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**NOVEMBER
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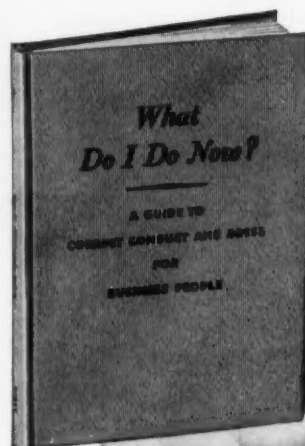
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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 29, NUMBER 8

H. A. ALLAN, Business Manager

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

Between Editor and Reader

WE AS A NATION are now on the eve of one of the most important elections in our history. The officers elected on November 5 will face issues of deep gravity and far-reaching significance. Major emphasis in the campaign has been on the choice of President. The Congressional elections are even more important. The highest integrity, intelligence, courage, and competence are needed in the rank and file of Congress during the next few years.

This is a time when emotions are deeply stirred. Teachers, who must serve all the people impartially, cannot afford to become active partisans. Their role is to foster goodwill, intelligent discussion, and fair play. Two issues that most directly affect young people are [1] American participation in the war, and [2] federal aid for free public elementary and highschools. The people should know where their representatives stand on these issues.

When the election is over—no matter which party comes into power—the Administration has a right to the united support of our entire people in every worthy enterprise. This is no time for a divided nation. We shall all have more in the end if we sacrifice some of our selfish advantages for the common good.

We in the schools are dedicated to the important task of establishing in all youth an intelligent, sincere, and responsible patriotism. This does not mean mere flag waving. Patriotism cannot be forced. *If we wish young people to love America, we must make America lovable.* We must demonstrate in school and community the power of honest discussion, fair play, and loyal support for leaders who are elected to posts of responsibility.

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THE TWENTIETH OBSERVANCE —and AFTER

THE THEME for this the twentieth observance of American Education Week was arranged a year ago in a conference of the sponsors, with a representative of the Canadian Teachers Federation as a participating guest. The theme could not have been more prophetic of the need of this hour had it been selected yesterday.

The events of the past year have shown a condition of world affairs unparalleled since the breaking up of the Roman Empire. The civilized order of the centuries is on the defensive, and we are impelled to look well to our military power in the technical sense and to that more abiding strength which resides in the culture, character, and institutions of a people. Let every child, every teacher, every home, every citizen give attention during the week of November 10-16 to the issues raised by the AEW theme: "Education for the Common Defense." We cannot emphasize too much the principles upon which our democracy is established and the kind of common schools required to maintain those principles. American Education Week is an example of the kind of social invention and dramatization needed in the democracies.

The plans for establishing American Education Week were laid at the Des Moines convention of the National Education Association in 1920. Associated with its beginnings are such names as J. W. Crabtree of the NEA, Henry J. Ryan of the American Legion, Philander P. Claxton and J. J. Tigert of the U. S. Bureau of Education—as the Office of Education was then known. These men had seen the effect of the World War on our educational enterprises. The war had emphasized deficiencies in the schools. It was plain that the nation had not done its full duty by the men drafted into the army camps. There were large numbers of illiterate adults; many foreign-born in need of educational guidance; widespread physical defects needing correction; inequality of educational opportunity; shortage of properly prepared teachers.

It took several years for the American Education Week movement to gain headway, but it has grown steadily both in the scope of the observance and the quality of its themes. It deals with fundamentals. Canada now joins in the enterprise. This would be a good time to widen the scope of the observance still

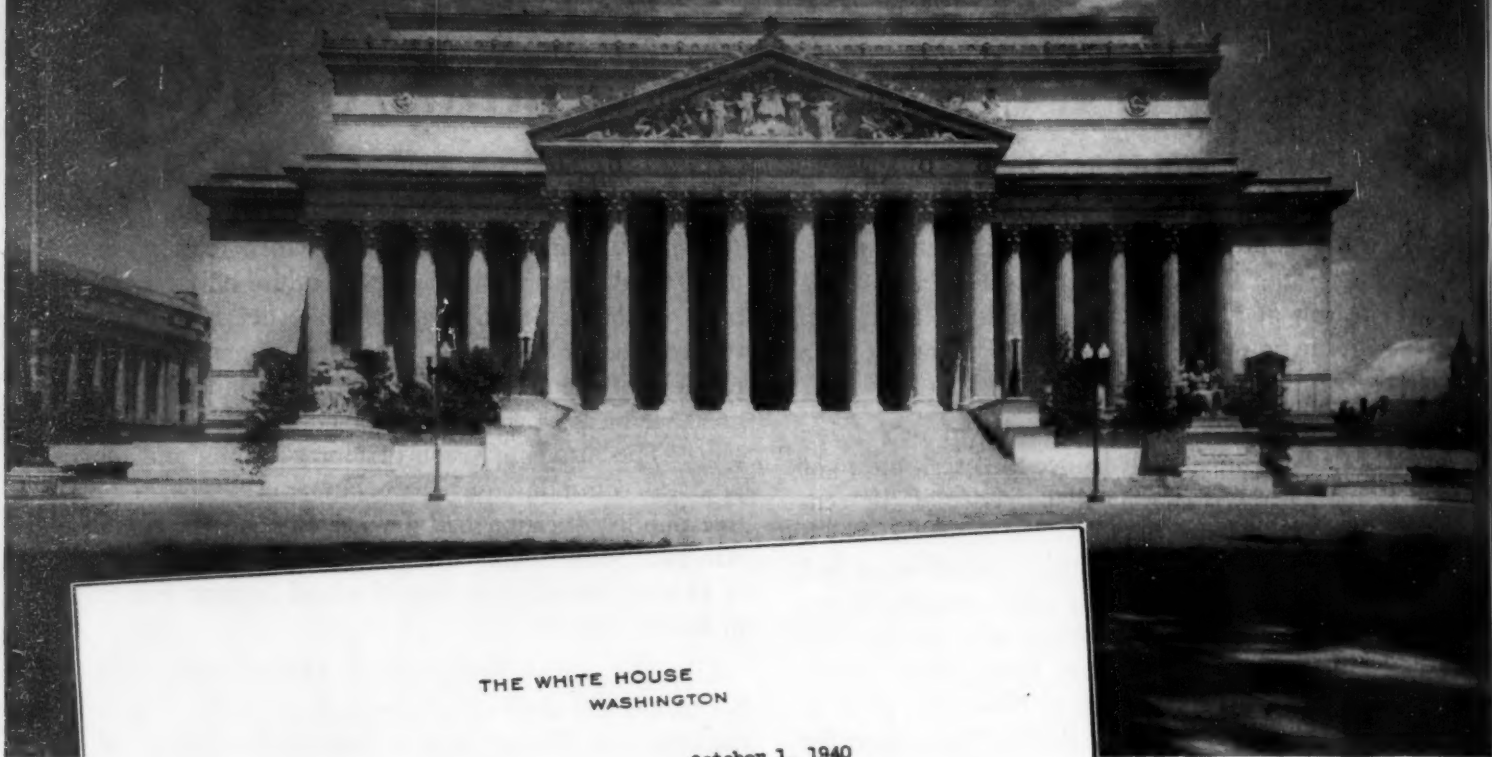
further to make it truly American in the broad sense of including all the nations in the western hemisphere. Any military and economic unity which may be set up to meet the present crisis can endure only on the basis of closer cultural relations. The educators of the two continents have much in common, including the memory of Horace Mann, whose friendship with the great Sarmiento formed a cultural bond of deep significance. The inspiring vision of Horace Mann and his practical commonsense in working out a system of free public education had a wide influence in South America. Some of the strongest of the early graduates of Horace Mann's first normal school became leaders in South America.

Like the period during which Horace Mann and Sarmiento did their great work, these times require the long look. We are kept so close to the disasters of the war that they weigh heavily on our spirits and often bring personal tragedy as dear ones go down in the struggle. But this is an occasion for faith, initiative, and sacrifice; not pessimism. The human race has faced trials before and while individuals or even nations may go down, humanity will survive; the torch will be taken up by strong young hands and carried to greater glory. Let those of us who are older never forget that our security as individuals and as a nation is not in banks, or bonds, or insurance policies, or even in armies, but in the total character and culture of the people. A nation to be strong must live for great ends—for justice, truth, beauty, human brotherhood, and the Golden Rule. It must look well to its youth and the abiding values of life. This war, too, will pass. Those who survive of the fifty million men who now fight or make weapons, must find a new life—must hope and love and laugh and labor and build. And how shall they learn again to do these things? There must be teachers who amid all the shot and shell have kept the faith.

The teacher, whether parent, pastor, or schoolmaster, is the real maker of history and the ultimate defender of the citadel of human aspiration, liberty, and justice. When we think of the nation's defense and its future, we do well to exalt teaching and the school.

Joy Elmer Morgan

—education for the common defense



THE WHITE HOUSE
WASHINGTON

October 1, 1940

TO THE PATRONS, STUDENTS, AND TEACHERS OF AMERICAN SCHOOLS:

World events are making it increasingly apparent that the theme of American Education Week this year was selected wisely. Education for the Common Defense as a slogan puts education in its proper relationship with other departments of government. One of the purposes behind the adoption of the Constitution of the United States was "to provide for the common defense." In the 1780's there was strife among the thirteen States. Each State cared too little for the common interests of all.

We have now had one hundred and fifty years to build a strong foundation for the common defense. Due, however, to conditions outside our own country we find that the way of life we cherish stands in jeopardy this year more than in any year since 1789. There is an unusual need for the schools to play their part in providing for the common defense. The war being waged on two continents at present is not a war to be won by arms alone. How much a country values its institutions and the freedom of its people is likely to prove even more important than arms as a determining factor in the ultimate decision.

How much do we in this country value democracy? How unitedly and firmly will we stand in support of the Bill of Rights?

Our great public school systems in the States, including colleges and universities, are rendering invaluable service in training men for work in defense activities. But it is more important now than ever before that our schools should give serious attention to the development of an appreciation of our traditional freedoms. What the schools do may prove in the long run to be more decisive than any other factor in preserving the form of Government we cherish.

Franklin D. Roosevelt

NATIONAL ARCHIVES PHOTO

The National Archives Building in Washington, D. C., home of historic documents on whose pages is written the continuing story of our great nation.

"What the schools do may prove in the long run to be more decisive than any other factor in preserving the form of Government we cherish."

The National Education Association has prepared materials to assist local schools in the observance of American Education Week. See page A-148.

WHO ARE WE OF THE UNITED STATES?
—The American dream is that the many national, racial, and religious subgroups will blend to produce like symphonic music the most civilized cultural ensemble in the history of human relations.

We of the United States are:
One-third of a million, Indian
One-third of a million, Oriental, Filipino, and Mexican
60 million, Anglo-Saxon; 10 million, Irish
15 million, Teutonic; 9 million, Slavic
5 million, Italian; 4 million, Scandinavian
2 million French; 13 million, Negro
1 million each, Finn, Lithuanian, Greek

In addition, we are:
2 million, Anglican Episcopalian
40 million, Evangelical Protestant
1 million, Greek Catholic
4½ million, Jew
Two-thirds of a million, Mormon
One-tenth of a million, Quaker
22 million, Roman Catholic
One-half million, Christian Scientist

CULTURAL DIVERSITY OF AMERICA—Cultural diversity has characterized America ever since its discovery. In the last 100 years this land has witnessed the most glorious pageant of immigration in all history. America has welcomed the sons and daughters of every fragment of age-old civilization. Together we are destined to create a new kind of republic—a democracy of cultures as well as a free society of individuals. At our disposal are the values and ideas, the arts and knowledges, the laws and technics of the people of every civilized tradition.

ELEMENTS IN THE NEW WORLD COMPOSITION—Dorothy Thompson lists as elements in the New World composition: The deathless attachment to freedom which is the glory of the British; the classic humanism which is the dignity of the French; the penetrating imagination of the Slavs; the robust poetry of the Irish; the diligent, meticulous orderliness of the German; the furious love of justice which is the mission of the Jew. Let America speak: To the English among us, "Temper your pride"; to the French, "Widen your sympathies"; to the German, "Relax your stubbornness"; to the Slavs, "Realize your dreams"; to the Irish, "Forget past wrongs"; to the Jew, "Abandon your fears, which are so easily transformed into arrogance"; to the Negro, "Give us your innocent faith in life and

"We must create a democracy of cultures..."
says the director of the
National Conference of
Christians and Jews, 300
Fourth Avenue, New York



Courtesy, Los Angeles Schools

Education and Human Relations

EVERETT R. CLINCHY

God." To each of us: "Take pride in the sources of your Old World traditions, but identify yourself with America. Keep alive the beautiful, true, and good in your ancient culture, that you may contribute it to the common wealth of America, *as an American.*"

The American schools have yet to rear a generation *equipped to live* in a New World country composed of citizens from 47 Old World nations, of all racial strains and religious traditions!

AMERICAN CULTURE PROBLEMS—Trouble has arisen time after time in American history when one culture has tried to live as tho others did not exist.

Case 1: In Massachusetts in the 17th century 64 Quakers were imprisoned by Puritans; 40 banished; 40 publicly whipped; 1 branded with a hot iron; 3 had their ears cut off; 4 put to death.

Case 2: "Hate immigrants" was the cry that frightened native-born people in the 1830's. Frenzied mobs set fire to newly arrived immigrants' buildings. Hate spread like an uncontrolled forest fire. That was the "Nativist Movement." Business, farmer, industries suffered.

Case 3: The "Know-Nothing Movement" of the 1850's, directed against the Catholics, polarized thousands of Americans in every region into a magnetic field charged with hate explosive in the destruction of civil rights, property, and even lives of a "different" culture.

Case 4: Consider the long ordeal Negroes still endure in their efforts to be treated in accord with the Constitution of the United States—"All men are created equal." Recall, too, the trail of social ostracism and terrorizing persecution of Mormons in their trek from upstate New York to Utah.

Case 5: The KKK organized hate in 45 states in the 1920's, fooled 2½ million otherwise good citizens. Said one advertisement: "How to tell a Klansman? He is a white man. He is a Protestant. He is a Gentile. He is a native born. He is a loyal American. He believes in Klanishness among his kind." How did Klansmen get that way? What was lacking in their education in home, school, and church which left them gullible, permitted them to deny civil liberties, left them willing tools of propagandists to persecute culture groups of Americans?

Case 6: There are today 30 million Americans who are the children born in the U. S. of immigrant parents. They bump against racial prejudices, are called Hunkies, Dagoes, Wops, Sheenies, Kikes. Unlike their parents, they have no powerful feeling of association with the Old World. They may learn in school about Pilgrims, Lexington, Liberty Bell, but these historic traditions are not echoed in their homes. Their vital American background is Ellis Island, city slums, sweatshops, some, more fortunate, on farms. Ashamed of their parents, they float on popular American currents which they do not understand. Old stock Americans can incorporate the new stock differences in temperament, aptitudes, and backgrounds into a more satisfying Americanism. Meanwhile, the 30 million new citizens can be cultivated and accepted on a parity as Americans.

FACTORING OUT THE PROBLEM—Statesmanship is the art of dealing with a situation while the factors are still manageable. Seven factors indicate possible educational procedures:

The anthropological factor—All individuals are bred in a culture group in whose superiority they firmly believe. People of one culture group figuratively tend to build fences between themselves and outsiders. If the primitive tribe lived by the rule of "Live, and annihilate outsiders," is the second rule of "Live, and let live" adequate? Or can educators introduce a third—"Live, and help live"? How can teachers of almost every subject play a part in a child's experience in picturing democracy as that society wherein all individuals of all groups contribute freely and receive freely the peculiar value, quality, and distribution of every other individual and culture in the community?

The sociological factor—How can the school aid the various groups making up its community: [a] Understand the ends and means, one group of the other? [b] Make each group aware that it has some ends in common with all others? [c] Multiply experiences wherein all groups cooperate for the general welfare? The use of the records of the "Americans All—Immigrants All," broadcasts of the United States Office of Education, helps. Every school and every community has potentialities for a controlled experiment in inter-cultural relations. Selected individuals from as many cultural strains as there are in the society might meet once a fortnight for a round table, a "clearing house," a "Chamber of Commerce of Cultures." Shared study of cultural democracy will tend to remove prejudice and discrimination and will be an educational experience in itself.

The historical factor—The degree of one's advance in the civilizing process might be measured by his grasp of all that has been thought and said and done in the tradition of every strand in the tapestry of history. The commission appointed by the American Historical Association to investigate the teaching of social studies "deems possible and desirable the steady enlargement of sympathetic understanding . . . among diverse races, religions, and cultural groups which compose the American nation." Can teachers of geography, mathematics, physics, literature, languages, music, and art do this as well as historians? In his essay on *Civilization*, James Harvey Robinson points to the mutual indebtedness one culture owes to

every other for arts, sciences, technologies. He shows that the awareness of indebtedness learned thru the history of peoples cements the unity of mankind.

The educational factor—As a society is made up of individuals, so a community is made up of subgroups . . . families, the Anglo-Saxon tradition, a Masonic Lodge. An individual normally shares the experience of more than one subgroup. Education as a socializing process is the business of helping subgroups to see their relation to the whole. A subgroup is like a spoke in a wheel; loyalty to a subgroup can be made the strength of a larger loyalty. Education in human relations can cultivate not only the participation of every subgroup in the life of the whole, but also teach each group to respect the rights of all the others. If differences characterize cultures, as differences mark every other aspect of life, then educators would better prepare American children to live satisfactorily in a culturally pluralistic society. Can schools do this, or must teachers colleges act first?

The emotional factor—Education for better human relations has to do with the emotions as well as the intellect. Here is a college professor whose only experience in Paris was two days of cold and rain, when he was cheated out of \$1.30, and lived in a cheap hotel with terrible food. How he hates Paris! A psychologist taught a child to fear a rabbit and love a snake and then proceeded by the same methods to make him have exactly opposite attitudes. Can the schools condition desirable emotional attitudes for successful living in a democracy characterized by cultural pluralism? Assembly programs, social occasions when students meet admirable persons in other cultures, visits to interesting culture centers, use of manifold opportunities for education in human relations thruout the curriculum are suggested by the Bureau for Intercultural Education, 300 Fourth Avenue, New York.

The economic factor—There is a high correlation between depressions and areas of hate. In Valentin's book on Anti-Semitism he tells of the tribe which lived on the fruit of the bungalow tree. When it was plentiful, strangers were invited to share the crop. When fruit was scarce, strangers were excluded. When the crop failed, the tribe

ate the stranger. The schools can speed up a general disillusionment with the whole thesis of hate. Hate of class, race, creed, or nationality measurably slows up the solution of every economic problem. Again, schools can equip citizens with the scientific method in attacking economic problems, expecting a plural number of approaches to each. Schools can prepare people to be tolerant of other sincere people with diverse economic views, eager for communication with them, honestly encouraging free inquiry and experimentation in economics.

The religious factor—American public-school children are religious. No institution in American civilization is more sincerely concerned with the ethics, spiritual values, and character of youth than is the public-school system. School people would do well to encourage and aid the churches. If the vitality of the churches becomes decadent, the politics, economic structure, and schools of a free people are doomed. School leaders can: Inculcate appreciation for the significance of the relatively recent gain in civilization—religious freedom; prepare youth to disagree agreeably in religious matters; point out, without abrogating American practice of separation of church and state, the importance of religious convictions and disciplines; develop with churches procedures for elective weekday religious instruction in the faith of a student's own choosing.

SACRIFICE FOR THE GENERAL WELFARE

The four catchwords of totalitarian dictators are: "Believe! Obey! Sacrifice! Die!" If the citizens of the American republic have no convictions with regard to the values in which they believe, democracy will be supplanted. If Americans will not voluntarily obey the disciplines of morality, immoral forces will discipline us. If the spirit of sacrifice of the individual for the general welfare is lost, the American way of life will disappear. If the citizens of this nation have no ideals they would die to preserve, then surely despotism and darkness will totally overcome the western hemisphere as they threaten to envelop Europe totally. The public schools and the churches must work out together the salvation of the spiritual life of this people. The freedom of these two institutions will endure or fall together. [This article is available as Personal Growth Leaflet 149.]

TO THREE HUNDRED THOUSAND constituents, James M. Baxter was known as Congressman Baxter. To Jack Owens he was Uncle Jim. Jack had always admired his mother's distinguished brother and it was his own avowed intention to go into politics as a life work.

"I'm glad you feel that way," his uncle had once said by way of encouragement. "This country needs lots of bright young fellows who will definitely plan a career of public service early in life."

"I'm not only picking my highschool courses with that in mind," Jack told the Congressman, "but I'm going to get some practical experience in vote-getting next fall."

"That so? How?"

"You are looking," boasted Jack, "at the next president of the Brighton Highschool Studentbody."

"Hm!" said James Baxter, "you seem pretty confident."

"More than that. Positive!"

Jack had, indeed, every reason to be sure of victory in the annual fall studentbody election. There were eleven hundred votes in Brighton Highschool. Jack's plan would win more than six hundred of them to his banner. It was simple, but strong in its appeal. The highschool district included not only the town of Brighton, but several smaller villages and rural settlements as well. And the school population from the outlying districts was somewhat in the majority. Jack himself was one of those who lived outside of Brighton. "Hicks" was the title often applied to such as he. Jack's idea was simply to organize the "hicks."

Brighton Highschool had never had a studentbody president who lived outside of Brighton. This was clearly so unfair that Jack saw an opportunity to make excellent political capital of it. Working thru Evan Roberts, his chum and campaign manager, the seeds of discontent were carefully sown.

