preserving Community Folklore—Much of America's rich folklore is in danger of being lost. Only a few remain who have heard from grandparents and neighbors the unrecorded folk tales which form the nucleus of our literature. To help preserve local folklore, the junior English classes of Jeffersonville, Indiana, Highschool studied the origin of folklore, the folk tale, folk song, and folk superstitions. Dramatizations on the technic of collecting lore were given in class; members of the community were contacted; reference books searched, letters written to libraries; and two books of folklore collected and presented to the school and public libraries.—*Margaret Sweeney*, teacher of English.

Senior Graduate Tours—Glyndon, Minnesota, Highschool graduates look forward to their after-graduation tour in which groups of 15 to 20 students travel with several members of the faculty on a 10-day trip early in June. Financing of such trips calls for longtime, cooperative planning. Class projects help the needed fund of \$235 to grow. Cabin camps are reserved in advance. If school bus transportation is not available, passenger automobiles are used. Parents of the graduates help decide certain phases of the trip. Prospect of such a trip frequently encourages students to remain in highschool for graduation.—*James A. Dahl*, superintendent, Glyndon Consolidated Schools.

Readers are invited to send brief paragraphs of 100-150 words describing outstanding projects or experiments in their highschools.

THE FOLLOWING RITUAL for the organization and installation meetings of Future Teachers of America has been worked out by the R. C. Moore Chapter, FTA, at Blackburn College, Carlinville, Illinois, under the direction of the sponsor, Wesley C. Eastman. Other FTA chapters and clubs may find in this ritual suggestions for the development of their own installation ceremonies. Quotations were taken from *Teaching as a Man's Job* [published by Phi Delta Kappa] and Personal Growth Leaflets.

President: [States purpose of meeting in own words and adds:] "Teaching is a profession in the highest sense. It requires the highest standards of personal character, perpetual study, constant familiarity with new developments, alertness to changing conditions, and above all a firm and earnest conviction that it is an important and serious work. It is a profession in which the individual worker should be essentially a participant in an organized movement toward the betterment of society rather than a seeker after personal gain or glory. The purposes of such a profession are best served by those who will dedicate themselves to it unreservedly." Our work in the organization that we are now starting will be active testimony of our immediate dedication to a study of teaching which may become our life work. As president, I recognize it as my duty to preside over meetings and give constructive leadership to the chapter.

Vicepresident: As vicepresident, I know it to be my duty to act in the absence of the president. It is my function also to give special attention to chapter projects. Regularly I shall be suggesting projects that will help us fulfill our purposes, which 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 of the nation.

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

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

Secretary: As secretary, I shall strive to keep the records of the meetings satisfactorily and carry on the correspondence in a commendable manner.

Librarian: As librarian, I have charge of the chapter library. It is my opportunity by proper use of chapter literature to be an opener of doors into an ever-expanding profession in which the responsibilities of the teacher are fundamental. [Quotes "A Tribute to the Teacher," from Personal Growth Leaflet No. 170, p15.]

Historian: As historian, I shall try to keep such a record of our growth that it will provide interesting and challenging reading for those who come after us.

Parliamentarian: As parliamentarian, I shall foster the study and practice of parliamentary law in all our procedures. I shall see in this work an opportunity to develop our group into a dynamic and efficient democracy.

A member representing the membership: As a member, at present with no other duties than those of a loyal follower who is ready to assume whatever responsibilities are necessary, I would remind all of us that it is the unknown teachers—those who make up the rank and file—who bear the brunt of the work involved in teaching the young how to think clearly, how to reason, how to weigh evidence, how to be constructively critical. Listen to this challenge by Henry van Dyke: [Quotes "The Unknown Teacher," from Personal Growth Leaflet No. 60, p7.]

Faculty Sponsor: As faculty sponsor it is my responsibility to advise the members of the chapter in all relationships with the college and the larger life of which we are a part. I urge upon your minds these words of Horace Mann: "If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the

human hand or heart can endure, it is the cause of education."

The schools must look to you for leadership. I hope if you go on in teaching, that you can do so in the spirit that activated William Lyon Phelps when he wrote: [Quotes "I Love To Teach," from Personal Growth Leaflet 60, p6.]

Members of the R. C. Moore Chapter of Future Teachers of America, if you now feel that you wish to continue active membership in this club, stand and make the pledge response in unison.

Sponsor: The good teacher requires physical vitality.

Members: I will try to keep my body well and strong.

Sponsor: The good teacher requires mental vigor.

Members: I will study daily to keep my mind active and alert.

Sponsor: The good teacher requires moral discrimination.

Members: I will seek to know the right and to live by it.

Sponsor: The good teacher requires wholesome personality.

Members: I will cultivate in myself wholesome personality.

Sponsor: The good teacher requires helpfulness.

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

Sponsor: The good teacher requires knowledge.

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

Sponsor: The good teacher requires leadership.

