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OF THE UNITED STATES**



**DECEMBER
1940**

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

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

Between Editor and Reader

OUR WESTERN CIVILIZATION is built upon the foundation of Hebrew-Christian teaching as contained in the Old and New Testaments of the Bible. Our system of free education grew out of that teaching. Every one of the nine colleges in the American colonies was established to support the Christian faith. Horace Mann, founder of the American free school system, emphasized the Christian spirit and Christian living as the heart of both elementary and higher education. In the present crisis what better contribution could teachers make than to emphasize anew the fundamental teachings of the Bible to which our schools owe their existence?

To give emphasis to this thought we are publishing in this issue of THE JOURNAL, "A Golden Treasury from the Bible," which is Personal Growth Leaflet Number 22. This leaflet is widely used in the schools with pupils of all ages from elementary schools thru college. Month after month it holds its place as one of the best sellers in the list of more than a hundred leaflets.

Think what it would mean at this Christmas time if every teacher in America would distribute as a personal remembrance 100 copies of this Golden Treasury. Where else could a dollar be used with greater effect than in such a seed sowing? In this way it would be possible to reach every home represented in the American schools.

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Christmas Candles and Candle Power



Big Christmas candles are fine decorations this month—but you wouldn't think of asking teachers or pupils to read by them. Yet, oddly enough, we still measure illumination for visual tasks in terms of "footcandles," the illumination on a small area of vertical surface one foot from an ordinary candle.

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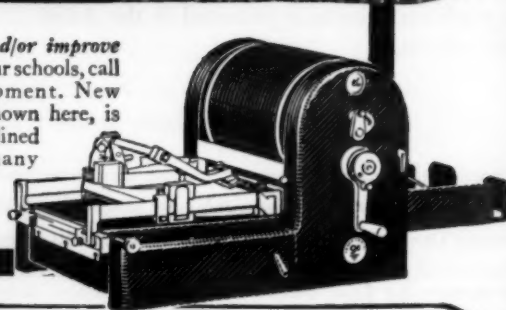
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THE HOPE OF TOMORROW

SOMEWHERE in a schoolroom today under the care of an unknown teacher is a child who in his own time, grown to maturity, will lead the world away from war and toward peace. The affection planted in that child's life by wise guidance; the sense of right values with which he is constantly surrounded; the integrity and initiative that are fostered in his unfolding life will come to fruition in a mighty service to the human race. It is a wise providence that no one can tell which of the two million babies born in our country each year is to be this savior of tomorrow. We are done with king-children and their pampered training to maintain a class system. We want the children of the people, of all the people—rich and poor of every race and creed—to have their chance. And when thru honest growth, proved merit, and wise leadership the pilots of tomorrow take their places at the helm, we want them to be surrounded and supported by their fellows likewise schooled in the simple and abiding principles of democracy. With this purpose and in this faith, the teachers of America carry on. This faith was good enough for the founding fathers who launched this ship of state in even more troubled seas than we now face. This faith has been good enough for the teachers and prophets of all ages who have understood the power of human aspiration and growth. It is the faith of Jesus—the Golden Rule and the brotherhood of man. It is the faith that for 1900 years has held aloft thru good times and bad the torch of eternal truth. As we come this year to the Christmas season, let us renew our faith in this destiny of the individual human soul lifted by true teaching thru the leavening power of God's grace to nobility and wisdom. This faith of the teacher—your faith and mine as we look into the eager faces of youth—is the hope of tomorrow, a hope that cannot fail. It is bigger than all the fears and partisanships of our time. Let us renew and deepen our faith as we celebrate Christmas in 1940.

Joy Elmer Morgan

Recent Verse for Children

THESE SELECTIONS of new poetry were made for THE JOURNAL by MIRIAM BLANTON HUBER, who is compiler and editor of the recently published anthology, *Story and Verse for Children*. The books from which these poems are taken are covered by copyright, and special acknowledgment and thanks are due the authors and publishers.

If children are to grow to love poetry, they need to hear it. The teacher who reads well-selected verse pleasantly, often casually, but always well, will have an audience of appreciative children. Among her selections will be poems loved for generations. Others, such as the following, will be by contemporaries.

OVER THE GARDEN WALL

Eleanor Farjeon

Over the garden wall
Where unseen children play,
Somebody threw a ball
One fine summer day;
I caught it as it came
Straight from the hand unknown
Playing a happy game
It would not play alone.

A pretty ball with bands
Of gold and stars of blue;
I turned it in my hands
And wondered, then I threw
Over the garden wall
Again the treasure round—
And somebody caught the ball
With a laughing sound.

[From *Over the Garden Wall* by Eleanor Farjeon. Copyright 1933, Stokes.]

MICE

Rose Fyleman

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven't any
Chins at all.
Their ears are pink,
Their teeth are white,
They run about
The house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.

But I think mice
Are nice.

[From *Fifty-One New Nursery Rhymes* by Rose Fyleman. Copyright 1932, Doubleday Doran.]

WASHING

John Drinkwater

What is all this washing about,
Every day, week in, week out?
From getting up till going to bed,
I'm tired of hearing the same thing said.
Whether I'm dirty or whether I'm not,
Whether the water is cold or hot,
Whether I like or whether I don't,
Whether I will or whether I won't—
"Have you washed your hands, and washed
your face?"

I seem to *live* in the washing-place.

Whenever I go for a walk or ride,
As soon as I put my nose inside
The door again, there's someone there
With a sponge and soap, and a lot they care
If I have something better to do,
"Now wash your face and your fingers
too."

Before a meal is ever begun,
And after ever a meal is done,
It's time to turn on the waterspout.

Please, what *is* all this washing about?

[From *More about Me* by John Drinkwater. Copyright 1930, Houghton Mifflin.]

CHILDREN OF THE WIND

Carl Sandburg

On the shores of Lake Michigan
high on a wooden pole, in a box,
two purple martins had a home,
and taken away down to Martinique
and let loose, they flew home,
thousands of miles to be home again.

The birds let out began flying
north, north-by-west, north,
till they were back home.
How their instruments told them
of ceiling, temperature, air pressure,
how their control-boards gave them
reports of fuel, ignition, speeds,
is out of the record, out.

Across spaces of sun and cloud,
in rain and fog, thru air pockets,
wind with them, wind against them,
stopping for subsistence rations,
whirling in gust and spiral,
these people of the air,
these children of the wind,
had a sense of where to go and how,
how to go north, north-by-west, north,
till they came to one wooden pole,
till they were home again.

[From *The People, Yes* by Carl Sandburg. Copyright 1936, Harcourt, Brace.]

THE MILL

Elizabeth Coatsworth

In the mill the spider webs are whitened
And the dark walls and beams are light-
ened

With the dust of flour; in the mill
The cat walks on white feet, alert and still,
And the miller sits in silence with old
memories,
And the tide comes whispering inland
from the seas
And runs out with a shimmer, faint and
green,
Glimpsed thru old boards that have long
cracks between,
And the world seems far, far off and of
no concern,
And bent Time stops to listen where the
great stones thunder and turn.

[From *The Littlest House* by Elizabeth Coatsworth. Copyright 1940, Macmillan.]

CIRCUS PARADE

Rachel Field

This is the day the circus comes
With blare of brass, with beating drums,
And clashing cymbals, and with roar
Of wild beasts never heard before
Within town limits. Spick and span
Will shine each gilded cage and van;
Cockades at every horse's head

Will nod, and riders dressed in red
Or blue trot by. There will be floats
In shapes like dragons, thrones and boats,
And clowns on stilts; freaks big and small,
Till leisurely and last of all
Camels and elephants will pass
Beneath our elms, along our grass.

[From *Branches Green* by Rachel Field. Copyright 1934, Macmillan.]

MOTHER TO SON

Langston Hughes

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor—
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it kinder hard.
Don't you fall now—
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

[From *The Dream Keeper and Other Poems* by Langston Hughes. Copyright 1932, Knopf.]

HEIRS of Democracy



W.W. CHARTERS

*Director, Bureau of
Educational Research,
Ohio State University,
Columbus*

inheritance because he was unwilling and unable to change.

The youngest son, as often happens, was different from his brothers. He studied his inheritance. Comparing it with other properties he learned to appreciate its important values. He understood about the industry and intelligence his father had lavished upon his projects. He knew the possibilities that lay within the undeveloped assets that his father had assembled. And he absorbed his father's good ideals of social service.

But he had something neither of the brothers possessed. He understood the new world in which he lived. Convinced as he was that his father had built wisely, he made no impulsive changes in the business. Instead he carefully studied what had been left him and patiently modified the business to be in keeping with the demands of his times. Then when he in turn came to lie with his fathers, the inheritance was more valuable than when he acquired it because he had the intelligence to recognize his assets and the wisdom to use them for new service as they were needed.

The citizens of the United States of America are also the beneficiaries of a vast inheritance. For centuries millions of men and women have labored with intelligence to improve raw resources of unparalleled richness. One by one they

have made their little contributions based so soundly that others could build upon them. They have specialized upon inventions and have been unique in putting new ideas into practical use.

But particularly they have concentrated upon a social program. Assembling ideas from forward-looking pioneers of the spirit in the Europe from which they emigrated, they invented an indigenous pattern of living which has come to be known as the democratic way of life.

Invention of this pattern was not a simple matter. It was something more than getting an idea and recording it in the Patent Office in Washington. Its characteristics were the product of ingenuity backed by patience and compromise, fed with iron in the blood. It was hammered out on the anvil of experience by sweating craftsmen of the social order. It had its battles, its heroes, its defeats, and its victories.

The characteristics of this democratic pattern of life are well described in the Declaration of Independence, the Constitution of the United States, the Bill of Rights, and the writings of statesmen who have followed after. Cataloged by many people they run as follows:

- [1] Respect for the dignity and worth of the individual human personality.
- [2] Open opportunity for the individual.
- [3] Economic and social security.
- [4] The search for truth.
- [5] Free discussion; freedom of speech; freedom of the press.
- [6] Universal education.
- [7] The rule of the majority; the rights of the minority; the honest ballot.
- [8] Justice for the common man; trial by jury; arbitration of disputes; orderly legal processes; freedom from search and seizure; right to petition.
- [9] Freedom of religion.
- [10] Respect for the rights of private property.
- [11] The practice of the fundamental social virtues.
- [12] The responsibility of the individual to participate in the duties of democracy.

These are the assets which our children of today are receiving as their inheritance from a long line of anonymous ancestors who have worked that they may enjoy, refine, and improve them for their descendants.

ONCE UPON A TIME a strong man died. All his life he had worked hard, cleared lands and built buildings, planted crops and reaped harvests, built factories and manufactured goods. He helped his neighbors and did much to make his community better. His possessions were substantial, not only the goods he had developed but the undeveloped assets which he had wisely acquired. When he passed on to lie with his fathers he left three sons as heirs to his vast domain who were to take his wealth and his place in society and carry on from where he had left off.

The oldest son, of the easygoing kind who take whatever comes to them, did not understand about the energy and labor that his father had put into his estate to make it develop. Not interested in the critical moments when his father had to fight for what he believed to be right, he accepted his portion of his inheritance and began to spend it; allowed someone else to look after his affairs, and busied himself with his own interests. He thought that things would run along as when his father was alive. When, as always happens, his inheritance began to dwindle because of lack of care, he decided to take a hand in its management. Without business experience he began to look for quick ways of making money, buying new inventions that salesmen said would revolutionize the world, untried inventions that were green and costly to develop. And in the end he lost his inheritance because he did not appreciate its worth, had not learned that new programs must be seasoned and that this seasoning takes blood and brains and industry.

The second son belonged to a different breed. He had deep reverence for his father because he had absorbed the tales of his wisdom and enterprise. He felt that his father was much wiser than he, and came to believe that it would be difficult, disrespectful, and unwise to change the methods of business that his father had found so successful.

So as times changed, as old products and services were no longer used by people, and as new conditions arose with labor, raw materials, and markets, he refused to change, and in the end he, too, like his carefree brother, lost his

Thirty million children in the schools today have had this inheritance bestowed upon them merely because of the fact that they were born in the United States of America. How they will develop this spiritual wealth cannot be left to chance. That is an essential responsibility of the public schools of the nation which are established to develop an intelligent citizenry.

Children may take the attitudes of the three brothers in our story. Like the oldest son they may treat their inheritance lightly. With no intimate knowledge of the wisdom and industry of their ancestors, they may accept the democratic ways of life as matters of course, unaware of the fact that continuous vigilance is essential to continued possession. Then when they find security slipping, they strike out at random in a panic and try out flashy innovations that are presented by plausible salesmen. They fail because they are ignorant: irresponsibles in the making.

Or like the second son, others may never progress beyond an infantile stage of maturity. They glory in the resources that nature has poured out upon this nation. Appreciating and over-estimating the wisdom of the men of earlier days they idolize their ancestors and base their security for the future upon the familiar foundations of their past. For them there are no new solutions to new problems; there would be no new problems, they say, if the ancient methods had been sincerely followed. Change and evolution are not accepted as necessary elements of life; they are something to regret and fight against. These people will be the ultra-conservatives.

The welfare of democracy rests squarely with the breed of the youngest son. They know the price that was paid for the characteristics of democracy as they were accomplished one by one. They have a wholesome respect for the great leaders who with their weaknesses and virtues consolidated the gains of anonymous men. They understand the potential resources of the nation and feel an obligation to do their share to maintain and increase the national heritage.

Better, however, than the others, they also know their present. They see world wars bring new problems of which their ancestors were not aware. They witness the closing of the frontiers, the millions

of unemployed, and the drift from country to city. They know that here and now they face problems which only prophets among their ancestors could have foretold and they were silent.

Profoundly differing from the other groups, these people use their intelligence. Believing in the fundamental bases of democracy both by logic and by long and satisfying conditioning, they study its fundamentals on the one hand and the current problems on the other. And as they study they bring all their intelligence to bear to solve the problems within the framework of their beliefs. Modifications of the methods of democracy are sought to meet the new problems. When they find a characteristic that does not work completely, they first try to raise ideals and improve practice rather than cast it overboard. When a new solution outside the framework is proposed, they patiently weigh the evidence before they are willing to adopt it and even then the new is modified when it is brought within the democratic frame. For them democracy is an evolution in a changing world in which elastic foundations are adjusted to maintain the principles and modify the details. Their guiding aim is to sustain "the dignity and worth of the individual human personality."

This superior type of citizen does not just happen. He is the product of education in home, community, and school.

Of all these agencies the schools' responsibilities are the greatest because they are maintained by the state primarily for its own protection. Democracy without education is "but the prolog to a farce or a tragedy or perhaps both," said one of the Founding Fathers.

The duties of the school are described from three directions. *The first responsibility of the school is to lead its children to appreciate their inheritance.* It tells them the dramatic stories of the crises from which developed the structure of democracy. In telling these stories it neither glorifies nor belittles the actors; it makes them real persons and describes them as potent forces in their times. In the current theater of world affairs, it distinguishes the opportunities afforded to the youths of a democracy from those in other nations with other patterns of life. It makes an honest case for democracy in which it acknowledges defects but maintains the funda-

mental soundness of the democratic base.

In doing this the school is influencing the beliefs and attitudes of the young and as such leaves itself open to the charge of indoctrination. But that criticism is not necessarily serious. Indoctrination is a fact wherever communication exists. If the child asks the mother, "Is stealing a sin?" and the mother says "Yes" or "No," indoctrination has occurred to the extent that the child believes the mother, who is responsible for telling the truth as she sees it.

The basic problem is not whether or not indoctrination is practiced. The fundamental issue is the kind of indoctrination. Influence exerted by appeals to prejudice, passions, authority, and other considerations which are irrelevant and illogical is bad. Indoctrination based upon mature judgment, logical arguments, and honest convictions is good. It is not only good but necessary if the things we believe in are to be passed on to our children for their guidance. What has proved useful to us is likely to be useful to the young.

From another direction, *the school has a responsibility to acquaint the young with the society in which they live.* Sociology, economics, political science, and history in all their combinations in the problems of democracy must be familiar to youth. In this respect the highschools and colleges have failed in their responsibilities. Such is inexcusable in a democracy. Youth must be made aware of the world about them for otherwise they will not recognize those current problems which require an adequate solution.

Adequate solutions are safeguarded by the third responsibility of the school. *It must teach the young the technics of intelligent thinking.* Methods of defining social problems, collecting data, exploring hypotheses, finding solutions, checking on their validity, and using them in improving practice are matters supremely important in the school. It, better than any other agency, is equipped to develop the artistry of intelligent thinking. When the school combines respect for the inherited assets of democracy with a sensitive awareness of current times and provides practice and skill in thoughtfully devising solutions which will work, it will then be performing its essential function in a democracy.—Available as Personal Growth Leaflet 147.

THE CHRISTMAS TREAT



... stared in astonishment at the spectacle

EDITORIAL NOTE—*Schoolmaster of Yesterday* is the story of a dynasty of schoolmasters—the three-generation story of Thomas, Benjamin, and Millard Kennedy, who held sway in Indiana district schools for ninety-nine years.

Millard Kennedy (in collaboration with Alvin F. Harlow) is the author of *Schoolmaster of Yesterday*, published by Whittlesey House (1940, \$2.75). He tells of Thomas Kennedy, who started teaching in 1820 when there were no textbooks, little paper, and few slates. The schools were isolated log cabins with earthen floors and backless benches. By the time Thomas' son, Ben, began to teach, shortly before the Civil War, things had become a little better organized. He even had to get a teacher's certificate. The examiner asked him to give the gender of "boys." "Masculine,"

Ben answered promptly. "Girls?" "Feminine." "Children?" "Common." "Books?" "Neuter." The certificate was duly issued.

When Ben's son, Millard, began his teaching days, the equipment of the schools had progressed to the extent of providing *McGuffey's Readers* in the desks and furnaces in the cellars, but he still taught in a one-room schoolhouse, where one class recited while the others conned their lessons.

But even during Millard's career the old country customs continued. The schoolmaster played Fox and Hounds with his pupils, took the boys on coon hunts, and at Christmastime was expected to allow his pupils to "force" him into treating them. Let Millard Fillmore Kennedy himself tell the story of "barring out" at Christmas:

JUST WHEN and where and how the notion arose that the master must squander a part of his little stipend on a Christmas treat for his pupils, I do not know. But somewhere or other, one or more teachers must have balked at doing it, whence came the practice of taking possession of the schoolhouse and refusing to admit the teacher until he promised a treat. After a time the barring out came to be almost a fixed custom, because it afforded opportunity for a romp and a tussle of wits with the teacher. There is no doubt that much joy was taken out of the school term if he said quietly, "Yes, I'll treat."

Even if he made a practice of treating, the pretense was always assumed that he must be forced to do it; and he, for his part, if he enjoyed such a contest,

always refused to commit himself when youngsters began throwing out feelers two or three weeks before Christmas.

His reticence forced them to put the pressure on him. Thru more than half of the nineteenth century this was done by seizing possession of the schoolhouse before dawn and keeping him out until he capitulated. The assumption was that inside the schoolroom the teacher was the Law, and could not be subjected to compulsion. But catch him outside the building, and he became a mere layman, a mortal shorn of power, and could be forced. Later on, youngsters in some neighborhoods developed the more rowdyish idea of seizing the master if he was obdurate, and ducking him in some nearby water until he gave in—sometimes having to cut thru ice to do it.

All this ado was made in the earlier years over a matter of a bushel of apples and a few pounds of candy. But perhaps I'm wrong there; the youngsters would have said that it wasn't the treat they fought for—it was the principle of the thing. There were never more than two kinds of store candy seventy-five years ago. One was the striped-stick variety, the other a mixture of hard stuff made of sugar and chalk; and many country stores didn't carry either kind. Perhaps two or three gallons of cider might be added to the treat—and by Christmas some of it might be getting pretty hard. Peanuts began to appear in the rural Midwest in the fifties, and thereafter a bait of them might be a part of the treat; and later on, even one small orange to each pupil!

We Kennedys all went thru these monkeyshines time and again. The larger pupils would coach certain of the little ones to begin sounding the teacher around the first of December, and his replies would be carefully pondered. If he proved obstinate or noncommittal, he might look for trouble.

When Father was teaching in Union Township in the late fifties, at a time when he had many adult pupils on his roster, he was approached one December by a committee of little girls, evidently sent by the older pupils, to ask whether he was going to give a treat.

"Why, I might treat the younger scholars," he replied, as if the question were new to him, "but I would never think of treating grown men and women. They might not like it."

This was a new line of evasion, and when the little girls' report was made, it was taken seriously. Two or three days before Christmas, a ten-year-old boy said to Father, "Teacher, are you goin' to treat?"