"Isn't it about time the rural districts got a little recognition in studentbody affairs?" Evan would say to an audience of rural hearers. "This town bunch has had control of things long enough. Of course I'm only a hick, but if I had anything to do with student government affairs around here. . . ." Beyond doubt such talk had a definite effect.

With the opening of school in September, Jack and Evan began the organ-



Courtesy, J. H. Matteson

The Rabble Rouser

ROLLAND H. UPTON

Superintendent of Schools, San Gabriel, California

ization of their real political machine. "What we need," said the young candidate to his campaign manager, "is an active, hardworking committeeman from each of the rural communities. The thing that counts most in politics is organization and personal work."

"What do these local committeemen have to do?" Evan asked.

"Personally canvass every student in their district and show him why he ought to vote for me. Most of the rural pupils feel that the Brighton bunch are snobs. At least they can be easily talked into feeling that way. You just keep hammering on that theme and the election is as good as won."

Evan was a bit doubtful. "You can't hope to get 100 percent of the rural vote," he objected. "Herbert Pennington has lots of friends."

"I know he has," admitted Jack, conceding the strength of his chief rival, "but we'll get most of it. And don't forget I've got lots of friends in town."

When Jack heard, the day before the election, that his Uncle Jim was home for a short visit, it seemed that his joy was complete. More than anything else, he wanted his distinguished relative to witness his triumph. As soon as school

was out he hurried to Mr. Baxter's favorite retreat when home—his greenhouse.

"Remember what I told you last spring about our studentbody election?" James Baxter nodded. "Well, rather," he replied, "I'm almost as much interested in your career as you are. How did things go? Were you elected?"

"Practically."

"Practically?"

"Well, the election isn't until tomorrow but I've more than enough votes promised to win."

"You must have had a good platform to get so many votes!"

"Platform?" Jack asked.

"Yes. Plans for your year of administration. What do you propose to do for the studentbody while you're in office?"

For the first time in any discussion of his political ambitions, Jack was at a loss for words. "Well, you see," he explained lamely, "I haven't had much time to think about that. I've been pretty busy getting the votes lined up."

Uncle Jim faced his nephew in genuine surprise. "But how did you line up these votes without something to offer in the way of service?"

"Why—why, I didn't need to offer

anything. I had a better idea. You see, there are about six hundred rural pupils in school and only about five hundred who live in Brighton. I just lined up the country against the town."

Uncle Jim looked at Jack intently. "And that was the only issue?" he asked.

Jack could not see what the other was getting at. "Well—why not? Don't you want me to be elected?"

"Not that way, Jack," replied the Congressman soberly. "Not by resorting to the world's cheapest political trick."

Jack was astonished. "What trick?"

"Prejudice. Setting one class against another for your own selfish ends. Think, Jack. If you should be elected, would you be president of just the rural students or the whole studentbody?"

"Why, the whole studentbody."

"Then why didn't you appeal to the whole group? Oh, you can win by the method you've chosen. It's been done lots of times. But you admit your ideal isn't to serve your school. The loftiest motive in your whole campaign seems to have been merely to help one side get even with the other."

Jack was silent. He had no defense against his uncle's argument. For the first time he saw his actions as another might see them.

"I was mighty proud of you, Jack, when you chose public service as your life's work," continued his uncle. "You could perhaps be a statesman, not just a—a—do you know what they call a politician who appeals to prejudice to get votes?"

"No."

"A rabble rouser."

"But Uncle Jim, honestly, I'm more than that. After I'm elected I'll be a *good* president. You admit I have ability."

James Baxter looked at his nephew approvingly. "Yes," he conceded without enthusiasm, "you have ability."

Jack walked home slowly. His disappointment was keen. He had gone to his uncle proudly, in a mood to accept congratulations for a clever political stroke. He had met with just the reverse. The joy of victory was gone.

It was the custom at Brighton High-school, on the morning before the annual studentbody election, to give the candidates an opportunity to speak to the assembled students. The speeches began with the candidates for minor

offices. It was not until the latter part of the meeting that the rivals for the office of president were introduced. Applause marked the introduction of both Herbert Pennington and Jack. The demonstration was louder and more pronounced when Jack rose to take his bow, but he experienced no thrill of pride. Somehow his uncle's words had taken care of that.

Herbert was speaking. "I wish to outline briefly what I hope to accomplish should I be elected to this office. First of all I hope to put our school newspaper on a paying basis—"

Herbert had definite ideas as to how this could be done. He spoke convincingly and left little doubt as to his ability to accomplish the aim. He then discussed how the student stationery store would be managed under his leadership. His ideas were good and their execution well worked out.

Herbert was finishing his speech. "In conclusion," he said, "if I am elected I will represent every student in school to the best of my ability. I will serve those I do not know as well as I will my closest friends. If you would like to see the kind of administration I have outlined, and if you have confidence that I can give such an administration, then I ask your vote."

Hearty applause greeted the closing words but a few boos and cat-calls testified to the bitter feeling Jack and Evan had stirred up among the rural students. Jack could feel no pride in what he had done. He had driven a wedge between two factions in the school. What had he permitted his personal ambitions to do to his school? The damage was done. But was it—?

He heard his name called and thunderous applause shook the auditorium. Jack took his place at the speaker's stand.

"Before I start my speech," he said, "I want to thank everybody who has worked for my election. They've worked hard for me without ever asking anything in return and I appreciate it. That's why the thing I have to say now comes pretty hard. It would be a mistake to elect me president."

A shocked silence met the announcement. Evan half rose in his seat. What was this? If it was some new plan—why hadn't he been informed?

"My whole campaign," continued Jack, "has been based on personal bitter-

ness. I purposely chose the biggest group in school and appealed to their prejudice to elect me and defeat the other group. Every vote for me would be a vote for a divided studentbody. I've just now discovered that I don't want future students in this highschool to remember me as the originator of the town-country feud, so please don't vote for me." He swallowed. "As a matter of fact, I'm withdrawing right now from the election. Again I want to thank those who were fooled into working for me."

Amid stunned silence, Jack sat down. For almost half a minute no sound could be heard and then someone started the applause. It began as a little ripple somewhere in the balcony and spread thruout the great room. Every student knew the issue at stake and what it had cost Jack to say what he did. He had done the only thing possible to preserve the unity and fellow-feeling that had always been a part of life at Brighton High.

It was probably the first time in the history of the school that a defeated man received as many congratulations as the victor. Jack was surrounded by fellow students when the meeting was over. And foremost among them was Herbert Pennington himself.

Defeated? No, the word didn't fit here. Looking down at the audience, catching Evan's eye, Jack thought at first that it did. Evan was disappointed. But then, amidst the shouts of acclaim and hearty applause, Evan's face took on another light. Slowly he came up to Herbert and shook his hand. "Good luck, you're the man of the day, now."

Herbert grinned and looked in Jack's direction. "There's the real man of the day!"

Uncle Jim and his wife, Aunt Ella, were dinner guests at Jack's home that evening. Jack did not mention his day's activities but near the close of the meal the Congressman looked across the table at his nephew. "How did the election turn out?" he asked.

"Herbert Pennington was elected unanimously."

"That's fine," beamed Uncle Jim. "That's great! I knew you'd win!"

[This material is reprinted from *Young America*, by courteous permission of the publishers, New York City. It is available as Personal Growth Leaflet Number 64.]

THE SIGNIFICANCE OF EARLY CHILDHOOD—After a lecture by the late Francis W. Parker, great Chicago educator, a woman asked: "How early can I begin the education of my child?"

"When will your child be born?"

"Born?" she gasped, "He is already five years old!"

"My goodness, woman," he cried, "don't stand there talking to me—hurry home; you have lost the best five years."

From zero to five or six years man's life moves at a furious pace never to be equaled in a like period. Study of hundreds of preschool children has been made for 15 years by the Yale University Clinic of Child Development. The Clinic has built up a running story of child growth invaluable to teachers, who can be most effective with older children only when they understand the total process of child development. Only by knowing typical patterns of development can we weigh the individual child's deviations of behavior.

Intra-uterine Life—In the human embryo at the fourth week the heart beats. Cells penetrate a pair of stumps just behind the neck region of the trunk. The stumps elongate. Some of the cells change into a framework of three segments—future arm, forearm, and hand. The outer segment assumes the shape of a paddle, on which lobes appear. A skeleton penetrates each lobe and provides it with bony segments. Thus the paddle transforms into a hand. Muscles and tendons attach themselves to the skeleton; nerve fibers penetrate the tissue. Soon arms, fingers, and also legs will make characteristic movements. The mind has begun to grow! For what are such movements but patterns of behavior? And mental growth is a process of behavior patterning. By the time the fetus is 5 lunar months old, it has an astonishing repertoire of behavior patterns.

The Neonatal Period—Newborn infants display significant individual differences in physiological processes; in their reactions to stimuli, in their patterns of feeding, sleeping, and waking activity; and in perceptivity—end products of the mental growth accomplished before birth. Sucking and swallowing were within the neonate's capacity even before birth. Frequently he seems to be in a twilight zone between sleeping and waking; it takes time for the rhythms

of sleep and of open-eyed attention to define themselves. The infant is growing so rapidly in all fields of behavior that he shows fluctuations from day to day. He is ill-suited to an over-rigid routine. The neonatal period lasts about four weeks; in a sense the infant is not fully born until he is four weeks old. By that time he is well advanced in physiological adjustment to postnatal environment.

Four Weeks Old—The four-weeks-old baby when awake lies on his back with head averted, his arm extended on the side toward which his head is turned, the opposite arm flexed with the hand resting near the head-chest region. Occasionally he lashes the air with symmetric windmill movements of the arms. The most active and adept muscles are those of mouth and eyes. The infant is gaining control of the twelve tiny muscles which move the eyeballs. He pursues with combined eye and head movements a ring dangled within his field of vision, thru a small arc of less than 90°. If one touches his hand with the handle of a rattle, the hand either clenches or opens. He is heedful of sounds, notices the tinkling of a hand bell. He cries, mews, and makes small throaty noises. He tends to soothe when picked up or when snugly wrapt—feels a dim sense of security from calm handling.

Sixteen Weeks Old—The infant is already graduating from the cozy confines of the bassinet. He has longer and better defined waking periods; he may even demand social attention by fussing. His traits of individuality are becoming more obvious. The head is more mobile, as are arms and hands. The dozen directing muscles of the eye have made enormous gains. He looks attentively at a rattle and may reach out for it. When held in a supported standing position, his legs sustain a fraction of his weight. He enjoys propped-by-pillow sitting, and holding up his head, which no longer needs a prop. He bubbles, coos, chuckles, gurgles, and laughs. He may turn his head on hearing a familiar sound. He pays heed to the human voice. He "recognizes" his mother, is capable of a vivid

The First Five Years of Life

ARNOLD GESELL

*Professor of Child Hygiene and Director,
Clinic of Child Development, Yale University*

smile on social approach, and may sober at the sight of a stranger.

Twenty-Eight Weeks Old—Graduated from the crib to a chair, the infant is becoming a sitter, needing only slight support. He will soon sit alone. He reaches for a cube promptly on sight, grasps it, thumb participating, transfers from one hand to the other. He can perceive a string, but is inept at plucking it, inspects it, brings it to his mouth. He crows and squeals. In the last twelve weeks he has indulged in abundant spontaneous vocalizations, producing vowels, consonants, syllables, and diphthongs. He is almost ready for defined utterances of *mu*, *ma*, and *da*. He has amassed a wealth of socialized acquaintance with persons in his environment, with their expressions and gestures, attitudes, with routine domestic events. He is relatively self-contained, with a creditable command of eyes, head, mouth, arms, and hands. So he does not give too much attention to onlookers.

Forty Weeks Old—The baby raises himself to a sitting position, leans, recovers balance, shifts from sitting to



PICTORIAL FEATURES, ST. LOUIS

prone and prone to sitting; he creeps. He can stand if he holds to his pen. He uses his inquisitive index finger and can pick up a crumb. He still brings objects to his mouth. He imitates gestures, facial expressions, sounds; shows responsiveness to his name; understands "No! No!"; has one or two words in his articulate vocabulary. He sleeps thru the night, takes two naps and three or four bottles a day, holds his own bottle. He is accustomed to solids, feeds himself a cracker. Able to play by himself for an hour or more, he likes to have people around. He performs nursery tricks like pat-a-cake, smiles at his own mirror image. He enjoys short expeditions into the outside world, but may be timid when greeted by a stranger.

One Year Old—The one-year-old child can creep, can pull himself to standing position unassisted, but ordinarily cannot walk without support for four more weeks. He can thrust a finger into a round hole, place a cube into a container. He can feed himself with his fingers, cooperates in dressing. His bowel movements are regularized. He listens with new intentness to words, obeys such commands as "Give it to me," and may have added two or more words to his own vocabulary. He tries to attract attention by a cough or squeal, if not by words. Beginning dimly to feel his own self-identity, he repeats performances laughed at. He is capable of fear, anger, affection, jealousy, anxiety, sympathy. He responds to music, laughs at surprise sounds and startling incongruities. Perceiving others' emotions, he can influence and adjust to them.

Eighteen Months Old—At eighteen months the child sleeps thirteen hours, usually with one nap. His gait is stiff, wobbly, flat, not true running but better than toddling. He can pull a wheeled toy. With help he can walk upstairs, unassisted can descend stairs. He knows where things belong and likes to do errands of fetch and carry about the house. He is imitative, pretends to read the paper. He points to pictures of a car, a dog; to his nose, eye, hair, on request. He can pile three blocks in vertical alignment. He waves bye-bye with a sense of termination. Often he boasts a vocabulary of ten words. He seeks to avoid sudden changes by lying down, backing away, screaming, or beating the air. He cannot be reached by scolding

or verbal persuasion; words mean too little. He is self-engrossed (not selfish) because he does not perceive other persons as individuals like himself.

Two Years Old—two sleeps about thirteen hours, with a nap. He can run, needs no assistance with stairs, can build a tower of six blocks, string beads with a needle, help dress and undress himself. He pushes a chair, climbs into it to attain an object out of reach. He recalls events of yesterday; senses oneness versus many. Able to distinguish between black and white, he makes no color discriminations tho he may use color names. He likes to talk, uses scores of words. He makes verbal distinction between bladder and bowel functions; "accidents" are rare. He likes Mother Goose and stories about himself. Playing with other children, he is still self-centered. He shows affection spontaneously, exhibits sympathy, modesty, and shame. He dawdles when motivation is low; delights in rough and tumble play. Joyful emotions he expresses with dancing, clapping, laughter.

Three Years Old—THREE likes to use crayons, builds a tower of ten cubes, can fold paper lengthwise and crosswise but not diagonally. He runs smoothly; turns sharp corners; goes upstairs unaided, alternating his feet; can stand on one foot; can pedal a tricycle; feeds himself and spills very little. He has almost 900 words in his vocabulary and soliloquizes to hatch words and phrases. You can bargain with him since he knows he is a person and you are one; he will sacrifice immediate satisfactions for later privilege. He can be managed by distraction and reasoning. Jealousy may cause him to scream and kick, but he gets over tantrums more quickly than he did. Altho interested in playing with other children, he still likes solitary play. He can toilet himself during the daytime. He still takes a nap, but in going to sleep is less dependent upon dolls and animal toys.

Four Years Old—FOUR can make a running and a standing broad jump and skip after a lame duck fashion. He can button his clothes and lace his shoes with ease, comb his hair, brush his teeth. He can count to four or more, but his number concept barely goes beyond one, two, and many. He has meager comprehension of past and future. His mind is lively and covers much ground. His as-

sertiveness—with hundreds of words—may deceive us into thinking he knows more than he does. He asks questions almost endlessly. Use of such words as "but," "something," "too," imply relational and abstract thinking. He tries to put off going to bed at night but falls asleep in a short time. He prefers to play with two or three children. He supplies alibis, thus denoting awareness of others' opinions. He is unable to distinguish realistically between truth and fable.

Five Years Old—FIVE skips smoothly and jumps well, is a ready pupil in dancing and physical exercises. He likes to finish what he has started. He draws a recognizable man, carries a plot and a melody. Using over 1000 words, he talks without infant articulation. His answers are to the point. Unlike FOUR, he asks questions for information and not for social intercourse or practice in speaking. His imagination is not so footloose as a year ago, or as it will be later. He distinguishes his own left and right hand, but not others'. Normally he gives little trouble in sleep, toilet habits, dressing. He is conscious of differences in the sexes. He is protective toward younger children. He displays self-assurance, confidence in others, social conformability, persistence, generosity, pride in clothes and accomplishment. He prefers associative play to solitary.

These characterizations are adapted from a volume by A. Gesell (et al) entitled THE FIRST FIVE YEARS OF LIFE: A Guide to the Study of the Preschool Child, including a pictorial survey of preschool development, examination technics, and summary accounts of motor, adaptive, language, and personal-social behavior. New York: Harper & Bros., 1940. 393p. \$3.50.

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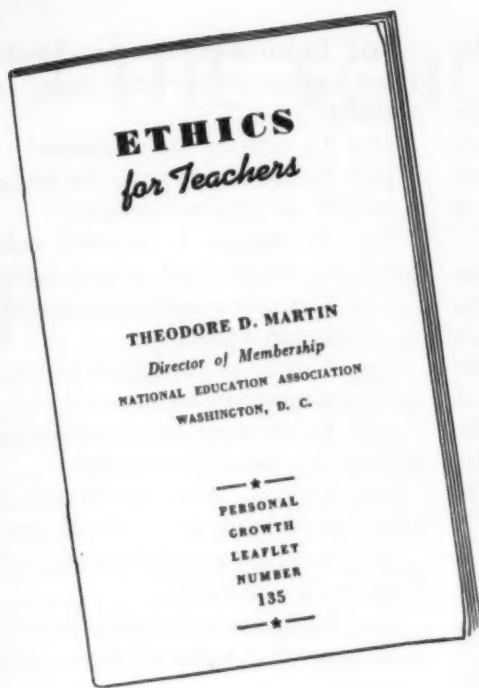
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WE WANT lawyers, physicians, teachers, engineers, businessmen, who not only know how to do things but who will also insist on doing them right—men who, conscious of their ability as leaders, are jealous of their professional honor; men who will readily sacrifice personal gain to uphold the dictates of conscience in their professional service.—James E. Russell.

paring a revision of this code. A preliminary report of this committee recommends that each institution for the training of teachers see to it that every student is acquainted with our code of professional ethics and that local, state, and national teachers associations establish committees on professional ethics to interpret and enforce the code.

Instruction in Ethics

ALL LEADERS agree that prospective teachers should be acquainted with the ideals and standards of the profession, but they differ in their opinions as to how and when this instruction should be given. Some professional schools depend entirely on incidental instruction. Others, believing that incidental instruction is usually accidental instruction, provide ethical instruction as definite units of broader courses. Still others, feeling that prospective members of the profession cannot be trained adequately in the ideals and standards of the profession without separate courses in the subject, provide special courses in ethics and professional organization. The policy of treating professional ethics as definite units in other courses provides systematic training without adding another course to the already crowded curriculum.

The NEA Code of Ethics

ADOPTED IN 1929

PREAMBLE—In order that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics.

[1] The schoolroom is not the proper theater for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

[2] The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

Relations to Pupils

[3] In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

[4] The professional relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

[5] The teacher should not tutor pupils of his classes for pay.

[6] A teacher's own life should show that education does ennoble.

[7] The teacher should seek to establish friendly and intelligent cooperation between the home and the school.

Relations to the Profession

[8] Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a steppingstone to some other vocation.

[9] The teacher should maintain his efficiency and teaching skill by study, and by contact with local, state, and national educational organizations.

[10] While not limiting his services by reason of small salary, the teacher

A WIDESPREAD DESIRE to improve the level of professional and business relationships has characterized the twentieth century. This interest has been expressed among professional and industrial groups by the adoption of codes of ethics and standards of practice.

The American Bar Association adopted its "Canons of Professional Ethics" in 1908. In 1912 the American Medical Association adopted its "Principles of Medical Ethics," and in 1923 the "Canons of Judicial Ethics" was prepared.

The American Academy of Political and Social Sciences, the Federal Trade Commission, and the International Association of Rotary Clubs have been active in promoting this movement. The latter has urged every group represented in its membership to prepare and adopt a code of ethics or an official statement of standard practices.

Ethics for Teachers

THE FIRST state code of ethics for teachers was adopted by the Georgia Education Association in 1896. Since then, 36 other state associations have adopted similar documents, and hundreds of codes have been prepared by individuals and local groups of teachers. The National Education Association appointed a committee on ethics in 1924 which, after five years of careful study, prepared a national code for teachers which was adopted in 1929. A committee of the Association is now at work pre-

should insist upon a salary scale suitable to his place in society.

[11] The teacher should not exploit his school or himself by personally inspired press notices or advertisements or by other unprofessional means, and should avoid innuendo and criticism particularly of successors or predecessors.

Relations to Associates

[12] A teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

[13] A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

[14] There should be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to self-expression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

Securing a Position

[15] The teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

[16] Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

Salaries and Commissions

[17] The teacher should not apply for another position for the sole purpose of

forcing an increase in salary in his present position.

[18] School officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

[19] The teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection and purchase of which he can influence or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

Testimonials and Contracts

[20] Testimonials regarding a teacher should be frank, candid, and confidential.

[21] A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

[22] Due notification should be given by school officials and teachers in case a change in position is to be made.

Problems for Study and Discussion

IS IT ETHICAL?