Members: I will make my influence count on the side of the right, avoiding habits that weaken and destroy. These things will I do now that I may be worthy of the high office of teacher.

All: [Club song written by Anna D'Andrea, Jean Johnson, and Marion Hernon. Tune, Anchors Aweigh]

Teachers we plan to be:
To do our best, Stressing democracy
In north and south and east and west,
and—
Loyal with hearts and hands,
Keeping our pledge,
Thru efforts of the FTA.

The School of the Air of the Americas



Stuart Ayers, F. Ernest Gay, photographers

The Monday programs of the School of the Air will be devoted to "Americans at Work." This huaso is a typical farm worker of Santa Rosa, Chile.

THE AMERICAN SCHOOL OF THE AIR in October begins its twelfth year of service, with expanded purpose and new title, *School of the Air of the Americas*. This educational feature, originated by the Columbia Broadcasting System in 1929, in the presentation of which the National Education Association has cooperated since 1938, will be heard during the school year 1940-41 in more than half of the republics in the Western Hemisphere. The Canadian Broadcasting Corporation will make the programs available to all

schools in the Dominion on the same time schedule observed by the network of the Columbia Broadcasting System in the United States. In Canada and in the republics which receive the programs by short wave the English language will be used. In other nations the programs will be translated into Spanish or Portuguese under the direction of the ministers of education.

Arrangements for the new series of programs, made with the respective nations thru their ambassadors to the United States

and thru their ministers of education, have been strongly endorsed by United States Secretary of State Cordell Hull as a feature of the exchange of cultural relations between the Americas. "It would be difficult to devise a form of international cooperation," said Secretary Hull, "which holds more promise for the deepening and broadening of understanding between the peoples of the American republics and which may be of more general benefit to these countries. I look forward to the development of this initiative with genuine interest."

The daily broadcasts are suitable for supplementary teaching aids in the social science subjects, music, and literature. A teachers' manual outlining all programs for the year, accompanied by carefully selected bibliographies for use of students and teachers in preparing for the programs, may be obtained free by writing to the nearest station of the Columbia Broadcasting System. Arrangements have been made thru the American Film Center and the American Library Association to supplement the daily radio lessons of the *School of the Air of the Americas* with appropriate films. Teachers may apply for the films, which are available at cost, from the nearest member library of the American Library Association. ALA libraries each week will display on special shelves books recommended for reading of interest in connection with the topics broadcast.

☆ ☆ ☆ NOTES AND ANNOUNCEMENTS ☆ ☆ ☆

Education Mobilizes for National Defense

☆ A COMMITTEE representing 55 national educational organizations has been established to mobilize the educational resources of the nation in the interest of national defense. At its meeting in Washington on September 6, spokesmen were present for all areas of education including elementary schools, secondary schools, vocational schools, colleges, universities, and adult education.

Meeting as the "Operating Committee of the National Coordinating Committee on Education and Defense," organized August 5 under the auspices of the National Education Association and the American Council on Education, the group outlined general plans to make

available and coordinate all educational facilities needed for national defense purposes. Willard E. Givens, executive secretary of the NEA, Washington, D. C., and George F. Zook, president of the American Council, Washington, were elected co-chairmen of the group. L. H. Dennis, executive secretary of the American Vocational Association, Washington, was named secretary.

The general activities of the National Coordinating Committee, according to Dr. Givens and Dr. Zook, will be classifiable under the following heads:

[1] Immediate and continuous representation of organized education for effective cooperation with the National Defense Council, the Federal Security Agency, and

other governmental departments and agencies.

[2] The stimulation and coordination of the efforts of educational organizations and institutions in projects related to the national defense.

[3] Dissemination of information regarding defense developments to educational organizations and institutions.

[4] The maintenance and improvement of educational opportunities essential in a long-range national program.

The membership of the Operating Committee includes:

F. L. Bishop, University of Pittsburgh, Pennsylvania; secretary, Society for the Promotion of Engineering Education
Isaiah Bowman, president, Johns Hopkins University, Baltimore

Morse Cartwright, New York City, director, American Association for Adult Education
George Counts, Teachers College, Columbia University, New York City; president, American Federation of Teachers

L. H. Dennis, Washington, D. C., executive secretary, American Vocational Association
Clarence Dykstra, Madison, president, University of Wisconsin

Paul Elicker, Washington, D. C., executive secretary, National Association of Secondary-School Principals

Willard E. Givens, Washington, D. C., executive secretary, National Education Association

Meta Glass, Sweet Briar, Virginia, president, Sweet Briar College

Alonzo Grace, Hartford, Connecticut, state commissioner of education

Ben Graham, Pittsburgh, Pennsylvania, superintendent of schools

Charles Hunt, Oneonta, New York, president, State Teachers College

George Johnson, Washington, D. C., secretary-general, National Catholic Educational Association