"I hardly think I will," replied Father with elaborate casualness, as if the matter had scarcely entered his mind.

"If you don't, the big boys'll lock you out," warned the youngster.

"Is that so?" said Father, still absently. "When?"

"Early in the mornin', before you git here," was the news.

Now, "early in the morning," in the vernacular, meant "early tomorrow morning." The little boy, as Father quickly guessed, was no emissary. He was just gratifying his desire to gain the

teacher's notice by tattling something which he had heard the big boys saying to each other. The threat immediately aroused the teacher's love of fun. That afternoon, when he went home to his boarding place, he told his hostess that he would not be there for breakfast, and asked her to make up a package of food sufficient for two meals.

About midnight he rose and dressed, took his double lunch and his books and hurried to the schoolhouse. There he started a nice fire going and sat down to await results. He had little expectation of any invasion before daybreak, but just wanted to be on the safe side. Along towards dawn, when the fire had burned down to a heap of glowing coals, he withdrew to the shadows in a corner of the room. Presently, sure enough, he heard voices, and in came six or seven of the older males. It was a schoolhouse, you see, which was seldom locked, because there was never anything left inside that was worth stealing.

Father had hidden himself under a seat in his dark corner. The boys poked up the fire, threw on more wood, and sat down around it, talking of the impending crisis. Some of them rose to jam the windows tightly with billets of wood and bar the door. They tried to guess how the teacher would meet the challenge, tried to plan counter-strategy—a difficult thing to do, for as one of them remarked, Ben Kennedy was as tricky as the devil. At last, one of them, who had been a bit uneasy all along, said, "Boys, didn't it strike you when we came in that there was a lot of fire here and the room was mighty warm for five or six o'clock in the morning? Maybe he's here already, hid up in the loft."

The suggestion struck them speechless for a moment. "That's so," finally admitted one. "He might be."

"Well, if he's here," remarked another, "he's heard aplenty about himself and what we're goin' to do."

"When it gets a little lighter," said the first, "we better search the loft."

Father deemed the time ripe for his appearance. "Boys," said he, rising up in his corner, "I declare, I've never known scholars so punctual; never heard of boys so anxious to get at their books that they went to the schoolhouse before daylight."

Some of them had started to their feet at the sound of his voice; all stood glum and speechless.

"Let's sit down and talk this thing over," said he.

But they were in no mood for talk. Their coup had failed, and they were out of humor. Some one of them muttered that they might as well be gittin' home to breakfast. He tried to detain them, but they would not be detained. But as they shuffled out, he thought he saw something sinister in their eyes, in the glances they exchanged with each other, even in that remark that they were going home to breakfast. As they went out of the door, they muttered to each other, and watching from the windows as they moved away in the dim light, he saw that they had their heads together and were talking eagerly.

They didn't come back after breakfast; in fact, they didn't even go home, but lay in wait in a thicket alongside the road to the teacher's boarding house, expecting to capture him when he went to his breakfast. Much to their surprise, he didn't pass by.

He, on the other hand, guessed what was up when they didn't come back to school. He ate not only his breakfast, but his noon lunch at his desk. They, finding that he did not pass at noon, finally gave it up and dispersed, but they waylaid the other pupils after school was out and laid plans for the night. This time they really circumvented the teacher; for when he appeared at school next morning, he found himself barred out, and with not only all the older pupils, male and female, inside, but many of the younger ones as well.

This time they seemed really to have gained control of the situation, but he refused to admit it. He held a parley with the garrison thru a window and was told that the only thing left for him to do was to promise the treat. He was still obdurate. So were they; they told him they'd stay there until spring rather than yield the point. At last he said, "I'll tell you what I'll do. If any of you can catch me before noon, I'll stand treat tomorrow. . . ." for the next day was Christmas.

The enemy held a conference on that proposition. "He's just trying to tole us away from the schoolhouse so he can make a roundance and come back here and get possession," was the opinion of the majority. They eventually decided to pick six of the fastest runners among the older boys and accept his challenge.

While the six pursued him, the rest would hold the fort. They announced this thru the window to him, whereupon he prudently withdrew several yards—and it was well that he did, for almost immediately the half-dozen pursuers burst out of the building and took after him.

Father headed eastward along the main road toward Franklin, eight miles distant. Along the first mile or so of the road, he was well known, and observers thought it was just Ben Kennedy and his boys playing another of those Fox and Hounds games, tho it did seem a queer time of day to be at it; but maybe because it was Christmas Eve.

But as they got farther along the road, they came into less familiar territory; as they overtook and passed jogging farm wagons and buggies or met others going westward, the drivers as well as people in farmhouses by the roadside stared in astonishment at the spectacle of a young man skimming along the road at nine or ten miles an hour, with half a dozen others pounding over the frozen earth from three hundred to eight hundred yards behind him. All parties involved seemed to be in good humor, however, and asked for no help, so nobody interfered, tho several unanswered questions were shouted at the speeding contestants. There was no breath to waste on replies.

Mile after mile they reeled off. The boys had good staying powers, and as for their teacher, if he had been forty years younger when the Olympic Games began, I'd have backed him to hold his own with any of them in the 10,000 meters or the marathon. They ran the eight miles to the environs of Franklin in good time. Just outside of town, Father, tho still good for many more miles, slowed up to a walk—he didn't want to lick them too badly—and when the foremost of the boys caught up with him, he said, smiling, "You win."

Teacher as well as pupils was red-faced and sweating as if in midsummer, and some of the boys were well-nigh winded, and wanted to sit down.

"We'll wait till the rest catch up with us," said Father, "and then go on into town."

"Into town? What for?" gasped one.

"Why, to buy the treat, of course," said Father. "And you all can help me carry it back home."

☆ *The Lord Is My Shepherd*

THE Lord is my shepherd; I shall not want. He maketh me to lie down in green pastures: he leadeth me beside the still waters. He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake. Yea, though I walk thru the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me. Thou preparest a table before me in the presence of mine enemies: thou anointest my head with oil; my cup runneth over. Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord for ever.—*Psalms 23.*

The Golden Rule

THEFORE all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets.—*Matthew 7:12.*

The Ten Commandments

THOU SHALT HAVE NO OTHER Gods before me.

- [2] Thou shalt not make unto thee any graven image.
- [3] Thou shalt not take the name of the Lord thy God in vain.
- [4] Remember the Sabbath day, to keep it holy.
- [5] Honor thy father and thy mother.
- [6] Thou shalt not kill.
- [7] Thou shalt not commit adultery.
- [8] Thou shalt not steal.
- [9] Thou shalt not bear false witness against thy neighbor.
- [10] Thou shalt not covet anything that is thy neighbor's.—*Exodus 20:3-17.*

The Beatitudes

BLESSED are the poor in spirit: for theirs is the kingdom of heaven. Blessed are they that mourn: for they shall be comforted. Blessed are the meek: for they shall inherit the earth. Blessed are they which do hunger and thirst after righteousness: for they shall be filled. Blessed are the merciful: for they shall obtain mercy. Blessed are the pure in heart: for they shall see God. Blessed are the peacemakers: for they shall be called the children of God. Blessed are they which are persecuted

A Golden Treasury from the BIBLE



THE IMPORTANCE OF THE BIBLE

The Bible expresses the highest aspirations of mankind. In it are the ideas that have inspired, comforted, and lifted humanity for generations.

for righteousness' sake: for theirs is the kingdom of heaven. Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake. Rejoice, and be exceeding glad: for great is your reward in heaven: for so persecuted they the prophets which were before you.—*Matthew 5:3-12.*

God's Love and Peace

FOR God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life.—*John 3:16.*

AND JESUS said unto them, I am the bread of life: he that cometh to me shall never hunger; and he that believeth on me shall never thirst.—*John 6:35.*

THE HEAVENS declare the glory of God; and the firmament showeth his handywork. Day unto day uttereth speech, and night unto night showeth knowledge.—*Psalms 19:1-2.*

AND HE shall judge among the nations, and shall rebuke many people: and they shall beat their swords into plowshares, and their spears into pruning-hooks: nation shall not lift up sword against nation, neither shall they learn war any more.—*Isaiah 2:4.*

I AM the true vine, and my Father is the husbandman. Every branch in me that beareth not fruit he taketh away: and every branch that beareth fruit, he purgeth it, that it may bring forth more fruit. Now ye are clean thru the word which I have spoken unto you. Abide in me, and I in you. As the

branch cannot bear fruit of itself, except it abide in the vine; no more can ye, except ye abide in me.—*John 15:1-4.*

LET NOT your heart be troubled: ye believe in God, believe also in me. In my Father's house are many mansions: if it were not so, I would have told you. I go to prepare a place for you. And if I go and prepare a place for you, I will come again, and receive you unto myself; that where I am, there ye may be also. And whither I go ye know, and the way ye know.—*John 14:1-4.*

A Tree of Life

HAPPY is the man that findeth wisdom, and the man that getteth understanding. For the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. She is more precious than rubies: and all the things thou canst desire are not to be compared unto her. Length of days is in her right hand; and in her left hand riches and honor. Her ways are ways of pleasantness, and all her paths are peace. She is a tree of life to them that lay hold upon her: and happy is everyone that retaineth her. The Lord by wisdom hath founded the earth; by understanding hath he established the heavens. By his knowledge the depths are broken up, and the clouds drop down the dew.—*Proverbs 3:13-20.*

WINE is a mocker, strong drink is raging: and whosoever is deceived thereby is not wise.—*Proverbs 20:1.*

Prayer and Benediction

AFTER THIS MANNER therefore pray ye: Our Father who art in heaven, hallowed be thy name. Thy kingdom come. Thy will be done on earth as it is in heaven. Give us this day our daily bread. And forgive us our debts, as we forgive our debtors. And lead us not into temptation, but deliver us from evil. For thine is the kingdom, and the power, and the glory, for ever. Amen.—*Matthew 6:9-13.*

AND LET the beauty of the Lord our God be upon us: and establish thou the work of our hands upon us; yea, the work of our hands establish thou it.—*Psalms 90:17.*

THE Lord bless thee, and keep thee: The Lord make his face shine upon thee, and be gracious unto thee: The Lord lift up his countenance upon thee, and give thee peace.—*Numbers 6:24-26.*

The Good Neighbor

A CERTAIN MAN went down from Jerusalem to Jerico, and fell among thieves, who stripped him . . . and wounded him, and departed, leaving him half dead. . . . There came down a certain priest that way: and when he saw him, he passed by on the other side. And likewise a Levite . . . came and looked on him, and passed by on the other side. But a certain Samaritan . . . came where he was; and when he saw him, he had compassion on him, and went to him, and bound up his wounds . . . and set him on his own beast, and brought him to an inn, and took care of him. And on the morrow when he departed, he took out two pence, and gave them to the host, and said . . . Take care of him; and whatsoever thou spendest more, when I come again, I will repay thee. Which now of these three, thinkest thou, was neighbor unto him that fell among the thieves?—*Luke 10:30-36.*

The Greatest Thing in the World

THOUGH I speak with the tongues of men and of angels, and have not love, I am become as sounding brass, or a tinkling cymbal. And though I have the gift of prophecy, and understand all mysteries, and all knowledge; and though I have all faith, so that I could remove mountains, and have not love, I am nothing. And though I bestow all my goods to feed the poor, and though I give my body to be burned, and have not love, it profiteth me nothing. Love suffereth long, and is kind; love envieth not; love vaunteth not itself, is not puffed up, doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil; Rejoiceth not in iniquity, but rejoiceth in the truth; Beareth all things, believeth all things, hopeth all things, endureth all things. Love never faileth: but whether there be prophecies, they shall fail; whether there be tongues, they shall cease; whether there be knowledge, it shall vanish away. For we know in part, and we prophesy in part. But when that

which is perfect is come, then that which is in part shall be done away. When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things. For now we see thru a glass, darkly; but then face to face: now I know in part; but then shall I know even as also I am known. And now abideth faith, hope, love, these three; but the greatest of these is love.—*I Corinthians 13.*

HE HATH SHOWED thee, O man, what is good; and what doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?—*Micah 6:8.*

A Living Sacrifice

I BESEECH YOU therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service. And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God. For I say, thru the grace given unto me, to every man that is among you, not to think of himself more highly than he ought to think; but to think soberly, according as God hath dealt to every man the measure of faith. For as we have many members in one body, and all members have not the same office: So we, being many, are one body in Christ, and every one members one of another. Having then gifts differing according to the grace that is given to us, whether prophecy, let us prophesy according to the proportion of faith; Or ministry, let us wait on our ministering: or he that teacheth, on teaching; Or he that exhorteth, on exhortation: he that giveth, let him do it with simplicity; he that ruleth, with diligence; he that showeth mercy, with cheerfulness. Let love be without dissimulation. Abhor that which is evil; cleave to that which is good. Be kindly affectioned one to another with brotherly love; in honor preferring one another; Not slothful in business; fervent in spirit; serving the Lord; Rejoicing in hope; patient in tribulation; continuing instant in prayer; Distributing to the necessity of saints; given to hospitality. Bless them which persecute you: bless, and curse not. Re-

joice with them that do rejoice, and weep with them that weep. Be of the same mind one toward another. Mind not high things, but condescend to men of low estate. Be not wise in your own conceits. Recompense to no man evil for evil. Provide things honest in the sight of all men. If it be possible, as much as lieth in you, live peaceably with all men. Dearly beloved, avenge not yourselves, but rather give place unto wrath: for it is written, Vengeance is mine; I will repay, saith the Lord. Therefore if thine enemy hunger, feed him; if he thirst, give him drink: for in so doing thou shalt heap coals of fire on his head. Be not overcome of evil, but overcome evil with good.—*Romans 12.*

REMEMBER now thy Creator in the days of thy youth, while the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them.—*Ecclesiastes 12:1.*

BE STRONG and of a good courage; be not afraid, neither be thou dismayed: for the Lord thy God is with thee whithersoever thou goest.—*Joshua 1:9.*

SUFFER little children to come unto me, and forbid them not: for of such is the kingdom of God.—*Luke 18:16.*

BLESSED IS THE MAN that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful. But his delight is in the law of the Lord; and in his law doth he meditate day and night. And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season; his leaf also shall not wither; and whatsoever he doeth shall prosper. The ungodly are not so: but are like the chaff which the wind driveth away. Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous. For the Lord knoweth the way of the righteous: but the way of the ungodly shall perish.—*Psalms 1.*

Editorial Note—“A Golden Treasury from the Bible” is available as a 16-page Personal Growth Leaflet. Many teachers will wish to give copies of this leaflet as Christmas gifts to students and friends. Matching envelopes are also available. For prices and a complete list of leaflets, see page 279 of this JOURNAL.

I Whipped an Enemy

TOBACCO is the slave-driver of man. I don't care what advertisements say about "good taste" and "settle your nerves." There's nothing to it. Tobacco doesn't settle anyone's nerves unless you have already started using tobacco and it gets a hold on you and you get nervous and have to have a smoke. Why be a slave to tobacco? If you use it, that's what you'll eventually be.

After I had been superintendent of county schools for one year, and principal of two large public highschools, and had warned hundreds of boys and girls of the bad influences of tobacco, I started using it myself. I didn't really know what the "bad" influences of tobacco were. I had never experienced them. I was talking thru my hat to my students but yet I was giving them good advice and didn't know it.

This is how it all came about. I went to my home in W-Hollow one Friday evening after school was out. My brother told me that there had been a wedding in W-Hollow and that we ought to go to the belling. Bellings have always been delightful social functions to attend among the hills. James and I took our automatic-shotguns, saddled our mules, and rode to the belling. The young married couple stood on the porch and watched us circle around the house—fifty boys or more with our guns pointed high in the air with blazes of fire shooting skyward from their muzzles.

After we'd fired our guns until they got so hot we couldn't hold them any longer, the Captain of our "Bell Crowd" asked for our treat. We were given cigars and candy. I didn't care for the candy. The two cigars that had been given to me were long-green two-for-a-nickel cigars. They were better known among cigar smokers as "Twofoers." I looked at the cigars and wondered how the little weed that I had helped grow all my life in W-Hollow could enslave millions of people. A weed that is pretty growing in winding rows around the east-Kentucky mountain slopes.

"What's the matter, big boy?" a small, pale-faced boy asked me. "Can't you smoke that cigar? Ain't you a man yet? If you can't smoke it, let me have it!"

says

JESSE STUART

who is—according to Scholastic Magazine—"a husky and versatile young man who finds time to write a great deal of creative literature; run his farm at Riverton, Kentucky; teach at the Greenup Highschool; and thoroly enjoy life."

"Thank you," I said. "I can smoke a cigar."

"You can't do it," he said. "I dare you."

After he'd moved along, what he said stirred me. He had dared me to smoke a cigar. He had said that I couldn't. I didn't like it. I wouldn't take a dare. I wasn't a sissy. I have never been. I remember the boys in the past who had dared me to smoke and I had never smoked. Not one had ever called me a sissy, tho. They knew that I wasn't because they played football with me.

I believe now that it was because I had never smoked that made me so long-winded and tough on a football field. I didn't know what it was to tire. I walked five miles to school and five miles home. And before I left home I fed twenty hogs and milked four cows. When I came home, I milked four cows, fed twenty hogs, and cut wood for our cookstove and fireplace. Yet, during that day I had played a hard game of football and I was not tired. Now a weakling had dared me to smoke and I had accepted his challenge.

My brother and I rode our mules home up the hollow with our guns across our shoulders. I smoked both cigars. I didn't feel a bit dizzy. The smoke hadn't bothered me. I felt fine, and I had that feeling of supreme confidence that I had conquered something.

"Jesse, when did you start smoking?" James asked me as we rode the mules home thru the moonlight.

"I started tonight," I said.

"It seems like you've started with pretty strong tobacco," he said. "It smells strong enough to knock you down—those old cheap 'Twofer' long-green cigars. How can you stand that stuff? Looks like it would make you sick."

"It doesn't bother me," I said. "I can take it on the chin."

"If I were your age and had never

smoked," James said, "I certainly wouldn't start it now."

I laughed at James' advice. He was nine years younger than I. I had taught him in school and had given him advice about smoking. I didn't take his advice any more than he had taken mine.

It was in 1936 that I attended the belling in W-Hollow and smoked my first cigars. That was the beginning. I started smoking. I made men move away from me on buses. I made old seasoned smokers leave the smoking compartments on trains. I smoked like this for four years and eighty-nine days. I was a one-man furnace.

I'll give you approximately the number of cigars that I smoked while I was a slave to this weed. I averaged no less than ten cigars a day and some days I smoked as many as twenty-five cigars. I craved them. I had to have them. And not only did I like the smoke but I chewed the ends of the cigars. I had to light another cigar—chew the end of it and smoke it at the same time. At a low estimation I smoked 15,490 cigars. The smoke from all these cigars went into my system. My lowest estimate of cost for my four years of enslavement to the cigar habit was \$875.50. This would have paid up a small insurance policy.

Now smoking cigars was not all for me. While I was in England on a Guggenheim Fellowship, I learned to smoke a pipe. Cigars were quite small there as compared to the American cigars—and they were much dearer in price since all tobaccos were imported. Many days I have smoked a tin of tobacco in a day. I smoked at least 516 tins of tobacco at a cost of fifteen cents per tin. That made an extra \$77.40 added to my cigar cost.

This does not include the three rocking chairs that I went to sleep in and woke up to find on fire. I had to pay for these. Nor does this cost include the one bed I set on fire and had to pay for. Nor does this include the six suits and two overcoats of my own that cigar ashes set on fire and burnt holes in and I had to have fixed.

I looked in the mirror at my once-white teeth, now as yellow with tobacco stain as an October pumpkin. It made me sick to look at them. People had commented about my white teeth. They didn't comment now.

All of my life, I had fought against the control of people. I had bragged

about my independence. I was an individualist, and now I had bowed not to man, but to a weed.

I got to the place that I had to break away from my master. I couldn't be a subject any longer. I'd gotten into this thing myself and I would be man enough to quit it. I wouldn't stand it any longer. I began to feel the harm it was doing my body. It was ruining my teeth. It had spoiled the taste in my mouth. It had coated my tongue. I didn't have the life and the pep that I'd once had. If I had run one-hundred yards at topspeed, I would have fainted. I had run everything from the two miles up in college. I said I would quit tobacco and I meant to quit it. I would hate to be too weak-willed to quit a thing that was hurting me.

It hurt me when I wanted tobacco and wouldn't let myself have it. But I wouldn't turn to it—no matter how much I suffered. I determined not to touch it. The first day I was so on edge when I couldn't get tobacco that if a person said a thing to me I didn't like, I wanted to fight that person. If a person said a thing to me that was the least bit funny, I laughed and laughed hysterically—and once at a sad thing someone said, I wept. I couldn't even write a letter that day. I couldn't do anything. It was the hardest day I've ever lived in my life—that day that I quit tobacco. But the next day I suffered less and the third day I suffered still less. I never went back to tobacco. I didn't retract.