[1] To apply for a teaching position unless one has at least 4 years' professional training beyond highschool?

[2] To use teaching as a stepping-stone to another profession or vocation?

[3] To apply for a position in a system where no vacancy is known to exist?

[4] To bid or underbid for a position?

[5] To accept a position from which the immediately preceding occupant was unjustly dismissed?

[6] To make requests for appointment, promotion, or other special favors direct to a board of education member?

[7] To accept a position in a school system where a relative is superintendent or board of education member?

[8] To apply for a position thru a commercial teachers agency?

[9] To pay a fee to a superintendent or board member for a position?

[10] To fail to withdraw other applications after accepting a position?

[11] To break a contract in order [a] to accept a position at a higher salary, or [b] to get married?

[12] To fail to be a member of professional organizations, local, state, and national?

[13] To criticize the profession?

[14] To fail to maintain the highest standards of personal conduct?

[15] To engage in personal indulgences to which school patrons object?

[16] To reside outside the community in which one teaches?

[17] To fail to participate in activities for community betterment?

[18] To do more than vote for candidates in a political campaign?

[19] To pay "levies" to support the campaign treasury of a political party?

[20] To tutor for remuneration pupils from one's own class?

[21] To discuss pupil's deficiencies in such a way as to embarrass them or their parents?

[22] To accept gifts from pupils?

[23] To criticize an associate before his students or before other teachers?

[24] To fail to defend members of the profession unjustly attacked?

[25] To censure and disclose unprofessional or immoral conduct, including inefficiency within the profession?

[26] To fail to support a regulation, issued by the administration, which one believes detrimental to the welfare of the children under one's care?

[27] To write testimonials endorsing books or other school supplies?

[28] To solicit sample textbooks from publishers?

A Few Good References

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THE SCHOOLS AND THE WAR

By Donald DuShane

PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION

BRING to the American Legion greetings from 800,000 American teachers who are members of the National Education Association and its affiliated state associations. We have deeply appreciated the interest and constructive work of the Legion in the field of child welfare. We have a common purpose with you in conserving the principles of American democracy; in frustrating insidious totalitarian propaganda; in developing a universal loyalty to American principles of government, to democratic freedom, and to the rights and obligations of American citizenship. One of the important permanent committees of the National Education Association is the Committee to Cooperate with the American Legion. For twenty years our two organizations have cooperated in sponsoring American Education Week.

In this greatest crisis in our history, when all that we cherish is threatened, I deeply appreciate this opportunity to discuss with you some of the problems, purposes, and responsibilities confronting the teaching profession in its attempt to do its part in the defense and perpetuation of American democracy.

The course of my talk to you today has been somewhat determined by an article in the September 1940 issue of *The American Legion Magazine*, entitled "Treason in the Textbooks." In reading this article I was surprised to note the following statements:

"Legionnaires are parents—most of us. Our children average from four to fifteen years. The older groups are in junior and senior highschool. It's time we learned that our children are being taught, in the name of civics, social science, and history, doctrines so subversive as to undermine their faith in the American way of life.

"All out of textbooks and courses adopted by public highschools in the good old U.S.A.—by state and local school authorities that likely do not know they have been taken for a ride by the most insidious attack of un-Americanism yet perfected by the Trojan horsemen.

"It's a case for the Dies Committee on Un-American activities, and with the vigorous cooperation of the American

Legion, the Dies Committee has turned its attention to these subversive activities in our schools. But it's more than that. It's a case for the personal attention of every parent who would like to preserve American ideals and institutions.

"'Catch 'em young!' That's the motto of the radical and communistic textbook writers who all too evidently have been in control of the field."

The author of these statements has cast suspicion on a million American teachers, and the authority he cites is his casual conversation with one teacher in whose class his son is enrolled. He has indicted the courses of study and textbooks of thirty thousand highschools because of a few random quotations lifted out of the context of a few textbooks.

For a number of years I have had unusual opportunities to learn the problems, attitudes, and loyalties of American teachers. Let me assure you that no group is more loyal to democracy or more determined to preserve American liberty and procedure than the teachers of this country. We do not condone or seek to protect any teacher who attempts to destroy democracy. Nor would we defend or knowingly use any textbook or course of study seeking to substitute communism or fascism for American democracy. There may be a few teachers whose beliefs and teachings are anti-democratic. There may be courses of study in a few communities which are subversive. These should be dealt with individually, without undermining public confidence in the loyalty and effectiveness of the great mass of American teachers.

There are a few citizens who are unduly alarmed by exaggerated statements about our schools' being controlled by radicals. I hope the American Legion will assist us in maintaining the public confidence in our schools which is absolutely necessary if the teachers are to take their full share in defending and perpetuating our democratic ways.

The American Legion has given its support to education. I wish to assure you that this support is justified. The educational journals of the country are

earnestly discussing how we may better teach our youth about democracy. Hundreds of teachers meetings this fall are considering more effective methods of developing loyalty to our American liberties and ideals. The various teachers associations of the country are adopting resolutions urging "teachers to redouble their efforts to develop in youth an active, intelligent, and profound loyalty to American ideals."

Democracy as it existed at the outbreak of the first World War could exist only if the masses of each generation were taught to value its liberties, to assume the full responsibilities of citizenship, to abide by the decision of the majority, to respect the rights of minorities, to fight when the country went to war.

The major burden of this teaching fell on the schools and was reasonably well done as shown by the conduct of our armies and non-fighting citizens during the last war. However, viewed from present educational standards the schooling of 1917 was most inadequate. The average citizen had less than a seventh-grade education; he had studied no civics, only a smattering of rudimentary history, had no vocational training, and no understanding of the fundamental principles of democracy or economics.

When the conscription law of 1940 goes into effect, it will be found that the young men of today have a much better education than those of 1917. The average youth of today has completed the second year of highschool. He has done a great deal of reading and has a much better understanding of history and civics. He has had both manual and physical training. There has been an increase of over 350 percent in highschool enrolment since 1917, so that over 65 percent of all our young people of highschool age are now attending highschool. Our army of 1940 will be better educated than any army ever assembled in the world. If and when our armament program is carried out, democracy in America will be safe insofar as it can be saved by arms, ships, and airplanes.

However, democracy as it exists in

1940 is threatened in many new ways. The depression of 1929 has caused great unemployment, hopelessness, and insecurity, particularly among the adult youth of our land. The rise of totalitarian governments in Europe with their antagonism to democracy, their fifth columns, and their highly organized worldwide propaganda has profoundly affected the thinking of many of our poorly educated and discouraged citizens.

Many of us are convinced that democracy cannot be saved by arms alone. Even if we are not drawn into the war, even tho England may avoid defeat, the causes that destroyed the democracies of Europe will still be at work. Totalitarianism, as it exists today, is the outcome of the prolonged unemployment, the economic hopelessness, the perverted training, and the sense of insecurity of the great masses of adult youth.

Insofar as the teachers of America can save and perpetuate democracy, it must be by preparing our youth for the changed world of today. We must have nationwide vocational training of the most practical nature. We must re-study democracy. We must train our youth to value its liberties and to fit the principles of democracy into the new conditions of today. We must prepare our students to meet modern anti-democratic propaganda by methods the schools are now developing, and we must show them how a reasonable economic security can be maintained under a democratic form of government. In remolding their procedure, in retraining teachers to meet the new educational needs of the times, in providing new equipment and personnel, the schools have an immense task ahead of them. They are already working under tremendous handicaps. Hundreds of thousands of our teachers are working under unthinkable conditions, with salaries under \$50 per month, subject to discharge without cause, and subject to unjust criticisms both in and out of school. Tens of thousands of our school corporations are inadequately financed to carry out their present programs, and are constantly being fought by minority groups of taxpayers who do not fully understand the necessity of education in a democracy.

The youth of Italy and Germany have been taught thoroly, tho falsely, to serve the purposes of their totalitarian states.

Angelo Patri on the "I. Q."

AN I.Q. can be a useful tool in the hands of the expert psychologist and teacher. It can be a dangerous nuisance if it is handled by an amateur. Only the skilled, thoroly trained specialist should attempt to take the I.Q. of any child and only the trained teacher should make use of it.

At its best, the I.Q. is an indication of the state of the child's mental powers, in the tested fields, at a certain hour on a certain day, under certain conditions. To make sure that it is accurate, it should be taken several times under as close a likeness to the conditions of the original test as possible.

After it has been found, what then? If you will take my word for it, put it aside, go ahead as if you had never taken it, and wait to see how the child heads up. Don't let it make you do anything drastic about the education or management of the child until you have taken the test three times and have worked with the child under ordinary conditions for a year. If after that the child's behavior justifies the I.Q., change his courses to meet his apparent needs.

Children grow and in growing change, for which we are truly thankful. It is not well to despair of a child because he has a low I.Q. until time and experience verify the rating. A feeble-minded child's I.Q. will not change much year after year. But a child who is retarded by deprivation will improve when the deprivation is removed.

I mean by this that a child who was born normal-minded, but who lived under conditions that did not stimulate

his growth, offered no experiences to develop his mind, would be backward and his I.Q. would be low. Give that child a better chance, a better home, a better school and he will improve.

There are so many factors in the growth of a child that no mark can cover. We must be on guard to protect children from any blanket scheme of education. They are individuals and need individual training. If they develop evenly, we might classify them at certain stages of their growth and teach them in groups with success. But no two develop at the same time and in the same way. We have children who are born to be dull, slow, fast, backward, intelligent, geniuses, and feeble-minded.

We can soon select the genius and the feeble of mind, but the great group in between gives us all we can do to get them to the stage of perfection that their endowments promise. We never know how far a child can drive a line of development. It may be a very short line; it may be a long and deep line that leads to genius. We can only teach to make the most of what the child has, strong in the faith that he has much more than ever he or his teachers imagine.

The I.Q. is a useful tool in the hands of the expert. It is a misleading and consequently dangerous symbol in the hands of the inexperienced and uninformed. No good ever comes of labeling a child. He is likely to do his best to live down or up to that label and as it is usually a mistake, the result is a failure.—From *The Evening Star*, Washington, D. C.

Their loyalties to their leaders have been developed to a point of fanaticism. And the successes of both Hitler and Mussolini have been due largely to their debauched but efficient school systems.

We of the teaching profession appeal to the American Legion and all other good citizens to increase your support of the schools, to encourage us by your confidence and backing, that we may do our full part in saving and perpetuating democracy. We need protection against minority group pressure and unjust discharge. We need more money, particu-

larly in rural and sparsely settled communities and states. We need better trained personnel. We need new buildings and equipment. But most of all we need public confidence, encouragement, and protection. If these needs are met, our schools can train our youth in the ways of truth, efficiency, and loyalty; can defeat anti-democratic propaganda; can perpetuate democracy; can eliminate the danger of totalitarianism in America.—An address before the American Legion Convention, Boston, Massachusetts, September 25, 1940.

THIS IS NOT TREASON

RECENTLY the loyalty of American schools and colleges, including their textbooks, teachers, and students, has been called into open question. National magazines and the official organs of several influential groups in American life have published articles declaring that the schools shelter anti-democratic forces and ideals. One of these articles goes so far as to speak of treason, a term which means "betrayal, treachery, or breach of allegiance toward the government."

The current attacks on the civic devotion of the public schools have no adequate basis in fact. Indeed, within a few days from the date of publication, the author and publishers of the article charging treason withdrew several of their accusations in light of facts presented to them. No one who really knows the principles which guide the American school system, no one who has seen at first-hand the work of the American teaching profession, no one who knows the idealism of American youth will give a moment's credence to the fantastic charges which are being circulated. Unfortunately, however, a considerable part of the American public, having little direct and reliable information about its schools, may be misled.

The public school is an American institution, an essential part of the tradition to which this country is dedicated. Irresponsible attacks upon it are as harmful as an attack on any other part of our heritage of freedom. Democracy, more than any other society, requires a broad and untrammelled education for its people. Any unwarranted attack which might lead to a crippling of the services of education at this critical period of our history is subversive and un-American, however lofty may be the motives, however great may be the prestige of the individuals or organizations who sponsor it.

The American school system, with thirty million children and youth in its care, staffed by one million teachers, and guided by half a million schoolboard members, is today loyally and vigorously engaged in an enterprise essential to the national defense and the general welfare. These schools strive to accomplish an

equal educational opportunity for all the people, thereby maintaining and disseminating the knowledge and attitudes essential to effective citizenship. They give instruction in American ideals, in their history, and in the ways and means whereby they may be defended and extended. They give practice in activities which develop ideals of fair play, broad participation, and civic responsibility. They equip youth with information about the social and political problems of the day and with a disposition to take constructive action to solve these problems.

Let it not be supposed that it is unpatriotic for a citizen to criticize the schools. All such comments and criticisms, whether in praise or blame, whether from the humblest individual citizen or from the most powerful pressure group in the community, should receive sympathetic and open-minded attention from school officials. However, no teacher or school official should be browbeaten or stampeded into modifying instruction or teaching materials until careful examination of the evidence has been completed and the validity of any charges has been fairly and calmly assessed by the responsible bodies.

The choice of textbooks, the selection of teachers, and the planning of the course of study are professional responsibilities which, in the public schools, are conducted under the general supervision of duly elected or appointed state and local boards of education. The approved legal and administrative methods for selecting teachers and textbooks provide ample protection for the public interest thru the orderly processes of democratic government. The invasion of these responsibilities by special interest groups is fraught with grave danger to the efficiency of the schools.

Under the American plan of school control, every citizen should be free to examine and evaluate the system of public education, provided that the action is taken in good faith, that it constitutes a constructive suggestion for the improvement of the schools rather than a destructive attack upon them, that the criticisms are based on careful study and accompanied by substantial evidence,

and that remedial action is sought thru the official bodies in charge of public education rather than thru an appeal to the mob spirit. Such restrained caution and responsible procedure have not characterized the current attacks on the public schools.

In their eagerness to defend democracy against deadly military, economic, and moral threats, the people of the United States must achieve a clear understanding of the essential nature of the democracy which they wish to preserve. Lacking such comprehension, unable to distinguish friend from foe, they will labor under the continuous peril of striking down the very institutions which are their strongest allies.

When we read these carelessly made charges of "treason" in connection with the schools, let us remember that:

It is not "treason" to teach that American ideals require a fair chance for everyone in terms of economic, social, and educational opportunity.

It is not "treason" to teach that these ideals are not yet fully achieved and to stir the enthusiasm of youth to attain these ideals more fully.

It is not "treason" to teach that the current developments in our economic life put great strain on the institutions of democracy and to summon up youthful vigilance and courage to meet the challenge.

It is not "treason" to teach that many different races and peoples have made a worthwhile contribution to our American culture.

It is not "treason" to teach the importance of the civil liberties, nor to give practice in the responsible use of these liberties in dealing with debatable public questions.

It is not "treason" to teach that the United States can learn some useful lessons from the experience of other countries.

It is not "treason" to teach important truths, even tho those truths be distasteful to powerful interests in the community; not treason yet, not yet in the United States of America.

—WILLIAM G. CARR, associate secretary, National Education Association.

PEDAGOGY THRU PICTURES

Student Voting Project

Pupils of Ada Merritt Junior Highschool, Miami, Florida, selected their student council officers, using the voting machine as their parents do. The plan was developed thru the cooperation of J. H. Matteson, civics teacher; Albert L. Isaac, principal; and Nell Edmonds, student council sponsor. [1] Students interviewing county supervisor of elections. [2] Making registration books. [3] Making cards to be worn by those who vote. [4] Presenting homeroom candidates. [5] Learning about the voting machine. [6] Practicing on it. [7] Signing the identification slip. [8] Voting. [9] Counting votes.



WHAT WASHINGTON WAS to North America, Simón Bolívar, the Great Liberator, was to South America. They were brothers in aspiration and achievement.

The distinction of Simón Rodríguez which won him high place in South American history is that he was the teacher and inspiration of Bolívar. The teacher early sensed that his pupil had rare qualities which, if directed in right channels, would make him a liberal leader in a changing era and on a continent emerging from feudalism into democracy. He set himself to be the political mentor as well as instructor of the richly endowed youth committed to his guidance.

When Bolívar fell heir to a fortune, his teacher obtained from him the promise that his wealth, as well as his life, should be devoted to the cause of independence. The promise was soon, but temporarily, forgotten as the young Bolívar yielded to the temptation to have his fling in Paris, living like a pleasure-loving prince in the fashionable world. His teacher followed him to Europe. Rodríguez watched and waited while his pupil plunged into the whirl of self-indulgence, never doubting that in due time he would win him back to consecration to his pledge, which would lead Bolívar to the heights of glory. The faithful teacher said to Bolívar: "There are other things in the life of man besides pleasure."

The teacher was right. Sensing the destiny that awaited him, Bolívar settled down to prepare. His mind opened as he absorbed knowledge in quick draughts like a thirsty animal. With Rodríguez he explored the beloved books of his preceptors: Rousseau, Montesquieu, Hobbes, Helvetius, Holbach, and Spinoza. In 1805 the two, master and pupil, set out on a walking tour of Europe, stopping on the roadside, reading, thinking, talking of the rights of man and of political independence for Latin America.

Reaching Rome one afternoon, the two climbed to the low hill of Monte Sacro, overlooking the Tiber. It was to be the Mount of Dedication. For a long time the younger man lay on the ground listening as the teacher beguiled him with stories of the imperial city, emphasizing the notable dreams of democracy which had germinated in the minds of

Influence of a Great Teacher

THE HONORABLE JOSEPHUS DANIELS

Ambassador from the United States to Mexico

patriots in that environment, not neglecting to stress that in selfgovernment lay the only hope for his far-off countrymen in South America. In the whirl of love and enjoyment of European fashion and frivolity, Bolívar suddenly on the mount came to himself. The wisdom of his preceptor wrought a change of heart. He rose to his knee, his eyes moist, his face flushed, and uttered to his teacher these words of consecration, which he always called "My Oath":

"I swear by the God of my forefathers; I swear by my forefathers; I swear by my native land, that I shall never allow my hands to be idle or my soul to rest until I have broken the shackles which bind us to Spain."

Bolívar was twenty-three years old, and from that hour of consecration he was never to be disobedient to the vision and the call to win independence for his country. He was to realize his dreams. He tore himself away from a love that had been dear to him and set sail for his native land. The story of his complete dedication to his solemn oath, in victory and defeat; his disappointments and heartaches; and the goal of his glory which beckoned him constitute an epic without parallel in Latin America.

At the height of his fame, Bolívar gave credit to the teacher who had set his feet on the path to glory. His tribute to his preceptor was contained in a letter of affection which brought the highest happiness and compensation that any teacher can receive; He wrote: "You have shaped my heart for liberty, for justice, for everything that is great and beautiful. I have followed the path you showed me."

Here you have the ideal relation between the teacher and the taught—the older man pointing the way and giving the urge to greatness to the pupil whose genius he early perceived. Wise is the teacher who recognizes the divine spark of greatness in the gangling youth he is privileged to guide in formative days. Fortunate the lad in whom distinction lies dormant, blessed by a teacher who

recognizes the latent powers of the spirit and can summon them forth.

Rodríguez set the pace for teachers in every land in dealing with his highly endowed student. They await in confidence the hour for the awakening of the ambition they foster, having appraised the qualities of greatness before the youth was aware of their existence. Rodríguez lives today only in the career of his brilliant student, and Bolívar attained the heights only because his feet were set on the road to glory by an inspirational teacher.

Blazing new trails one hundred and fourteen years ago, Bolívar in 1826 summoned delegates to meet at Panama for the formation of a Congress made up of all the American republics. He believed that the future of this continent was wrapped up in "Unity, Unity, Unity." The Liberator's devotion to democracy had been proved when he refused a crown and declared he hated the very name of dictator. The constitution he drafted called for complete civil liberty, freedom of religion, and forbade slavery.

Bolívar's dream—and it was more than a dream, for it was statesmanship—was a century ahead of his time. His great dream was that all the republics of America should form a united front for mutual assistance against encroachment by what he regarded as the decadent philosophies of the Old World. He envisioned a permanent Congress of Panama "to treat and discuss in the high interests of peace or war with the nations of other parts of the world."

Bolívar's conception of the Panama Congress was not too great. Like Moses, he was not permitted to enter the Promised Land which his eyes beheld, but his admirers tell us that his military exploits precipitated the Monroe Doctrine, gave constitutional liberty to the whole of northern South America, forecasting a Pan America united, consolidated in spirit and purpose to safeguard the Western Hemisphere from penetration or conquest. *Bolívar justified the faith of his old teacher and proved devotion to his Oath!*—From an address before Texas State Teachers Association.

Institutes on Professional Relations

— 1940 —

COOPERATION of educational agencies, a keynote long stressed by the National Education Association, has found concrete expression in the movement for Institutes on Professional Relations.

Begun in 1938 with one conference, the idea spread in 1939 to 34 institutions in 11 states, and 1940 witnessed fruition of 50 Institutes scattered over 20 states from Washington to the Carolinas and from Arizona to Vermont. More than 100 educational institutions or groups cooperated in this summer activity.

The National Education Association, active in organizing the first of these Institutes, during the past summer sent 14 members of the headquarters staff to 41 of the Institutes to lend help in every way possible, speaking, leading panels, serving on committees.