Mordecai W. Johnson, Washington, D. C., president, Howard University

Agnes Samuelson, Des Moines, Iowa, executive secretary, Iowa State Teachers Association

Guy E. Snavely, New York City, executive director, Association of American Colleges

T. O. Walton, College Station, Texas, president, Agricultural and Mechanical College of Texas

George F. Zook, Washington, D. C., president, American Council on Education

The Negro Salary Decision

☆ DURING the summer the Circuit Court of Appeals reversed the decision of the lower court in the Norfolk, Virginia, case of the Negro teacher who brought action against the city schoolboard, alleging an infringement of the Negro teacher's constitutional right and discrimination against the Negro teacher on the matter of salary paid. The original suit in this case was lost by the Negro. He appealed and it went to the first step toward final appeal to the United States Supreme Court. The Circuit Court of Appeals, sitting in Asheville, North Carolina, with three federal judges, reversed the decision of the lower court and stated in no uncertain terms that the difference in pay between the Negro teacher and the white teacher holding the same type certificate was a discrimination and a violation of the fourteenth amendment to the Constitution.

The Norfolk schoolboard has appealed the case to the U. S. Supreme Court, but we have been unable to find a single lawyer who believes the highest court will reverse the argument and decision of the Circuit Court of Appeals. The action of the Norfolk board in carrying the case to the Supreme Court delays the final action so far as the Norfolk board is concerned but, in the opinion of those who have made a study of the situation, it is merely a postponement of a readjustment of the

salary schedule for Negro teachers in all parts of the South.—From an editorial in *North Carolina Education*, September 1940.

Back to School

☆ HERE ARE some highlights from U. S. Office of Education figures for 1940:

Pupils: Total, about 32,285,000. Nursery schools, 50,000; kindergartens, 680,000; elementary, 21,550,000; high, 7,160,000; colleges and universities, 1,425,000. Slight increases in kindergartens and colleges and slight drops in elementary and highschools.

Teachers: Elementary schools, 725,000. Highschools, 315,000. Approximately one elementary teacher for every 30 pupils and one highschool teacher for every 23 pupils.

Britain's Bitter Lesson

☆ WE HAVE been playing overlong and beyond the danger point in Great Britain with a mere frustration of democracy. We have to make democracy a reality. We have to put an end to the advantages and respect our people have accorded so heedlessly and good humoredly to titles, precedences, and privileges.—H. G. Wells.

Stimulating School Art in Knoxville

☆ KNOXVILLE, TENNESSEE, highschools have successfully tried the experiment of "one-man exhibits" by those students in art who have special ability. These talented students mount and exhibit their own work. Each student is allowed a display for one week. The result is a great stimulus in amount and quality of work.

Life Membership Creates Atmosphere

☆ A PRINCIPAL recently wrote: "I want to create an atmosphere of such professional attitude that all members of our staff will become members of the NEA. Enclosed is a check for \$10, first payment on my Life Membership. It will be money well spent because, besides THE JOURNAL, I can make use of the *Research Bulletins* and the *Proceedings*. They help me in my summer work at Ohio State."

A Creed of Democracy

☆ THE CREED which appears on page 194 is taken from "Democracy and Education in the Current Crisis," a manifesto issued by the faculty of Teachers College, Columbia University. Single copies of the report will be sent free upon request by the Bureau of Publications, Teachers College, Columbia University, New York City. Copies in quantity may be secured at cost, \$1.80 per hundred.

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Men Behind the Men Behind the Guns

☆ OF INTEREST in connection with the article on page 199 is the following statement by U. S. Commissioner of Education J. W. Studebaker:

"The record [described in the article] is a tribute to the thoroughgoing organization of American education in the states and local communities. It is a demonstration of the incalculable power of the vast democratic organization of education which went into action on a few days' notice. It is an evidence of the indispensability of our schools and colleges in meeting the practical necessities of a great emergency.

"As this nation moves forward in the development of the program of preparedness, we will do well to make distinctions between the emergency needs which of necessity require special and centralized organization, and those which can be met by increasing the load of responsibility for existing agencies. Public education is one of those existing organizations which can operate within the framework of the democratic tradition. And it can operate more efficiently than hastily improvised organizations."

Social Studies Meeting at Syracuse

☆ A THREE-DAY CONVENTION on the teaching of the social studies in elementary and secondary schools will be held at Syracuse, New York, November 21-23, under the auspices of the National Council for the Social Studies, a Department of the NEA. The program begins with registration and entertainment on Thanksgiving Day. The Friday and Saturday sessions will include speeches and round-table discussions on a variety of topics, such as: Civil liberties, the teaching of economics, the place of geography, the defense program and the social studies, cur- [Cont. on page 224]

★ ★ 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 from July 30 thru September 6 and have continuously enrolled in their national professional organization for the number of years indicated:

EIGHT YEARS

OHIO—*Spencerville*, Jennings Township

SEVEN YEARS

INDIANA—*Terre Haute*, Deming

SIX YEARS

GEORGIA—*Cochran*, Entire System

FIVE YEARS

DELAWARE—*Lincoln*, Lincoln (White)

NEW HAMPSHIRE—*Center Sandwich*, Quimby

OHIO—*Beaverdam*, Beaverdam Village; *LaFayette*, Lafayette-Jackson Sr. High; *Lima*, Perry Rural

FOUR YEARS

OHIO—*Lima*, Shawnee Rural

WISCONSIN—*Winneconne*, Entire System

THREE YEARS

OHIO—*Allen County*, Entire System



Smith-Cotton Highschool, one of the newest school buildings in Sedalia, Missouri. The entire system (Heber U. Hunt, superintendent) has been 100 percent in NEA membership for 21 years. Two schools, Horace Mann and Mark Twain, have been 100 percent for 22 years.

TWO YEARS

KANSAS—*Stafford City*, Entire System

TENNESSEE—*Newport*, Sunset Gap

CURRENT YEAR

INDIANA—*Madison*, Eggleston; Junior High

OHIO—*Lima*, Bath Rural; *Toledo*, Sunset Park

New Life Members

THE FOLLOWING Life Memberships have been received since the September 1940 JOURNAL went to press:

ARIZONA—Alburn M. Gustafson, Blanche E. Rayle

MISSOURI—Elizabeth K. Wilson

PENNSYLVANIA—Herbert H. Reichard

[Cont. from page 223] rriculum trends, and classroom methods. Among the outstanding national authorities who will appear on the program are Edmund Day, Dixon Ryan Fox, Theodore Blegen, Ernest Horn, Merle Curti, and Preston James. Anyone interested in social education is invited to attend. Room reservations and inquiries should be sent to Roy A. Price, chairman of local arrangements, Syracuse University.

I Have Joined the NEA

★ WHY HAVE I held out so long? Surely not because I haven't been urged enough. Every year I have been solicited by some enthusiastic member of the faculty in my school. . . .

Then one day I happened to need some material for the school magazine. I scratched around in the library but the material was not available. I asked my principal. Immediately she produced just what I wanted. She gave me several articles. Every one had come from NEA headquarters.

That set me to thinking. Here is an organization that can be of help to me. It deals with problems directly related to my profession. It has the national viewpoint about these problems. Whenever I need help I can apply for it. At last I had begun to see the light. At last I had a reason for joining. It was a selfish one in the beginning but my membership card gave me a feeling that I was cooperating in a great national movement to advance my professional welfare and that of thousands of others.—Kathryn A. Nugent in *Vox Magistrorum*, published by the Auburn (New York) Teachers Association.

Adult Education

★ IT SEEMS TO ME a great mistake to think of adult education as merely supplying the lack of highschool or college training for individuals who were too poor or too unwise to take advantage of opportunities open to them between the ages of 14 and 22. Those individuals who have been most eager about education in their youth will

often be the ones who are keenest to go on with their education in adult life. In a democracy it matters much more what happens to the best than what happens to the poorest.—Frank Aydelotte, president, Institute for Advanced Study, Princeton.

Teachers' Salaries

★ SALARIES of teachers are steadily climbing toward pre-depression status. Research studies of the NEA disclose that the average salary of classroom teachers is close to \$1400 per year, altho the range from high to low is great. The amount of salary bears a direct relation to the size of school.

The Winfield Summer Activity Program

★ THE PUBLIC SCHOOLS of Winfield, Kansas, in 1940, as in the past several years, provided a summer activity program for Winfield boys and girls. All enrolment was voluntary. A four-period program was set up so that children who wished might participate [Cont. on page A-128]



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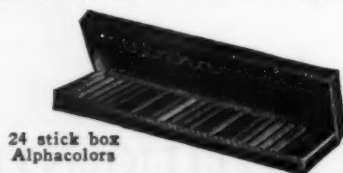
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[Cont. from page 224] in activities from 8 until 12, Monday thru Friday. Among the activities organized were manual training, crafts, sewing, creative dramatics, journalism, photography, cooking, art, chorus, stringed instruments, tennis, archery, playground groups, baseball, and swimming. Cost of instruction, management, and administration was paid by the board of education.

The Potential Power of Teachers

☆ **TEACHERS** have it within their power to become the strongest social force in our country. One step in this direction is the development of larger and stronger professional organizations. If teachers would pay \$10 annual dues to be distributed, \$5 to the local, \$3 to the state, and \$2 to the national association, they could become an irresistible force. The local associations could then develop effective public relations programs based on sound research, implemented with modern publicity techniques. They could pay the expenses of their delegates to state and national conventions and otherwise expand their influence and activities. The state and national associations would be correspondingly strengthened and the cause of education would move steadily forward.—Willard E. Givens, executive secretary, NEA.