Since I have quit tobacco, I feel like a new man. I am my old self again. The surge of youth—swift as a mountain stream—runs in my veins. My teeth, tho not white as they once were, don't look like the backwall of a furnace. I can sit down at a typewriter now and never get up until I have finished a ten-thousand word short story. I can run a mile without fainting. I am myself—strong as a lion, hearty for food as a hounddog.

I feel like shouting to the boys and girls of this nation to "lay off" tobacco. They will sooner or later learn what it will do to the only bodies they will ever have. They will learn it is an expensive habit. I am not a crusader and I am not a fanatic. I am not a sissy or a softie among men. I am one of the toughest. I know what I'm talking about by actual experience.—Reprinted from *Scholastic*, October 14, 1940.

Education Is My Commodity

W. D. MAC QUARRIE

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OVER THE PAST few years I have studied with interest the technics used by publishers, advertisers, radio, and movies to get the public to react in a predetermined way, say, to buy a certain brand of breakfast cereal. A few of the more important attention-getting factors are selection of the vitally interesting material; color; variety; propinquity; uniqueness; evidence of careful planning; anticipating reactions; and creating a want.

Many of these technics can be used by teachers who wish to make classwork more meaningful to their students. One reason education sometimes does not reach the learner is that the above mediums are giving it so much competition and succeeding at the expense of the schools.

I am a teacher in a machine shop, the kind of a shop which one ordinarily thinks of as noisy, dirty, and altogether difficult to make into something delightful and meaningful in the eyes of the student. The thing that impressed me when I first visited it was the obvious lack of color. How could active boys enjoy and respect a class which was drab and lacking in color even to the point of being depressing? Taking a tip from nature and from business advertising technics, we decided that the most important thing that could be done for the room was to make generous use of the color spectrum.

It was felt that much use could be made of color in orienting new students to the various features of the room, and at the same time bring about a real sense of orderly neatness into the thinking of older returning students. The results have been most interesting. At first criticism was voiced by students and teachers that all the color would disorganize and create a discordant psychological condition, but such has not been the case. Instead of there being too much color, there is an apparent need for more.

All power machinery was painted a bright orange because of the attention-getting qualities of this hue. All furnaces and heat-treating equipment were

painted aluminum. We made work benches a light green to harmonize with the medium dark green of the walls. All electrical outlets and switches became a gala bright red, as did all oily waste and waste paper cans. To focus attention on the demonstration table, we painted it canary yellow. Yellow-orange chalk was used on the blackboard because of its exceptional readability against a black surface.

Lids of the refuse cans were each painted the color of the objects they were to remain near. For instance, the top of the can near the lathe machinery was painted orange; the one near the furnaces, aluminum; the one by the work benches, light green. The result has been that these objects have always remained where they were originally placed.

It is just as essential to have good room layout as it is for business to concentrate on good advertising layouts. This is true for two reasons. *First*, centers of interest should be arranged to reduce confusion when students move about the room. *Second*, this orderly layout has an additional psychological factor in that it creates strong, however subconscious, pacific tendencies in the youngsters.

In any activity classroom there is a direct relation between layout and confusion, and in the case of the shops, the relationship goes still further in that accidents become a factor. By improved layout in our shop, accidents were reduced 75 percent. By centering interests and activities, confusion was reduced to such a degree that discipline and settling disputes, which had been the rule before, became the exception. There is a happier classroom situation for everyone, including the teacher, who now has time to enjoy the highly exciting adventure of really living with junior highschool students.

The business world lives by its ability to create new wants, to package its products attractively, and to advertise them forcefully. We in education will do well to apply some of their well-tried rules for success. For when consciously studied and adapted to our particular needs, their technics can make education the most appealing and useful commodity offered to youth today.

Education, the Basis of PAN AMERICANISM

PAUL J. SCHEIPS

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WITH great regions of the world in agony today, the twenty-one republics of this hemisphere have been more closely drawn together in bonds of fraternity.

The Eighth International Conference of American States, meeting in Lima, Peru, in December 1938 brought forth two remarkable documents. In the Declaration of Lima the American republics pledged themselves to joint consultative action in the case of aggression from without the hemisphere in order that they might maintain and defend American independence and democracy. In the Declaration of American Principles these same countries agreed, in a document that contains the guiding principles of the Pan American movement, that "each [Latin American] state is interested in the preservation of a world order under law, in peace with justice, and in the social and economic welfare of mankind." The Meeting of Foreign Ministers of the American Republics held in Panama September 23-October 3, 1939, for the purpose of considering problems growing out of the present European war, is another indication of the desire of the governments of this hemisphere actively to cooperate.

International friendships are not built in a day, however, or at any conference alone, or by great and competent statesmen by reason of their own efforts unaided. International friendships, stable friendships, are built and maintained by the peoples of the countries involved, as they think in their schools and on their streets, as they write and travel, as they engage in foreign commerce, as they whole-heartedly support their statesmen who strive for friendship.

In the United States, the number of colleges offering courses in the field of Latin American subjects is increasing, but the trend should be greatly accelerated.

In secondary education in our country, Latin America is too little studied. This is unfortunate, because so many of our boys and girls do not attend college. If

fundamental facts about Latin America are not taught and if wholesome constructive attitudes are not inculcated in our highschools, many of our people will come to maturity with an unfortunate educational lack. This will greatly inhibit the forward movement of the intellectual cooperation which is so important to a virile Pan Americanism.

It was not until 1919 that Professor Sweet published the first college textbook in Latin American history, *A History of Latin America*, which was revised in 1929. In 1936 Professor A. Curtis Wilgus of George Washington University published, for the Pan American Union, his *Syllabus for the Teaching of Latin American History in the Highschool*.

We must get underway in our highschools work concerning the people of Latin America, their history, culture, and government. We must redouble our efforts in this connection in our colleges and universities. We should teach not less of Europe but more of Latin America and the other too-long neglected areas of the world.

Within our own hemisphere we need to build understanding sympathy for the other peoples, our neighbors, beyond our frontiers. Such sympathy makes for a solid foundation of brotherhood and goodwill, which are at once the root-stuff and the sturdy trunk of international peace and amity. As education is the basis of democracy, so it is the basis of Pan Americanism. In our schools we should teach more Spanish and Portuguese, while the Latin Americans should teach more English. The radio, lecture platform, the schoolroom, and the periodical should be used more extensively to develop the bonds of friendship in this hemisphere, as well as thruout the world. More Pan American programs should be fostered by clubs, schools, young people's groups, and other civic

organizations and institutions. People should be encouraged to study the subject of Latin America both in the public forum and in the smaller discussion group. Debates concerning aspects of the general subject may well be held.

In the Evansville Public Schools we have not yet added to our curriculum a course in either Latin American history or inter-American relations. However, at both Reitz and Central Highschools there are classes in Spanish. Students from our Bosse Highschool recently broadcast a program on Pan Americanism over a local radio station as a part of their work in connection with American [United States] problems. At Central Highschool we have made a definite attempt to bring Latin America to the attention of our students. In part, our approach to Hispanic America has been thru a study of Puerto Rico, that United States territory which is more and more serving as a cultural bridge. We take advantage, also, of opportunities in teaching United States or world history to dwell upon inter-American relations.

At Central we have made use of magazines, moving pictures, lectures, and the Spanish classes. Back copies of the *Puerto Rico Herald*, from the library of the writer, have been turned over to the Spanish classes and the Spanish Club. Miss Irma Schmidt, instructor in Spanish, points out that the *Herald* is useful because of the articles in English, which give news of Puerto Rico, and because of the articles in Spanish, which give excellent practice in translation. Other similar publications can be made available. A Spanish-language school paper is in everyday use in the Spanish classes in our school. [In this connection, see on page A-162 a description of the way the Davis Junior Highschool, Mt. Vernon, New York, uses the Spanish edition of the *Reader's Digest*.]

Thru the courtesy of Mr. Walter Koch of the International Steel Company, we have been able to see some excellent moving pictures of Puerto Rico. These pictures have been shown, with explanations, to both the Spanish classes and to a number of social studies classes in our highschool. Thru them constructive interest in Puerto Rico was apparently created, and many of our boys and girls learned worthwhile things about an American territory that is all too little known by students in the central part of the United States.

Travel and more serious talks concerning Latin America have been made before the Spanish Club at Central. Books on Latin America have been reviewed. Superior students in advanced Spanish classes have worked on special projects, involving much reading, concerning the people and governments of Latin America.

In 1930 the fourteenth of April was officially set aside as Pan American Day, a day upon which, annually, each of the members of the Pan American Union, might honor and emphasize the high ideals of Pan Americanism. With the help of the Pan American Union many schools have instituted special celebrations. For several years, now, Central Highschool has taken advantage of this special opportunity for making Pan Americanism real to its students. One of our recent celebrations, for example, involved an assembly presentation of each of the flags of the twenty-one republics. This was followed by an address on Pan Americanism. All during the week the flags and other articles were on display. The display aroused much interest on the part of students and faculty members. On Pan American Day the writer, as a representative of the Departments of Social Studies and Spanish, gave a fifteen-minute talk over a local radio station. Latin American music, as well as dancing, has generally found a place in Central's programs. Again this year Central Highschool is planning for a proper consideration of our hemispherical neighbors during the week in which Pan American Day falls.

Central Highschool's library has made a start in the direction of providing materials for use in a study of Latin America. For some time now, the library has received the *Bulletin of the Pan American Union*, a monthly publication. It can be

obtained by application to the Pan American Union, Washington, D. C., \$1.50 in English, \$1 in either Spanish or Portuguese. The *Hispanic American Historical Review*, published by Duke University, would be a valuable addition to any library. Today the literature on Latin America is voluminous. There is a wide list of books from which library selection can be made.

The Educational Policies Commission has an unusually fine pamphlet, "For These Americas," which is worthy of study by highschool and college students. The price per copy is 10¢, with discounts for quantity. Order from the Commission at 1201 Sixteenth Street Northwest, Washington, D. C. "The Good Neighbors, the Story of the Two Americas" is the title of one of the Headline Books published by the Foreign Policy Association, 8 West 40th Street, New York City. Single copies, 25¢.

The Pan American Union provides pamphlet material about its members, some of it free—particularly that for use in connection with a celebration of Pan American Day—and some for sale at cost. Among the latter is a particularly useful series, the *American Nation Series*, containing a separate pamphlet on each of the member nations. Also available at the same price—5¢ each—are the pamphlets in the *American City Series* and the *Commodities Series*. Travel information can be obtained from the Union by addressing its travel service. Motion pictures can be borrowed by educational groups willing to pay the carrying charges. The United States Government has available a great deal of material on Latin America which may be had at cost from the Superintendent of Documents.

Teachers and others ought to travel more in Latin America and more Latin Americans should visit this country. Such travel, of course, should be enriched and enlightened by study and tolerance, as well as by a sincere effort on the part of the travelers to understand and appreciate the aspirations and ideals of the people in each of the countries visited. This can go a long way toward a sound development of intellectual cooperation, moral disarmament.

The U. S. Office of Education is co-operating with the Division of Cultural Relations, Department of State, in de-

veloping a program for exchange of students and professors between the United States and governments of other American republics. Five South and Central American countries have already made such exchanges—Chile, Costa Rica, the Dominican Republic, Panama, and Venezuela. The Office of Education states that "the exchanges are the result of a belief expressed at the Inter-American Conference for the Maintenance of Peace at Buenos Aires in 1936 that the promotion of cultural relationships is one of the most practical means of developing in the American republics a public opinion that will strongly support the maintenance of peace thruout the western hemisphere."

Some years ago the American Association of University Women began serious study of Latin American affairs. [A list of publications on this subject may be secured free from the AAUW, 1634 Eye Street Northwest, Washington, D. C.] In Evansville the AAUW has recently sponsored several Latin American programs. Other community organizations—notably the Evansville Society of Fine Arts and History and the Evansville Public Forum—have sponsored addresses on Pan American Day.

If we can but multiply the organizations and individuals already interested in Pan Americanism by countless others in all this hemisphere, if we can but increase the number of teachers and other citizens in the New World, who are today rendering great service to western humanity, then we can truly build for a Pan America that can do much toward bringing to the world a peaceful and prosperous order.

Brotherhood is all-encompassing, all-seasonal. With war now abroad in Europe, with international partisanship rampant, our schools must teach a liberal and wholesome attitude toward all the peoples of the world. It is, nevertheless, more important than ever, in these uncertain times, that the peoples of this hemisphere should stand shoulder to shoulder in genuinely firm friendship. The schools in America have a vital part to play. May our teachers pass on to the youth of our land an understanding of the basic stuff of which international cooperation is composed—man's individual admiration and respect for individuals regardless of race, color, creed, or flags!



From many lands came the costumes and dishes for the international luncheon.

Intercultural Education

WITH THE START of the school year, my fifth-grade class decided to create an "Around the World Museum." The children brought many interesting objects from foreign lands for our classroom exhibit table. In discussing these contributions, we learned that twelve foreign nationalities were represented among the thirty-two children in the class.

Two children were foreign-born and told about their country of origin. Ulli, our German refugee, described Hamburg, Germany. Walter told us of Stockholm, Sweden. Dorothy, who had just returned from a visit to Germany, described her grandmother's farm there. These informal talks were so educational and interesting that we decided to devote a half hour of every social study period to intercultural discussion.

I asked the children to search in the library and at home for stories of other lands, and to question their foreign-born parents about their original homeland. Without exception the parents were receptive and cooperative.

Outgrowing the table, our museum ex-

panded to include our coat-room and bookshelves, for the children brought many articles of wearing apparel such as a beautifully hand-embroidered nightgown of Grecian design and a Hungarian peasant costume. The bookshelves acquired Polish and Greek Bibles; books published in all the languages represented; and newspapers from England, Sweden, Italy, and Portugal.

Our little refugee contributed a picture of his school and classmates in Hamburg and explained the great difference between that strictly disciplined classroom and our informal procedure. His lack of oratory was compensated by his enthusiasm for his newfound freedom. Dorothy brought us a new German primer showing Hitler and the army as the predominating motif in German education. Maria furnished us with stereoscopic views of Fascist Italy and Mussolini.

In December we discussed ways in which Christmas is celebrated in foreign lands and learned how to say Santa Claus in the foreign tongues.

The children sent to consuls of nations

By

JEANORA DON WINGATE

Trinity Place School, New Rochelle, N. Y.

represented in the class, letters requesting descriptive literature and posters.

We mounted the posters on cardboard and hung them on the walls. With the assistance of the art teacher, each child made a decorative and informative poster, using easel paint on colored Manila paper 24" x 36". The homemade posters were decorative and informative.

Our home-arts teacher told us of foods that we relish in America, whose origin lies in Europe. This phase of our intercultural activity developed into our much-publicized international luncheon planned and prepared in its entirety by the class. The menu follows:

Tomato juice—American
Smorgasbord—Swedish
Meat pie—English
Spaghetti—Italian
Spring salad—Portuguese and Spanish
Stewed fruits—German
Oatmeal cookies—Scotch
Cocoa—Holland

The lunchroom was attractively decorated with the posters, and children in their native costumes served the class. Between courses we sang foreign songs:

"Tic-e-tic-e-toc" for Italy
"My Spanish Guitar" for Spain
"Oh, Dear, What Can the Matter Be?" for England
"Auld Lang Syne" for Scotland
"Jolly Winter" for Sweden

We had solos in German, Spanish, and Irish. The luncheon ended with the children's rising to sing, "God Bless America," led by a colored boy.

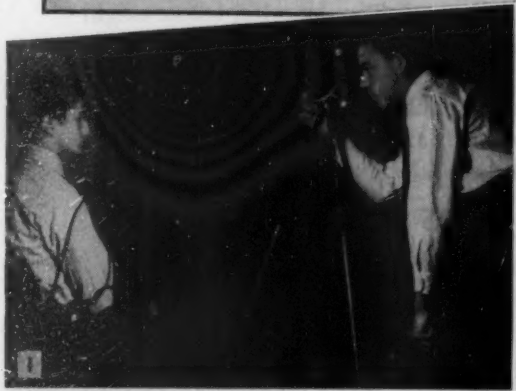
This activity, while teaching European culture, also developed tolerance. The children learned about foreign contributions to our own culture and gained a new and healthy respect for their playmates with foreign names and for their own foreign-born parents. The class awakened to the fact that American customs were evolved from customs originating in the Old World, that America is the melting pot, the best and safest place in the world to live. The children came to appreciate the many blessings previously taken for granted, blessings that only foreigners usually appreciate.



MAKING PHOTOGRAPHIC Christmas Cards

Henry Frankel, Washington Junior Highschool, Mt. Vernon, New York, sent this unit to THE JOURNAL. We see here:

[1] Taking the picture. The lights were built by the boys. [2] Developing the film in a bakelite tank. Developer (Agfa 47) is poured in and allowed to remain eight minutes with the temperature at 70, being shaken every two minutes. The developer is emptied; water



run in and poured out; Hypo poured in and allowed to stand 15 minutes. [3] Drying the film—after it has been washed for half an hour—by hanging with clips in the dark room for overnight. [4] Arranging the two negatives—one the greeting, the other the portrait—squarely in the print box. [5] Printing the picture in the print box made by the boys. Each prints his own card, exposing it to the light whatever length of time is needed, according to the

density of the negative. [6] Developing the picture. After it is developed (in Nepra or M. Q. solution), it is put into short stop (ten seconds), then put in Hypo and agitated for about 15 minutes. [7] Washing pictures 30 minutes in cold running water. [8] Drying the pictures, placing on a paper towel and pressing with a roller. Put on electric dryer for 10 minutes. [9] Flattening the cards in a hand press. [10] Coloring them. [Upper left] A finished product.

Three Essentials of Mental Health

WHAT ARE the minimum essential conditions of mental health—conditions universal for all, young and old, rich and poor, educated and uneducated, the individual with robust health and the invalid alike? The answer may be given quite simply: The essentials without which a person cannot be quite sound mentally, and with which—apart from accident, infection, or heredity—one can have no serious mental disorder are three: *A task, a plan, and freedom.* The task includes everything from the concrete goal of the moment to the high ideals and aims of the future. A plan is necessary to make the work purposive activity. It must be one's own task; hence freedom is necessary. What are some of the conditions under which these three essentials of mental health and effective personality can best be achieved?

One Day at a Time

THE MOST fundamental of the higher mental functions is what we call attention, especially *attention to the present situation.* One's ability to concentrate on the present, ignoring past and future, is in a sense a gauge of one's sanity. "Sufficient unto the day is the evil thereof," or as Osler puts it, "The freshest, the oldest, the usefulest" of all rules for mental health is to live one day at a time. Of course, we must provide for the future, but the situation at hand is always related to past and future, so that we can ignore neither past nor future in attending to the present. The habit of caution, deliberation, prevision is really a form of worry. Many persons under stress of great duties would be able to work better by casting caution to the wind, acting spontaneously with attention fixed on working out the best solution of the present problem.

Orderly Association

ATTENTION to the present situation implies orderly association, the next condition of efficiency and mental health. The desire for clearness and straightforward action is so great that it becomes a ruling motive in human experience. All the thousand activities in ordinary life mean, if done efficiently,

ESSENTIALS OF MENTAL HEALTH

DR. WILLIAM H. BURNHAM

PROFESSOR EMERITUS OF EDUCATION
AND SCHOOL HYGIENE, CLARK UNIVERSITY,
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PERSONAL _____
GROWTH _____
LEAFLET _____
NUMBER _____
109

For information about the Personal
Growth Leaflets, see page 279

success in the psychological sense. Putting anything in order, even the most ordinary matters about one's own room or one's own daily routine, means orderly thinking and real success as far as it goes. Efficient activity in any constructive task means success, however trivial and banal the task may be. Still further the daily practice of successful activity means the development of a habit of success with its stimulus and its mental attitude of confidence and courage. Thus, order is an important index of personality.

Mental Work

THE THIRD CONDITION of mental health and efficiency is the mental work itself. The nerve cells must function or they do not develop; mental function is as important as physical function; and thus work is a most important condition for mental health. The older hygienists sought to protect the individual from the evil results of work. They failed to see clearly that the great preventive of injury to the organism, body and mind alike, is to be found in normal habits of work. From the impulse to activity it is easy to develop habits of regular and systematic work without crushing out the instinctive pleasure in work for its own sake. It is not too much to say that the development of healthful habits of work is the safeguard of health, of sanity, of morals. Mental work, systematically carried on, is even more important than physical work.