The many testimonials (which one director calls "prejudiced but honest") reaching the NEA Division of Field Service have expressed enthusiasm. None have expressed doubt of basic ideas on which the Institutes are founded: *i.e.*, [1] cooperation of educational agencies, or unity within the profession; [2] democracy within the profession; [3] articulateness on educational problems. Mistakes to be avoided, as pointed out in questionnaire returns, are mainly involved with the failure to put into practice one of the primary conceptions of these Institutes—that the venture be cooperative and democratic from the earliest meeting of a planning committee. The program itself should be founded on teacher participation, with panels and discussion groups and forums as the backbone, and not on the generally accepted plan of importing speakers to whom teachers merely listen. Success of the Institutes might be rated in direct proportion to adherence to this concept.

As widely varied in organization as they were separated in geography, the 1940 Institutes were "centralized" in some states by the department of education. In others the state education association took the initiative. But in far the majority of cases, the institution itself, thru the person most concerned with teacher-education, indicated a desire,

wrote for materials, set up a planning committee. In the judgment of NEA workers, the last is the preferable procedure.

Leading in the work of the Institutes has been West Virginia. In 1939 that state was first in number with 8 Institutes; in the summer of 1940, 13 Institutes were held in 11 colleges or universities. The State Coordinating Committee, active in work with county and local units, published a 100-page summary of 1939 Institutes and will publish a similar volume for 1940.

Kentucky (which, with West Virginia, led the states in 1939) held two Institutes in 1940. In addition, at a five-day fall conference of 100 selected educators, the subject of professional relationships was discussed each day, and says the state secretary: "We have kept alive in a very vital way this whole question of professional relations and have at the same time projected it into the permanent program of the state to be carried on in the next four years."

Oregon used a plan of organization somewhat different from other states. For 15 days, a representative of the National Education Association, together with representatives of the Oregon Education Association and officials of the Oregon State System of Higher Education, toured the state, spending an average of two and a half days at each of six institutions. The Institutes in-

cluded university and college convocations and assemblies, conferences with various lay groups (service clubs, labor councils, PTA's, leagues of women voters), as well as many panels and other discussion groups.

Both Arkansas and Tennessee held four Institutes each. In Arkansas they were cooperatively organized and planned thru the Arkansas Education Association. Peabody College, pioneer in this field, held its third annual Institute, and the dean of the graduate school writes: "More and more I am getting reactions to the effect that professional relations should become a part of our regular program, with intensive interest in the Institute merely being a sort of culminating activity. I believe this is a wholesome thing."

For a list of Institutes and a list of free Institute material, see page A-146.

Institute attendance generally was small, averaging between two and three hundred; but, indicative that success cannot be measured by attendance, were the noticeably higher participating percentages of the small groups. Campus leaders were employed in 1940 to a much greater extent than in 1939.

Several directors reported plans drafted for the Institute a full year in advance, and at the close of the conference appointed a committee to build during the year on results, with long-range plans for next summer's conference.—CHARL ORMOND WILLIAMS, *director of Field Service, NEA.*



PLANNING FOR EFFECTIVE DISCIPLINE

ARE THE MANY OPPORTUNITIES for disciplinary guidance being utilized to the best advantage in our classrooms? Most educators will agree that the aim of discipline is so to instruct pupils that they will be able to decide for themselves the correct behavior demanded by the various situations with which they are confronted. As yet disciplinary instruction is largely unplanned and incidental. For most subjects of the curriculum, courses of study have been organized to assist teachers in the logically and psychologically correct presentation of the subjectmatter. Very little has been done, however, toward creating such an organized plan for the teaching of discipline. A well-organized plan should assist students in the solution of their own behavior problems.

An analysis of the types of discipline for which the schools provide experiences would recognize the following types of situations:

[1] The audience situation, where members of the class are expected to give their undivided attention to a speaker or performer.

[2] The study or work situation, where pupils are individually expected to work out quietly the solution to a problem or exercise.

[3] The committee or conference situation, where members of the class divide into groups to work on the parts of some large problem or project.

[4] The recreational or play situation, where students are expected to engage cooperatively in some form of sport or entertainment.

[5] The social situation, where pupils engage either individually or collectively in conventional forms of social expression or amusement, such as parties or conversations.

[6] The type of situation where pupils, as users of community property, are expected to use it with care and respect.

This classification of behavior situations for which instruction is or should be provided in the schools corresponds closely to behavior situations faced by adults. If, then, a systematic attempt can be made to teach pupils effective responses to these types of situations, not only will the problem of classroom

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management become less difficult, but more important—students will be graduated who are better able to meet the problems of everyday life.

As the next step in organizing a plan for the teaching of discipline, a suggestion sheet for teachers might be worked out, on which would be listed possible means to be utilized in providing disciplinary experiences for each of the six situations. Such a form as the following might be developed:

SUGGESTIONS FOR TEACHING CORRECT BEHAVIOR—Opportunities are given pupils to decide and practice the correct behavior demanded by the following types of behavior situations:

[1] The audience situation

[a] Pupils are given assignments where their only task is to listen to a speaker or performer.

[b] Situations are provided where it is necessary for students to enter or leave the room while the program is in progress.

[c] Opportunities are given boys and girls to question speakers or to express their differences of opinion.

[d] Pupils are allowed to express their approval by proper means of applauding.

[e] Speakers are provided who present statements with which pupils do not agree.

[2] The study or work situation

[a] Students have assignments for which the entire class must cooperate to maintain an atmosphere of quiet and study.

[b] Pupils are given opportunity to enter and work in a library while others are working there.

[c] Pupils are taught correct study methods.

[d] They are given a part in the planning and evaluation of the work.

[3] The committee or conference situation

[a] Students are given opportunities to form their own committees, select their own chairmen, and conduct their own meetings.

[b] Opportunities are given committees to study and recommend plans and procedures to the class for its consideration.

[4] The recreational or play situation

[a] All students have the experience of being a member of a team.

[b] Teams are so organized that all are at times on both the winning and losing sides.

[c] Pupils are given the opportunity of being partisan spectators at a contest.

[5] The social situation

[a] Pupils are allowed to serve as hosts and hostesses to visitors and at room parties.

[b] They are given opportunity to participate in conversations and discussions.

[c] They are allowed to introduce friends and guests.

[6] The situation where pupils are users of community property

[a] Pupils are made directly responsible for the use of school supplies and equipment.

[b] They are given a share of the responsibility of arranging the room.

[c] Arrangements are made whereby students visit public buildings containing articles of value.

Not only is it necessary that teachers be cognizant of the types of situations to be dealt with and of the means for dealing with them, but it is of equal importance that pupils be made aware of them. It will also prove pedagogically sound to give the young people the opportunity of setting up their own rules and standards for meeting the problem. More significant results will come from such instruction if students understand clearly that the behavior situations with which they are being confronted in the classroom are common, everyday situations.

In carrying out any such program, the necessity for consistency on the part of the teacher can scarcely be over-emphasized. Significant results cannot be expected if teachers have aims or standards of discipline which vary from day to day. The maximum values from such a program will be realized only in proportion to the extent that pupils are led to set high standards of behavior for themselves.

After such standards have been accepted by the class, it is necessary for the teacher to insist that they be consistently observed. Further, the teacher must provide ample opportunities for pupils to have practice in meeting them.

America, the Beautiful



THIS PLAY WAS sent to THE JOURNAL by Hazel Davis, supervising teacher for Grade II, Woodruff School, Ypsilanti, Michigan. Woodruff is an elementary school affiliated with the Michigan State Normal College. Floyd L. Smith is principal. The songs, readings, and tableaux were produced by children and teachers of this school, assisted by the music department (Roland Schafer, director) of the city public schools.

The script for the production was written early in the year by one of the Woodruff teachers and her pupils, then improved upon by the rest of the faculty and the children. The scenes grew out of the regular work of the social studies and language classes. They were arranged for presentation after much reading for information. Some of the speeches and songs were adapted from "A Strange Christmas" by Louise Frazier in THE JOURNAL for December 1938. Grade 4 formulated statements regarding the contribution to our country by immigrants. The speeches of the scientists and industry were written voluntarily by pupils of Grade 6, then developed to final form thru criticism of the other children. Since all scenes were worked over by the children of the various rooms, only three rehearsals were necessary. Piano accompaniment between scenes carried out the theme and continuity.

America, the Beautiful

CHORUSES—"America, the Beautiful."

SCENE I

READER—In the land of America, the beautiful, stands Woodruff School, the pride of a community. On the playground a group of children play the games of childhood. (*Kindergarten and first-grade children play singing games.*)

SCENE II

READER—As we watch, a group of children, loaded with toys for play, appears. See the girls with their dolls and doll house and the boys with their trucks and wagon. Ah, they are imitating the life they see about them. The milkman brings health-giving milk for the doll children. (*Dramatization and singing of "Dairy Maids" from Music Hour, Book II, Silver Burdette.*) The postman brings welcome letters to the small parents. (*Dramatization and singing of "The Postman" from Tuning Up, Ginn & Co.*) A policeman helps traffic as he directs children and cars across the street. (*Dramatization and singing of "The Traffic Cop" from Music Hour, Book I.*) But what is all the stir and excitement? A fire in the tiny city! Here comes help, the firemen, efficient and brave. (*Dramatization and singing of "The Firemen," from Music Hour, Book I.*)

READER—A delightful picture this. It reflects adult life in our land.

SCENE III

CHORUS (*before rising of curtain*)—"In the Land of the Sky Blue Water."

READER—Was it always thus in the land of America? No,

Where we walk to school each day
Indian children used to play,
All about our native land
Where the shops and houses stand.
And the trees were very tall,
And there were no streets at all,
Not a church and not a steeple—
Only woods and Indian people.

(*"Indian Children"—Annette Wynne*
(*Tableau of an Indian village scene.*)

The Indians found this land not only beautiful but productive, and often they felt the desire to thank the Great Spirit for what the land gave them. (*Posing of prayer scene and singing of "Great Spirit" from Treasure, Song Program of Youth, Ginn.*)

SCENE IV

READER—But finally there came to this continent a man named Columbus, an Italian leader of Spaniards, brave and daring. (*Scene posed and the song, "The Vision of Columbus," from Tunes and Harmonies, Ginn.*)

SCENE V

READER—As time moved on, there came other people, equally brave and daring—pioneer men and women, who sought places to build their homes, churches, and schools. Farther and farther westward they moved, clearing the land, bridging the rivers, scaling mountains, crossing the deserts, and braving the Indians—a brave, industrious, friendly, cooperative people, well fitted to found a nation. (*Pioneer scene and the song, "The Pioneers" from Tunes and Harmonies.*)

SCENE VI

READER—These settlers, like the Indians, found the new land productive, so productive, especially in the Southland, that they could not bring forth the wealth fast enough to satisfy their desire; so they brought from far-away Africa, the Negro, to help build the nation. In

the fields, in their homes, and in their churches these Negro people sang of a God they loved, in their beautiful spirituals, that have become some of America's best known folk songs. (*Negro children dressed in choir robes sing: "Go Down Moses," "I Gotta Robe," and "Swing Low, Sweet Chariot."*)

SCENE VII

READER—Did other peoples help to build the nation? Yes, from many lands across the seas came many peoples to share their culture, strength, and bravery. Ah! Here is Miss Columbia and representatives from these different peoples. Let us learn what they have contributed.

(*Tableau, statements of representatives and songs. A sample: "Miss Columbia, we are of the Italian race. We came to America and became builders of large and beautiful buildings, bridges, and roads. We love beautiful music and art and many of our people are famous musicians and painters. The song, 'Santa Lucia,' tells of fishing and sailing on Italian waters." Sings "Santa Lucia." At the end of all the statements, Miss Columbia loosens the folds of the flag, and the new citizens salute.*)

SCENE VIII

READER—From forest, mine, soil, river, and sea, the workers of the land took raw materials and made from them life-sustaining products and other sources of wealth for the nation.

Hark the songs the workers sing!
See the many tools they bring!
Patient toilers day by day,
Earth and machine their wish obey,
As from materials raw
They make products fine.

FARMERS—We are the farmers;
We toil from sunrise to sunset.
Many are the hardships we endure
In winter's snow and spring's rain;
But we're happy helping man.

Hear the song we sing. (*"My Garden" from Rhythms and Rimes, Ginn.*)

MEN OF STEEL—We are the men of steel. The heat scorches our faces while the blast furnace melts the iron of man. The fire is hot, white hot! It hurts our eyes to look when the molten steel is poured to make products strong. Hear the song we sing. (*"Cling Clang" from Rhythms and Rimes.*)

GIRLS—Buzzing and whirring all day long!

That is the rhythm of the factory song.
All day long the girls are working,
Ever busy making things for man;
Never rest . . . We do our best,
As the whirring and the buzzing
And the cutting goes on.

OFFICE PEOPLE—In the office we labor,
Guiding the work of the toilers.

Before hours and after,

With thought and with care,

We plan that the needs of man may be met.

ALL—"Song of the Laborers" (*For music, see page 262 of THE JOURNAL for December 1938*):

ALL—Let us sing! Let us sing!
Make the whole world ring!
From the mines, from the fields,
From the factories we come.
Now our duty is done.
Now it's time to have fun
And be glad on this festive day.

MINERS: Now your factories are full
Of our much-needed ore
For we've gathered the iron from the
mountains of stone.

FARMERS: All the grains and the nuts
and the sweets
We have brought from the farms of the
land.

MEN OF STEEL—Tap the steel! Hear it
ring! Bring the hammer. Watch it swing!
It will mold; it will bend; it will make
things for man.

GIRLS: And the whirr and the buzz of
the milling machines

Mean the workers are working for us.

DRIVERS—By the horse, by the train
And by truck we transport
Materials crude and machine products fine.

OFFICE FORCE—So the workers can work
well for man.

ALL—(Repeat first stanza.)

SCENE IX

READER—While workers brought forth the necessities of life and sources of wealth for the nation, scientists and inventors labored to make from the raw materials new products, new sources of wealth. These products, once made, must be carried to the people. Inventors produced and improved the train, the steam boat, the automobile, the airplane. Messages, too, must be carried to the people. Inventors gave to the nation the telephone, the telegraph, the cable, the radio.

[*Tableau built up as inventors, labor, and industry speak and as the reader*

continues. Sample of talks: "For many years man had been trying to build an iron locomotive that would run of its own power and take the place of a horse. He had hardships and failure, but finally succeeded in making a locomotive that would run from twenty to thirty miles an hour, faster than people had ever ridden before in a four-wheeled carriage. Now trains are longer and carry a larger load of people and baggage. Man has stretched tracks from coast to coast. People may travel across our broad land in trains such as these. (*Shows model of a later train.*) Now in the past years of the twentieth century, man has built a new iron horse, the big streamliner, not run by wood or coal, but by Diesel engines which burn fuel oil and make the train wheels go round. (*Shows model of streamlined train.*) There will be much more improvement on these new trains, but it doesn't seem possible when we look at the iron horse of today."]

READER—Let us hope that, aided by industry and invention, in the future as in the past, under the influence of peace, education, and religion, she may join hands with her sister nations to bring justice and liberty to her own land and to the whole world. Then will she truly be America, the beautiful.

CHORUSES AND AUDIENCE—"God Bless America"

OUTCOMES

Greater appreciation of our country.

Greater appreciation of the contributions of other peoples, labor, industry, science, and invention.

For children of the fifth and sixth grades, an experience summarizing the history of the country.

Audience situations for oral reading and language.

Improvement of the oral reading and oral language of some children and the setting of higher standards for all.

Understanding of the characteristics of a pleasing picture or tableau.

Creative opportunities in written expression and in posing the scenes.

A chance for the children to see the advantages of cooperation among several groups in the production of a piece of work.

Greater enjoyment in singing and greater appreciation of music and what it may mean in life.

The response from parents indicated that the whole program had definitely valuable public relations significance.

What the Highschools Ought To Teach

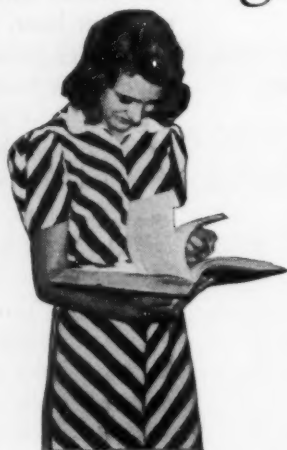
THERE ARE a great many pupils in secondary schools today for whom the courses now administered are not appropriate. Even where particular courses are entirely defensible, the complete curriculum is inappropriate because of its emphasis on items that do not accord with the ability or the outlook on the future of the majority of the students. While it would be a mistake to make sweeping charges as to the ineffectiveness of all secondary education, it is legitimate to urge fundamental reconsideration of the curriculum.

Reforms of the curriculum must go further than changes in the content of courses. We must create among young people an appreciation of the values of education, an understanding of the value of the free public secondary school—or the education given by these schools will fail of its purpose.

READING AS A SUBJECT OF INSTRUCTION

The mistake has long been made of assuming that pupils are not in need of post-elementary instruction in reading. Yet a great many highschool pupils have reading abilities of the fourth-grade level. Frequently, too incompetent in their reading to keep up with assignments, they fail in history and science.

Pupils need years of practice in the higher forms of reading and interpretation in order to cultivate methods that will make them fluent, independent readers. They need to learn how to distinguish between different types of reading materials and appropriate methods of dealing with them—for example, how to look thru a reference book for a single desired fact; how to be critical of testimony presented by a biased writer; how to supplement an impor-



tant but not fully understood statement by reading other sources. The teacher who helps students learn to read properly is often contributing more to their intellectual progress than the teacher who insists on excessive analysis and complete mastery of detail.

At the present time an enormous amount of teaching effort is devoted to policing learners and making sure one day that they have read and analyzed minutely the assignments given them the day before. *If pupils were once to gain the idea that they are themselves responsible for their own intellectual progress thru the proper use of recorded experience, a great burden would be lifted off the schools.* Pupils would devour with avidity reading materials that they now never encounter because they believe they have done their full duty if they slavishly follow the assigned lesson requirements.

Free reading in libraries, with some guidance as to good methods of using books, would result in the cultivation of powers of inestimable value to the individual pupil. No other contribution to general education can be of equal importance to that which would be gained by making pupils competent readers.

Adoption of this recommendation would transform many of the highschool courses in literature. In spite of continued instruction in literature, a shocking amount of cheap and vicious reading material in pulp magazines is consumed by adolescent readers. Because of the analytical treatment the best books receive in highschool classrooms, good literature fails to be appreciated and enjoyed. What the schools need is widespread emphasis on library methods, introducing pupils to interesting materials that appeal to their individual tastes and curiosities and giving them training which will make them independent readers.

WORK AS A PART OF THE CURRICULUM

Schools give courses that describe occupations; supply occupational guidance, frequently thru special counselors; cooperate with employment agencies in placing young people in jobs. *But the schools have not really accepted work as a factor in the educational program.* And since parents cannot adequately train their children in work as they have done in the past in agricultural occupations, manual work is no longer a part of the education of many young people.

The adolescent needs opportunities for work if he is to make the transition into adulthood efficiently. Training in work habits cultivates physical stamina. Constructive handling of tools and materials gives the pupil insight with regard to his relations to his environment that he cannot gain in any other way. If all young persons were mobilized to do service for the country for a reasonable period during adolescence, a long step would be taken in the direction of solving some of the most urgent youth problems of the present time. *Those who are to enter the professions need to labor at some period in their lives in order to gain an understanding and appreciation of what labor is.* Those who are going to earn their living by labor have a right to be trained under competent supervision so that they may enter on their careers under the most favorable conditions possible.

In recent years the federal government, thru providing work for many young people, has provided for a need of adolescents which the schools have never been able to meet—the payment of wages to young people for the labor they perform. Except for this contribution to the economic adjustment of boys and girls thru the National Youth Administration, work for wages has been almost unknown as a phase of school operation.

The school can introduce productive work without wages into its program if it convinces young people that it is their

★
duty to contribute to community welfare. By instituting projects designed to make extensive improvements in community equipment and beautification, schools can help young people to develop feelings of social loyalties and cultivate at the same time genuine competency and appreciation of labor.

If the schools are to adopt work as a genuinely acceptable part of their program, they will often be obliged to make provision for instruction in such a way that it will be possible for pupils to work a number of full days each week for employers. The school can cooperate with industry in alternating school attendance with periods of work.

THE SOCIAL STUDIES

Our schools have in recent years become conscious of the necessity of expanding their program of instruction in the social studies to provide effective education for citizenship in a democracy. History as usually taught is a chronological account of happenings remote from the environments and lives of pupils. Emphasis has often been on ancient history and on the mere mechanics of government to the exclusion of modern problems and fundamental concepts of social organization. To be sure, there has been a great deal of training in social habits thru contacts outside of classrooms and in classrooms, where orderly procedure and recognition of the rights of others are demanded in the name of manners and ordinary school discipline.

Experiments with courses which will make young people intelligent with regard to social institutions have been handicapped by the fact that most social discussions deal with subjects on which opinions and class interests are sharply divided. If a teacher brings up, for example, the relation between laborers and employers, reverberations are likely to be heard in the community, and school authorities may forbid repetition of the discussion.

There must be a concerted effort on the part of the whole teaching profession if a more effective program of social studies is to be accepted as a part of the curriculum. A few examples of topics which should replace some of the material now being used in many history and civics courses include: Housing; conservation of natural and human

resources; community planning; cooperatives; pressure groups and their methods of influencing legislation; the stock exchange; corporations; labor organizations; the industries of the nation; various forms of municipal government; governmental services, such as those of the Departments of Agriculture, Commerce, and Labor; the origin and nature of money and systems of exchange; international relations; consumers' needs; and investments.