From "Locksley Hall"

☆ **FOR** I dipt into the future, far as human eye could see,
Saw the Vision of the world, and all the wonder that would be;
Saw the heavens fill with commerce, argosies of magic sails,
Pilots of the purple twilight, dropping down with costly bales;
Heard the heavens fill with shouting, and there rained a ghastly dew
From the nations' airy navies grappling in the central blue.—*Tennyson.*

Education and Agriculture

☆ **THE SOUTH DAKOTA EDUCATION JOURNAL** began in the September issue a series of articles suggested by the Educational Policies Commission volume on "Education and Economic Well-Being in American Democracy." The first article deals with agriculture and education. Others will cover such topics as education and the press, mining, lumbering, and the like.

Home for Retired Teachers

☆ **THE CALIFORNIA TEACHERS ASSOCIATION, Southern Section**, has recently published an interesting leaflet, "Beauty, Dignity, Security, Charm," describing its teachers' home in Pasadena, California. The home,

founded in 1927, is still flourishing, with a long waiting list. Now rated at a capital value of \$25,564, the home is sponsored by the Welfare Bureau of the California Teachers Association, Southern Section, 408 South Spring Street, Los Angeles. Fred L. Thurston is the executive secretary.

Atlantic City Convention

☆ **TO PROVIDE FOR THE COMMON DEFENSE: TO PROMOTE THE GENERAL WELFARE: TO SECURE THE BLESSINGS OF LIBERTY** will be the theme of the Atlantic City convention of the American Association of School Administrators, February 22-27, 1941. Superintendent Carroll R. Reed of Minneapolis, president of the association, announced this theme following a recent meeting of the Executive Committee in Atlantic City, where final plans for the program were outlined.

An entire day will be devoted to each of the three divisions of the general theme. The general sessions will be supplemented by twelve discussion groups on the afternoons of Monday, Tuesday, and Wednesday. Prominent national speakers have been invited to participate in the general sessions, and wellknown educators will lead the afternoon discussion groups.

The Convention [Cont. on page A-130]

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[Cont. from page A-128] Exhibit Committee of the American Association of School Administrators also met recently in Atlantic City. Conferences were held with officers of the association and of the Associated Exhibitors. The winter meeting requires over 100,000 square feet of exhibit space, in which about 250 exhibitors display the most recent books, equipment, and apparatus for school use. Few cities have the necessary facilities for this exhibit. The Atlantic City Auditorium is ideal for the purpose.

A Message to Young People

☆ PRESIDENT ROOSEVELT, in a letter in August to Administrator Paul V. McNutt of the Federal Security Agency, stated:

"Reports have reached me that some young people who had planned to enter college this fall, as well as a number of those who attended college last year, are intending to interrupt their education at this time because they feel that it is more patriotic to work in a shipyard, or to enlist in the Army or Navy, than it is to attend college. Such a decision would be unfortunate.

"We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. We must also have scientists, engi-

neers, economists, and other people with specialized knowledge, to plan and to build for national defense as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education, unless and until they are called, so that they will be well prepared for greatest usefulness to their country. They will be promptly notified if they are needed for other patriotic services."

Department of Elementary School Principals

☆ HARVARD UNIVERSITY will be co-sponsor with the Department of Elementary School Principals for the Fifth Annual Conference on Elementary Education, July 7-18, 1941. Complete arrangements will appear in *The National Elementary Principal* thruout the year.

Isabel Tucker, St. Louis, president of the Department, is now making arrangements for the meetings of the Department at Atlantic City at the convention of the American Association of School Administrators, February 22-27, 1941. As usual, the Department will hold a breakfast Monday morning, a banquet Monday evening, and general sessions Monday and Tuesday afternoons. All meetings will carry twentieth anniversary celebrations.

Study Guides have been prepared for the 19th Yearbook of the Department of Elementary School Principals, *Meeting Special Needs of the Individual Child*, by Cecelia Galvin, Indianapolis, chairman for the 1940 Yearbook. These may be used in faculty meetings, principals study groups, college courses. They are available for 25¢ from the Department at 1201 Sixteenth Street Northwest, Washington, D. C.

A Challenging Letter to Educational Leaders

☆ SECRETARY GIVENS has recently sent the following letter to superintendents, principals, presidents of institutes of higher learning, presidents and secretaries of local associations, and to delegates at the Milwaukee convention of the National Education Association:

"Education can play a significant part in the present national situation. The public is expecting the schools, in addition to their regular work, to give more effective leadership in educating for the American way of life and to participate definitely in the program of total national defense. Our profession must meet this challenge.

"In the excitement of this defense program—costing billions of dollars—and a great political campaign, it behooves all educators to keep [Cont. on page A-132]



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[Cont. from page A-130] cool heads and to make sure that the educational needs of the youth of our country are met. Our professional organizations must therefore function this year with added vitality and aggressiveness.