Alternation of Work and Rest

THE FOURTH CONDITION of mental health is proper alternation of work and rest. Suitable mental work is never injurious if it does not last too long and is followed by adequate rest. A tendency to rhythmic activity is a law of our nature. The carpenter, the thrasher, the oarsman keep time at their work. The life of the well man is divided into alternate periods of labor and rest. A careful ear detects the rhythmic articulation of our speech. Conformity to a normal law of rhythm is of great hygienic value. In the control of emotion a coordination of the fundamental activities of the organism, especially pulse, respiration, and perhaps attention, would aid greatly in developing habits of work, both physical and mental. Coordinated rates of activity will be found among the important habits by which efficiency and success in work can be achieved.

Normal Reaction to Feeling

NORMAL REACTION to feeling appears to be essential for the health of the individual; otherwise protective attitudes arise. The affective and emotional tendencies are vitally significant in the personality. Feeling is the ordinary stimulus to action. Maximum stimulation and response are necessary for the health of the individual. In the child the great fundamental instincts—the impulse to activity, fear, rage, love, and the social instincts are the great motive forces. It is strange that we so largely seek to thwart these forces instead of giving them opportunity for legitimate function. The vigorous explosion of nervous energy seems to be an essential for thoroly normal functioning. Excitement even seems to be necessary. It is a tonic to the mind like vigorous exercise for the body. The emotional life of the individual represents the deepest springs of action.

An Active Attitude

THE SIXTH CONDITION of mental health is an active attitude in the face of difficulties. Occasions of worry, fear, and rage represent opportunity for important training. The physiology of these emotions indicates the hygienic response. An increased secretion of adrenalin into the blood serves as an emer-

gency call; all energies are mobilized for action; an increase in heart rate, blood pressure, and in sugar secreted from the liver; the stopping of digestion, are some of the provisions for action. Vigorous action is normal; repression of action means nervous strain. A child on occasion of fear, for example, may run away from the object of emotion or attack it. The latter is morally better and usually more healthful. By attempting always to meet a difficult situation, a habit of utmost importance for mental health is soon developed.

Control

CHILDREN should be trained to control their activities and impulses, not by repression but rather by indirect substitution. We control one action by doing something else, one interest by developing other interests. We stop thinking of one thing by thinking of something else. Every interest is potentially a means of selfcontrol. Control means the utilization of nervous energy in developing a new and healthful form of activity that may take the place of injurious emotions and unwholesome activities or mental attitudes. Control means coordination, wholeheartedness, and unity of personality. It is fully developed only by the education of a lifetime. Selfcontrol should be developed to improve the civic character of the American people, as well as to foster the maximum health and wellbeing of individual citizens. Democracy requires individual selfcontrol.

Confidence

THE CONFIDENCE that results from action and an ordinary degree of success is an essential condition of mental health. In every activity, in swimming, boxing, and similar forms of bodily exercise; and in all accomplishments of skill, both in manual activity and the fine arts, the great advance comes when the learner acquires confidence. In all forms of learning, confidence is an attitude essential for success.

Normal Social Relations

THE NINTH CONDITION of mental hygiene concerns normal social relations. To act with others as follower or leader, to serve, to cooperate, to resent, to fight, represent healthful attitudes and forms of activity. To deceive, to act cruelly, to

be suspicious, to hold a grudge, represent unhealthful as well as unsocial mental attitudes.

Adjustment

ADJUSTMENT to environment sums up all conditions of mental health and effective personality. And adjustment of society to the individual is desirable as well as adjustment of the individual to society. In the long run, the mental health of an individual depends largely upon obtaining the proper balance between his strength and the demands of his environment. Many children will develop into useful, healthful members of the community if too great stress is not placed upon them, but drop into the class of the mentally unsound or defective in a too strenuous environment. Hence this principle demands proper adjustment of society and industry to individual variations in ability and energy; and for the individual the solution of the problem of adjusting himself to his environment and his work to his ability and energy.

A Normal Sense of Dependence

A CHILD'S SENSE of dependence and his attitudes of confidence and security in a good home constitute an important condition of healthful personality development. Such dependence is perhaps the essential element in religion. Its social significance is also great. It tends to cement domestic ties and to stabilize the home. Altho this sense of dependence is a child's attitude, yet something of it should persist in adolescence and adult life. If it is not eradicated but transformed into a permanent attitude of confidence, security, and dependence on something higher—the Deity, some force that makes for righteousness and development, the orderly course of nature, an objective trust in scientific truth, the authority of duty, or the like—it provides an anchor of health in many of the intolerable crises which are bound to occur in most people's lives.

Facing Reality

THE MOST important condition of mental health is the attitude of facing reality. This applies to all men everywhere in all situations, but it is a hard saying. To face reality is difficult enough when we know what it is; but in a world like ours, with its kaleidoscopic interplay of

conditions and events, we often do not know what reality is. Thus the individual faces complexity, suspense, problems, mystery. Facing reality soon develops into an attitude of trying to find reality. In the child at school we call it the learning attitude; in the scholar, the scientific attitude. A large amount of training is required to develop the scientific attitude because it is directly repugnant to certain tendencies in human nature—to follow the law of inertia, to hide one's face from disagreeable things, and to avoid difficulties or the mental stress of conflict and decision.

The Scientific Attitude

IN THE scientific attitude we have the highest development of the normal mind in its willingness to face reality; not merely in the limited field of science so-called, but in hygiene, medicine, education, and business. The spirit of the learner is a prime essential of mental health and development. While in the early years this means open-mindedness and the attitude of the learner, it develops into a habit of always correcting one's thinking by reference to the facts of experience. It means not merely use of the scientific method, firsthand observation, study under controlled conditions, and verification; but it means a general attitude toward life and the world. It means control and correction of emotional reactions and the vital insight that, after all, our feelings have nothing to do with facts, except as they themselves are significant mental facts.

The Quest for Mental Poise

THE *Normal Mind: An Introduction to Mental Hygiene and the Hygiene of School Instruction*, by William H. Burnham. Appleton-Century Company, New York City, 1924, 702p. \$2.75.

The Wholesome Personality: A Contribution to Mental Hygiene, by William H. Burnham. Appleton-Century Company, 1932, 713p. \$2.75.

What Men Live By: Work, Play, Love, Worship, by Richard C. Cabot. Houghton Mifflin Company, Boston, Massachusetts, 1914, 341p. \$1.50.

Autobiography of a Philosopher, by George Herbert Palmer. Houghton Mifflin Company, 1930, 138p. \$2.

Mental Hygiene in Modern Education, by P. A. Witty and C. E. Skinner. Farrar and Rinehart, New York City, 1939, 539p. \$2.75.



Photo by Harold M. Lambert, Philadelphia

The UNIVERSITIES and the War Crisis

HARRY WOODBURN CHASE

Chancellor, New York University

THE AVERAGE CITIZEN knows very little about the army, its personnel, or the effectiveness of its methods. Most of us have no way of judging how good a mechanism it is. We know very little about the character of its officers or their familiarity with modern conditions of warfare. We do not know how effectively they are equipped to handle the type of army which now begins to be created.

During the last conscription period the issues involved were too immediate

and too vast to allow of much reasoned judgment about such matters. An army of the sort which is now proposed will bring into service under the selective conscription act many men of education and experience and maturity of judgment. After all, men in their late twenties and early thirties are not boys. Many of them are capable of forming reasoned opinions based on considerable knowledge of the world.

The result should in the end be the creation of an informed public opinion

with regard to the officer personnel of our own professional army, its competence, its training, its methods of discipline, and the general level of its ability. That for the first time in our history our professional army will come to be so judged imposes on it a heavy obligation which it has never before been called upon to meet.

The young men who are called to the army will come out of it at the end of their service with a definite opinion about men and methods and these opinions in turn will count very heavily as the years go by in shaping public opinion with regard to the usefulness of our present system of military education and the type and quality of officers that the army has produced.

Within the last decade the world has been given a brilliant demonstration of what can be done by regimented education. The totalitarian powers have taught us what can happen when school, press, and radio are all focused on the inculcation of one series of ideas. It has been with them an amazingly efficient task. I have had some apprehension lest, as the emergency sharpens, we might be tempted to emulate them. The necessity for the defense and the preservation of democracy is so compelling that it is to some people an attractive idea that it might be saved by drawing up a series of formulas which could be driven into the minds of school and college students every day between eleven and twelve.

Such attempts, it would seem to me, miss the whole point at issue; namely, that there can be no single definition of democracy, that it is essential that people who live under it differ in their ideas and their opinions, and that the aim of education in a democracy is to open people's minds, not to seal them hermetically once and for all.

We must safeguard jealously the freedom of speech and of teaching which has characterized universities. These are of the essence of the democratic process. I do not mean for one moment that we should tolerate the tactics of those who take shelter under the aegis of democracy in order to try to destroy it. I do

mean that in time of public excitement there is always the danger that differences of opinion concerning the type of democracy we should strive for and the best means of attaining our ends may be construed as attacks on democracy itself which is a very different matter. I conceive it to be the business of educational institutions in a free society to try to help maintain that freedom. I do not see otherwise why they should be maintained. But efforts to maintain freedom do not mean that institutions of learning should become advocates of narrow and partisan causes.

Colleges and universities anxious to cooperate in the defense program have encountered difficulties because of the lack of a central governmental authority.

Like all democracies our preliminary gestures toward defense have been lumbering and slow. There has been much confusion and much delay. In particular, intelligent men, regardless of political affiliation must deplore the fact that a national defense commission with powers and authority has not yet been set up by the government. Perhaps nothing would give greater confidence on the part of the public as a whole in the government's determination to go forward with its defense program and to release in this way the full drive which could be put behind this program almost over night. It has been very difficult during the summer for educational institutions to find out with whom they should cooperate and how they should cooperate in doing what they are anxious and eager to do for the defense program.

But at any rate it becomes more and more apparent that we are setting our hands to the task and that we will carry on with an increasing measure of intelligence and speed. Public opinion in America, so markedly apathetic during the first months of the war, has increasingly tended toward a definite realization of the fundamental issues of civilization which are at stake. My own chief concern at the moment is not that we will not defend ourselves but, rather, that in the atmosphere created by a growing emphasis on defense we may lose sight of the very values which that defense is trying to preserve.

Typical of those values which we in America have built up over generations

is our great system of opportunity thru education. School, college, and university have become the great agencies thru which we, as a democratic nation, can keep open the doors of opportunity for our youth.

I have never been much in sympathy with those who would restrict higher education to a small number of hand-picked individuals. There are, to be sure, colleges and universities which do so restrict it. But the picture of higher education in America as a whole is not that.

We have made a more serious attempt than any other nation has ever made to carry forward to higher levels the education of great numbers of our young people. We have done it because on the whole we have believed that was the democratic thing to do. We have believed in it not only because it benefits the individual but because we have held it of great social importance that a democracy of the type we are trying to operate should be made up of people who have some understanding of the kind of world in which they live.

Not only have we developed in this country an education which is broadly based, but we have tried to keep it reasonably free from bias and propaganda. We have not always succeeded. But we have kept before us an ideal which we have at any rate tried to approximate.

While there are many things that colleges and universities can do to aid in the defense program, there are also many things which they should not do. I cite as a case in point the 1917 experiment of transforming campuses into military training camps. It is, I think, the recollection of those of us who participated in that experiment that there was hearty goodwill and a desire to cooperate on both sides. It was also the general conviction of both military and educational people that the experiment should not be repeated.

Many colleges and universities maintain reserve officers' training corps units. The work of these will go forward, altho of necessity the officer personnel which has manned them is somewhat dispersed. But aside from this specific sort of military training, the values of universities to the national defense are to be found in other directions. They lie, for example, in the work which goes quietly forward in research laboratories

all over the country. So far as that work has to do with physics, chemistry, and engineering, it is headed up in a national committee, while professional associations and other organizations of various types are striving to define their part in the general program.

Members of university faculties as individuals will be of great service in many capacities as they were in the last emergency. Engineering schools will be called upon to do useful things. Our own College of Engineering, with its highly developed Guggenheim School of Aeronautics and its growing strength in other directions, will play no small part in such a program.

A suggestion has recently been made that in our School of Commerce there should be established courses for the training of men for the Quartermaster's Corps. So far as our faculties are concerned, there is scarcely one among us who does not feel a renewed sense of obligation toward transmitting the ideals of the democratic way. Every university needs to survey its resources and to mobilize them where it can in a joint effort for the common welfare.

But when all has been done, the great task of universities remains what it has always been thruout the generations. It is that of training intelligent and well-disposed citizens for life in the democratic state and of forwarding the welfare of that state and of the world thru its contributions to truth. These are the reasons our universities exist. The fact that our national defense must be strengthened and that a certain proportion of our youth must serve for a time under military discipline will not alter the fundamental objectives of university life itself.

It has been well said of universities that they are among the true immortals. They have outlived nations and forms of government. Their task is essentially the undramatic and long-range task of diffusing light and leading among mankind. Without them democracies are crippled. They are themselves as integral a part of the national defense as our arms and soldiers. They deal with the ideals which we must defend and all that strengthens them strengthens the foundations of democracy itself.—From the seventh annual report of Chancellor Chase to the Council of New York University, October 28, 1940.

Education for Family Life

NOT SO MANY YEARS AGO, the education of the average person consisted of "readin' and 'ritin' and 'rithmetic—taught to the tune of a hick'ry stick." In a life which revolved around the family circle, schooling was incidental.

A startling revision of this fundamental pattern of life has taken place, almost within one generation. Miracles of electricity, easy transportation, fast communication, moving pictures, and radio have combined to make our everyday life very different from that of the hick'ry stick era. It has been difficult for family life to readjust itself to these sudden innovations, and the situation was complicated by the depression.

In an effort to discover what the schools can do to revive the importance of the family in modern living, and to offer a plan of action which may be followed at all levels of education, a commission of the American Association of School Administrators has for two years been conducting studies in the field of family life.

The present intensive program of preparation for national defense, which is affecting the lives of nearly everyone in the country, makes a study of education for family life especially timely. In the midst of national activities which may engulf the lives of individual citizens, everything possible should be done

to preserve the stabilizing influence of the home and family.

The family's place in the nation, the school's potential contribution to family life, and the parent's point of view in a program of education for family life are among the aspects of the problem discussed in the report, which will be issued as the 1941 Yearbook of the American Association of School Administrators. It will be ready for distribution at the convention in February.

The commission which is preparing the volume includes parents, sociologists, homemaking experts, and superintendents of schools. Members are:

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Mrs. Carol Ryrie Brink, author, St. Paul, Minn.

Vicepresident Lawrence K. Frank, Josiah Macy, Jr. Foundation, New York

Ernest R. Groves, Institute for Research in Social Science, University of North Carolina

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Gertrude Laws, director of education for women, Public Schools, Pasadena

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1941 Yearbook Commission in session at Charlottesville, Virginia, October 21

Atlantic City Convention

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February 22-27, 1941

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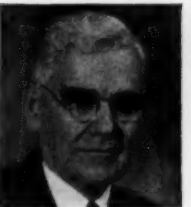
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The Joy of Work

NICHOLAS MURRAY BUTLER

President, Columbia University

WHEN LONGFELLOW wrote of "the joy that springs from labor," he was writing for a generation which has passed. There has now grown up, certainly in the United States and to no inconsiderable extent in other lands as well, a curious antipathy to work. The fact that work is the fundamental activity of our civilization, as well as the foundation upon which that civilization rests, and not a form of oppression or of punishment, seems to be almost entirely forgotten. Everywhere there is pressure to reduce the hours of labor to a minimum and even to reduce the production in those limited hours to another minimum, neither of which has any relation to health, to fatigue, or to the individual's capacity. These restrictions increase the cost of living for everyone, including the workman himself. If, for example, a bricklayer may lay only 800 bricks in a working day, when it would easily be possible for him, because of skill, to lay 1000 or 1200, he is multiplying the cost of construction and thereby inevitably diminishing the demand for skilled labor, including his own.

What may be the object of these efforts to reduce labor to a minimum is not clear, since they are not in the interest of him who works; for if one can escape from work or can find no opportunity for work, he must become a dependent upon somebody or something. This means that his own independence is lost. As a dependent, his laborless time is turned into leisure. How many human beings are capable of making good use of leisure or of understanding what the opportunities of leisure are? That understanding is one of the best products of a liberal education. Sports are well enough in their way, but, save for those who are professionally devoted to them, they cannot occupy more than a limited amount of one's free time. There are, of course, many uses of leisure which are wholly admirable, but it requires some knowledge and some experience to know how to take advantage of them.

The human world as we know it is the product of work—work with the hands or work with the brain. Its progress is made possible only by work. It is work which has lifted us out of brute life. It may be work which is tiresome; it may be work which is nerve-racking; or it may be work which brings with it satisfaction and delight. In any case it must be work. Everything depends upon whether the individual human being understands his work and what it means and what part it plays in the human economy, and whether he is ready and willing to do his very best to make his work productive and helpful to his fellowmen. If his only desire is to do as little work as possible and to be paid as much as possible for doing it, then his case is hopeless. He is an uncivilized being. If he is a free and moral human being, he will want to do his very best in whatever his occupation may be, and he will not wish to be limited, either in the character or the amount of his work, by the capacity for work of a neighbor who may not be so competent or so well-trained as himself.

Recognition should be given to excellence of manual work similar to that given to excellence of intellectual work. On Morningside Heights, it has been our established custom, when a new academic building is completed, to hold a formal gathering of all the workmen who have been engaged upon its construction and equipment. To this gathering members of the workmen's families are also invited. In the presence of this company the president of the university awards a medal, accompanied by a certificate, to that manual workman in each of the trades engaged upon the building who has been chosen to receive it because of the excellence of his work in its construction or equipment. Those who are to receive these medals are selected by a committee consisting of a representative of the university, a representative of the architect, a representative of the contractor, and a representative of the trade or type of work for excellence in which the medal

is to be awarded. These gatherings have been impressive in high degree and have given to the workmen a consciousness of the fact that the university regards them as contributing directly to its equipment for usefulness in its chosen field of endeavor and for its helpfulness to mankind. This proceeding is quite analogous to that of conferring a university medal or an honorary degree at the annual Commencement.

Every attempt, by whatever authority, to fix a maximum of productive labor by a given worker in a given time is an unjust restriction upon his freedom and a limitation of his right to make the most of himself in order that he may rise in the scale of the social and economic order in which he lives. The notion that all human beings born into this world enter at birth into a definite social and economic classification, in which classification they must remain permanently thru life, is wholly false and fatal to a progressive civilization. It means the invention and installation of an artificial class system where no such thing should exist. It strikes at the very roots of the possibility to which every healthy-minded man looks: the possibility that he may, as life goes on, come by his own efforts into a larger and more important field of activity than the one in which his work began. In the United States our industrial history abounds in illustrations of the capacity of men who began their lifework at the very bottom of the industrial or administrative scale to rise to posts of highest authority and responsibility by their own efforts and their own excellence.

The false doctrine of permanent social and economic classes contradicts and undermines the whole structure of democracy and lays the foundation for the quick building of a class struggle, perhaps even a class war, which, if carried on long enough and severely enough, would bring democracy to an end. It is one of despotism's ways of beginning its career.

Each one of us should be able to repeat with conviction and enthusiasm these words of Amiel: "What I want is work. It is work which gives flavor to life. Mere existence without object and without effort is a poor thing." This is what is meant by the joy of work. To another year of joyous work I am happy to welcome this company of scholars and their students.—An address delivered at the opening of the 187th year of Columbia University, September 25, 1940.



Music Educators National Conference

C. V. BUTTELMAN

Executive Secretary of the Conference

THE Music Educators National Conference has always had a close relationship to the National Education Association; affiliation with the NEA in 1940 as a department created an official status which had long existed in spirit. This Department was founded in 1907 as the Music Supervisors National Conference. The present title was adopted in 1934. In 1927 the Eastern Music Supervisors Conference and the Southern Conference for Music Education united with the national organization, and four other divisions were created—North Central, Southwestern, California-Western, and Northwest. National meetings are held biennially in the even years and division meetings in the odd years. In addition, annual summer sessions are now held in connection with NEA conventions.

The National School Band, Orchestra, and Vocal Associations, which became auxiliaries of the MENC in 1936, administer the National School Music Competition-Festivals and related activities. The Music Education Exhibitors Association manages the exhibits at the national and divisional meetings. Most of the affiliated state music educators associations, which are the smallest administrative units, are related to state education associations as music sections.