One serious problem which must be solved with respect to the social studies is that of arranging the topics in the order in which they can properly be presented so as to correspond to the maturity of pupils. While controversial topics can with propriety be discussed with older pupils, it would be disquieting to younger pupils to attempt to understand some of the intricate and frequently unsolved problems of social life about which violent disagreements exist.

INSTRUCTION ON PERSONAL PROBLEMS

Perhaps the most urgent of these problems is that of maintaining one's physical and mental health. It is possible to teach the findings of psychology in a way which will give to secondary-school pupils an understanding of themselves as biological and mental organisms which will save them from an infinite number of the mistakes that contribute to human unhappiness. And the gain to modern society from a factual scientific study of what one can properly eat, if one's income compels economical selection of food materials, would be greater than that resulting from some of the studies now required in secondary schools.

Family life is a problem on which young people need instruction. There is need for consideration of family problems on the basis of facts that can properly be supplied by specialists in biology and sociology.

CRITICISM OF CONVENTIONAL SUBJECTS

English—The present courses in English composition do not seem satisfactorily productive; they are deficient in producing mastery of writing technics; and they do not contribute as they should to the enlargement of the contents of pupil experiences.

Mathematics—Everyone should un-

derstand how to plan for and keep records of his own financial transactions. Everyone should study community finance—how money comes into the local community, how it goes out, for what spent. Everyone should be taught the principle of an equation and how to translate a table of figures into a graph which shows trends at a glance. If attention were concentrated on such fundamentals, we could eliminate from the highschool curriculum some of the highly specialized mathematical manipulation which now confuses pupils.

Foreign languages—Teachers of foreign languages say that no young person has any clear idea of the structure of language until he has studied some language other than his vernacular. Pupils need to understand languages of other nations, it is said, in order to gain a sympathetic understanding of strange cultures. *Why not serve these needs directly, thru a course in general language*, without attempting to secure that slender and doubtful degree of mastery which is the only outcome for most pupils of the present courses?

Natural sciences—Courses in the natural sciences now far too often fill the memory with facts rather than stimulate pupils to scientific thinking. Only when these courses are made the means of vital, effective thinking can their retention in the curriculum be justified.

This material is taken from "What the Highschools Ought To Teach," the report of a Special Committee on the Secondary-School Curriculum, prepared for the American Youth Commission and other cooperating organizations. The 36-page report, which proposes major changes needed in the curriculum of American secondary schools, can be secured from the American Youth Commission, 744 Jackson Place, Washington, D. C., 25¢ paperbound (discounts: 10-49 copies, 22¢; 50-99 copies, 20¢; 100 or more, 15¢) or 50¢ board (10 or more copies, 10 percent discount). Members of the committee which prepared this highly significant report were: Ben G. Graham, chairman; Thomas H. Briggs; Will French; Oscar Granger; Charles A. Prosser; Francis T. Spaulding; A. J. Stoddard; George D. Strayer; Willis A. Sutton; Ralph W. Tyler. The material as it appears here is available as Personal Growth Leaflet Number 115.

High and Low Spots in Rural Education

AT THE TURN of a new decade 13 million boys and girls again are looking to the nation's rural schools for learning opportunities and instruction. From the open country and from 20,000 hamlets and villages they come—some to the one-teacher schools; some to larger elementary and highschools or separate highschools.

How well prepared are the rural schools to resume this heavy responsibility? What are the high spots in rural education, the resources at their command? What are the low spots, the handicaps to be eliminated?

A FEW OF THE HIGH SPOTS

"Excellent pioneer work in social studies is being done in the ____ rural junior highschool," writes one country superintendent in describing the most outstanding recent achievement in rural education in his county. Similarly, better instruction in some specified department or subject area is cited more frequently than any other accomplishment in the reports from 1050 county and other rural superintendents with reference to the recent progress and present status of rural schools in their districts. The complete summary appears in the September 1940 *Research Bulletin*, "Progress in Rural Education."

Especially prominent in these citations is reference to better music instruction, and improved work in health education, vocational education, reading, art, speech work—including choral reading, science and nature study, dramatics, and conservation.

Marked improvement in teaching procedures is another noteworthy trend—not merely better procedures in teaching music or reading, but better ways of handling the whole program. "Activities" and "meaningful experiences" are being introduced in place of academic routines once so generally followed.

Curriculum development is moving forward, too, with long strides. Thru numerous local, countywide, and statewide programs, the work of the rural

schools is being vitalized and adapted to the interests, needs, and experiences of pupils in their respective communities.

A fourth area of achievement has been the extension or improvement of health services such as immunizations; dental service; vision tests; hearing tests; tuberculin tests; periodic general health examinations; the regular professional services of doctors and nurses; improvements in school sanitation; and the provision of hot lunches, often under conditions where regular school cafeterias are impractical. A health measure which sometime may be widely adopted is described as follows: "In the middle of the day there is a rest period for first- and second-grade pupils who come to school on buses and must remain all day. Individual cots are provided in a quiet room with plenty of fresh air."

A fifth achievement has been a widespread improvement in rural library service, especially thru the introduction of some form of traveling library. In one state seventy-four counties now have circulating libraries, many with library trucks to transport books from the central library to the schools. Some small districts have worked out plans for cooperative purchasing and book exchanges. In one community the local Kiwanis Club sponsors a traveling library housed in the county superintendent's office.

Another high spot is a pronounced upgrading in rural teaching staffs. Superintendents attribute this improvement chiefly to additional training, higher standards of certification, extension of supervisory service, special projects looking to the inservice growth of teachers, and effective work on the part of teachers organizations.

A FEW OF THE LOW SPOTS

Lowest of the low spots in rural education in 1940 is the matter of teachers' salaries. In only 13 percent of 1000 rural counties and districts has there been any marked improvement in the average salary of rural teachers since 1930. In 35

percent of these districts the average salary in 1940 is actually lower than that for 1930. How strangely inconsistent it is that as teachers become better prepared for their work, as they build better programs and use better classroom procedures, their salaries are reduced! Small wonder that under these circumstances little progress has been made during the past ten years in reducing the amount of turnover among rural teachers—a second low spot that should be noted.

Part and parcel of the foregoing trends is the fact that better methods of financing rural schools have been but slowly achieved, and relatively few counties have materially increased their per pupil expenditures on rural education since 1930. This accounts, too, for many of the other low spots in rural education, such as short school terms, lack of suitable equipment and supplies, and unsatisfactory school housing. Some of the worst housing situations were described as follows: "a small weather-beaten building often mistaken for a woodshed"; "building a mere shack"; "using an old tumble-down squatter's cabin"; "a frame building built in 1826"; "no drinking water—carry it about one-half mile."

Schools with too few pupils for effective work constitute another low spot in rural education. A few one-pupil schools and large numbers of schools serving fewer than ten pupils still exist. Conversely, the overcrowded rural school often creates a problem, as for example the one-teacher school which last year had 61 pupils in grades one thru eight, 31 of them one or more years over age for their respective grades.

Still another problem is community indifference if not open hostility to any proposed improvement in rural schools. This attitude, combined with a lack of vigorous effective leadership, has been and continues to be a chief barrier to the consolidation of small districts into satisfactory administrative units and to many other of the potential improvements in rural education.—IVAN A. BOOKER, assistant director, Research Division, NEA.

The Philosophy of the Future Teachers Movement—The philosophy of the FTA movement is based on some simple facts which anyone can observe:

First, schools are expanding less rapidly than formerly and teachers remain longer in the service, so that the need for new teachers is diminishing. There is now an opportunity to raise standards and to select more carefully and train more thoroly the young people who are to enter this greatest of the professions. It will be harder and harder to find a place in the teaching profession.

Second, the work of advancing education is carried on by local, state, and national professional organizations. If young people are to take their part effectively in this great common enterprise, they must learn to do so during their college days. They have a right to become familiar with the history, ethics, and working program of the teaching profession—and any school for teachers which fails to give them this background is neglecting an important phase of their preparation. The FTA plan is now so simple and inexpensive that any student who can afford to be in school at all can afford to take part. The joint fee of \$2—of which \$1 goes to the state and \$1 to the national—is less than students often spend on a single football game. And yet this \$2 brings the student both state and national association journals, 20 Personal Growth Leaflets, a chapter library, and a system of projects and merit points which will help him establish himself in the profession to which he plans to give his life.

Third, our schools today are excessively verbal and there is a call for a more active program to make up for the changing character of home life, which now provides fewer chores and other activities than formerly. If the schools are to have a more active program with increasing emphasis on *working* at civic and community enterprises instead of merely *talking* about them, teachers in training must have *experience* as well as theory in cooperative activities. Thru projects and merit points FTA provides a system of activities.

A Letter of Appreciation—I wish to become a full-fledged member of the National Education Association, and to receive the NEA JOURNAL regularly. For the last two years, as a member of the Martin Chapter, FTA, at the Nebraska State Teachers College in Kearney, I have

received THE JOURNAL, and I have come to lean upon it as a guide, as a source of spiritual inspiration, and as a friend. May I add my voice to the thousands of young men and women thruout the United States who thank the National Education Association for its efforts in bringing into existence Future Teachers of America work in American colleges and highschools.—*Dale D. Best*, principal, Junior Highschool, Bridgeport, Nebraska. [THE JOURNAL is glad to hear from members of other FTA chapters now at work in the educational service.]

The FTA Charter—Each year this unusually beautiful charter grows more valuable as gold seals are added, showing that the chapter is in continued good standing.

Future Teachers Preferred—FTA is a longtime program. The young people who take part in it will reap benefits all their lives as citizens and teachers. Let the aim be to have as Future Teachers young people of such outstanding character and resourcefulness that schoolboards will prefer them when employing teachers.

FTA on the Coinclusive Plan—The Future Teachers movement is going forward rapidly this fall under the impetus given to it by the adoption of the coinclusive plan, under which the members of a college or university chapter, Future Teachers of America, are junior members of both state and national education associations. This plan is set forth in Personal Growth Leaflet Number 166, a copy of which will be sent free on request.

The following suggestions for FTA chapters are taken from the National Chairman's Letter Number 5, sent to Future Teachers chapters:

[1] Make yourself thoroly familiar with the FTA Leaflets, Numbers 11, 12, 161, 162, 165, 166, 170. These have been revised during the summer and contain new plans and policies.

[2] Have dues paid promptly and charter renewed.

[3] Recruit new members to fill the places of 1940 graduates. Try to gain as much as possible in both quality and num-

bers as well as in the distribution of membership thru the various college classes.

[4] See that each member has his copies of Association JOURNALS. Call attention to the importance of keeping one's file of these JOURNALS for future reference. They form a history of education in our time.

[5] See that the 20 Personal Growth Leaflets are ordered and distributed to each member. They provide a valuable individual library and are an important part of FTA work.

[6] Plan for chapter activities and projects so that every member has training in the art of planning and doing worthwhile things. Let the goal be for each member to earn one merit point per week.

[7] The school is your larger self and its spirit is the climate of your own intellectual and social growth. FTA is noted for its contribution to school spirit. Let every FTA member every day do something to improve the tone of the school. No school is so poor that there is not something to praise; none so good that it cannot be made better. Let every FTA member be a builder.

[8] Keep in touch with your national chairman. Write in about your plans, problems, and achievements.

Pioneers Lay Foundations—It is not easy to establish an FTA chapter and to make a success of it. Sometimes in the struggle with the little things that come up to obstruct our progress, we forget how far we have come along the way. We must never lose sight of the fact that we are pioneers and that every step we take makes the way easier for those who will follow after.

FTA Merit Points for Achievement—A point is earned by an hour's work on an FTA project. It is hoped that FTA members will average 50 merit points each year, so that a student who is a Future Teacher during four years in college would earn 200 or more merit points. Toward the end of the year the FTA sponsor will give each member a signed statement as to the number of merit points earned during that year. Statements for all students who have earned 200 or more merit points may be forwarded to the National Committee, FTA, which will issue certificates of merit to these Future Teachers. Keep in mind that these merit points represent service to the school or community.



NOTES AND ANNOUNCEMENTS



New Life Members Received in September

ARIZONA—Sara H. Clardy, Stanley Poe
 CONNECTICUT—Floyd Gilbert Wood
 DISTRICT OF COLUMBIA—A. Grace Lind
 GEORGIA—T. Aldine Carmichael
 ILLINOIS—Hazel H. Ott, Augusta L. Peterson
 INDIANA—Albert E. Harshbarger, Charles P. Turpin
 IOWA—Sylvan George Kramer
 LOUISIANA—C. C. Colvert, Mrs. Bettie F. Davis
 MASSACHUSETTS—Archibald B. Shaw
 NEW JERSEY—Wilma Johnson
 NEW YORK—Mrs. Margaret F. Ingram
 NORTH CAROLINA—Herbert Hucks, Jr.
 NORTH DAKOTA—Herbert Frasch
 OHIO—Mark Hillary
 OKLAHOMA—Mrs. J. A. Johnson, Joe W. Mosley
 PENNSYLVANIA—Albert Lawley, A. Clair Moser, Raymond C. Webster
 SOUTH DAKOTA—Albert Luker
 VERMONT—Emma Agnes Kimball
 WEST VIRGINIA—Lloyd H. Elliott

National Preparedness Act for Health

★ ON OCTOBER 3 Congressman P. L. Schwert of New York introduced in the House of Representatives a bill (HR 10606) entitled "National Preparedness Act of 1940 for Health Education, Physical Education, and Recreation in Schools and School Camps." The primary purpose is "to assist in making adequate provisions for health education, physical education, and recreation in schools and school camps . . . without federal control over educational policies of states and localities." For the first fiscal year ending June 30, 1941, \$50,000,000 would be appropriated. This would increase \$10,000,000 a year until 1946, after which \$100,000,000 would be provided annually. The bill is sponsored by the American Association for Health, Physical Education, and Recreation, a Department of the NEA, to which persons interested may write for information.

NEA Publications

★ THE NATIONAL EDUCATION ASSOCIATION is one of the largest publishers of educational literature in America. The list of Association publications on pages 253-56 has special significance as a cooperative enterprise of the teachers of the nation.

The Vitalization of Local Associations

SECRETARY FRANCIS S. CHASE of the Virginia Education Association has undertaken a vigorous program for the vitalization of local associations in his state. Dividing the state into four sections, he arranged one-day conferences of officers of local associations. The conferences began at 10 A.M. One hour was taken for preliminary announcements, introduction of delegates, and presentation of the problems which confront the profession. At 11 o'clock delegates

divided into committees to discuss projects. At the Wytheville conference the PTA provided an excellent lunch at 50¢ each. Two guest speakers were allowed fifteen minutes apiece. The afternoon session, which convened at 2 o'clock, consisted of discussions of the reports presented by the four committees. The picture of the delegates attending this conference was taken on the steps of the combination "city and school library." The opinion seemed to be unanimous among the 75 delegates that it was one of the most profitable educational conferences they had ever attended.

MILO J. WARNER,

of Toledo, Ohio, who was elected National Commander of the American Legion at its 1940 meeting in Boston.



An Opportunity for Music Teachers

★ THE EDITORS would like to add to the Personal Growth Leaflets a buying list of music recordings suitable for the average home which wishes to build up a well-balanced music library. Manuscripts are invited; write for leaflet specifications.



Dean of the State Secretaries

★ F. L. PINET has been reelected secretary of the Kansas State Teachers Association for the year ending August 1, 1941, when at his own suggestion he will retire. Mr. Pinet, fourth among the state secretaries to be elected on a fulltime, salaried basis, is now dean of this group. On retiring, he will have served Kansas teachers 25 years.

World YWCA at NEA Headquarters

★ HEADQUARTERS of the World YWCA remain in Geneva, Switzerland, but it has been found impractical to continue all work from that city and temporary headquarters have been set up in the NEA building in Washington. M. Marianne Mills and Pearl Carruthers of the Geneva staff; Marcia Dunham, former member of the staff of the National Board; Lina Willis, formerly a secretary in China; and three clerical workers, make up the personnel.

American Education Week Radio Programs

★ WEDNESDAY, NOVEMBER 13, 2:45-3 PM EST, on the NBC network from the Lincoln Memorial, Washington, D. C., with prominent speakers participating. Presented in cooperation with the American Legion.

SATURDAY, NOVEMBER 16, 7-7:30 PM EST, on the CBS from Fraunces' Tavern in New York City where General George Washington gave a farewell dinner to American army officers at the close of the Revolution. Presented as the "People's Platform" under the direction of Lyman Bryson.



The Newbery Medal Book

☆ DANIEL BOONE, written and illustrated by James Daugherty, is the latest Newbery medal book, the award being made each year for "the most distinguished contribution to American literature for children." The illustrations are in color, virile and picturesque, like the rugged pioneer, Daniel Boone. Daugherty's story [Viking Press, New York, \$2.50] is like epic prose. Every paragraph gives an understanding and feeling of the America of Boone's day—"a world almost as new as Genesis." Young people who read this book will better appreciate the forces that helped to make our democracy.

The other Newbery medal books are: *The Story of Mankind* [Liveright] by Van Loon; *The Voyages of Dr. Doolittle* [Stokes] by Lofting; *The Dark Frigate* [Little, Brown] by Hawes; *Tales from Sil-*

ver Lands [Doubleday, Doran] by Finger; *Shen of the Sea* [Dutton] by Chrisman; *Smoky* [Scribner's] by James; *Gay-Neck* [Dutton] by Mukerji; *The Trumpeter of Krakow* [Macmillan] by Kelly; *Hitty, Her First Hundred Years* [Macmillan] by Field; *The Cat Who Went to Heaven* [Macmillan] by Coatsworth; *Waterless Mountain* [Longmans, Green] by Armer; *Young Fu of the Upper Yangtze* [Winston] by Lewis; *Invincible Louisa* [Little, Brown] by Meigs; *Dobry* [Viking Press] by Shannon; *Caddie Woodlawn* [Macmillan] by Brink; *Roller Skates* [Viking Press] by Sawyer; *The White Stag* [Viking Press] by Sereby; and *Thimble Summer* [Farrar and Rinehart] by Enright. Schools can add these books to their libraries with the assurance that they are getting the best. Personal Growth Leaflet 221 is devoted to the Newbery medal books.



The Caldecott Medal Book

☆ THE CALDECOTT MEDAL is awarded annually for the most distinguished picture book for children. *Abraham Lincoln* by Ingri and Edgar d'Aulaire [Doubleday, Doran, New York, \$2] is the latest book to receive the award. The end papers and 28 of the pages are beautifully illustrated in 5 colors. As many other pages carry pictures in black and white. Many of the pictures are full-page; others trail gayly along the margins in the text. All of the pictures are true to the character of Lincoln, depicting humor, simplicity, honesty, pathos. The text is a vivid story of Lincoln. This book is worth a place in a school or a child's own library. The other Caldecott medal books are: *Animals of the Bible* by Lathrop [Stokes]; and *Mei Li* by Thomas Handforth [Doubleday].

Mobilizing Kansas Schools in the Interest of National Defense

☆ ON AUGUST 29, Governor G. Payne Ratner of Kansas summoned to Topeka some 40 representatives of the state teachers association and members of the state department of education. A representative of the Educational Policies Commission of the NEA was present to give the background of developments in Washington and recommendations of the Commission for education and the national defense. From this conference was established the Governor's Commission on Education and the National Defense, to encourage and coordinate programs of education in the local school systems of the state which will contribute to the defense and improvement of democracy.

The program adopted by the conference under Governor Ratner's active and interested leadership included the development of vocational training in order to prepare workers for employment in the defense

industries and the improvement of the programs of citizenship education in elementary, secondary, and higher institutions. Superintendent F. L. Schlagle, Kansas City, Kansas, NEA director for Kansas, was named chairman, and C. O. Wright, assistant secretary, Kansas State Teachers Association, was named secretary of the Governor's Commission. Kansas has thus cleared the decks for action whereby every school district of the state may render maximum service in this critical period.

New Connecticut State Secretary

☆ THE SECOND executive secretary of the Connecticut State Teachers Association is newly appointed Arthur L. Knoblauch, who succeeds Francis E. Harrington.

Glenn Frank Killed in Car Accident

☆ GLENN FRANK, formerly president of the University of Wisconsin, and his only son, Glenn, Jr., were killed in a car accident on September 15. Dr. Frank was campaigning for the Republican nomination for the

United States Senate. He had been a favorite speaker at NEA conventions. His address on "Education and the Social Welfare," made before the Detroit convention, was published in the April 1936 JOURNAL.

Is Your Address Correct?

☆ DID YOU RECEIVE this issue of THE JOURNAL at your correct address? If not, please fill in the blank below and return it to the NEA, 1201 Sixteenth Street Northwest, Washington, D. C.:

NEW ADDRESS

Name.....
Street.....
City..... State.....

OLD ADDRESS

Name (if changed).....
Street.....
City..... State.....

[Cont. on page 250]

Children's Crusade for Children

DOROTHY CANFIELD FISHER

A DETAILED REPORT ON the Children's Crusade for Children is going out by mail in the near future to the schools, so this brief statement about its financial aspects to teachers, school administrators, and others interested will be supplemented later by a complete story of the Crusade, with facts of interest to children and young people.

It will be remembered that the tin mite-boxes of the Children's Crusade were to be taken to the nearest bank, opened by the cashier, the contents counted and sent to the Citizens National Bank of Emporia, Kansas (if the school was west of the Mississippi) or to the County National Bank of Bennington, Vermont (if the school was east of the Mississippi). From these banks the Jury of Award (Mrs. Eleanor Roosevelt, Monsignor John A. Ryan, Justice Irving Lehman, Miss Caroline Woodruff, Dr. Charles B. Glenn, William Allen White, and myself) were to transfer the money direct to American refugee-aid committees.