"The information accompanying this letter indicates some of the services which your Association renders to education, to children, and to teachers. We wish that we could send this information direct to every teacher but since that is impossible we hope that you will cooperate with the leaders in your community in the development of a plan by which every member of your Association may know about the services of the NEA, be invited to become a member and participate in its program.

"If we all pull together, we can meet the challenge which faces us. We are counting greatly on the help of you local leaders who understand the work of the Association and the importance of organized action."

Three Counties Hold National Records

☆ **FIRST HONORS** for perfect enrolment records are shared by three counties which have reported 100 percent enrolments continuously since 1924. They are Queen Annes, Maryland, Superintendent Franklin D. Day; Logan, Ohio, Superintendent A. G. Welshimer; and Shelby, Tennessee, Superintendent Sue M. Powers.

Safety Maps for Toledo's Children

☆ **TO SAFEGUARD** young school children, on their way to and from school, Toledo, Ohio, teachers provide each child with a school route safety map, on which is drawn the way to school which entails the fewest traffic hazards. The maps, provided thru WPA cooperation, are studied by the children with the assistance of their teachers, who point out dangerous street crossings to be avoided.

Patriotism Begins at Home

☆ **IN THESE DAYS** of world tragedy and crisis, our attention is properly fixed upon the international scene. There are problems of foreign policy which we must meet and meet quickly. And the presidential campaign brings to us questions relating to national politics which we cannot ignore. We should not, however, become absorbed with these great and compelling issues to the neglect of problems which are at our doors. We cannot solve problems of the national life, and then turn to the job of making democracy work at home. We must do both at the same time. If democracy is to live in the world, and if, thru it, the hopes of humane and public-spirited men and women are to be realized, it must

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be clean and strong and efficient in the counties, towns, and hamlets of the land. If democracy is to be saved, it must be saved at home. It cannot live and compete with other systems if the affairs of local communities are turned over to designing politicians and selfseeking interests.—Walter E. Myer, editor, *The American Observer*.

From a Journal Reader

☆ "My copy of the September JOURNAL came yesterday. I read all of 'Education and Defense of American Democracy,' 'A Challenge to United Action,' and the inimitable T. P. Giddings' 'Teacher, Take It Easy.' It is a marvelous issue and should start the year for the members in fine style."

Frequency Modulation

☆ ACCORDING to the Federal Communications Commission, the school system of San Francisco is first to have its application approved for the installation of a frequency modulation transmitting station to be used for educational broadcasts. Other applications expected or pending are from the University of Kentucky, the school systems of Cleveland, Ohio, and New York City.

The San Francisco school district will operate on 42,100 kilocycles with one kilowatt power, unlimited time. The radio will be used for instructional, administrative, supervisory, and other functions in the local schools. Thirteen studios are planned for highschools and colleges. They will be connected with the broadcasting station by means of leased wires. This arrangement is expected to reduce the effort and expense involved in transporting participants to the studio. The board of education has allocated \$9000 for the station and an additional amount of \$42,000 has been made available.

Giving That Doesn't Hurt

☆ TO MEET the obligations of teachers to their community and their profession has been the purpose of the "Association Chest" now in its fifth year of successful operation by the DuBois (Pennsylvania) Teachers Association. In 1935 the teachers voted to have the school district deduct 1 percent from each teacher's salary and turn it over to the treasurer of the local association to be apportioned by its executive council. To this council each year local charitable organizations such as the Red Cross, YMCA, Tuberculosis Society, present their budgets [Cont. on page A-134]



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[Cont. from page A-133] for study of their comparative needs. Professional obligations met from "the chest" are 100 percent membership in the Pennsylvania State Education Association and the NEA and contribution to the PSEA Welfare Fund. Some of the money helps provide for attendance at professional meetings. Thirty dollars a year is placed in a Student Loan Fund.—Earl Magill, treasurer, DuBois Teachers Association.

Will You Help Us?

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

Caroline S. Woodruff, Secretary of Vermont Association

☆ CAROLINE S. WOODRUFF, president of the NEA for 1937-38, assumed in June the secretaryship of the Vermont Teachers Association, succeeding Raymond E. Bassett. Dr. Woodruff has resigned as principal of the Castleton, Vermont, State Normal School. The *Rutland Daily Herald* pays tribute to Dr. Woodruff for having built the Castleton school "from a sketchy sort of one-year training school for teaching to a top-ranking institution with a four-year course and giving a professional degree of bachelor of education."

National League of Teachers Associations

☆ OFFICERS for 1940-41: *President*—Jean Armour MacKay, Highland Park, Mich.; *Eastern vicepresident*—Leonore Holliday, Cincinnati; *Midwestern vicepresident*—Frances Jelinek, Milwaukee; *Western vicepresident*—Ida May Lovejoy, San Diego; *secretary-treasurer*—Lottie K. Warmbold, Minneapolis.