Probably the most significant contribution the MENC has made to education has been thru studies and reports issued by its Research Council. Bulletin No. 1, "Standard Course of Study in Music and Training Courses for Supervisors," adopted in 1921 and now in its ninth edition, is soon to be replaced by "A Program for Music Education."

This program—from preschool thru secondary school music—is to be published in one volume, and also in three separate units. [1] Preschool-Kindergarten, Primary, and Intermediate Divisions; [2] Junior and Senior Highschool Divisions; [3] Administrative Problems, Music Materials, and Bibliography. Companion units already in use are "Music Supervision in the Public Schools," Bulletin 18, and "A Course of Study in Music for Rural Schools," Bulletin 19. Another valuable report, widely used, is "Music Rooms and Equipment," Bulletin 17. This report is being revised by the Research Council, with particular study being made of recent developments in the planning of music rooms and music units, auditoriums and combination gymnasium-music-room-auditoriums, and acoustical treatment.

The official magazine, the *Music Educators Journal*, now in its twenty-eighth volume, has given distinguished service. Yearbooks have been published since 1910—in recent years more than five hundred pages each. Beginning with the current volume, to be released in December, the book will be issued every two years. The 1940 volume has a comprehensive topical index of the Yearbook contents from 1924.

Also issued from the headquarters office are the publications of the National School Band, Orchestra, and Vocal Associations, including the School Music Competition-Festivals Manual. This manual is in wide demand for its classified and graded lists of instru-

mental and vocal music. Another valuable publication is the *Business Handbook of Music Education*, issued by the Music Education Exhibitors Association.

In addition to looking after the various publications, the headquarters office, which was established ten years ago at 64 E. Jackson Boulevard, Chicago, supervises the business management of the national and the regional conventions and provides a service bureau and clearinghouse. An article describing the activities of the Conference appeared in a recent issue of the *Music Educators Journal*, complimentary copies of which are available.

While the underlying purpose of the organization from the outset has been to increase the effectiveness of music teaching thru cooperative effort, and thus to serve better the cause of general education, its activities and services have important social and cultural influences reaching far beyond the schoolroom and the curriculum.

PHOTO ABOVE SHOWS BOARD OF DIRECTORS, MUSIC EDUCATORS NATIONAL CONFERENCE

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Starred titles in the list above are especially suitable as Christmas remembrances to students and friends. The full text of Leaflet 22, *A Golden Treasury from the Bible*, is given on pages 263-64 of this issue of THE JOURNAL.

A Junior Highschool Harmonica Band

KENNETH KLINE

*Lincoln Junior Highschool,
Coldwater, Michigan*

IT WAS GETTING LATE. As the teacher reached the outer door of the school building, he paused a moment to listen to strains of music so well mastered that he decided to find out who was playing.

He discovered a junior highschool boy playing joyfully on a harmonica. The teacher sat down on the step beside him and asked him to play the melody again. The boy did so with extreme confidence and ability. The two discussed the technique used to master the instrument and music suitable for the harmonica.

After a parting word of encouragement the teacher proceeded on his way. Several ideas came to his mind: Is not this harmonica playing an excellent diversion? Aren't there many other boys in our school who would enjoy it? Harmonicas are inexpensive and are comparatively easy to master. Would it be feasible to organize a harmonica band in our junior highschool?

A few days later a general announcement was made concerning the possibility of having a harmonica band. From the number of boys present at the first meeting it was evident that there was a definite interest in such a project. All were willing to devote one evening after school each week for practice. Within two months the band was ready for its first performance.

The band enjoyed a successful season. It appeared on the school assembly program, several exchange assemblies with other schools, PTA programs, and performed at many public occasions both in the home town and other communities.

In reality the term "harmonica band" as described here is a misnomer. The band is not entirely composed of harmonicas but includes jew's-harps, jugs, drums, guitars, and the piano. Such a variety of instrumentation came about because some of the boys who wished to be in the band had very little natural ability in playing music, but possessed some ability in rhythm. As a result these boys were given rhythm instruments.

Two definite playing sections were

formed—the music section and the rhythm section. The former, composed of the greater number of individuals, is subdivided into several units, each with its special purpose. The melody unit is the most important. Its members ought to have some natural ability in music. They play harmonicas and in almost every case have strictly the melody. This unit needs special practice in order to accomplish its part successfully. A chromatic harmonica is recommended for individuals playing in this unit. However, if these instruments are too expensive, a "C" or "G" harmonica may be substituted. In this case all music for the band is transposed to the "C" key.

The harmony unit is also important. As in most bands, members of this unit carry the harmony to the melody. This unit carries the tenor, alto, baritone, occasionally the obbligato parts, and after a time, solos or other special melody or accompaniment parts. Because this unit handles some of the most difficult parts in the entire band, the best musicians should be placed here. Much special practice is needed for perfect execution. The chromatic harmonica is necessary, as straight-keyed harmonicas cannot handle the sharps and flats in most harmony parts. A tenor or baritone harmonica gives excellent background effect.

The addition of one or two guitars to this section is effective. The piano is also needed in this section. It provides a firm foundation for all units and gives needed stability to the entire band.

The rhythm section, the most easily trained and the simplest in arrangement, consists of three separate parts, the jew's-harp unit, the jug unit, and the bass drum. All units in this section support the melody. The jew's-harp can give a good effect in almost any type of music.

The jug unit is entirely for bass effect. Any jug is suitable for the players, provided that when blown it will give a sound to harmonize with the "C" chord, i. e., to notes "C," "E," or "G." The sound can be produced two ways. One method is by blowing air across the jug at an angle necessary to produce a deep tone. Some experimentation is needed on the part of the player to

discover the proper angle to blow. Another method is to vibrate the lips and blow the sound into the jug from above.

As a finishing touch to the rhythm section, the bass drum gives a definite life and provides an actual time rhythm for the entire band. The drum is played by hand. Other attachments such as the tom-tom, tambourine, whistle, bells, and cymbals provide the incidental sounds needed in many compositions.

With the entire band assembled, each section playing its parts, it is indeed surprising what variety of music can be played—and how interestingly. One should consider music that has a strong appeal to the members of the band and also to the audiences before which the band is likely to present programs. Pieces should have a definite strong rhythm and a minimum of sharps and flats, especially if the harmonicas used are in the key of "C."

College marches such as "Notre Dame," "On, Wisconsin!" "Anchors Aweigh," "The Victors," "Stein Song" and others can be successfully played.

Old-time melodies appeal to boys of the junior highschool age and usually are received with much enthusiasm by audiences. In this list can be found "Polly-Wolly-Doodle," "The Old Gray Mare," "Pop! Goes the Weasel," "The Girl I Left Behind Me." Waltzes such as "The Waltz You Saved for Me," "Home, Sweet Home," "Dreams of Love," "When You and I Were Young, Maggie," meet with approbation as does patriotic music.

Popular pieces are welcomed by band and audience and also have a certain rhythm that gives spice to the program. Beware of those which have too much broken time and difficult harmony. "Alexander's Ragtime Band," "Dark-town Strutters' Ball," "Whispering," "Caroline," can be played.

For more dignified music, semi-classical and classical pieces may be attempted. After patient practice, the band can play such wellknown numbers as "Grandfather's Clock," "La Cucaracha," "Melody of Love," "The World is Waiting for the Sunrise," "Liebestraum," "Minuet in G," and "Träumerei."

Books Every Child Should Know

SELECTED BY THE STAFF OF THE CLEVELAND
PUBLIC LIBRARY, CLEVELAND, OHIO

THE LOVE of good reading is a precious gift which every wise parent desires for his child. Most children like to read and the task of parent, teacher, and librarian is to keep the child surrounded by the right books, a quiet place to read, and good light. The sense of ownership is strong in children and adds to their joy in reading. The child may easily be taught to value his books and keep them in order. Certain books have so stood the test of time that every child should know them. Their characters and imagery have become part of our common heritage. Such are the books in this list. Because this is a brief buying list, only one edition is given for each title, altho there may be many admirable editions. Librarians, teachers, and bookstores will suggest other books for birthdays and Christmas. It pays to buy books for the child's own library.

For Children Three and Four Years Old

Little Black Sambo by Helen Bannerman. Stokes, 50¢. What befell little Sambo when he went for a walk in the jungle.

Pelle's New Suit by Elsa Beskow. Harper, \$1.50. The making of a suit from the wool of Pelle's pet lamb is described in this informational picture story.

The Golden Goose Book by L. Leslie Brooke. Warne, \$3. Contains four beautifully illustrated nursery favorites: Golden Goose; The Three Bears; Three Little Pigs; Tom Thumb.

Johnny Crow's New Garden by L. Leslie Brooke. Warne, \$1. Humorous rhymes and pictures about the animals and birds that visited Johnny Crow's garden.

Hey Diddle Diddle and Baby Bunting by Randolph Caldecott. Warne, 60¢. A nursery rhyme book published almost sixty years ago, which is still beloved by children for its vigorous drawings and humorous verses.

Angus and the Ducks by Marjorie Flack. Doubleday, \$1. The bewildering experiences of a Scotch terrier puppy, whose barking aroused the ire of a neighbor's ducks.

The Story about Ping by Marjorie Flack. Viking, \$1. Ping, a Chinese duckling, strays far away from his family and almost fails to return.

The Night before Christmas by Clement C. Moore, il. by Clarence Biers. Rand, 10¢. Rich with the excitement of the holiday season is this poem of Saint Nicholas written over a century ago.

The Real Mother Goose by Mother Goose. Junior edition. Rand, 75¢. A gaily pictured edition containing sixty-eight favorite rhymes.

The Tale of Peter Rabbit by Beatrix Potter. Warne, 75¢. The misfortunes of a little rabbit who disobeyed his mother.

For Children Five to Seven Years Old

The Fables of Aesop, ed. by Joseph Jacobs. Macmillan (Children's Classics) \$1. Age-old animal tales, each with its adage for wiser living.

Poppy Seed Cakes by Margery Clark. Doubleday, \$2. Exciting adventures of Andrewshek and Erminka with Auntie Katushka from the old country.

Once on a Time by Alice Dalgliesh and Katherine Milhous. Scribner, \$1.50. Fifteen colorfully illustrated folk tales for little children.

Millions of Cats by Wanda Gág. McCann, \$1.50. The gay, repetitive tale of a lonely old man and woman who wanted a kitten, and had to choose from "millions and billions and trillions of cats."

The Cock, the Mouse, and the Little Red Hen by Félicité Lefèvre, il. by Tony Sarg. Macrae, \$1. The old familiar folk tale of the hen whose wit saved her household from the wicked fox.

When We Were Very Young by A. A. Milne, il. by E. H. Shepard. Dutton, \$1. Charming verses written by a well-

known English author for his own little boy, Christopher Robin.

The Little Gardeners by Elizabeth Morgenstern. Whitman, \$1. Colorful picture story of two small children who plant and care for their first garden.

The Christ Child by Maud and Miska Petersham. Doubleday, \$2. A picture book of the birth and childhood of Jesus, based on the Biblical text of Matthew and Luke.

Sing Song by Christina Rossetti. Macmillan (Little Library) \$1. A pocket-sized book of gay, lilting verses.

A Child's Garden of Verses by Robert L. Stevenson, il. by Jessie W. Smith. Scribner, \$1.50. Full-page colored illustrations add to the appeal of these poems of imaginative childhood.

For Children Eight and Nine Years Old

Adventures of Pinocchio by Charles Collodi, il. by Mussino. Macmillan (Children's Classics) \$1. The pranks of an impulsive little wooden marionette.

Memoirs of a London Doll by Richard Henry Horne. Macmillan (Little Library) \$1. Maria Poppet, a doll of long ago, describes her busy life with six little mistresses in nineteenth century London.

English Fairy Tales; ed. by Joseph Jacobs. Putnam, \$1.75. Forty-three English folk tales especially good for reading aloud.

Just So Stories by Rudyard Kipling, il. by Gleeson. Doubleday, \$2.50. How the elephant got its trunk and other non-sensical nature tales.

Little Pear by Eleanor Lattimore. Harcourt, \$2. The amusing adventures of a five-year-old Chinese boy are climaxed by his rescue from the Yellow River by a houseboat family.

Story of Doctor Dolittle by Hugh Lofting. Stokes, \$1.50. Mirth-provoking tale of a village doctor and his household pets, who go to Africa to cure sick monkeys.

Winnie-the-Pooh by A. A. Milne. Dutton, \$1. Christopher Robin leads an absorbing life with his toy animals, especially Pooh, the teddy bear.

The Little Lambe Prince by Dinah M. Mulock. Macmillan (Little Library) \$1.

A fairy godmother's gift of a traveling cloak brings happiness to Prince Dolor in his prison tower.

Heidi by Johanna Spyri. Macrae (Washington Square Classics) \$1. The happy outdoor life of a little Swiss girl who tends goats in the high Alps.

East o' the Sun and West o' the Moon by Gudrun Thorne-Thomsen. Row, 68¢. Spirited and humorous versions of twenty-two Norwegian folk tales.

For Children Ten and Eleven Years Old

Fairy Tales by Hans C. Andersen. Macrae (Washington Square Classics) \$1. Modern fairy stories rich in imaginative and philosophic qualities.

Little Women by Louisa M. Alcott. Little, Brown (Orchard House) \$1. The beloved family story of Meg, Jo, Beth, Amy, and lonely Laurie from next door.

Arabian Nights ed. by Padraic Colum. Macmillan (Children's Classics) \$1. Aladdin, Sinbad, Ali Baba, and other favorites of oriental folklore.

Peter and Wendy by James M. Barrie. Scribner, \$2.50. The flight of Wendy and her brothers to enchanted Neverland, led by Peter Pan.

Alice's Adventures in Wonderland and *Through the Looking-glass* by Lewis Carroll. Macmillan (Children's Classics) \$1. The immortal story of seven-year-old Alice who ventures into the wonderland of her own imagination.

The Iliad for Boys and Girls by Alfred J. Church. Macmillan (Children's Classics) \$1. Achilles and the Trojan War.

The Odyssey for Boys and Girls by Alfred J. Church. Macmillan (Children's Classics) \$1. The wanderings of Ulysses and his men after the fall of Troy.

The Adventures of Tom Sawyer by Samuel Clemens, il. by Brehm. Harper, \$1. Hilarious adventures of one of America's best-known fictional characters.

The Prince and the Pauper by Samuel Clemens. Harper (Modern Classics) \$1. When young Prince Edward Tudor and the beggar boy, Tom Canty, exchanged clothes, neither foresaw the tragi-comic mishaps in store before they could regain their proper identities.

Robinson Crusoe by Daniel Defoe. Macrae (Washington Square Classics) \$1. The amazing experiences of a solitary castaway on an uninhabited island.

Hans Brinker; or The Silver Skates by Mary M. Dodge. Scribner, \$1.50. Winning the silver skates brings good fortune to Hans and Gretel.

The Wind in the Willows by Kenneth Grahame, il. by E. H. Shepard. Scribner, \$1. The amusing adventures of Toad and his friends Mole, Rat, and Badger. Excellent for reading aloud.

The Peterkin Papers by Lucretia P. Hale. Houghton (Riverside Bookshelf) \$2. Nonsensical stories of the Peterkin family who solve their simplest problems in the most difficult way.

The Heroes by Charles Kingsley. Macmillan (Children's Library) \$2. Greek myths of Perseus, Theseus, and Jason and the Argonauts.

The Jungle Book by Rudyard Kipling, il. by Kurt Wiese. Doubleday, \$2.50. About the boy Mowgli and his animal companions of the jungle.

Wonderful Adventures of Nils by Selma Lagerlöf. Grosset, \$1. Turned into an elf, Nils in his flight north acquires knowledge of his native Sweden and learns needed lessons on kindness.

Tales from Shakespeare by Charles and Mary Lamb, il. by Price. Nelson, \$1. Colorful story versions.

Princess and the Goblin by George MacDonald, il. by Bedford. Macmillan (Children's Classics) \$1. Curdie, a miner's son, rescues little Princess Irene from malicious goblins.

The Boy's King Arthur by Sir Thomas Malory, ed. by Sidney Lanier, il. by N. C. Wyeth. Scribner, \$1.50. A popular, well-illustrated version.

The Merry Adventures of Robin Hood by Howard Pyle. Scribner, \$3. (Abridged ed.; *Some Merry Adventures of Robin Hood*. Scribner, 76¢). Rollicking tales of Robin Hood.

Wonder Clock by Howard Pyle. Harper, \$2.50. These "four and twenty marvelous tales," based on old folk stories and legends, are retold and illustrated with inimitable humor.

Swallows and Amazons by Arthur Ransome, il. by Helene Carter. Lippincott, \$2. Exciting holiday of two groups of English children who, in a spirit of high adventure, camp on Wild Cat Island near their home.

The King of the Golden River by John Ruskin. Macmillan (Little Library) \$1. Punished by his spiteful brothers for a generous deed, Gluck is

rewarded by the dwarf king of the Golden River.

The Home Book of Verse for Young Folks by Burton E. Stevenson, comp. Holt, \$2.75. An anthology for children of all ages, with representative selections from past and present-day poets.

Gulliver's Travels by Jonathan Swift. Macrae (Washington Square Classics) \$1. A chronicle of adventure in the land of little people, giants, and other strange creatures.

Paul Bunyan and His Great Blue Ox by Wallace Wadsworth. Doubleday, \$2. Tall tales of a legendary American lumberjack of remarkable strength and size.

Rebecca of Sunnybrook Farm by Kate Douglas Wiggin. Houghton (Riverside Library) \$1. The trials of eager, impulsive Rebecca Rowena whose impoverished family send her to live with stern Aunt Miranda.

Tales of Laughter by Kate Douglas Wiggin. Garden City, \$1. Sixty-seven humorous fairy stories selected from both European and Oriental folklore.

Swiss Family Robinson by Johann Wyss. Rand (Windermere series) \$1. An ingenious family, shipwrecked on an island near New Guinea, adapt the materials at hand to create a real home for themselves.

Buying Books for Children

The books listed below will be helpful to parents, teachers, and librarians in selecting and buying books for children:

[1] *First Experiences with Literature* by Alice Dalgliesh. Scribner, 1937. 162p. \$1.25.

[2] *Reading with Children* by Anne Thaxter Eaton. Viking, 1940. 354p. \$2.50.

[3] *500 Books for Children* by Nora Beust. U. S. Office of Education, Bulletin 1939, No. 11. Government Printing Office, Washington, D. C., 1940. 89p. 15¢.

[4] *What Books for Children?* by Josette Frank. Doubleday, 1937. 363p. \$2.

[5] *My Roads to Childhood* by Anne Carroll Moore. Doubleday, 1939. 399p. \$2.

All books listed herein may be had postpaid at prices indicated from Consumers' Book Cooperative, Inc., 118 East 28th St., New York City.

This material is available as Personal Growth Leaflet number 222.

Hot Lunches for Health

IN MANY RURAL schools—particularly in large consolidated school districts where all children are transported by bus to remain thruout the day—there is a need for hot noon meals or, at least, a hot dish to supplement the cold lunches brought by the children. The home economics department, thru careful planning of lunch service, can make vital contributions to the health of the school child—aiding in the correction of poor food habits and providing balanced meals for the underprivileged.

The cooking class should not be limited in its work to the repetitive processes involved in preparation of the noonday meal. Where the one-room home economics department laboratory is used for the lunch preparation, changes may have to be made in the schedule of classes and the arrangement of units. Class food preparation, experimentation, and demonstration cannot be done with optimum benefit to the class in the same room at the same time as the preparation of lunch.

Therefore, inasmuch as the greatest need for the hot lunch comes when the cooler weather has set in, the opening of the cafeteria may be deferred until the foods preparation units have been covered during the first month of school. Non-food units of work do not cause as much conflict and other arrangements for them may be provided more easily. A laboratory stove, convenient to refrigerator, sink, and storage space may be allocated to the lunch cook, which will reduce interference with classwork.

The menu can be planned as a plate lunch: a hot main dish; a sandwich, muffins, or biscuits; dessert; and milk or cocoa. This may be varied to consist of a main dish, salad, bread and butter, dessert, and cocoa. Many school lunches operated on a non-profit basis, provide a balanced menu at ten cents a plate. Weiner sandwiches are offered separately at five cents each.

A minimum of additional equipment necessary for such a menu includes two large kettles with lids, and one large-quantity double boiler. Or a pie pan in which holes have been punched may be

inverted in a dishpan to support a large kettle when indirect heat is necessary. Enamel canners may be used for cocoa. A rectangular covered pan for refrigerator storage, or for heating sandwiches in the oven, and two large skillets will complete the cooking utensils to be added to regulation laboratory equipment. The plate lunch eliminates the necessity of trays and cuts the dishes to a minimum to include plates, cups, glasses, sauce dishes, chili bowls, knives, forks, and spoons.