The New York City schools deposited their pennies in the Colonial Trust Company in that city. In addition, some contributions were sent direct either to the New York office of the Children's Crusade, or to me here in my Vermont home. Those sent to the New York office were deposited in the Chemical Bank & Trust Company; those sent to me were deposited in the County National Bank of Bennington, Vermont.

The total of the children's contributions to date has been \$139,682.88. Of

this, \$21,611.26 was received by the Emporia bank, \$82,307.77 by the Bennington bank, and \$35,763.85 by the two New York banks.

The apportionment by the Jury of Award was made thus: To committees aiding Polish, Chinese, Jewish, and English children, \$22,500 each; the same amount to the Quakers working in France, which includes Spanish refugee children as well as French. To Committees aiding Finnish, Dutch, and Belgian children, \$7500 each. To Norwegian children, \$2000. This makes a total of \$137,000 already distributed. The balance of the children's contributions—amounting to slightly less than \$3000 at this date—will be apportioned by the Jury in later awards.

In the report to the schools will be set down the names and addresses of each organization to which money has been given, together with the details of just how this money is to be used for the children of each country.

As had been promised in all of the published statements of the Children's Crusade for Children, every penny contributed by children went direct to refugee children. Not so much as one telephone call or one postage stamp was paid for from money that came from children. All expenses—and they were large because of the great cost of printing and sending out hundred thousands of the teachers' handbooks, the two patriotic plays written especially for the Crusade, and other printed material—

were paid for entirely by contributions from adult friends of the Crusade.

A detail connected with this aspect of the enterprise which has been distractingly troublesome to us is the fact that in the financial report required each month by the State Department from money-collecting agencies, we were not allowed to add the few words necessary to state that the money used for expenses came from adult friends of the Crusade, and not a penny of it from the children's contributions. This extra—but to us so essential—addition did not fit in with the State Department's official printed forms, and altho we begged at least to have a footnote of a few words put in, which would explain this point, this was refused because it was considered necessary to follow the fixed official forms. In another respect, also, these official forms had to tell an incomplete story of the Crusade's activities, in that contributions to war-stricken children in "non-belligerent" countries could not be included. For example, the \$22,500 given for Chinese children could not be included in the State Department report because diplomatically China is not accounted a "belligerent."

In spite of the tremendous amount of work involved, all we who have given a year of our lives to this effort feel it more than worthwhile. The thousands of wonderful letters from American teachers and school children, the warm-hearted cooperation from so many of our finest superintendents, the large sum of money raised to help alleviate the misery of helpless child victims of war and persecution, the new realization on the part of hundreds of thousands of our school children of what it means to be born under the American flag—yes, yes, it has been well worth it!

[Cont. from page 249]

A Contest for Young People

☆ TEACHERS may wish to call to the attention of their students the contest being sponsored by the American Business Men's Research Foundation. The contest calls for the writing of an essay of not more than four hundred words on either: [1] "I believe that the use of intoxicating liquor is as harmful as is taught in highschool and in Sunday school." [2] "I do not believe that the use of intoxicating liquor is as harmful as is taught in highschool and in Sunday school." Entries should be mailed

to the Foundation, 111 West Jackson Boulevard, Chicago.

For the Hard-of-Hearing Child

☆ THE AMERICAN SOCIETY FOR THE HARD OF HEARING and 170 local organizations, pledged to the conservation of hearing and the rehabilitation of persons with impaired hearing, are conducting a sticker campaign to help finance the work. For information about the sale of these stickers (at \$1 for a sheet of 100), address the Society at 1537 35th Street Northwest, Washington, D. C. There are three million children in the public schools whom this program may benefit.

Social-Studies Curriculum To Be Featured at Syracuse Meeting

☆ THE TWENTIETH ANNUAL MEETING of the National Council for the Social Studies (a Department of the NEA) will be held on November 21-23 at Syracuse, New York.

A symposium on the social-studies curriculum, led by Edgar B. Wesley of the University of Minnesota, occupies the central Friday afternoon position on the program. This session will summarize a year of discussion and experimentation based on *The Future of the Social Studies*, published by the Department in November 1939. Speakers on the sym- [Cont. on page 252]

☆ ☆ 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

THE FOLLOWING COUNTIES, cities, and individual schools have reported 100 percent membership, from September 7 thru September 29, and have continuously enrolled in their national professional organization for the number of years indicated:

TWENTY-TWO YEARS

OHIO—Kenton, Entire System

TWENTY-ONE YEARS

CALIFORNIA—Long Beach, Fremont
MINNESOTA—Minneapolis, Hiawatha

TWENTY YEARS

COLORADO—La Junta, Jr. High
ILLINOIS—Maywood, Lincoln, Washington
OHIO—Sciencetown, Warren Richey

NINETEEN YEARS

ILLINOIS—East St. Louis, Rock Jr. High
INDIANA—Terre Haute, McLean Jr. High
IOWA—Sioux City, Cooper, Emerson

EIGHTEEN YEARS

ARIZONA—Jerome, Entire System
ILLINOIS—Maywood, Garfield, Irving, Melrose Park; Princeton, Princeton Twp. High
IOWA—Council Bluffs, Longfellow
KANSAS—Chanute, Alcott, Cross, Lincoln, Murray Hill, Roosevelt, Royster Jr. High, Sr. High, Webster
MARYLAND—Galena, Galena High
SOUTH DAKOTA—Mitchell, Eugene Field, Longfellow; Sioux Falls, Irving

SEVENTEEN YEARS

CONNECTICUT—Darien, Baker
ILLINOIS—Maywood, Emerson
INDIANA—LaPorte, Entire System
KANSAS—Cherryvale, Entire System
MASSACHUSETTS—Brookline, Lawrence Elem.; Medford, Osgood Jr. High and Elem.
MINNESOTA—Minneapolis, Irving
NEW JERSEY—Fair Haven, Entire System; Summit, Brayton
NEW YORK—Oneida, Washington Avenue
OHIO—Alexandria, Entire System; Tiffin, College Hill; Warren, Elm Road
PENNSYLVANIA—Mahanoy, Township Schools
SOUTH CAROLINA—Lawrens, Ford High

SIXTEEN YEARS

COLORADO—Fort Lupton, Entire System
NEW JERSEY—Camden, Sharp; Fair Haven, Knollwood; Montclair, Grove St.
OHIO—Bellevue, Ellis, Jr. High, McKim, Pike; Middletown, Entire System; North Baltimore, Entire System; Tiffin, Columbian Sr. High
PENNSYLVANIA—Berks County, Boyertown Borough, Caernarvon Twp., Cumru Twp., District Twp., Douglass Twp., Heidelberg Twp., Jefferson Twp., Kutztown Borough, Maiden Creek Twp., Oley Twp., Perry Twp., Spring Twp., Topton Borough, Upper Bern Twp., Wyomissing Borough, Wyomissing Hills Borough; Warren, Jefferson
UTAH—Murray, Entire System
WYOMING—Laramie, Nellie Iles

FIFTEEN YEARS

ILLINOIS—Wood River, Entire System
NEVADA—Ormsby County, Entire System
NEW YORK—Rome, Gansevoort
OHIO—Bowling Green, Church Street; Rittman, Entire System
PENNSYLVANIA—Upper Darby, Oakmont
SOUTH CAROLINA—Walterboro, Entire System
SOUTH DAKOTA—Wakonda, Entire System
VIRGINIA—Norfolk, Ocean View
WISCONSIN—Two Rivers, Entire System

FOURTEEN YEARS

ARIZONA—Holbrook, Entire System
FLORIDA—Riviera, Riviera Jr. High
MAINE—Camden, Elm Street
MASSACHUSETTS—Medford, James
MICHIGAN—Fremont, Entire System
MINNESOTA—Rochester, Entire System
NEW JERSEY—Livingston, Roosevelt; Plainfield, Evergreen
NEW YORK—Rome, H. E. A. Thomas Street
OHIO—Ashtabula, West Avenue Grade; Bellevue, Entire System
TEXAS—Texarkana, Grim

THIRTEEN YEARS

ILLINOIS—Rockford, Kishwaukee
INDIANA—Newcastle, Entire System
MARYLAND—Westernport, Hammond St.
MASSACHUSETTS—Leominster, Pierce
NEW JERSEY—Bradley Beach, Bradley Beach; Livingston, Central, Squiertown
OHIO—Dayton, Jefferson Twp.
TEXAS—Texarkana, Akin, Texas Sr. High

TWELVE YEARS

CALIFORNIA—Soledad, Soledad Union Grammar
DELAWARE—New Castle, Minquadales No. 47, Rose Hill No. 47
GEORGIA—Atlanta, Capitol View
ILLINOIS—Maywood, Entire System; Woodstock, Dean Street
INDIANA—Terre Haute, Fairview
MASSACHUSETTS—Ipswich, Shatswell
MICHIGAN—Lansing, West Jr. High; St. Clair, Entire System
MISSISSIPPI—Yazoo City, Entire System
NEW JERSEY—Livingston, Entire System
NEW YORK—Spring Valley, Lakeside
NORTH DAKOTA—Fargo, Jefferson Platoon
OHIO—East Palestine, Entire System; Kent, Entire System; St. Paris, Christianburg-Jackson
PENNSYLVANIA—Berks County, West Reading Borough Elementary
UTAH—Salt Lake City, Sumner
VERMONT—Bellows Falls, Wells

ELEVEN YEARS

CALIFORNIA—Stockton, Jackson
DELAWARE—Wilmington, Alfred I. DuPont No. 7
INDIANA—Indianapolis, Charity Dye No. 27; Terre Haute, Warren
IOWA—Council Bluffs, Abraham Lincoln High
NEW MEXICO—Albuquerque, Monte Vista
NORTH DAKOTA—Bismarck, Entire System; Carrington, Entire System; Fargo, Agassiz, Agassiz Jr. High
OHIO—Middletown, McKinley Jr. High
TEXAS—Texarkana, Central
WISCONSIN—Wausau, Marathon County Normal

TEN YEARS

IOWA—Ottumwa, Adams, Agassiz, Douglas, Fairview, Franklin, Garfield, Hedrick, Irving, Jefferson, Lincoln, Orchard, A. W. Stuart
KANSAS—Arlington, Arlington Rural High
MAINE—South Portland, Reynolds
MASSACHUSETTS—North Attleboro, Towne Street; Wellesley Hills, Alice L. Phillips Jr. High
MISSOURI—Boonville, Entire System
NEW MEXICO—Albuquerque, Lincoln Jr. High
NEW YORK—New Paltz, State Normal
OHIO—Van Wert, Ridge Twp.
PENNSYLVANIA—Benton, Entire System; Berks County, Bern Twp., Center Twp.; Fallsington, Falls Twp. High

NINE YEARS

ILLINOIS—Peoria, Greeley
IOWA—Cherokee, Entire System; Council Bluffs, Gunn

MASSACHUSETTS—Paxton, Paxton Center; Reading, Lowell Street
NEW JERSEY—Palmyra, Spring Garden
NEW YORK—Corning, P. S. No. 2
OKLAHOMA—El Reno, Irving
PENNSYLVANIA—Buckingham, Buckingham Twp. High; Waynesboro, Entire System
TENNESSEE—Bristol, Entire System
TEXAS—Texarkana, Highland Park

EIGHT YEARS

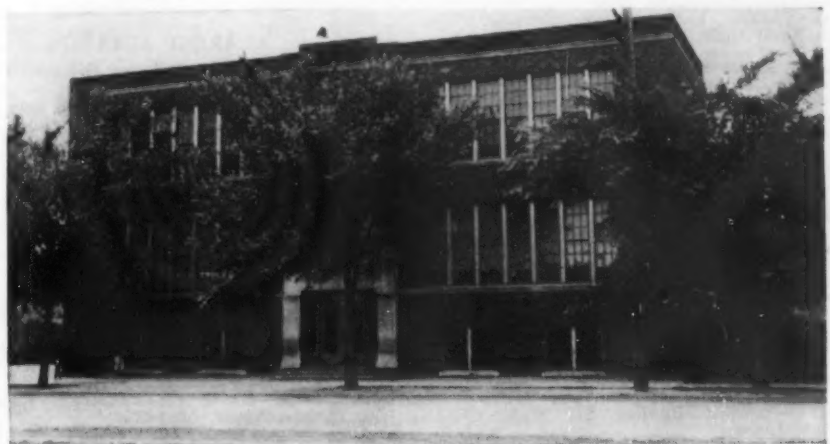
ARIZONA—Miami, Bullion Plaza, Inspiration Addition, Lower Miami
ILLINOIS—Peoria, Garfield
INDIANA—Indianapolis, Washington Irving No. 14
IOWA—Council Bluffs, Dodge
MASSACHUSETTS—Wellesley Hills, Fiske, L. Allen Kingsbury
MICHIGAN—Dowagiac, Entire System
MISSISSIPPI—Vicksburg, Carr Central Sr. High
NEW JERSEY—Palmyra, Cinnaminson Ave.
NEW YORK—Ilion, West Hill
NORTH DAKOTA—Valley City, Entire System
OHIO—Elida, Entire System; Toronio, Central, Franklin, Lincoln, Roosevelt; Warren, Tod Ave.
SOUTH DAKOTA—Mitchell, Entire System
TEXAS—Burkburnett, Entire System

SEVEN YEARS

CALIFORNIA—Daly City, Jefferson Union High
COLORADO—Canon City, Wilson Jr. High
FLORIDA—Orlando, Memorial Jr. High
ILLINOIS—Mendota, Blackstone; Payson, Seymour Public Schools
INDIANA—Terre Haute, Collett
IOWA—Council Bluffs, Avenue B, Harrison, Madison, Roosevelt; Ottumwa, Entire System
KANSAS—Anthony, Entire System
MASSACHUSETTS—North Adams, Houghton; Wellesley, Hunnewell
MICHIGAN—Holland, Jr. High
MINNESOTA—Minneapolis, Madison
MISSISSIPPI—Gulfport, Entire System; McComb, Entire System
NEBRASKA—Kearney, Kearney Jr. High
NEW JERSEY—Irvington, Clinton Ave. No. 1
NEW YORK—Hudson Falls, Entire System; Schenectady, Riverside
OHIO—Miamisburg, Entire System; Middle Point, Entire System, Hoaglin-Jackson Rural; Toronto, Entire System
PENNSYLVANIA—Berks County, Amity Twp., Bally Borough, Bethel Twp., Birdsboro Borough, Exeter Twp., Greenwich Twp., Longswamp Twp., Lower Alsace Twp., Marion Twp., Mount Penn Borough, Ontelaunee Twp., Pike Twp., Richmond Twp., Robeson Twp., Shillington Borough, South Heidelberg Twp., Tulpehocken Twp., Union Twp., West Leepost Borough, West Reading Borough High; Du Bois, Entire System
SOUTH DAKOTA—Lennox, Entire System
WEST VIRGINIA—Buchannon, East Main Street

SIX YEARS

ALABAMA—Atmore, Entire System
CALIFORNIA—Berkeley, Columbus



HOPKINS SCHOOL, SIOUX CITY, IOWA

Has been 100 percent in local, state, and national educational associations for 22 years. J. E. Fitzgerald is principal.

GEORGIA—*Atlanta*, Highland; *Glynn County*, Entire System
ILLINOIS—*Normal*, Entire System; *Palestine*, Entire System
INDIANA—*Indianapolis*, Eleanor Skillen No. 34; *Rushville*, Webb Consolidated; *Vincennes*, Harrison
KANSAS—*Blue Rapids*, Entire System; *Junction City*, Departmental
MASSACHUSETTS—*Malden*, Faulkner
MINNESOTA—*Owatonna*, Entire System
NEBRASKA—*Kearney*, Entire System
NEW JERSEY—*Palmyra*, Entire System; *Ridgewood*, Union St.; *Upper Montclair*, Bradford
NEW YORK—*Mount Vernon*, Longfellow
OHIO—*Alger*, Alger-Roundhead; *Bluffton*, Entire System; *Luckey*, Troy Twp.; *Mansfield*, Prospect; *McConnelville*, Malta Grade, *McConnelville*; *Painesville*, Madison Ave., Mentor Ave.; *Wren*, Wren Village; *Youngstown*, Harrison
PENNSYLVANIA—*Allison Park*, Hampton Twp.; *Berks County*, Alsace Twp.; *Bechtelsville* Borough, Earl Twp.; *Fleetwood* Borough, Hamburg Borough, Lower Heidelberg Twp., Mohnton Borough, Penn Twp.; *Robesonia* Borough, Sinking Spring Borough, Tilden Twp., Washington Twp., Wernersville Borough, Womelsdorf Borough
TEXAS—*Tesarkana*, Whitaker
WISCONSIN—*Sheboygan*, Jefferson

FIVE YEARS

ALABAMA—*Hope Hull*, Pintala Jr. High; *Montgomery*, Cottage Hill, Sidney Lanier High
CALIFORNIA—*Miranda*, South Fork Union High; *San Francisco*, Douglas
GEORGIA—*Atlanta*, J. Allen Couch; *Macon*, Bellevue
ILLINOIS—*Harrisburg*, Logan; *Peoria*, Lucie B. Tyng; *Waukegan*, Washington
INDIANA—*Decker*, Decker Chapel High; *Vincennes*, Clark, Clark Jr. High, James Whitcomb Riley, Francis Vigo
IOWA—*Ames*, Entire System
KANSAS—*Bucklin*, Entire System
KENTUCKY—*Hopkinsville*, Virginia Street; *Lexington*, Russell Cave Consolidated, Johnson, Lincoln, Isaac Shelby, Wolf Run
LOUISIANA—*Georgetown*, Georgetown Jr. High
MASSACHUSETTS—*Union of Erving*, Leverett, Shutesbury, Wendell, Entire System
MICHIGAN—*Holland*, Entire System
MINNESOTA—*Minneapolis*, Agassiz
NEW HAMPSHIRE—*Whitefield*, Entire System
NEW JERSEY—*Perth Amboy*, Middlesex Co. Vocational No. 2
NEW MEXICO—*Portales*, Sr. High
NEW YORK—*Mattituck*, Mattituck High; *Wantagh*, Entire System
OHIO—*Bellevue*, York Township; *Lowellville*, North Side, South Side; *Mansfield*, Bowman; *McConnelville*, Entire System; *Mowrystown*, Entire System; *North Robinson*, North Robinson Cons.; *Risingua*, Entire System; *Rittman*, Rittman Jr. High; *The Plains*, Entire System; *Urbana*, Salem Rural High; *Van Wert*, Union Centralized; *Warren*, Garfield; *Wayne*, Montgomery Twp. Public
PENNSYLVANIA—*Berks County*, Entire System; *Johnstown*, Cypress Avenue
WEST VIRGINIA—*Norton*, Norton; *Proctor*, St. Joseph
WYOMING—*Casper*, Jefferson; *Laramie*, Lincoln

FOUR YEARS

ALABAMA—*Montgomery County*, Entire System
ARIZONA—*Inspiration*, Benjamin Franklin
ARKANSAS—*Blytheville*, Entire System
COLORADO—*Cheyenne Wells*, County High; *Cortez*, Cortez High
DELAWARE—*Frederica*, Frederica
GEORGIA—*Macon*, Pearl Stephens
ILLINOIS—*Waukegan*, Jackson, McAllister
INDIANA—*Indianapolis*, P. S. No. 19
IOWA—*Clinton*, Clinton Sr. High
KANSAS—*Chanute*, Entire System; *Eskridge*, Eskridge Rural High; *Minneapolis*, Entire System
KENTUCKY—*Fayette County*, Entire System; *Stearns*, Entire System
MAINE—*Presque Isle*, Aroostook State Normal
MARYLAND—*Jessup*, Jessup
MASSACHUSETTS—*Stoneham*, North; *Wellesley*, Marshall L. Perrin
NEW JERSEY—*Belmar*, Entire System; *Irvington*, Florence Ave. No. 2
NEW MEXICO—*Portales*, Entire System
NEW YORK—*Le Roy*, Entire System; *Oneida*, Elizabeth Street; *Valley Stream*, Union Free No. 13
OHIO—*Chatfield*, Chatfield Consolidated; *Grand Rapids*, Entire System; *Mantua*, Entire System; *Millersport*, Walnut Twp. Consolidated; *Tiffin*, Monroe
OREGON—*Eugene*, Washington
SOUTH CAROLINA—*Columbia*, Hamrick, Logan, Fannie C. McCants, A. C. Moore, Schneider, F. C. Withers; *Norway*, Norway Grammar; *Warrenton*, Entire System
TENNESSEE—*Knoxville*, Bell House
WEST VIRGINIA—*Valls Creek*, Hartwell
WYOMING—*Rawlins*, Rawlins Sr. High; *Rock Springs*, Lincoln

THREE YEARS

COLORADO—*Cortez*, Entire System
CONNECTICUT—*East Hampton*, Center; *East Lyme*, Entire System