Centennial of a Crusader

☆ THE YEAR 1940 marks the 100th anniversary of the birth of William Graham Sumner, professor of philosophy at Yale University, called "the Darwin of the Social Sciences." Among social scientists, Sumner is honored as the author of the classical text in sociology, *Folkways*, and of numerous other books and essays. Among public-school people, Sumner is

credited with being chiefly responsible for the reorganization of the normal schools of Connecticut. In collegiate circles, Sumner's fights for academic freedom and for modernization of the college curriculum are still remembered, thirty years after his death. The centenary will be observed on Sumner's birthday, October 30. For information, write to the William Graham Sumner Club, P. O. Box 477, Darien, Connecticut.

Dates To Be Remembered—

November 10-16—American Education Week. See page 210.

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. See page 223.

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 A-128.

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.

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Salaries, Preparation, and Experience

☆ SAN LEANDRO, CALIFORNIA, recently has adopted for its elementary-school district a teachers' salary schedule based on preparation and experience. The lowest beginning salary is \$1320, for a teacher with three years of professional preparation; the beginning salary is \$120 higher for each added year of training, up to \$1680. Increments for experience extend over a period of fifteen years, reaching a maximum of \$1830 for teachers with three years' training, \$2040 for college graduates, and \$2200 and \$2380 for the two higher training levels. Continued growth in service is encouraged by a requirement that teachers complete additional units of training at three-year intervals, in order to advance on the schedule.

New NEA Publications

Selected Items for the Testing of Study Skills, by H. T. Morse and G. H. McCune, has just been published as Bulletin No. 15 of the National Council for the Social Studies. It contains 479 validated objective test items ingeniously devised to measure 23 kinds of study skills and mental traits such as: graph-reading, critical use of historical sources, sense of time, open-mindedness. The items are printed in a form that will readily permit their inclusion in teachers' own tests. An introduction provides suggestions for teaching skills in social-studies classes. 50¢ per copy. [Not subject to NEA discounts.]

Learning the Ways of Democracy: A Case Book of Civic Education will be available early in October at \$1 a copy. 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. See page 195.

The September *Research Bulletin* deals with current trends in rural education. The study notes the effect of depression circumstances on the rural-school program between 1930 and 1940. Attention is directed to the progress made during this decade and suggestions are given with reference to next steps in the improvement of rural schools.

Discounts for quantities on NEA publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33⅓ percent. Send orders to the NEA, 1201 16th St., Washington, D. C. Cash must accompany all orders for \$1 or less.

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7:30 Mountain Time

6:30 Pacific Time

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

ATTENTION TEACHERS!



"CAVALCADE" RECORDINGS
now can be bought
for school use



12 outstanding historical dramas
now ready. Others to be added.

The Constitution of the United States
Francis Scott Key and "The Star Spangled Banner"
Oliver Wendell Holmes

Abraham Lincoln (starring Raymond Massey)

Robert E. Lee (starring Philip Merivale)

Benedict Arnold (starring Claude Rains)

Sam Houston (starring Walter Huston)

Thomas Paine—Revolutionary Patriot

Jane Addams of Hull House (starring Helen Hayes)

Nancy Hanks—Mother of Lincoln

Susan B. Anthony (starring Cornelia Otis Skinner)

Walter Reed and His Fight against "Yellow Jack"

HOW TO GET THEM: Information about Cavalcade of America records, including prices, may be obtained from Association of School Film Libraries, 9 Rockefeller Plaza, New York City.

American Education Week

Materials to Help You

COMBINATION PACKETS

Packets are available for these four school levels:

Kindergarten-Primary School
Upper Elementary School
Junior High School
High School

Each packet carries the three-color poster, a one-color bulletin board poster with messages on one side and illustrations on the other, a classroom supply of stickers, a classroom supply of leaflets "Education for the Common Defense," a copy of the Handbook, a copy of the 32-page booklet "Education for the Common Defense," and a copy of an eight-page folder of suggestions for activities at the school level indicated by the name of the packet. Each of these items is individually described below.

Price: 60c per packet. No discounts.

POSTER

Three colors on a substantial (not stiff) white stock 12 x 18 inches in size. Use in schools, clubs, churches, public buildings, store windows, and elsewhere.

Price: 40c per package of ten. Sold only in packages of ten.

STICKER

Two colors on white gummed stock, 1½ x 2 inches. Comes in sheets of ten, perforated like postage stamps. Use on report cards, letters, menus, messages to homes, etc. Ask business houses, clubs, and others to use them.

Price: 25c per package of 100. Sold only in packages of 100.

LEAFLET "EDUCATION FOR THE COMMON DEFENSE"

A four-page, 3 x 5 inch, leaflet printed in red and blue ink on white stock. Attractive typography. Send into homes just before or during American Education Week or distribute at community meetings. Answers two questions in simple words: "What does America have to defend?" and "What is education for the common defense?" Also urges parents to visit their local schools.

Price: 35c per package of 100. Sold only in packages of 100.