Tables placed end to end can be arranged in the laboratory to facilitate the filing in and out of children for food service. Collecting the money at the beginning of the line aids in preventing delay. Girls from the home economics classes usually enjoy helping with the serving. One girl assigned to each item on the menu, and two or three girls to assist little children will keep the service moving rapidly. The plate, dessert dish, cup or glass, and silver (wrapped in the paper napkin) can easily be carried to homerooms by even the small children and returned to the laboratory after the meal. Dish breakage is small.

The cost of securing outside help varies with the community. A local woman will probably charge from \$1 to \$2.50 a day for planning, buying, and preparing the meal, and washing dishes. Perhaps WPA aid may be secured, either in the provision of free lunches to needy children or in the employment of a cook. NYA students may do the dishwashing.—DOROTHY INMAN, Washington School, Lewistown, Ohio.

Suggestions for Orienting the Beginning Rural Teacher

THE RURAL TEACHER seldom has anyone in the building to whom she may turn for guidance and encouragement. She fears to talk about her problems in general institutes lest she be labelled a poor teacher. Often she suffers severely from lack of confidence.

With these facts before us, we set out to help the beginning teachers of our county. As superintendent of Kenosha County (Wisconsin) schools, I had the aid and cooperation of the county super-

visory staff in a three-year orientation program for beginning rural teachers.

First, we urged teacher-education institutions to insist on seniors' attending county teachers meetings.

Second, we kept the problems of the beginners before our experienced teachers, suggesting that they assume a friendly, understanding attitude toward the beginners.

Third, shortly before the opening of schools, we invited the new teachers and those who had completed one year of teaching in our county to an informal "get acquainted" dinner as guests of the county office. No formal program was arranged and no speeches made. We were careful to see that everyone was introduced to everyone else. An experienced teacher was seated between two beginners. About a month before the dinner, the county office had contacted each teacher in the county with a year of experience, explaining the reason for the dinner and suggesting that she recall several of her most serious problems as a beginner and ways in which these difficulties were finally overcome. Such experiences volunteered by the one-year group at the close of the dinner formed the basis for a roundtable discussion.

The beginners left with a more friendly and congenial feeling that here was a group of teachers very close to themselves in age and facing similar situations. Here also were more experienced teachers to whom they might go and unburden themselves. And here were supervisors trying to help.

It is well for schools with beginning teachers to open in the fall two or three days later than neighboring schools, thus giving the beginner an opportunity to visit experienced teachers and see first hand how they handle school the first day or two. After one or two visits by the supervisors, and after the beginner has had an opportunity to size up her own situation, schoolboards are urged to allow a visiting day. Beginners can thus observe teachers doing good work in the field of the newcomer's greatest weakness.—C. L. EGGERT, director of rural education, State Teachers College, River Falls, Wisconsin.



HIGH SCHOOL SERVICE



THIS LIST of teaching materials for teachers of occupations classes, educational and vocational counselors, and librarians, was compiled by Russell J. Fornwalt, instructor in occupations, Wilson Highschool, Easton, Pennsylvania.

VOCATIONAL GUIDANCE MONOGRAPHS. Seventy-five professions and trades are described, each in a separate monograph. Circular free.

Commonwealth Book Co., 80 East Jackson Blvd., Chicago.

CAREERS MONOGRAPHS. There are 107 monographs, covering 612 definite types of jobs. Complete list and prices upon request.

CAREER SURVEY MANUAL. Provides opportunity for survey of a definite occupation; space for personal analysis.

CAREER CHARTS. Spirally-bound, loose-leaf book of 30 charts showing organization and lines of promotion in occupations. Sample free.

Institute for Research, 537 S. Dearborn St., Chicago.

55 MONOGRAPHS OF VOCATIONAL INFORMATION.

Morgan Dillon & Co., 5154 North Clark St., Chicago.

OCCUPATIONS, the Vocational Guidance Magazine, is published monthly, October thru May. Annual subscription, \$3.50. Membership in the National Vocational Guidance Association includes a subscription.

Occupations, 425 West 123rd St., New York City.

OCCUPATIONAL ABSTRACTS. Appraisals of literature on 64 different occupations. Write for complete list and prices.

OCCUPATIONAL INDEX. A continuous bibliography of uptodate references on occupations. Published monthly. Annual subscription, \$5. Samples free.

GUIDANCE AND PERSONNEL BOOKS OF 1939, by Robert Hoppock and Samuel Spiegler. A selected, annotated bibliography. Six pages, mimeographed. Single copies, 25¢.

Occupational Index, Inc., New York University, New York City.

Radio script booklets from the Columbia network series, **AMERICANS AT WORK.** Sound occupational information presented in dramatic form. Send for list.

Americans at Work, Radio Committee, NVGA, 425 West 123rd St., New York.

VOCATIONAL GUIDANCE DIGEST. A digest of material in current periodicals and in unbound form. Published September thru June. \$2.50 per year.

OCCUPATIONAL TRENDS IN THE UNITED STATES. by H. Dewey Anderson and Percy E. Davidson. \$6.50.

Stanford University Press, Stanford University, Calif.

The Society has a series of 42 film strips (PICTUROLS) on vocational education. Strips on 16 additional vocations are now in production. Write for complete list, evaluation report, study outlines.

Society for Visual Education, Inc., Dept. 12V, 100 E. Ohio St., Chicago.

POSTERS: WOMEN OFFICE WORKERS. In colors, size 32 x 24 inches or larger; 15¢ each.

PROGRAMS OF GUIDANCE by William C. Reavis. National Survey of Secondary Education, Monograph No. 14; Bulletin, 1932, No. 17. 144 pages. 20¢.

STATISTICAL ABSTRACT. Published annually. \$1.50 per copy.

MINIMUM ESSENTIALS OF THE INDIVIDUAL INVENTORY IN GUIDANCE by Giles M. Ruch and David Segel. 15¢.

Superintendent of Documents, U. S. Government Printing Office, Wash., D. C.

OCCUPATIONAL EXHIBITS of various kinds will be loaned to schools, providing they pay transportation charges. Write for list of charts and maps pertaining to occupations.

Women's Bureau, U. S. Department of Labor, Washington, D. C.

GUIDANCE TESTS, PERSONALITY INVENTORIES, INTELLIGENCE TESTS. Send for catalog.

Psychological Corporation, 522 Fifth Ave., New York, N. Y.

VOCATIONAL CHARTS. Agricultural, extractive, and manufacturing occupations;

transportation, trade, domestic, and personal service; public service occupations; and clerical and professional occupations. Three charts available.

A. J. Nystrom and Co., 3333 Elston Ave., Chicago, Ill.

REFERENCE MANUAL OF GOVERNMENT POSITIONS. Information on Civil Service positions and examinations, including specific requirements. Sixth ed., completely revised, 1939. Cloth bound, \$1, 1938-1939-1940 BOOKS FOR CIVIL SERVICE EXAMINATIONS. Priced at from \$1.10 to \$2. Send for complete 1940 price list.

Pergande Publishing Co., 3331 N. Bartlett Ave., Milwaukee, Wisconsin.

THE PICTURE FACT BOOKS. A new series, presenting in text, pictorial charts, and photographs facts about jobs in which boys and girls today are most interested. For ages 10 to 16. Send for list of titles. Price of each book, \$1.

Harper and Brothers, 49 East 33rd St., New York, N. Y.

INDEX TO VOCATIONS: A Subject Index to 1950 Careers. 122p. 1938. \$1.25. By Willodeen Price and Zelma E. Ticen.

H. W. Wilson Co., 950 University Ave., New York, N. Y.

Secure BOOKS IN GUIDANCE AND RELATED SUBJECTS, which give special price list of guidance and occupational publications.

McGraw-Hill Co., 330 West 42nd St., New York, N. Y.

BOOKS ABOUT JOBS. A bibliography of occupations listing about 8000 references, by Willard E. Parker, 1936.

VOCATIONS IN FICTION. An annotated bibliography by Mary Rebecca Lingenfelter, 1938 (second edition).

American Library Association, 520 N. Michigan Ave., Chicago.

OPPORTUNITIES IN GOVERNMENT EMPLOYMENT by L. J. O'Rourke. 320p. \$1.

Garden City Publishing Co., New York.

COMMON PROBLEMS IN GROUP GUIDANCE by R. D. Allen.

Inor Publishing Co., 207 Fourth Ave., New York, N. Y.

National Chairman's Letter Number 6 was sent to members of FTA Chapters thruout the United States, on November 1, 1940:

The FTA movement is making a healthy growth this year. New groups are being formed and older groups are reporting increased membership. There are three trends in FTA chapters that are highly encouraging:

First, the chapters are perfecting their organization and getting underway earlier in the school year.

Second, the chapters are tending to reach down more into the sophomore and freshman classes for members so that there will be a younger leadership in training to take the place of upper classmen who graduate next spring.

Third, there is more emphasis on activities and projects.

The November NEA JOURNAL will reach chapters about November 1 and in the coinclusive states, state association journals will arrive about the same time. These furnish a wealth of material for reading and discussion.

November is a great time for education because it marks the annual observance of American Education Week, which is the most widely observed occasion in America, bringing some eight million parents into the schools. If this occasion is not yet observed in your school and community, this year is a good time to begin. You will find useful materials in the journals of state and national education associations and in Personal Growth Leaflets 58, 59, and 60.

Amazing progress—In Pennsylvania the number of teachers with four years of preparation beyond highschool has advanced from 7.7 percent in 1920 to 44.5 percent in 1939, according to a statement by Albert Lindsay Rowland in the *Harvard Educational Review* for May 1940.

Here is a paragraph from the *Kentucky Education Journal* for October:

"There are employed each year in Kentucky about 19,000 teachers. Approximately 2700 new teachers are being given diplomas annually. Normally we employ only 1000 new teachers each year. This leaves a balance on the side of supply of more than 1700 teachers."

What is the teacher-supply and demand situation in your state? Get the figures from the state education association or the state department of education. What bearing do such figures have on the need for a well-organized FTA movement?

Many Americans do not understand the seriousness of the war situation. They look at developments as they might a play, "but it won't mean anything to me." It will mean something to everyone and very soon. We have had registration. Next comes conscription with long lines of young men going to camp for a year. And next year other long lines. And then? The National Committee will seek to keep FTA members informed of the situation as it affects the schools.

In the Field—Let every former member of an FTA chapter who is now in the active teaching service take a personal interest in extending the FTA movement.

In planning the year's program for the FTA chapter, let provision be made for a presentation of the work of both state and national education associations. One way to do this is to invite the secretary or the president of the state education association or someone whom they will send to address the chapter. Each state has an NEA state director (see page 276), who may also be invited to present the work of the NEA. Or if the NEA president or some other friend of the Association happens to be in your locality, it may be possible to have him as the guest of the chapter. Be sure to ask that the talk tell specifically about the work which is being done and be prepared to ask questions. The test is this: If these older leaders were to lay down the work of these organizations, could you take it up and carry forward? Remember that if democracy is to go forward, all our institutions must be born anew with each generation.

An Adventure in Beautification—Future Teachers may find the following suggestive: "One of our most interesting projects was the planting of a mile of

flowers along the new gravel road leading to the school. I bought bridal wreath. We dug up wild plum trees from neighboring thickets, and planted them alternately every four fence panels. Between, in every panel, we planted iris, jonquils, and narcissus—more than a thousand beds of flowers in all. Most of the school took part."—Lily Peter, principal, Connel's Point School, Phillips and Monroe Counties, Arkansas, in the *Journal of Arkansas Education*.

What Is Ahead in Teacher Education?—Raleigh Schorling, School of Education, University of Michigan, lists eleven promising trends in the education of teachers:

[1] More emphasis on scholarship—raising the cultural life of the prospective teacher.

[2] More attention to a curriculum that shall stress the mental health of a teacher—the teacher as a person.

[3] More emphasis on social maturity in a beginning teacher—experiences in social movements such as camps, scouting and the like.

[4] More familiarity with the interplay of the school's problems and the community's interests.

[5] More attention to personality in the selection and training of would-be teachers.

[6] More care in the academic and professional guidance of prospective teachers—wiser selections of majors and minors and fields of teaching work.

[7] A closer tie-up between theory and practice—a real correlation of the two aspects.

[8] A lengthened and broadened program of the student teaching or student participation work.

[9] A broader conception of methods—emphasis on making the pupil the point of departure in all instructional procedure.

[10] A more accurate system of appraisal, basing judgments in part, at least, upon intangible elements in the growth concept and giving the pupil a part in the appraisal process.

[11] A parttime apprenticeship period after graduation and before permanent appointment to his place.

New Life Members Received in October

ARIZONA—R. A. Ganoung, Ples Harper
 CALIFORNIA—M. Elsie Cotter, Harvey Harrison Ferris
 CONNECTICUT—Glenn W. Moon
 IDAHO—Maye Anita Johnson
 ILLINOIS—Ralph Bates, Catherine Behrens, Mrs. Mary B. McQuade, Ethel M. Reed
 INDIANA—Noel H. Whittern
 KANSAS—R. C. Hunt
 LOUISIANA—Mrs. Sue Stewart Keelen, G. A. Zernott
 MASSACHUSETTS—Lulie Mae Crockett
 MISSOURI—Lillian J. Boesenberg, Marian Culpeper, Florence Higginbotham
 NEW JERSEY—Harold E. Andrew, Sister Agnes Cyril
 NEW YORK—Leon C. Friel
 OHIO—H. L. Boda, Norah M. Covert, P. G. Gunnett, Charles A. Thornton
 OKLAHOMA—Elizabeth Wells
 PUERTO RICO—Luis A. Duprey
 TEXAS—Hubert Lawrence Mills, Alma Phathana Whatley
 WASHINGTON—Warren R. Flanagan, Chester C. Frisbie, Ernest E. Newland, John R. Rushing, Maurice J. Thomas
 WEST VIRGINIA—Frances Eagan

Maine Teachers' Digest

☆ THE MAINE TEACHERS ASSOCIATION published in October 1940, the first issue of its official magazine, *Maine Teachers' Digest*. Richard B. Kennan, secretary of the association, is editor.

Nominees for the AASA Presidency

☆ THE BOARD OF TELLERS met at Washington, November 2, to count the primary preferential ballot for president of the American Association of School Administrators for the year beginning March 15, 1941. The nominees receiving the highest number of votes and whose names will accordingly appear on the final ballot are:

Supt. Homer W. Anderson, St. Louis
 Supt. Nicholas Bauer, New Orleans
 State Supt. Sidney B. Hall, Richmond
 Supt. Worth McClure, Seattle
 Supt. W. Howard Pillsbury, Schenectady

The final preferential ballot will be mailed to members early in December and the name of the successful candidate will be announced at the Atlantic City convention in February.



The officers and members of the Headquarters staff of the National Education Association extend Christmas greetings to each member of the Association and to the host of friends of the profession.

Territories Rank High

☆ EVERETT R. ERICKSON, state NEA director for Alaska, has recently called our attention to the fact that the territories and the District of Columbia lead the nation in the percent of teachers enrolled as Life Members in the National Education Association. Territories and states which have enrolled one percent or more of their teachers as Life Members in the NEA are: Alaska, 5.2; Hawaii, 3.7; D. C., 3.2; Arizona, 1.2; California, 1.1; Vermont, 1.1; Ohio, 1.

Teacher Credit Unions in New Jersey

☆ THE TWENTY-EIGHT teacher credit unions of New Jersey serve 9000 teachers. With assets of more than \$1,000,000, they have in five years granted more than \$2,000,000 in loans.

School Response to Defense Needs

☆ JOHN W. STUDEBAKER, U. S. Commissioner of Education, reports that plans are well advanced for launching the fourfold plan authorized by Congress and signed by the President, by which American vocational schools, rural schools, highschools, universities, and colleges are called on to train by June 1941 more than 700,000 youths and adults as workers to speed up defense industries and government services. Many schools are operating 24 hours a day in order to meet defense needs. The fourfold plan, for which Congress appropriated \$60,500,000 in the supplemental appropriations bill, carries the following provisions:

[1] Continuation of pre-employment refresher courses and supplementary courses for defense jobs in industry.

[2] Short courses in engineering colleges and universities to meet the shortage of engineers in fields essential to national defense.

[3] Training of rural and non-rural youth for national defense.

[4] Vocational and related or necessary instruction for young people employed on work projects of the NYA.

An Important Point

☆ PROTESTANTS as well as Catholics are rightfully concerned about those Christians who, when confronted with both communism and fascism, appear to choose fascism rather than oppose both.—Benson Y. Landis.

Convention of the Deans of Women

☆ THE HONORABLE FRANCES PERKINS, Secretary of Labor, will give the banquet address at the twenty-fifth annual convention of the National Association of Deans of Women. She will speak at the banquet to be held jointly with the National Association of Principals of Schools for Girls on February 21, 1941. The theme of the twenty-fifth anniversary celebration will be "Facing the Future of Women's Education in a Reorganizing World." General session topics will include "Governmental Plans for the Future of Women's Education," "Plans of Educational Institutions for Women in a Reorganizing World," and

"Plans of Business and Professional Women for Educational Needs in a Re-organizing World."

Among other prominent speakers will be Dean Francis T. Spaulding of the Graduate School of Education, Harvard University, who will speak on the New York State Regents Inquiry and Mrs. Eugenie A. Leonard of The Catholic University of America, who will report on her study at the Office of Education on the *Guidance Inventory*. Mrs. Leonard will address the Secondary-School Section.

From the NEA President's Correspondence

☆THE MICHIGAN TENURE LAW is statewide, but does not apply to any school corporation until it has been adopted by a popular election. Prior to the voting by citizens of Flint, Michigan, on the question of teacher tenure on November 5, President Donald DuShane—at the suggestion of the Flint Teachers Club—sent the following letter to Charles Wright of that city:

"My attention has been called to the fact that the city of Flint is soon to pass on the question of tenure for your school system. I hope for the sake of the school children of your city and for the integrity of your schools that the decision will be favorable to tenure.

"The National Education Association, after a careful study of this question for many years, has come to the conclusion that tenure is the minimum protection necessary for the development of an effective teaching profession, and for the protection of the schools and children from politics and from their domination by minority groups.

"The public in general approves civil service provisions for government employees. Tenure provides considerably less protection for the most important of public employees, namely, the teachers in our public schools. The schools are performing such a vital function in protecting and perpetuating democracy that when the public fully understands tenure, it will insist that this necessary protection be given to the schools.

"There are many misunderstandings about tenure, often created by those who wish to control the schools for their own ends. Tenure does not give anyone a life job. It does not prevent or discourage the removal of incompetent teachers. It does not permit or encourage the teaching of heresies or untruths. On the other hand, tenure does encourage competent and public-spirited teachers to make a life career of teaching. It frees teachers from unnecessary worries and permits them to devote their entire thought, energy, and

time to their professional work. Careful investigation has shown that teachers on tenure are better prepared than non-tenure teachers. Tenure helps to prevent political domination of the schools. It also helps to prevent the domination of education by selfish and unworthy minority groups.

"During the depression and hard times of the past ten years it has been very noticeable that in the states having tenure for teachers, there has been less overcrowding of classrooms, less financial strangulation of the schools, less injury to necessary school programs and courses of study, and a better school morale than in states not having tenure.

"There is frequent misunderstanding of what tenure really is. Following is a simple but accurate explanation of tenure: Any teacher who is licensed and qualified under state laws can be employed by a community only on probation. If, after serving the probationary term, it appears that this teacher is successful and desirable, he may be placed on tenure by the schoolboard, which means that thereafter he may be removed for incompetency, unfitness, neglect of duty, or other good cause; but he may not be removed for political, religious, personal, or other unworthy reasons.

"Again let me repeat that tenure is the minimum protection needed for the development of a worthy teaching profession and for the protection of the schools against many abuses which prevent their proper functioning and which injure the children enrolled in them."

Doctoral Dissertations

☆SINCE the first annual list of *Doctoral Dissertations Accepted by American Universities* was compiled seven years ago, the number of dissertations has increased each year. The current list, 1939-40 (H. W. Wilson Co., N. Y. 126p. \$2) records 3088 with chemistry leading, education second, English literature third.

School buildings and the facilities of American education were widely used for the national selective service registration on October 16. Thousands of schools suspended regular classes for the day and school staffs gave voluntary assistance to local selective service boards. This photo was taken at one of the 103 Pittsburgh, Pennsylvania, schools, in which about 2000 teachers took an active part in registration.



CLARENCE A. DYKSTRA

It is a compliment to the effectiveness of educational administration that President Roosevelt selected President Dykstra of the University of Wisconsin to serve as Director of Selective Service. Dr. Dykstra is a member of the Executive Committee of the National Committee on Education and Defense, organized in August under the auspices of the National Education Association and the American Council on Education.