GEORGIA—*Augusta*, James L. Fleming
IDAHO—*Arco*, Entire System
ILLINOIS—*Shirley*, Ben Funk Cons.; *Waukegan*, Central
INDIANA—*Peru*, Holman; *Scircleville*, Scircleville; *Terre Haute*, McKeen; *Washington*, Walnut St. Grade
IOWA—*Clinton*, Irving; *Council Bluffs*, Walnut Grove; *Mason City*, Roosevelt
KANSAS—*Fredonia*, Entire System; *Ness City*, Entire System; *Russell*, Entire System
KENTUCKY—*Carrollton*, Entire System; *Fort Thomas*, Entire System; *Island City*, Island City
LOUISIANA—*Bienvenue Parish*, Entire System
MASSACHUSETTS—*South Medford*, Lincoln
MISSISSIPPI—*Fernwood*, Fernwood High
NEBRASKA—*Hemingford*, Entire System
NEW HAMPSHIRE—*New Market*, Primary; *Portsmouth*, Atlantic Heights
NEW YORK—*Nanuet*, P. S. No. 8; *Snyder*, Amherst No. 18
OHIO—*Beach City*, Entire System; *Defiance*, Entire System; *Greenhills*, Entire System; *Jefferson*, Entire System; *Lowellville*, Entire System; *Orwell*, Orwell Cons.; *Painesville*, Nursery
PENNSYLVANIA—*Pinegrove*, High
SOUTH CAROLINA—*Columbia*, Watkins
TENNESSEE—*Clifton*, Frank Hughes High; *Knoxville*, McCallie, Van Gilder; *Summertown*, Summertown Sr. High
TEXAS—*Amarillo*, Forest Hill Terrace; *Nash*, Entire System
WISCONSIN—*Clintonville*, Entire System
WYOMING—*Casper*, Park; *Sheridan*, John S. Taylor

TWO YEARS

ALABAMA—*Carbon Hill*, Entire System; *Plantersville*, Dallas County High; *Tarrant*, Jefferson County High
CALIFORNIA—*Richmond*, Grant
ILLINOIS—*Hoopeston*, Honeywell, Lincoln; *Springerton*, Springerton; *Yorkville*, Yorkville Consolidated
INDIANA—*Arcadia*, Walnut Grove Cons. High; *Indianapolis*, Florence Fay No. 21; *Muncie*, Eugene Field; *North Terre Haute*, Otter Creek Grade, Otter Creek High, Otter Creek Twp. No. 8; *Peru*, Elmwood; *Sullivan*, Gymnasium; *Terre Haute*, Maple Ave., Mont Rose
IOWA—*Algona*, Entire System
KANSAS—*Junction City*, Franklin, Washington; *WaKeeney*, City Grade
KENTUCKY—*Bullitt County*, Entire System; *Madison County*, Entire System; *McLean County*, Entire System
MAINE—*Gardiner*, Central Street
MICHIGAN—*Muskegon Heights*, Central Grade, South Park
MINNESOTA—*Minneapolis*, Minnehaha
MISSOURI—*Shelbina*, Shelbina Sr. High
MONTANA—*Turner*, Entire System
NEW JERSEY—*Haddonfield*, J. Fithian Tatem; *Roselle Park*, Roselle Park Jr. High
NEW YORK—*Canton*, Canton Grammar; *Elmont*, Elmont; *Millbrook*, Entire System; *Valley Stream*, P. S. No. 24
OHIO—*Caledonia*, Entire System; *Hamilton*, Liberty Twp.; *Stockton*, Mansfield, Carpenter; *Middletown*, Mayfield; *Mineral City*, Mineral City Cons.; *Mount Victory*, Mount Victory-Dudley; *Willshire*, Entire system
OKLAHOMA—*Seiling*, Entire System
PENNSYLVANIA—*Erie*, Burns; *Johnstown*, Meadowvale
RHODE ISLAND—*Cranston*, Cottage Street
SOUTH CAROLINA—*Columbia*, McMaster; *Eutawville*, Eutawville; *Iva*, Antreville; *Salley*, Entire System
TEXAS—*Falfurrias*, Falfurrias; *Waco*, Dean-Highland
UTAH—*Sevier County*, Entire System
VERMONT—*Norwich*, New Boston
WEST VIRGINIA—*Ivydale*, Ivydale
WISCONSIN—*West Milwaukee*, Pershing

CURRENT YEAR

ALABAMA—*Birmingham*, Crestline Heights
ARIZONA—*Miami*, Miami High
ARKANSAS—*Norphet*, Entire System; *Wilson*, Wilson Sr. High
CALIFORNIA—*Oakland*, Alameda Co. Detention Home; *Santa Maria*, Blochman Union; *Vallejo*, Mariano Guadalupe Vallejo Jr. High; *Warner Springs*, Warner Union
GEORGIA—*Brunswick*, Arco, Sea Island; *La Fayette*, A. R. Fortune Grammar; *Royston*, Entire System
ILLINOIS—*Brighton*, Brighton; *Chicago*, Hartigan, Hayes; *Creston*, Creston Public; *Des Plaines*, Maine Twp. High & Jr. College; *Harrisburg*, Dorrisville Grade; *Monticello*, Monticello Elem.; *Steeleville*, Steeleville High; *Stockland*, Stockland Community Cons.; *Williamsville*, Williamsville Twp. Sr. High
INDIANA—*Kirklin*, Sugar Creek Twp. High; *North Terre Haute*, Otter Creek Twp. Schools; *Peru*, Grant, Jr. High
IOWA—*Clinton*, Hawthorne, Kirkwood, Whittier; *Des Moines*, Adams, Meredith
KANSAS—*Junction City*, Entire System; *Sitka*, Sitka
KENTUCKY—*Alta*, Black Star High; *Carrollton*, Dunbar Colored
MAINE—*Augusta*, Webster
MARYLAND—*Williamsport*, Downsview
MASSACHUSETTS—*Holbrook*, Franklin; *Maynard*, Woodrow Wilson; *New Salem*, New Salem Acad-

emy, New Salem Center; *Newton Highlands*, Hyde; *Waltham*, Thomas Hill; *Westboro*, Eli Whitney; *West Springfield*, Riverdale; *Winchendon*, E. Murdock
MICHIGAN—*Muskegon Heights*, Edgewood, Glendale, Lindbergh, Roosevelt, Sr. High
MINNESOTA—*Minneapolis*, Sidney Pratt, Rosedale
MISSOURI—*Kansas City*, Penn
NEW JERSEY—*Bay Head*, Bay Head
NEW YORK—*Amagansett*, P. S. No. 3
OHIO—*Ashtabula*, West Jr. High; *Bettsville*, Bettsville Village; *Bowling Green*, Entire System; *Bradley*, Bradley; *Bryan*, Entire System; *Cairo*, Cairo Village; *Columbus*, Southwood; *Excelsior*, Amanda Public Schools; *Miami County*, Entire System; *Monroe*, Entire System; *Reily*, Reily Centralized; *Tiffin*, Miami
OREGON—*Colton*, Elwood; *Eugene*, Condon; *Hood River*, Park Street; *Portland*, Whitaker
PENNSYLVANIA—*Bristol*, Laurel Bend; *Erie*, Jones; *Penfield*, Huston Twp.
SOUTH CAROLINA—*Blaney*, Blaney Senior High; *Columbia*, Bowman, North; *Greer*, Entire System; *Orangeburg*, Entire System; *Salem*, Salem High; *West Columbia*, Congaree Grammar
TENNESSEE—*Cottage Grove*, Cottage Grove
TEXAS—*Sash*, Sash
VERMONT—*Bellows Falls*, George Street; *Sheldon*, Sheldon Jr. High
VIRGINIA—*Campbell County*, Entire System; *Norfolk*, Ballentine
WEST VIRGINIA—*Salem*, Hattie Harden; *Shirley*, Shirley
WISCONSIN—*Kimberly*, Entire System
WYOMING—*La Barge*, La Barge; *Rawlins*, Jr. High

[Cont. from page 250] posium include R. O. Hughes, William M. Alexander, Horace T. Morse, and Mary Harden.

A banquet at the Hotel Syracuse on Friday will be followed by an address by Edmund E. Day, president of Cornell University. Howard R. Anderson, Ernest Horn, Theodore Blegen, and Dixon Ryan Fox are among the other speakers at general sessions. The newly published yearbook of the Council, *Economic Education*, will be presented and appraised.

A sixteen-page printed program of the meeting will be sent on request. Write to Wilbur F. Murra, 1201 Sixteenth Street Northwest, Washington, D. C.

The Teacher of America: A Poem

☆ TAKE THE following poem to the local newspaper and suggest that it be featured for American Education Week:

I hold a torch within my hand—
A lamp to light the earth
And kindle into flame some spark
Of grandeur and of worth.

I deal in destinies of men
And bargain for their souls;
I formulate their varied creeds
And mark ahead their goals.

Mine is a task unsung, unmarked
By all the striving throng;
Yet I send out to lead the world
An army, thousands strong.

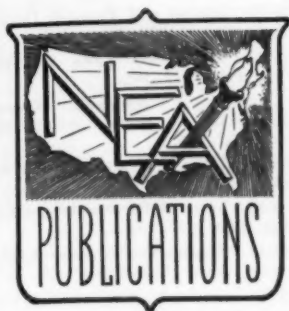
I hold within my hand the torch
Which leads that army on—
However dark the night, I hold
The promise of the dawn.

—JESSIE M. LEMON, Lawrence, Kansas

World Federation Regional Conference

☆ AT A RECENT MEETING of American members of the Board of Directors of the World Federation of Education Associations, it was voted to accept the invitation of the Cuban edu- [Cont. on page A-144]

PUBLICATIONS *of the*



NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

This list includes the major publications of the National Education Association and its departments and committees published during the last decade and currently available in stock. See page 256 for instructions on how to order publications. If interested in a particular topic, the subject classification on page 256 will be helpful. On each item in this list is a key number enabling ready reference from the subject classification.

GENERAL

Addresses and Proceedings, Volume of. Included in Life and \$5 memberships. Cloth. Published annually. Approx. 1000p.\$3
Journal of the National Education Association. Included in Life, \$5, and \$2 memberships. Published monthly except June, July, and August. Single copies, 25¢

A

RESEARCH BULLETINS

[Published five times a year.]

A-58 Progress in Rural Education. Sept. 1940. 56p.25¢
A-57 Analysis of Local Provisions for Teacher Retirement. May 1940. 48p. 25¢
A-56 The Status of the Teaching Profession. March 1940. 32p.25¢
A-55 City Teachers: Their Preparation, Salaries, and Experience. Jan. 1940. 48p.25¢
A-54 The Teacher Looks at Teacher Load. Nov. 1939. 56p.25¢
A-53 Organizations Interested in International Relations. Sept. 1939. 60p.25¢
A-52 Tax Legislation Affecting State School Revenues, 1934-38. May 1939. 64p.25¢
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C

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D

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E

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EA-3 School Finance Systems: Summaries describing plan of state support for schools in 46 states. 1934-35.\$2

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Revised School Finance Systems, No. 2. 6 states. 1938.30¢

Summary for a single state (any state except Mississippi)5¢

EA-2 The Corporation Income Tax and Its Relation to School Revenue Systems. 1932. 20p.10¢

EA-1 The Personal Income Tax and School Support. 1931. 20p.10¢

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EB-19 An Evaluation of School Health Procedures. 1933. 127p. Paper, 90¢; Cloth, \$1.15

EB-18 Athletics for Girls. 1933. 16p.10¢

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EB-16 An Integration of Educational Effort To Promote the Health of the School Child. 1932. 12p.10¢

EB-15 Health Section Report, World Federation of Education Associations, 1931. 1932. 299p.\$1

EB-14 Influence of Social and Economic Factors on the Health of the School Child. 1932. 144p. Paper, \$1; Cloth, \$1.25

EB-13 Basic Principles in the Psychology of Learning. 1931. 10p.10¢

EB-12 Health Trends in Secondary Education. 1931. 161p.\$1

EB-11 A World Panorama of Health Education. 1930. 256p.50¢

EB-10 Public Health Aspects of Dental Decay in Children. 1930. 121p. Paper, \$1; Cloth, \$1.25

EB-9 School Health Progress: As Recorded at the Health Education Conference, Sayville, L. I., 1929. 1930. 343p.\$1.25

EB-8 Weighing School Children and Nutritional Status Measurement. 1930. 16p.5¢

EB-7 Health Education Tests. 1929. 70p. Paper, 60¢; Cloth, 90¢

EB-6 Physical Measures of Growth and Nutrition. 1929. 138p.\$1

EB-5 Play Day—The Spirit of Sport. 1929. 77p.35¢

EB-4 Health Education Test Forms: Five Rules Test. 2p.50 copies, \$36

Matching Test. 4p.50 copies, .55

Story Test. 16p.50 copies, 1.80

Time Test. 2p.50 copies, .36

True False Test. 12p.50 copies, 1.50

EB-3 Classroom Growth Record. Wall chart 19" x 24".3¢

EB-2 The Children's Charter. Poster 17" x 19" in two colors.10¢

SAFETY

EC-8 Teacher Liability for Pupil Injuries. 1940. 24p.25¢

EC-7 Units in Safety Education. (Grades V and VI). 1940. 68p.25¢

EC-6 Units in Safety Education. (Grades III and IV). 1940. 64p.25¢

EC-5 Units in Safety Education. (Grades I and II). 1940. 68p.25¢

EC-4 Problems and Topics in Safety Instruction. 1940. 32p.25¢

EC-3 Visual Aids in Safety Education. 1940. 32p.25¢
EC-2 Checklist of Safety and Safety Education. 1939. 30p.25¢
EC-1 Safety and Safety Education: An Annotated Bibliography. 1939. 64p.25¢

SALARIES AND TEACHER WELFARE

ED-3 State Minimum-Salary Standards for Teachers, 1940. Oct. 1940. (Mimeo.) 95p.25¢
ED-2 Minimum-Salary Legislation for Teachers, 1937 and 1938. 1939. (Mimeo.) 25p.10¢

SPECIAL OCCASIONS

EF-2 American Education Week is observed annually from Sunday thru Saturday of the week in which Armistice Day falls. Materials are prepared each year to assist schools in this observance. Packets for the various school levels together with

posters, leaflets, and stickers are among the materials prepared. These publications are ready each year by September 1. A special price list is available each year from the National Education Association after August 1.

EF-1 Vitalized Commencement Manual, Published annually on January 1. Approx. 96p.50¢

OTHERS

EE-10 Latin American Backgrounds; a Bibliography of 497 References. Oct. 1940. (Mimeo.) 74p.25¢
EE-9 Ethics in the Teaching Profession. (Codes of State and National Educational Associations) 1939. (Mimeo.) 24p.15¢
EE-7 Educational Interpretation. (Bibliography on Public Relations and School Publicity) 1938. (Mimeo.) 16p.10¢
EE-6 The Future of Our Country. (Reprint from Journal of the NEA. Jan. 1938) 16p.25¢

EE-5 Teachers' Oaths. 1937. (Mimeo.) 29p.15¢
EE-4 Today's Youth Problems. (Reprint from Journal of the NEA. Jan. 1936). 16p.15¢
EE-3 The Current Status of the Kindergarten. 1934. 16p.15¢
EE-2 Compensation for Injured School Employees. 1933. (Mimeo.) 55p.10¢
EE-1 Teachers Professional Organizations: a Syllabus for College Classes or Other Study Groups. 1932. 28p.25¢

F

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F-6 Horace Mann at Antioch. 1938. 608p.\$2
F-5 Go Forth and Teach. An Oration by Horace Mann, and other materials. 1937. 148p.50¢

F-4 Life of Horace Mann. (Facsimile of 1865 Edition). 1937. 611p.\$1

F-3 Those Who Bear the Torch: A Pageant. 1937. 160p. Paper, 50¢; Cloth,\$1

F-2 Horace Mann: His Ideas and Ideals. 1936. 150p.25¢

F-1 Personal Growth Leaflets. A series of 103 16-page leaflets 3 x 5 inches in size in the fields of guidance, professional problems, and social-economic issues. Publication of this series began in 1938 and new titles are added from time to time. Leaflets are one cent each in quantities of 25 or more, cash with order. No orders accepted for less than 25 cents. Send self-addressed, stamped envelope for latest list of titles; or send a \$1 bill asking for "Special Offer Number One"—a get-acquainted collection of 100 leaflets including one or more copies of each title issued to date.

SUBJECT CLASSIFICATION

Since the publications in the above list are classified by producing agencies, the following subject classification has been prepared to assist those interested in particular professional problems. Each item in the list has been given a key number. If interested in "administration," look up all items for which the identification numbers following "administration" are given.

ADMINISTRATION: A-7, A-10, A-11, A-18, A-19, A-23, A-45, B-3, CM-12, CM-14, DC-1-DC-20, DE-10, DE-26, DE-39, DI-1-DI-19, DP-1-DP-9, DV-16, ADULT EDUCATION: DA-1. BUILDINGS AND EQUIPMENT: A-30, CL-1, DE-17, DE-31, DE-44. CHARACTER AND GUIDANCE: A-20, A-26, A-27, A-46, DE-20, DE-35, DE-47, DH-4, DI-15, DI-16, DN-1-DN-8, F-1. CURRICULUM AND CLASSROOM AIDS: A-3, A-7, A-34, A-44, B-15, CF-1, DC-1, DC-7, DC-8, DC-9, DC-16, DE-24, DE-37, DE-52, DF-1, DG-1, DG-2, DH-2, DH-7, DI-13, DI-14, DI-17-DI-20, DJ-1, DK-1, DL-1, DN-6, DO-1, DP-2, DQ-1, DR-1-DR-18, DT-1, DU-1, DV-3, DV-6, DV-13, DV-14, DV-15, DW-1, EE-3, EE-6, F-1, F-3. EDUCATION: PHILOSOPHY, HISTORY, SOCIOLOGY: A-2, A-29, A-32, A-45, B-1, B-4, B-8, B-13, B-14, CI-4, DC-15, DE-34, DE-36, DE-49, DE-51, EE-6, F-2, F-4, F-5, F-6. EDUCATIONAL INTERPRETATION: B-10, B-11, C-12, DC-2, DC-17, DH-5, DI-12, DV-4, EE-7, F-3. FEDERAL GOVERNMENT AND EDUCATION: A-6, A-37, A-43. FINANCING EDUCATION: A-12, A-21, A-24, A-25, A-40, A-47, A-52, B-11, C-11, C-13, DE-14, DE-29, DE-42, EA-1, EA-2, EA-3, EA-4. HEALTH, PHYSICAL EDUCATION, AND RECREATION: B-12, CG-1-CG-6, DB-1-DB-8, DE-19, DE-33, DE-46, DH-6, DV-18, EB-2-EB-20. INTERNATIONAL RELATIONS: A-53, CH-1-2, EE-10. LEGISLATION AND LAW: A-25, A-52,

DE-22, EA-5. METHODS IN EDUCATION: DE-11, DE-12, DE-13, DE-21, DE-27, DE-28, DE-40, DE-41, DE-48, DH-2, GI-13, DM-1, DS-8, DV-16, DV-17, EB-13. PERSONNEL PRACTICES AND PROBLEMS: A-5, A-16, A-17, A-18, A-54, DE-25, DE-38, DE-53, DV-7. RESEARCH IN EDUCATION: A-9, A-28, B-9, DE-1-DE-52, DH-7. RURAL EDUCATION: A-15, A-50, A-58, CD-1, CD-2, CD-3, CD-4, DC-19, DS-1-DS-10. SAFETY EDUCATION: A-39, A-49, DC-20, EC-1-EC-8. SALARIES AND ECONOMIC WELFARE: A-8, A-14, A-22, A-31, A-33, A-35, A-36, A-41, A-50, A-51, A-55, CC-1, CK-1, CM-6, DH-3, ED-2, ED-3, EE-2. SPECIAL OCCASIONS: EF-1, EF-2. RETIREMENT: A-4, A-13, A-42, A-57, CJ-1, CJ-2, CJ-3, ED-3. SUPERVISION: DC-11, DE-21, DE-48, DI-7, DI-10, DI-11, DV-1, DV-2, DV-5, DV-9, DV-10, DV-11, DV-12. TEACHER WELFARE: CA-1, CB-1, CB-2, CE-1, CE-2, CE-3, CE-4, EE-5. See also "Personnel Practices," "Salaries and Economic Welfare," "Retirement," and "Tenure." TEACHING PROFESSION: A-48, A-56, B-2, DH-1, DH-8, EE-1, EE-9, F-1. TEACHER EDUCATION: A-16, A-55, DD-1. TENURE: A-38, CM-2-CM-21. TESTS, MEASUREMENT, AND INTELLIGENCE: DE-15, DE-16, DE-18, DE-19, DE-30, DE-32, DE-33, DE-43, DE-45, DE-46, DR-19, DV-8, EB-4, EB-6, EB-7. YOUTH PROBLEMS: A-3, DC-18, EE-4.

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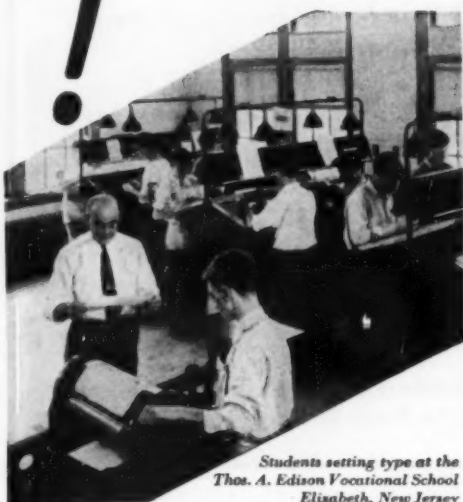
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[Cont. from page 252] cational organizations and Cuban government officials to hold a regional conference in Havana. The meeting is to be held December 26-28, with an open general session the evening of the 25th. The Commercial and Economic Section of the WFEA will build a program around "The Educational Implications in Commercial and Economic Education in and for the Americas Today." A generous social program is being planned. Transportation arrangements to and from the place of meeting are to be handled by the WFEA Travel Bureau, 500 Fifth Ave., New York.