PERSONAL GROWTH LEAFLET "EDUCATION FOR THE COMMON DEFENSE"

A sixteen-page, 3 x 5 inch, leaflet. Outlines the program for American Education Week and gives brief but meaty statements on each of the topics. Excellent for distribution to laymen, committees, speakers, students, and others.

Price: 25 for 25c. No order for less than 25 accepted. No discounts.

BOOKLET "EDUCATION FOR THE COMMON DEFENSE"

A unique publication 5½ x 8½ inches in size, 32 pages long. Every second page consists entirely of original line drawings with about 20 ideas depicted per page. One cartoon and one text page present materials on each topic in general. A second cartoon page and a second text page show how the schools contribute to individual and general welfare in the problems suggested by each topic. Pupils, teachers, parents, laymen, speakers, and writers will find this booklet of great value.

Price: 25c per single copy.



Reproduction of cover of 32-page booklet described at lower left.

Now is the time to complete your plans for the observance of American Education Week 1940. Turn to page 210 for suggestions. Order the supplies listed on this page that you will need to make your local plans effective. "Education for the Common Defense" is a timely theme. It has universal public appeal. Take advantage of this opportunity to carry the message of the place of education in the defense of our nation to the people.

HANDBOOK

A 7½ x 9½ inch pamphlet, 32 pages in length. Attractively illustrated. Set in large readable type. Presents the year-to-year practices which have been found successful in local observances throughout the nation and general background information concerning American Education Week. Does not deal with the theme and topics of American Education Week 1940. It will be just as helpful in 1941 as in 1940.

Price: 25c per single copy.

FOLDERS: "THINGS TO DO AMERICAN EDUCATION WEEK 1940"

One eight-page, 5½ x 8½ inch, folder has been prepared for each of these school levels:

Kindergarten-Primary School
Upper Elementary School
Junior High School
High School

These folders consist primarily of suggestions for things to do in classes, assemblies, and clubs in connection with each of the daily topics.

Price: 10c per single folder.

FOLDER: "ENRICHING SPIRITUAL LIFE"

An eight-page, 5½ x 8½ inch, folder on the Sunday topic prepared by Dr. Gould Wickey, General Secretary of the Council of Church Boards of Education. Contains suggestions for the Sunday observance and several statements by prominent church and school leaders. Why not distribute a copy to every church in your community?

Price: 10c per single copy.

FOLDER: "HOME ECONOMICS AND THE COMMON DEFENSE"

An eight-page, 5½ x 8½ inch, folder of suggestions for the observance by home economics departments and classes. Prepared by a committee of the Department of Home Economics of the NEA, Ruth A. Sanger, Chairman, Supervisor of Home Economics, Toledo, Ohio. Is sent free to members of this Department.

Price: 10c per single copy.

DRAMATIC MATERIALS

The class in "Playwriting for Radio and Stage in the High School" at Western Reserve University, Cleveland, Ohio, under the direction of Walter Bissell and Eugene C. Davis, has prepared several scripts for American Education Week. These are available in attractive mimeographed form. ¶ Two plays are entitled *Mr. Citizen Has a Dream* (about taxes and closed schools) and *This Is Our Home*—a play somewhat on the pattern of the motion picture "Our Town" emphasizing the influence of home and school in shaping the lives of youth. ¶ A pageant, *Heritage of Humanity* portrays the United States as the haven of hope for cultural and spiritual values in a war-torn world. ¶ A short radio script, *It Has Happened Here*, dealing with the topic for Thursday, "Safeguarding Natural Resources," is also available.

Price for each script in mimeographed form is 10c per single copy.

MATS

A number of mats of illustrations are available for use in newspapers, magazines, and school papers.

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N. W., Washington, D. C.

Please send me the following American Education Week materials for which I inclose \$.....

Packets:

Kindergarten-Primary.....
Upper Elementary.....
Junior High School.....
High School.....

Posters.....

Stickers.....

Leaflet (4 pages) "Education for the Common Defense".....

Personal Growth Leaflet (16 pages) "Education for the Common Defense".....

Booklet (32 pages) "Education for the Common Defense".....

Handbooks.....

Folders "Things To Do American Education Week 1940":

Kindergarten-Primary.....
Upper Elementary.....
Junior High School.....
High School.....

Folder "Enriching Spiritual Life".....

Folder "Home Economics and the Common Defense".....

Dramatic Scripts:

Mr. Citizen Has a Dream.....

This Is Our Home.....

Heritage of Humanity.....

It Has Happened Here.....

NAME.....

STREET ADDRESS.....

CITY.....

STATE.....

Discounts on more than one package or copy of all materials, unless otherwise specified, are allowed as follows: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more copies, 33 1/3%. Materials postpaid on cash orders. Transportation added on billed orders. Funds must accompany orders amounting to one dollar or less. Make checks or money orders payable to National Education Association, and mail this order to 1201 Sixteenth Street, N. W., Washington, D. C.