Department of Elementary School Principals

☆THE NUMBER of reservations for the Fifth Annual Conference on Elementary Education being sponsored by the Department at Harvard University, July 7-18, 1941, has so far exceeded expectations at this early date, that Dean Francis T. Spaulding has selected the Harvard Business School to house the group. Living accommodations, classrooms, auditorium, and dining halls are all in the same block, and there will be unlimited parking space.

The banquet of the Department at the meeting of the School Administrators, February 22-27, Atlantic City, will be held



in the Grand Ballroom, Traymore Hotel.

The December *National Elementary Principal*, which will have "Later Childhood Problems" as its theme, will carry articles by Beryl Parker, Worth McClure, Mrs. Mary D. Barnes, and other prominent educators.

NEA Department President Dies

☆ WILLIAM A. BRANDENBURG, president of the State Teachers College at Pittsburg, Kansas, died on October 29. Dr. Brandenburg was president this year of the American Association of Teachers Colleges, an NEA Department. He had served five years as a member of its committee on accrediting and classification. He was president of the Kansas State Teachers Association in 1938.

A Thought for Christmas

☆ TO BE HONEST, to be kind—to earn a little and to spend a little less, to make upon the whole a family happier for his presence, to renounce when that shall be necessary and not be embittered, to keep a few friends but these without capitulation—above all, on the same grim condition, to keep friends with himself—here is a task for all that a man has of fortitude and delicacy.—From Robert Louis Stevenson's "Christmas Sermon."

Lending The Journal

☆ WE GET two copies of THE JOURNAL in this family. This year we are lending one to our minister so that he can see that our professional organization is solidly behind religious training. I feel that the sense of defeat in the junior highschool children is due to lack of religious training definitely planned to keep before the children the promises of the eternal force that transcends men and their promises.—Elmer A. Finch, science teacher, Amityville, New York.

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.:

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A Teacher to Her Pupils

You helped me stretch our schoolroom walls
With open little minds and hearts,
And bring inside to live with us
And teach us all their ways and arts
Small folk like you from o'er the globe.

A rabbit hutch Pierre helped us build,
And Heidi let us milk her cows,
We loved Tonino's carved wood toys,
And Ting Fang charmed us with his bows.

Our hearts beat time to Guillaume's flute,
Warm hands sowed Russian Peter's beets,
We learned to row on Greta's fiords
With Karl explored clean German streets.

Your spirits met in work and play,
You talked with smiling eyes and song,
My triumph came—you said to me,
"We're all just folks, and all belong!"

• • • • •

But now you come to me and beg,
"Teacher, tell us it's not true
That Jeanie's flowers aren't blooming now."
Your eyes plead so, your hearts plead, too.

"How could one harm poor Moni's goats?
"They frighten easily, you know.
"And Hans should never loose the dikes!
"He knows his polder home is low!

"Why do all of them make war?
"Just folks like us they were, you said.
"Why, oh, why, do they drop bombs?
"Why do they wish each other dead?"

Please stop, my dears, don't ask of me,
And take away your eyes—please go!
I cannot answer you because
I do not know; I do not know!

—GLADYS PLATT WHITE,

Kanawha County Schools, West Virginia

Educational Policies Commission

☆ REGIONAL CONFERENCES ON CITIZENSHIP EDUCATION—The Commission is planning to hold a series of thirty regional conferences on citizenship education in centers thruout the United States. These conferences will be sponsored jointly by the Educational Policies Commission and appropriate local and state educational agencies and will be held between January 10 and May 30, 1941.

Learning the Ways of Democracy—This most recent of the Commission's publications is receiving widespread acclaim by school people thruout the country. Copies are available at \$1 each, with quantity discounts.

On Our Way—This educational revue which was so successfully produced last February at the St. Louis convention of the AASA has been since that time produced by many hundreds of school systems. On October 22 the revue was presented to an audience of approximately 700 children in the Alliance, Nebraska, city schools; the program was later repeated before an audience numbering over

a thousand members of the local community. Said Superintendent Partridge, "Nothing that our school has ever done has created as much favorable comment as this production." "There are those who say that there hasn't been a theatrical production on Broadway for many years that could compare with 'On Our Way,'" comments the *Educational Bulletin* of the Pennsylvania State Education Association. Over 10,000 copies of the script and music for the revue have been distributed. Single copies are available gratis; additional copies, 10¢ each.

Former Chairman of NEA Board of Trustees Dies

☆ WALTER R. SIDERS, executive secretary of the Omaha Teachers Forum of Omaha, Nebraska, passed away suddenly from a heart attack on October 25. In 1922 Dr. Siders was elected Chairman of the Board of Trustees of the National Education Association, which position he occupied until 1931. It was during his chairmanship that the seven-story addition to the NEA headquarters in Washington, D. C., was built. This spacious Headquarters building is a monument to his planning and work. Dr. Siders' interest in education was international. He served as field representative of the World Federation of Education Associations from 1927 to 1932.

For Students of Crime Problems

☆ "DELINQUENCY of the Second Generation of Adults in America" is the title of a 66-page monograph of the National Commission on the Enrichment of Adult Life of the NEA Department of Adult Education. The price is 75¢. Orders should be addressed to James A. Moyer at 217 State House, Boston.

Tributes to John W. Abercrombie

☆ THE ALABAMA SCHOOL JOURNAL for October 1940 reserved a special section for tributes to John W. Abercrombie, "educator, statesman, gentleman," who died at his home in Montgomery on July 2. "What Horace Mann was to the public schools of Massachusetts, Henry Barnard to the public schools of Connecticut and Rhode Island, John W. Abercrombie has been to the public schools of Alabama."

Effective Field Work

☆ MAINE is working for a teacher tenure law. Executive Secretary Richard Kennan of the Maine Teachers Association recently wrote to the other state secretaries: "Week before last we discovered that the superintendents were about to debate the proposed law at their state conference. In response to my SOS, [Cont. on page 292]

☆ ☆ ONE HUNDRED PERCENT ENROLMENTS ☆ ☆

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

Completed Enrolments

THE FOLLOWING counties, cities, and individual schools have reported 100 percent membership, from September 30 thru October 31, and have continuously enrolled in their national professional organization for the number of years indicated:

TWENTY-TWO YEARS

COLORADO—Greeley, Washington
IOWA—Keokuk, Entire System; Sioux City, Hopkins
OHIO—Elyria, McKinley

TWENTY-ONE YEARS

CALIFORNIA—Piedmont, Entire System
COLORADO—Colorado Springs, Buena Vista, Washington
MAINE—Mapleton, Entire System
MASSACHUSETTS—Brookline, Pierce Elem.
MINNESOTA—Minneapolis, Hay
OHIO—Marietta, Marion, Norwood
VIRGINIA—Norfolk, Henry Clay

TWENTY YEARS

ARIZONA—Prescott, Entire System; Tucson, Dunbar Jr. High
CALIFORNIA—San Francisco, Madison
COLORADO—Arvada, Arvada
INDIANA—Hammond, Columbia, Kenwood, Wallace
LOUISIANA—Grand Cane, Grand Cane Sr. High
MASSACHUSETTS—Belmont, Cheney
NEVADA—Las Vegas, Las Vegas
OHIO—East Cleveland, Mayfair; Norwood, Allison, Sharpburg

NINETEEN YEARS

CONNECTICUT—East Hartford, Meadow; Stamford, Weaver
IOWA—Burlington, Entire System
ILLINOIS—Winnetka, Entire System
MICHIGAN—South Haven, Entire System
OHIO—Bellefontaine, Entire System; Cincinnati, Pleasant Ridge; Greenfield, Entire System; Oberlin, Entire System; Wooster, Bowman
PENNSYLVANIA—Biglerville, Entire System; Lansdowne, Fernwood
VIRGINIA—Norfolk, James Monroe
WISCONSIN—Kenosha, Lincoln Elementary; Wausau, Irving, Schofield

EIGHTEEN YEARS

COLORADO—Colorado Springs, Whittier; Rocky Ford, Entire System
DELAWARE—Wilmington, P. S. No. 13
ILLINOIS—Pekin, Entire System; Pontiac, Entire System
INDIANA—Huntington, Entire System
MASSACHUSETTS—Beverly, Charles S. Brown
MISSOURI—Kansas City, Milton Moore
NEW MEXICO—Roswell, Washington Avenue
OHIO—Columbus, Eighth Avenue; East Cleveland, Caledonia; Norwood, N. Norwood; Wooster, Beall Avenue; Zanesville, Entire System
VIRGINIA—Lynchburg, Garland-Rodes
WISCONSIN—Kenosha, Weiskopf
WYOMING—Worland, Entire System

SEVENTEEN YEARS

COLORADO—Colorado Springs, Midland, Steele; Denver, Ebert
IDAHO—Pocatello, Jefferson
ILLINOIS—Belvidere, Belvidere High
INDIANA—Fort Wayne, Hamilton; Indianapolis, Geo. W. Julian
KANSAS—Hutchinson, Northside
MASSACHUSETTS—Melrose, Roosevelt
MICHIGAN—Grand Haven, Entire System
MISSOURI—Clayton, Entire System
NEW JERSEY—Bernardsville, Bernards High; Ruthersford, Lincoln; Summit, Central Jr. High, Roosevelt
NEW MEXICO—Albuquerque, Lew Wallace
OHIO—Cleveland, Fairview Public Schools; Columbus, Heyl Avenue, Medary; Findlay, Detwiler, Firmin, Glenwood Jr. High, J. C. Donnell Jr. High, Lincoln, McKee, Washington; Norwood, Williams Avenue; Warren, Roosevelt; Youngstown, Jefferson
PENNSYLVANIA—Lehighton, Entire System; Palmerton, Entire System

RHODE ISLAND—Jamestown, Carr, Clarke
WISCONSIN—Wausau, Central, G. D. Jones, Jr. High, Lincoln
WYOMING—Casper, Grant; Midwest, Midwest; Sheridan, Central

SIXTEEN YEARS

ARIZONA—Winslow, Entire System
COLORADO—Colorado Springs, Garfield, Helen Hunt, Ivywild
ILLINOIS—Evanston, Willard; Jerseyville, Jersey Twp. Sr. High
INDIANA—Fort Wayne, McCulloch
KENTUCKY—Louisville, John B. McFertan
MASSACHUSETTS—Gloucester, Forbes; Plymouth, Hedge
MINNESOTA—Minneapolis, Cleveland
MISSOURI—Kansas City, Leeds
NEW JERSEY—Bernardsville, Bernardsville Grammar; Camden, Read; Carney's Pointe, du Pont; Ocean Grove, Ocean Grove
NEW YORK—Ardley, Ardley High No. 5; Kenmore, Washington; Schenectady, Howe
OHIO—Ashtabula, Ashtabula Harbor Schools; Columbus, Avondale; Hoytville, Jackson Twp. H.; Lancaster, Lancaster High; Lima, Central High, Emerson, Fautrot, Franklin, Garfield, Horace Mann, Irving, Jefferson, Lincoln, Longfellow, Lowell, McKinley, Roosevelt, Washington, Whittier; Logan, Logan Jr. High, East; Mansfield, Bushnell; Marietta, Washington; Youngstown, Elm
OREGON—North Bend, Entire System
PENNSYLVANIA—Abington, Entire System; Temple, Muhlenberg Twp. Schools; Lehighton, Packerton Jr. High
WISCONSIN—Kenosha, Frank, Jefferson; Wauwatosa, Longfellow Jr. High

FIFTEEN YEARS

ARIZONA—Clarkdale, Entire System
ILLINOIS—Whetson, Entire System
INDIANA—Fort Wayne, Nebraska, Rudisill; Indianapolis, P. S. No. 39
MASSACHUSETTS—Winchester, George Washington
MINNESOTA—Minneapolis, Cavell, Fuller, Willard
MISSOURI—St. Louis, Roe, Wyman
NEW JERSEY—Ocean Grove, Neptune Twp. Schools; Ventnor, Oxford Avenue
NEW MEXICO—Roswell, East Side
OHIO—Ashtabula, Pacific Grade; Bowling Green, Ridge Street; Columbus, Felton; Lakewood, Hayes; Lancaster, Entire System; Lima, Entire System; Logan, Entire System; Mansfield, Newman Street; Marietta, Marietta Jr.-Sr. High; McDonald, Entire System; Warren, Frances E. Willard
PENNSYLVANIA—Gettysburg, Entire System; Lansdowne, East Lansdowne Borough; Wayne, Wayne Elem.
WASHINGTON—Centralia, Centralia Sr. High, Jefferson-Roosevelt
WISCONSIN—Kenosha, Columbus, Washington; La Crosse, Hamilton; Manitowoc, Cleveland, Garfield, Jefferson, Madison, McKinley, Roosevelt

FOURTEEN YEARS

ARIZONA—Clemenceau, Entire System; Prescott, Jefferson, Lincoln, Miller Valley
COLORADO—Arvada, Entire System; Canon City, Harrison; Colorado Springs, Columbia
FLORIDA—Daytona Beach, Lenox Avenue
GEORGIA—Atlanta, Frank L. Stanton, Georgia Avenue, Lee Street
ILLINOIS—Belvidere, Logan, Washington; Oak Park, Emerson, Hawthorne, Henry W. Longfellow, Horace Mann, John Greenleaf Whittier, Lincoln, Lowell, Oliver W. Holmes, Washington Irving, William Beye, William H. Hatch
INDIANA—Fort Wayne, J. N. Study; Indianapolis, Calvin Kendall No. 62
IOWA—West Liberty, Entire System
KANSAS—Hutchinson, Winans; Lawrence, Lincoln, Woodlawn
MAINE—Machias, Washington State Normal
MASSACHUSETTS—Brookline, Michael Driscoll Jr. High; Stoneham, South
MICHIGAN—Detroit, Guest
MINNESOTA—Minneapolis, Cooper
NEW JERSEY—Bernardsville, Olcott
NEW MEXICO—Albuquerque, University Heights; Van Houten, Van Houten
NEW YORK—Kenmore, Harding, Lincoln
NORTH DAKOTA—Fargo, Franklin
OHIO—Ashtabula, Columbus Jr. High; Canton, Washington, Woodland; Lockland, Entire System; Marietta, Harmar, Willard; Ravenna, Entire System
OREGON—Roseburg, Benson, Fullerton, Jr. High, Rose

PENNSYLVANIA—Hollidaysburg, Entire System; Tyronne, Entire System
TENNESSEE—Knoxville, Lincoln Park
TEXAS—Texarkana, Jr. High
UTAH—Bountiful, South Jr. High; Farmington, Farmington; Wasatch County, Entire System; Layton, Syracuse
VIRGINIA—Norfolk, Larchmont
WISCONSIN—Whitefish Bay, Cumberland, Richards; Shorewood, Entire System; Wauwatosa, Washington
WYOMING—Sheridan, Coffeen Avenue

THIRTEEN YEARS

ALABAMA—Birmingham, Martin
COLORADO—Canon City, Roosevelt Jr. High
CONNECTICUT—Darien, Hindley
ILLINOIS—Belvidere, Entire System
INDIANA—Fort Wayne, Bloomington
KANSAS—Lawrence, Pinckney
MAINE—Waterville, Myrtle Street
MASSACHUSETTS—Worcester, Thorndyke Road
MICHIGAN—Flint, Durant
NEW YORK—Ithaca, Belle Sherman, Central, East Hill, Fall Creek, Open Air, Reconstruction Home, Saint John, South Hill, West Hill; Kenmore, Roosevelt
OHIO—Columbus, Chicago Ave.; Lakewood, Madison, Taft; Steubenville, Jefferson; West Carrollton, Entire System; Willoughby, Entire System
SOUTH DAKOTA—Pierre, Entire System
UTAH—Brigham City, Lincoln, Perry; Collinston, Collinston; Corinne, Corinne; Fielding, Fielding; Garland, Garland; Howell, Howell; Plymouth, Plymouth; Portage, Portage; Tremonton, Bothwell, Ellwood; Washakie, Washakie
VERMONT—Enosburg Falls, Entire System
WASHINGTON—Spokane, Havermale Jr. High, Libby Jr. High
WISCONSIN—LaCrosse, Hogan

TWELVE YEARS

ARIZONA—Phoenix, Phoenix Jr. College
CALIFORNIA—Fortuna, Fortuna Union High
COLORADO—Gunnison, Entire System; Walsenburg, Huerfano Co. High
DISTRICT OF COLUMBIA—Washington, Blake
ILLINOIS—Lombard, Entire System
INDIANA—Indianapolis, Oscar C. McCulloch No. 5, P. S. No. 15; Terre Haute, Sandison
KANSAS—Lawrence, Lawrence Jr. High
MASSACHUSETTS—Malden, Pierce; Stoneham, Emerson
MINNESOTA—Minneapolis, Garfield
NEW HAMPSHIRE—Winchester, Thayer Sr. High
NEW JERSEY—Basking Ridge, Basking Ridge; Bernardsville, Entire System; Liberty Corner, Liberty Corner; Millington, Bonnie Brae; Summit, Summit Sr. High
NEW MEXICO—Albuquerque, N. Fourth Street
NEW YORK—Johnson City, Harry L. Johnson
OHIO—Ashland, Entire System; Canton, Henry S. Martin; East Cleveland, Superior; Fremont, Lutz; Marietta, Entire System; Nelsonville, Nelsonville Sr. High; Painesville, Roosevelt; Wooster, Walnut
RHODE ISLAND—Jamestown, Entire System

ELEVEN YEARS

ILLINOIS—Cicero, Grant; Glen Ellyn, Entire System; Hillsboro, Edison; Peoria, Harrison; Springfield, Hay-Edwards; Stockton, Entire System
INDIANA—Dunkirk, Entire System
MASSACHUSETTS—West Medford, James A. Hervey
MICHIGAN—Lansing, Walter French Jr. High
MISSOURI—St. Louis, Mallinckrodt; Webster Groves, Bristol, Goodall
NEVADA—Austin, High No. 1; Battle Mountain, Battle Mountain; Las Vegas, Manual Arts, North Las Vegas, West Side
NEW YORK—Clinton, Entire System; Ithaca, Entire System; Johnson City, Theodore Roosevelt; Oneonta, Chestnut Street
NORTH DAKOTA—Fargo, Lincoln Platoon, Roosevelt, Roosevelt Jr. High
OHIO—Findlay, Liberty Twp. Cons.; Lancaster, Cedar Heights; Lakewood, Lincoln; Nelsonville, Entire System; Toledo, Wynn; Worthington, Entire System
OREGON—Rainier, Rainier Grade No. 13
PENNSYLVANIA—Abington, Cedar Road; Ambridge, First Ward; Berwick, Fairview Avenue, 14th Street; Nesquehoning, Mauch Chunk Twp. Schools; Red Lion, Entire System
VERMONT—Ludlow, Black River Academy
VIRGINIA—Norfolk, Bay View, Robert Gatewood
WISCONSIN—Kenosha, Edward Bain; Wauwatosa, McKinley, Roosevelt
WYOMING—Cokeville, P. S. No. 8

TEN YEARS

CALIFORNIA—*Calwa City*, Calwa
 COLORADO—*Canon City*, Madison; *Fort Collins*, Laurel Street; *Greeley*, Horace Mann
 GEORGIA—*Macon*, Charles H. Bruce
 INDIANA—*Fort Wayne*, Adams Jr. High
 KANSAS—*Topeka*, Gage; *Lawrence*, McAllister, New York
 MAINE—*Brewer*, Entire System
 MARYLAND—*Hagerstown*, S. Potomac Jr. High
 MASSACHUSETTS—*Williamstown*, Broad Brook, South Center, Walter G. Mitchell
 MINNESOTA—*Minneapolis*, Calhoun, Northrup
 MISSOURI—*Kansas City*, Franklin; *St. Louis*, Eliot, Hamilton, Herzog, Madison, Pestalozzi, Shendoah, Washington
 NEW JERSEY—*Highland Park*, Lafayette No. 1; *Summit*, Jefferson
 NEW MEXICO—*Albuquerque*, Washington Jr. High; *Hot Springs*, Entire System
 NEW YORK—*Geneva*, High Street; *Ithaca*, Atypical; *Kenmore*, Special Teachers and Supervisors; *Monticello*, Monticello High
 OHIO—*Ashland*, Central Grade; *Ashtabula*, Bunker Hill; *Canton*, Belle H. Stone, Henry S. Belden; *Centerville*, Washington Twp.; *Dayton*, Gorman; *Warren*, Dickey Avenue; *Zanesville*, Special Teachers and Supervisors, McKinley
 PENNSYLVANIA—*Ambridge*, Harmony, Liberty; *Berwick*, Entire System
 VIRGINIA—*Hot Springs*, Valley Sr. High; *Portsmouth*, Thomas Jefferson; *Norfolk*, Norview High
 WASHINGTON—*Millwood*, West Valley High
 WISCONSIN—*Manitowoc*, Woodrow Wilson; *Port Washington*, Entire System