May We Hear from You?

☆ IN JANUARY 1941 THE JOURNAL will begin its 21st year of service, having been first published in January 1921. THE JOURNAL staff would appreciate hearing from readers who have followed THE JOURNAL during those 20 years, as to their impressions of its development and service.

The NEA and Safety

☆ USEFUL FOR local meetings, institutes, and state conventions is a film ["The NEA and Safety," 16 mm., 1 reel, color] prepared by the Research Division. The picture reproduces NEA safety bulletins and indicates their uses in school systems. The film will be loaned without cost. Since the number of copies is not large, make reservations far ahead of the showing date.

Youth and Work

☆ THE FOLLOWING RECOMMENDATION from the report of the Committee on Youth Needs of the New York State Teachers Association is of particular interest in connection with the article "What the High-schools Ought To Teach" on page 244:

"Youth need to learn to work. Accordingly a work program is advocated as a fundamental part of the curriculum of the public schools. Systematic labor is an essential part of each citizen's responsibility to himself and to the society of which he is a part. This proposal to emphasize orderly work activities is presented not only because it contributes to the economic adjustments of youth but chiefly because it contributes to sound educational practice."

The Department of Elementary School Principals

☆ IN CELEBRATION of the 20th anniversary of the Department, the officers are sending to all its 1940-41 members a complimentary copy of a useful 100-page monograph on "Radio in the Schools," prepared by the Department's Radio Committee. Jane Monahan, principal, Public-School 92, The Bronx, New York City, is chairman.

All 1940-41 Department members have the privilege of purchasing the Fifth thru the Eleventh Yearbooks of the Department

at 50¢ per copy. Cost to non-members, \$1.50.

Members of the Fifth Annual Conference on Elementary Education, which is being sponsored by the Department in cooperation with Harvard University, July 7-18, 1941, will be housed at Radcliffe campus.

Scholastic's Twentieth Anniversary

☆ SCHOLASTIC, THE AMERICAN HIGH SCHOOL WEEKLY, is celebrating its 20th anniversary. Thru Scholastic Awards more than \$60,000 has been distributed to outstanding student authors, artists, and composers, and scholarships have been provided for more than 170 talented highschool art students.

New Editor of the National Parent-Teacher

☆ MRS. EVA GRANT has been elected editor of the *National Parent-Teacher*, official magazine of the NCPT.

Talking to the People!

☆ WILLARD A. BERGH of the Seattle schools gives in a recent issue of *School and Society* quotations from superintendents' reports to emphasize the need for simpler writing and speaking. Here is a sample: "The normal non-variant often excels as a scholar. A traditional scholasticism here renders him signal honors. At the same time the deviates are constantly counted that none may be lost. The [Cont. on page A-146]

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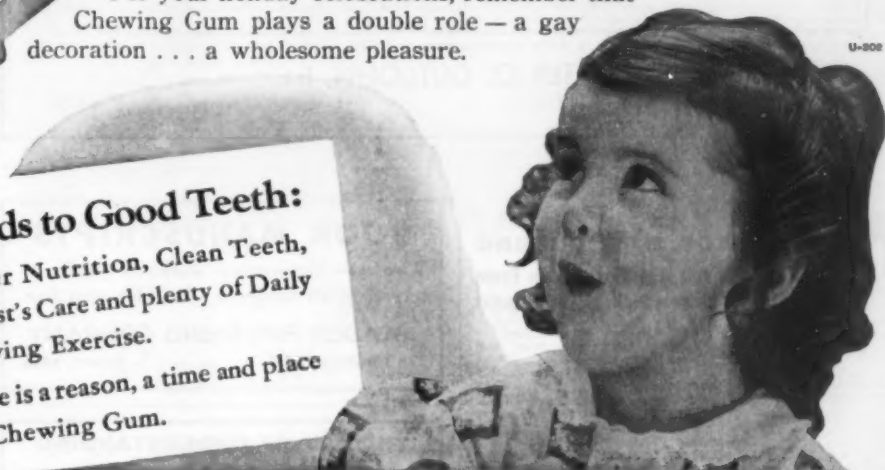
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[Cont. from page A-144] academic cold winds are carefully tempered to the troubled and afflicted lambs. A profound regard for pathological and dispositional factors, together with a tenacious sympathy for each and every variant child, is largely responsible for [this city's] schools' numerous variations from the normal."

Material on Professional Institutes

☆ AMONG publications available gratis, as long as they last, to those interested in organizing Institutes on Professional Relations, are:

The Peabody Journal of Education, September 1938, 1939, 1940, containing proceedings of the Peabody Institutes.

Four reprints from the NEA JOURNAL.

Tentative Statement on Institutes on Professional Relations, a mimeographed bulletin on aims, purposes, setup. (Also reprints from the *Utah Educational Review*.)

Plans of West Virginia, Kentucky, Mississippi—reprints from state journals.

Programs from Institutes.

New York State Education, October 1940—teachers' professional and public relations.

Requests for this material should be sent to Charl Ormond Williams, 1201 Sixteenth Street Northwest, Washington, D. C.

Institutes on Professional Relations

☆ IN 1940 fifty Institutes were held in twenty states. Items below include state, institution, place, dates, member of faculty directing Institute, NEA representative:

Arizona—State Teachers College, Tempe; June 12-13; John O. Grimes; William G. Carr.

State Teachers College, Flagstaff; June 14; T. J. Tormey; Mr. Carr.

Arkansas—State Teachers College, Arkadelphia; June 24; S. C. E. Powers; Ruth M. Cunningham.

Arkansas Polytechnic College, Russellville; June 27; G. R. Turrentine; Miss Cunningham.

State Teachers College, Conway; June 25; C. C. Denney; Miss Cunningham.

University of Arkansas, Fayetteville; June 26; H. G. Hotz; Miss Cunningham.

Iowa—Coe College, Cedar Rapids; April 27; Harold Templeman; Amy H. Hinrichs.

Kentucky—Kentucky Wesleyan College, Winchester; June 24; S. W. Grise.

Union College, Barbourville; June 20; C. R. Wimmer.

Massachusetts—State Teachers College, Bridgewater; June 14-15; John J. Kelly; Charl Ormond Williams.

Mississippi—University of Mississippi, University; June 18-19; F. E. Farquhar; Lucile Ellison.

Montana—University of Montana, Missoula; July 10-12; W. R. Ames.

Nebraska—University of Nebraska, Lincoln; June 27; Cecil Winfield Scott; Kathryn G. Heath.

Municipal University of Omaha, Omaha; June 12-13; L. O. Taylor; Miss Heath.

New Mexico—Eastern New Mexico College, Portales; June 17-18; Floyd D. Golden; Miss Cunningham.

New Mexico Normal University, Las Vegas; June 20-21; H. W. Marshall; Miss Cunningham.

New York—Cornell University, Ithaca; July 19; J. E. Butterworth; Willard E. Givens.

Syracuse University, Syracuse; July 18; Harry S. Ganders; Mr. Givens.

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North Carolina—Duke University, Durham; June 25-26; Holland Holton; John W. Carr, Jr.; Hazel Davis.

University of North Carolina, Chapel Hill; June 26-27; Roy W. Morrison; Miss Davis.

Oklahoma—Oklahoma A. and M. College, Stillwater; June 17-18; N. Conger; Miss Heath.

Oregon—Eastern Oregon College of Education, La Grande; July 15; Roy L. Skeen; Mr. Carr.

Oregon College of Education, Monmouth; July 29-30; Delmer R. Dewey; Mr. Carr.

Oregon State College, Corvallis; July 16; 24-26; M. Ellwood Smith and Carl W. Salser; Mr. Carr.

Southern Oregon College of Education, Ashland; August 1-2; Arthur S. Taylor and Wayne W. Wells; Mr. Carr.

University of Oregon, Eugene; July 17-19; Dan Clark and J. R. Jewell; Mr. Carr.

University of Oregon, Portland; July 22-23; Alfred W. Powers, Birdine Merrill, and E. F. Carleton; Mr. Carr.

[Meetings also held at Salem, Albany, and Independence, Oregon.]

South Carolina—Winthrop College, Rock Hill; June 17-19; Willis D. Magginis; Mildred Wharton.

Tennessee—Austin Peay Normal School, Clarksville; July 12; P. P. Claxton; Ivan A. Booker.

George Peabody College for Teachers, Nashville; June 25-26; Doak S. Campbell; Miss Williams.

State Teachers College, Murfreesboro; July 10-11; N. C. Beasley; Mr. Booker.

University of Tennessee, Knoxville; July 8-12; John A. Thackston; Mr. Booker.

Texas—University of Texas, Austin; June 21; Frederick Eby; T. D. Martin.

Utah—University of Utah, Salt Lake City; June 24-25; Milton Bennion and Leroy E. Cowles; N. P. Neilson.

Vermont—University of Vermont, Burlington; July 16-17; Bennett C. Douglass; Miss Williams.

Washington—University of Washington, Seattle; August 6; Edgar M. Draper; Mr. Carr.

Western Washington College, Bellingham; August 5; W. W. Haggard; Mr. Carr.

West Virginia—State Teachers College, Bluefield (Negro); July 23; H. L. Dickason; Joy Elmer Morgan.

State Teachers College, Athens; July 22; J. F. Marsh; Mr. Morgan.

State Teachers College, Glenville; May 1 and July 11; H. L. White.

Marshall College, Huntington; July 9; Virginia Foulk; Belmont Farley.

Morris Harvey College, Charleston; July 8; A. C. Blackwell.

New River State College, Montgomery; July 12; Edward S. Maclin.

State Teachers College, Shepherdstown; June 26; A. D. Kenamond and I. O. Ash; Mrs. Ellison.

West Virginia University, Morgantown; July 18; A. J. Dadisman; Mr. Morgan.

West Virginia Wesleyan College, Buckhannon; July 17; Roy McCuskey; Mr. Morgan.

State Teachers College, West Liberty; May 9 and July 10; Paul N. Elbin; Mr. Farley.

West Virginia State College, Institute (Negro); Harrison H. Ferrell.

Fall-Winter Radio Calendar

☆ THE FALL-WINTER, 1940-41, Radio Calendar of the American Association of School Administrators will be issued early in November; one copy will be mailed to each member of that organization. Single copies will be sent free to non-members if the requests are ac- [Cont. on page A-148]



What to do when they won't pay attention

● THE THING TO DO when your class won't pay attention is . . . make 'em.

And we don't mean discipline them either. Just get them interested . . . Show them something like the two educational movies we've made. They're entertaining enough to make the day-dreamiest youngster pay attention. But, they're more than entertaining . . .

They're full of useful facts about history, geography, natural history, and science.

One of them, "Jerry Pulls the Strings," tells the story of coffee, its

discovery, its history, its cultivation, and all about it. The story is charmingly told with marionettes!

And the other, "Alaska's Silver Millions," gives a colorful panorama of ruggedly beautiful Alaska while it depicts the dramatic life of the salmon. (With the pictures, you get . . . teachers' guides.)

And here's an important point . . .

You pay no rental at all for the two 40-minute films. The only cost to you is return postage. So fill out the coupon and let your class see natural history, geography, and science in action.

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Date required Date film will be returned

Send film checked: ☐ 35 mm. sound ☐ 16 mm. sound

Also send Teachers' Guides

(Check) ☐ ALASKA'S SILVER MILLIONS

Date required Date film will be returned

Send film checked: ☐ 35 mm. sound ☐ 16 mm. sound ☐ 35 mm. silent ☐ 16 mm. silent

Also send Teachers' Guides

I promise to return film(s) to you on the date(s) specified above and will prepay the return postage.

Name and Title

Name of School

Street Address

City and State

[Cont. from page A-147] accompanied by stamped, self-addressed, long envelopes. Additional copies will be sold at one cent each. Remittance may be made in postage stamps. Requests should be addressed to the School Administrators, 1201 Sixteenth Street Northwest, Washington, D. C.

School of the Air of the Americas

☆ THE AMERICAN SCHOOL OF THE AIR ON October 7, 1940, became the School of the Air of the Americas. Presented each school day by the CBS with the cooperation of the NEA, this school of the air has been endorsed by many state departments of education as a valuable supplementary aid to classroom teaching. This series of programs is also an important contribution to the interchange of culture between the Americas. It will be broadcast to Central and South America via short wave. Scripts will be translated into the appropriate language for re-broadcast in these countries under the direction of their chief national school officers. The Teacher's Manual is available free in English and may be obtained by any teacher who writes to the educational director of the CBS station serving his community. The Manual is also printed in Portuguese and Spanish for the use of teachers in the countries where these languages are spoken. The daily schedule

of the School of the Air of the Americas is as follows:

Monday—"Americans at Work"—Where our commodities come from and the lives of those who make them available.

Tuesday—"Wellsprings of Music"—Folk music and art music, and their relation to literature and our daily lives.

Wednesday—"New Horizons"—"Waters of Life" in the geography, history, and natural science of the Americas.

Thursday—"Tales from Far and Near"—Fascinating stories from around the Americas, in modern literature.

Friday—"This Living World"—History, current events, current problems, and the inter-relations of the Americas.

HEARD IN THE UNITED STATES

Eastern Time 9:15- 9:45 AM

Central Time 2:30- 2:55 PM

Mountain Time 9:30-10:00 AM

Pacific Time 2:00- 2:30 PM

Write to the NEA, 1201 Sixteenth Street Northwest, Washington, D. C., for bulletinboard announcement posters of these programs. One poster for each school in a school system will be furnished free until the supply of posters is exhausted.

Fireside Forums

☆ A UNIQUE MOVEMENT, called the Fireside Forum, has taken root in Gary, Indiana. Here in the friendly, informal atmosphere of numerous typical American homes a dozen to twenty citizens come

together—men and women: Jews, Catholics, and Protestants; whites and Negroes; Germans, Italians, Russians, Finns, Swedes, and Slovaks—for discussion of anything that challenges their interest—unemployment, sharecroppers, the war, cooperative hospitals, how to rear children.

The Educational Policies Commission

☆ THE COMMISSION held its fourteenth meeting September 29 to October 1, in Washington. The Commission, which was appointed jointly in December 1935 by the NEA and the American Association of School Administrators for a five-year period, will complete its work December 31, 1940.

A Professional Obligation and Opportunity

☆ SUPERINTENDENT WILLIS A. SUTTON, in his bulletin of November 1, 1939, to Atlanta principals and teachers, stated:

"I am writing to ask that by the 10th of November we send our membership to the National Education Association. I have never intended to exert undue pressure upon our teachers, but I feel that a school system that has had its automatic increase and increments restored and has a full salary schedule and is now being paid twelve months in the year, should be exceedingly thankful for the blessings which

LAST CALL FOR AMERICAN EDUCATION WEEK

Theme: Education for the Common Defense

There is still time to obtain materials as long as the supply lasts

USE AIR MAIL, SPECIAL DELIVERY, TELEGRAPH

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. Some of these items are described at the right.

Price: 50c per packet. No discounts.

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.

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.

BOOKLET "EDUCATION FOR THE COMMON DEFENSE"

A unique publication 5 1/2 x 8 1/2 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.

STICKER

Two colors on white gummed stock, 1 1/2 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.

Address your order to

THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N. W., WASHINGTON, D. C.

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12 outstanding historical dramas
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The Constitution of the United States
Francis Scott Key and "The Star Spangled Banner"
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Abraham Lincoln (starring Raymond Massey)
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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.



are ours. And many of these blessings have
come to us thru our own NEA. Its Re-
search Division has aided us; its JOURNAL
has brought us wonderful messages. With
the combined influence of all the state edu-
cation associations back of it, it has been
able to help us with the federal govern-
ment. Now Georgia is making a tremen-
dous effort to secure further federal aid. If
that aid is secured, it will be largely thru
the NEA and allied organizations."

Deans of Women

☆ THE THEME of the Atlantic City con-
vention of the National Association of
Deans of Women, which will be held at
Chalfonte-Haddon Hall, February 18-21,
1941, will be "Facing the Future of Wom-
en's Education in a Reorganized World."
Since this conference is the twenty-fifth
anniversary, special plans are being made.

Our Common Ailment

☆ UNDER THE TITLE, *Our Common Ail-*
ment: Constipation—Its Cause and Cure
(\$1), Consumers Union of the United
States publishes a book by Harold Aaron,
M.D., especially helpful to persons suffer-
ing from this tribulation. By spending
more money for sound medical infor-
mation and less for highly advertised but
useless and even harmful products, it is
possible to save both money and health.

Dates To Be Remembered—

November 10-16—American Educa-
tion Week. See page 225.

February 22-27, 1941—American As-
sociation of School Administrators to meet
in Atlantic City. Write to the association at
1201 Sixteenth Street Northwest, Wash-
ington, D. C., for information.

April 30-May 3, 1941—NEA De-
partment of Health, Physical Education,
and Recreation to hold convention in At-
lantic City. For information write to the
Department at 1201 Sixteenth Street North-
west, Washington, D. C.

June 29-July 3, 1941—National Edu-
cation Association to meet in Boston.

"Resolved: That the Power of the Fed-
eral Government Should Be Increased"

☆ THIS PROPOSITION selected by the Na-
tional University Extension Association for
its members will be debated during the
coming school year in highschools.

What's in a Name?

☆ ASKS *Illinois Education*, which was
until its September 1940 issue known as the
Illinois Teacher. The new title subscribes
to the ever-widening reach of the services
of the association. [Cont. on page A-150]

Before You Buy a Projector TAKE THESE 3 STEPS

1. Witness a Filmosound Demonstration

Filmosound invites your most critical compar-
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demonstration can you appreciate its superior
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2. See This Portfolio

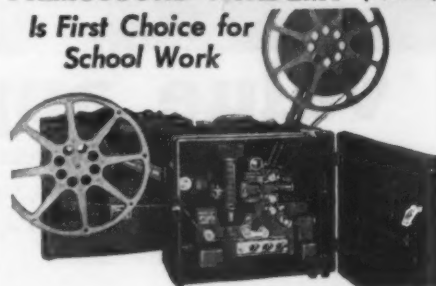
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are so easy to operate... *why* sound reproduc-
tion is free from distracting variations in pitch
... *why* valuable films are safer in Filmosounds.

3. Learn About the B&H 3-S Plan

The B&H 3-S Plan is designed to help you fit
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improve Visual Education
results. It provides: (1) An
intelligent SURVEY of your
problem, to determine
equipment needed; (2) SUG-
GESTIONS on film sources, subjects, litera-
ture, etc.; (3) complete *after-purchase* SERVICE.

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A two-case sound film projector, precision-built by
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silent pictures. Fully gear-driven mechanism—with-
out belts or chains. 750-watt illumination. Standard
two-inch lens interchangeable with special lenses
for every situation. New SAFE-LOCK SPROCKETS.
CONSTANT-TENSION film take-up. High-speed
power rewind. Film capacity—2000 ft. Price, \$298.

Other B&H 16 mm. sound and silent projectors for
every conceivable requirement, from \$139 to \$1275.

EDUCATIONAL FILM CATALOG

Now ready—the Filmosound Library's new Educa-
tional Film Catalog. Gives detailed descriptions of
920 one- to three-reel "shorts"—two-
thirds in sound, the others silent. Spe-
cially selected for school use, classified
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CATALOGUE of The Perry Pictures, 1000 small illustrations in the Catalogue and two Perry Pictures, for 15 cents in coin or stamps. Ask about "Our Own Course in Picture Study," 72 Pictures, 72 Leaflets describing them. One picture for study each month.

The Perry Pictures Company, Box 4, Malden, Mass.

Order, Pilgrim Pictures, etc., for November, Thanksgiving, etc. Also Perry Pictures for December. Our Set of 30 pictures for November, and December, Size 5½ x 8, no two alike, for 60 cents. Call it the November-December Set.

[Cont. from page A-149]

What Sort of an Army?

☆ Now that Congress has passed the conscription bill, what sort of army are we going to conscript? Very few people have been asking that question, and yet the history of this nation for the next ten years may depend on how it is answered. . . . Back in 1917, the American generals were trying to impose English or Prussian class distinctions on an army conscripted from an entirely different society. In civilian life the officers and men were often classmates or next-door neighbors. In the army they were treated as if they belonged to entirely different races, only one of which was fully human. . . . The American army during the last war was in some ways the worst possible training for life in a democracy.—Malcolm Cowley in *The New Republic*.



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NeuNEAPublications

Economic Education is the title of the Eleventh Yearbook of the National Council for the Social Studies, scheduled for publication November 1. The book is concerned not only with formal instruction in economics courses but also with the economic content of other branches of instruction. The concluding chapters deal with concrete suggestions for using motion pictures, graphs, charts, pamphlets, and field trips in economic education. \$2 paper; \$2.30 cloth. [Not subject to NEA discounts.]

Learning the Ways of Democracy: A Case Book in Civic Education is now available at \$1 per copy. This volume presents descriptions of successful school practices in educating youth for civic responsibility based on the intensive study made by the Educational Policies Commission in 90 selected highschools during the past year.

Education and the Defense of American Democracy, issued by the Educational Policies Commission in July 1940, which outlines the response of education to national defense needs, is receiving widespread publicity. Many superintendents have purchased the leaflet in sufficient quantities to supply copies to each teacher. A third printing of 15,000 copies has just been made. 10¢ per copy.

"Units in Safety Education: Grades V and VI"—the third publication in the series prepared for elementary-school teachers by the Safety Education Projects, Research Division, is now available. 68p. 25¢.

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.