NINE YEARS

ARIZONA—*Ray*, Lincoln
 CALIFORNIA—*Carmel-by-the-Sea*, Sunset; *San Gabriel*, Potrero Heights
 COLORADO—*Colorado Springs*, West Jr. High
 INDIANA—*Fort Wayne*, Hoagland, J. H. Smart
 KENTUCKY—*Louisville*, Emma Dolinger
 MASSACHUSETTS—*Rutland*, High; *Wellesley Hills*, Gamaliel Bradford Sr. High
 MISSOURI—*Kansas City*, Manchester; *St. Louis*, Carondelet, Carr Lane, Clay, Clinton, Humboldt, Longfellow, Oak Hill, Resident Open Air, Scruggs
 NEW HAMPSHIRE—*Derry Village*, Pinkerton Academy
 NEW JERSEY—*Westfield*, Grant
 NEW YORK—*Amsterdam*, McLeary; *Glens Falls*, Big Cross Street; *Larchmont*, Murray Ave.; *Penn Yan*, Chestnut Street; *Rochester*, Samuel Lattimore No. 11; *Rome*, Barringer
 NORTH DAKOTA—*Fargo*, Hawthorne
 OHIO—*Canton*, Allen; *Norwood*, Norwood View; *Perry*, Perry; *Toledo*, Coy Elem.; *Willoughby*, Garfield; *Wooster*, Pittsburgh Ave.
 PENNSYLVANIA—*Abington*, Ardley; *Hulmeville*, Hulmeville-Middletown Twp.; *Huntingdon Valley*, Lower Moreland Elem., Lower Moreland High; *Lansdale*, Entire System; *Lansdowne*, Entire System; *Milton*, Lincoln Bldg., Curtin Bldg.; *Solebury*, Solebury Twp.
 WISCONSIN—*Manitowoc*, Lincoln High; *Wauwatosa*, Jefferson

EIGHT YEARS

ARIZONA—*Phoenix*, Alhambra
 COLORADO—*Aurora*, Entire System; *Golden*, Entire System; *Greeley*, Central Platoon
 CONNECTICUT—*Darien*, Holmes; *Greenwich*, Riverside; *Waterbury*, Bunker Hill
 DELAWARE—*Kenton*, Kenton
 IDAHO—*Naf*, Clear Creek, Standrod
 ILLINOIS—*East St. Louis*, Maplewood; *Libertyville*, Libertyville Twp. High; *Peoria*, Longfellow
 INDIANA—*Fort Wayne*, South Wayne; *Indianapolis*, P. S. No. 56; *Sullivan*, Central
 KANSAS—*Lawrence*, Cordley
 MAINE—*Houlton*, Entire System
 MASSACHUSETTS—*Gloucester*, Babson; *Waltham*, Phineas Lawrence, Samuel D. Warren
 MICHIGAN—*Berkley*, Entire System
 MISSISSIPPI—*Greenville*, Central; *Meridian*, Entire System; *Vicksburg*, Clay Street
 MISSOURI—*Kansas City*, Frances Willard; *Kirkwood*, W. W. Keyser; *St. Louis*, Central High, Cole, Grant, Meramec Hills Farm, Mullanphy, Riddick, Turner, Walbridge
 NEVADA—*Las Vegas*, Entire System
 NEW JERSEY—*Franklin*, Entire System; *Irrington*, Augusta Street
 NEW YORK—*Pine Plains*, Entire System; *Southampton*, Entire System; *Wellsville*, Martin Street; *West Nyack*, Clarkstown No. 7
 OHIO—*Akron*, Schumacher; *Bucyrus*, Holmes-Liberty Cons.; *Columbus*, Olentangy; *Dola*, Washington-Cessna; *Lakewood*, Grant-Wilson; *Logan*, Central; *Newark*, Franklin, Hazelwood, Keller, Lincoln, Riverside; *North Olmsted*, Butternut Ridge; *Ohio City*, Ohio City-Liberty Sr. High; *Port Clinton*, Entire System; *Wickliffe*, Entire System; *Willoughby*, Longfellow; *Wooster*, Entire System; *Youngstown*, Haselton
 SOUTH DAKOTA—*Sioax Falls*, Riverside, Whittier Jr. High
 UTAH—*Lucin*, Lucin; *Riverside*, Riverside; *Salt Lake City*, Woodstock
 VIRGINIA—*Warm Springs*, Mitchelltown
 WISCONSIN—*Kenosha*, Roosevelt
 WYOMING—*Laramie*, Laramie Sr. High; *Sheridan*, Linden Avenue



PIEDMONT HIGHSCHOOL

The Piedmont, California, schools have been 100 percent in NEA membership since 1920. H. W. Jones is superintendent of schools.

SEVEN YEARS

COLORADO—*Boulder*, Boulder Sr. High, Lincoln, Mapleton, Washington, Whittier; *Fort Collins*, Franklin, LaPorte Avenue, Washington; *Grand Junction*, Washington; *Greeley*, Lincoln Platoon
 DISTRICT OF COLUMBIA—*Washington*, Pierce
 FLORIDA—*Tampa*, U. M. Ybor
 GEORGIA—*Atlanta*, Faith, J. C. Harris, Jerome Jones
 IDAHO—*Pocatello*, Roosevelt, Tyhee, Washington, Whittier
 ILLINOIS—*Chicago*, Van Vlissingen
 INDIANA—*Bloomington*, Fairview; *Indianapolis*, Jas. Russell Lowell No. 51, P. S. No. 31; P. S. No. 45, William Penn No. 49; *Terre Haute*, Collett, Thornton Jr. High
 KANSAS—*Hutchinson*, Fourth Avenue; *Lawrence*, Entire System
 MASSACHUSETTS—*Belmont*, Mary Lee Burbank; *Brookline*, Heath Jr. High; *North Adams*, Johnson; *Rutland*, Entire System
 MICHIGAN—*Marshall*, Entire System; *Saginaw*, Stone
 MISSOURI—*Kansas City*, Marlborough; *St. Louis*, Adams, Bellefontaine Farms, Chouteau, Lafayette, Shaw
 NEBRASKA—*Grand Island*, Grand Island Sr. High
 NEW JERSEY—*Lincoln Park*, Entire System; *Red Bank*, Mechanic Street, Oakland Street, Red Bank Jr. High, River Street
 NEW YORK—*Batavia*, Robert Morris; *Mamaroneck*, Daniel Warren; *Olean*, P. S. No. 3; *Oneonta*, Center Street
 OHIO—*Bay Village*, Parkview Sr. High; *Canton*, Market; *Clyde*, Entire System; *Lockland*, Arlington; *London*, Entire System; *North Olmsted*, North Olmsted Sr. High; *Pemberville*, Pemberville High; *Sylvania*, Central Avenue, Hillview; *Toledo*, Clay Elem., Clay High; *Warren*, McKinley; *Youngstown*, Lincoln, Roosevelt
 SOUTH DAKOTA—*Madison*, Washington
 TENNESSEE—*Madison*, Stratton
 UTAH—*Bountiful*, Stoker; *Brigham City*, Central; *Garland*, Bear River Sr. High; *Lynn*, Junction
 VERMONT—*Burlington*, Champlain
 VIRGINIA—*Hot Springs*, Thomastown Elem.; *Millboro*, Millboro
 WASHINGTON—*Chehalis*, West Side
 WISCONSIN—*Eau Claire*, Eighth Ward, Fourth Ward, Jr. High, Ninth Ward, School for A-Typical Children, Second Ward, Seventh Ward, Tenth Ward, Third Ward, Vocational; *Jefferson*, Elementary; *Manitowoc*, Entire System; *Wausau*, Entire System
 WYOMING—*Laramie*, Stanton

SIX YEARS

ALABAMA—*Birmingham*, Henley
 ALASKA—*Haines*, Haines
 CALIFORNIA—*Colusa*, Colusa Union High; *Covello*, Round Valley Union High; *Oakland*, Melrose; *Stockton*, Monroe
 COLORADO—*Akron*, Washington County High; *Fort Collins*, Entire System
 DELAWARE—*Delaware City*, Delaware City High; *Wilmington*, Charles B. Lore
 GEORGIA—*Atlanta*, East Lake; *Slaton*, Macon, Joseph Clisby
 ILLINOIS—*Princeton*, Entire System
 INDIANA—*Indianapolis*, John McCormick No. 30, Oliver Perry Morton No. 29, P. S. No. 43; *Vincennes*, LaSalle, Tecumseh, Washington; *Wolcottville*, Entire System

IOWA—*Estherville*, Entire System; *Muscatine*, Grant
 KANSAS—*Hiawatha*, Entire System
 MASSACHUSETTS—*Arlington*, Locke; *Plymouth*, Manomet, Mt. Pleasant
 MINNESOTA—*Minneapolis*, Lowell, Van Cleave; *Stillwater*, Oak Park
 MISSISSIPPI—*Horn Lake*, Horn Lake Vocational High
 MISSOURI—*Kirkwood*, George R. Robinson, Henry Hough, John Pitman; *St. Louis*, Buder, Charles, Fanning, Gardenville, Garfield, Gratiot, John H. Schroeder, Long, L'Ouverture, Mason, Michael, Special School No. 6, Taussig Open Air, Waring, Woodward; *Webster Groves*, Avery
 NEW JERSEY—*Neptune*, Ridge Avenue, Summerfield, Whitesville; *Westfield*, Lincoln, Woodrow Wilson
 NEW MEXICO—*Jal*, Entire System
 NEW YORK—*Corning*, Northside Grammar; *Freeport*, Archer, Cleveland Avenue, Grove Street, Seaman Avenue; *Geneva*, Prospect Avenue; *Malverne*, Lakeview; *Ossining*, Roosevelt; *Penn Yan*, Liberty Street
 NORTH DAKOTA—*Minot*, McKinley
 OHIO—*Baltimore*, Liberty Union; *Barnesville*, Entire System; *Bremen*, Rushcreek Memorial High; *Canton*, Cherry, Clarendon; *Cleveland Heights*, Boulevard; *Columbus*, Mound Jr. High, Siebert Street, Stewart Avenue; *Elyria*, Edison; *Findlay*, Huber; *Fostoria*, Entire System; *Gratis*, Entire System; *Lakewood*, Garfield, Harrison, McKinley; *Mansfield*, Brinkerhoff, West Fifth; *New Lyme*, New Lyme; *New Philadelphia*, West Elem.; *North Canton*, Entire System; *Ohio City*, Entire System; *Ridgeway*, Ridgeway-Taylor Creek; *Sawyerwood*, Sawyerwood; *Steubenville*, Lincoln; *Toledo*, Oregon Twp. Public Schools; *Van Wert*, Pleasant Twp. Cons., Anthony Wayne; *Youngstown*, Wilson High, J. G. Butler
 OREGON—*Estacada*, Union High Dist. No. 6; *Forest Grove*, Entire System; *Medford*, Lincoln
 PENNSYLVANIA—*Indiana*, Sr. High
 SOUTH CAROLINA—*Clinton*, Entire System
 TEXAS—*Addison*, Addison
 UTAH—*Brigham City*, Box Elder High, Box Elder Jr. High; *Deweyville*, Deweyville; *Morgan County*, Entire System; *Promontory Station*, Boothe Valley; *Tremonton*, Thatcher; *Yost*, Yost
 VIRGINIA—*Arlington*, Henry Clay; *Lynchburg*, Fairview; *Norfolk*, Chesterfield Heights
 WASHINGTON—*Bellingham*, Bellingham Administrative Bldg.
 WISCONSIN—*Eau Claire*, Sr. High; *Jefferson*, Entire System; *Madison*, Randall; *Milwaukee*, West Milwaukee High; *Shboygan*, Horace Mann
 WYOMING—*Granger*, Entire System; *Rock Springs*, Lowell

FIVE YEARS

ALABAMA—*Tuscaloosa*, Entire System
 DELAWARE—*Ellendale*, Ellendale Dist. No. 125; *Wilmington*, S. G. Elbert
 DISTRICT OF COLUMBIA—*Washington*, Dennison Vocational, Dent, Orr
 GEORGIA—*Atlanta*, Connally
 IDAHO—*Pocatello*, Bonneville
 ILLINOIS—*Berwyn*, Irving; *Edwardsville*, Sr. High; *Eldorado*, Lincoln; *Jerseyville*, Jerseyville; *Perru*, Entire System
 INDIANA—*Freelandville*, Entire System; *Jeffersonville*, Port Fulton; *Monroe City*, Entire System; *Muncie*, Blaine Jr. High; *Nappanee*, Entire System; *Terre Haute*, Crawford, Davis Park
 IOWA—*Council Bluffs*, McMillen
 KANSAS—*Sedan*, Entire System

KENTUCKY—Bloomfield, Entire System; Louisville, Benjamin Franklin, James Russell Lowell; McCreary County, Entire System
 MASSACHUSETTS—Norwood, Shattuck; Orange, Cheney Street
 MICHIGAN—Inkster, Entire System; South Haven, Central Elem.
 MINNESOTA—Minneapolis, Tuttle; Stillwater, Nelson
 MISSISSIPPI—Biloxi, Gorenflo, Howard No. 1, Howard No. 2
 MISSOURI—Kansas City, Paseo High; St. Louis, Busch, City Hospital Sch. No. 1, Dunbar, Educational Museum, Froebel, House of Detention, Laclede, Lindenwood, Virginia Ave.
 NEVADA—Fallon, Churchill County High; Gardnerville, Consolidated Dist. "A"
 NEW HAMPSHIRE—Candia, Moore
 NEW JERSEY—Berlin, Watstown Clementon Boro; Irvington, Grove Street; Montclair, Edgemont; Plainsboro, Plainsboro
 NEW YORK—Freeport, Entire System; Hempstead, L. I., Washington; Lancaster, Colfax Heights Elem., School Street; Onondaga, East End; Penn Yan, Entire System; Solway, Sr. High
 NORTH DAKOTA—Park River, Walsh County Agricultural & Training
 OHIO—Athens, West Side; Bay Village, Entire System; Bucyrus, Bucyrus Rural, Whetstone Consolidated; Cambridge, Park S.; Campbelltown, Jackson Twp. Cen.; Canton, J. J. Burns, Cedar, Fairmount, Horace Mann, Daniel Worley; Carrollton, Entire System; Findlay, Bigelow, Strother; Columbus, Grandview Heights Public Schools; Crestline, Jefferson Consolidated; Delaware, West; East Cleveland, W. H. Kirk Jr. High; Johnstown, Entire System; Lakewood, Franklin, Roosevelt; Lebanon, Otterbein Home; LeRoy, Westfield; McGuffey, McGuffey-McDonald; Mentor, Mentor High, Mentor Salida, North Mentor; New Philadelphia, Front Avenue, Schoenbrunn Elem., South Elem., Tuscarawas Avenue; New Washington, New Washington Cons.; Pemberville, Entire System; Poland, Poland Union; Salem, Columbia Street, McKinley; Tiro, Tiro Consolidated; Troy, Kyle, Troy High; Van Wert, Franklin, Lincoln, Horace Mann, Van Wert High; Wapakoneta, Williamson; Warren, Laird Avenue; Williamsburg, Entire System; Youngstown, Harding
 OREGON—Medford, Roosevelt; Pendleton, Entire System
 PENNSYLVANIA—Honesdale, Stourbridge; Indiana, Horace Mann, Thaddeus Stevens; Johnstown, Osborne
 SOUTH CAROLINA—Newberry, Boundry, Mollohon, Spear Street, West End
 TENNESSEE—Memphis, Lions Open Air; Newcomb, Lower Rock Creek; Oneida, Musgrove; Winfield, Embury King
 UTAH—Bear River, Bear River City; Centerville, Centerville, Clearfield, Clinton, West Point; Kaysville, Davis Sr. High, Kaysville; Park Valley, Park Valley; Salt Lake City, Lincoln School Granite Dist.; Snowville, Snowville
 VIRGINIA—Burnsville, Burnsville; Lynchburg, Robert E. Lee Jr. High; Williamsburg, Williamsburg
 WASHINGTON—Chehalis, Entire System
 WEST VIRGINIA—Wardensville, Wardensville Sr. High
 WISCONSIN—Kohler, Entire System; Sheboygan, U. S. Grant
 WYOMING—Cokeville, Entire System; Laramie, Whiting; Rock Springs, Roosevelt

FOUR YEARS

ALABAMA—Baileytown, Hulaco No. 3; Chilton County, Entire System; Hanceville, Center No. 31, Pleasant Hill No. 29; Jacksonville, State Teachers College
 CALIFORNIA—Santa Cruz, Grant, Laurel
 COLORADO—Colorado Springs, Administration Bldg., Bristol; Como, Como No. 9; Greeley, Gipson; Gunnison, County High; Kit Carson, Kit Carson High; Trinidad, Entire System
 DELAWARE—Blades, Blades; Clayton, Clayton Dist. No. 119; Farmington, Farmington; Ocean View, Gumboro
 DISTRICT OF COLUMBIA—Washington, Randle Highlands, Summer-Magruder
 FLORIDA—South Miami, Coconut Grove
 GEORGIA—Atlanta, Clark Howell, Lula L. Kingsbury, I. N. Ragsdale
 IDAHO—Pocatello, Emerson
 ILLINOIS—Bloomington, Edwards; Elmhurst, York Community High; Havana, Oak Grove; Peoria, Douglas, Glen Oak, Von Steuben; Warrenville, Seraph Warren Holmes; Waukegan, Andrew Cooke, North
 INDIANA—Brazil, Pinckley; Cicero, Entire System; Columbus, Jefferson; Evansville, Stringtown; Freeelandville, Brick Consolidated; Indianapolis, P. S. No. 12, P. S. No. 76, Daniel Webster No. 46; Jeffersonville, Chestnut Street; Sullivan, Junior High; Terre Haute, Thompson; Union City, Entire System
 IOWA—Davenport, Monroe, Oral Deaf; Dubuque, Bryant, Fulton, Jackson, Jefferson Jr. High, Lincoln, Marshall
 KANSAS—Kansas City, Roesland Dist. No. 92; Kiowa, Entire System; Topeka, Quinton Heights
 KENTUCKY—Campbell County, Entire System; Louisville, John Marshall
 LOUISIANA—Addis, Levert-Addis; Varnado, Varnado High
 MAINE—Camden, Sr. High

MARYLAND—Chesapeake City, Chesapeake City Elem.
 MASSACHUSETTS—Hanover, Salmond; Stoneham, East; Swampscott, Machon; Wellesley, John D. Hardy; Wellesley Hills, Annie F. Warren; West Springfield, Kings Highway; Williamstown, Entire System
 MISSISSIPPI—Jackson, Barr, Davis, Galloway, George, Poindexter, Whitefield
 MISSOURI—Kirkwood, Entire System; St. Louis, Banneker, Emerson, Henry, Shepard, Woerner; Springfield, Boyd
 NEVADA—Lovelock, Pershing County High; Minden, Consolidated Dist. "B"
 NEW JERSEY—Elizabeth, William Livingston No. 10; Helmetta, Helmetta No. 1; Irvington, Chancellor Ave.; Moorestown, Moorestown Jr. High; New Providence, Entire System; Oakhurst, Oakhurst
 NEW MEXICO—Albuquerque, Longfellow
 NEW YORK—Great Neck, Arrandale; Hicksville, East Street Elem.; Malverne, Davison Avenue, Lindner Place; Olean, Entire System
 NORTH CAROLINA—Charlotte, Central Sr. High
 NORTH DAKOTA—Park River, Entire System
 OHIO—Bucyrus, Central, Crawford, Kearsley, Kilbourne, Lincoln, Norton; Canton, Gibbs; Cleveland Heights, Taylor; Columbus, Milfin High, Pilgrim, Sunbury; Crawford County, Entire System; Dover, South Avenue; East Cleveland, Shaw High; Findlay, Adams Sr. High; Holland, Crissey; Medina, York Cons. Rural; Milford, Entire System; Salem, Fourth Street; Sulphur Springs, Sulphur Springs Cons.; Warren, First Street
 OREGON—Eugene, Whiteaker; Gresham, Gresham Union High; Medford, Jackson, Washington
 PENNSYLVANIA—Ambridge, Fourth Ward
 SOUTH CAROLINA—Clearwater, Clearwater; Johns Island, Johns Island High; Lexington, Entire System; Newberry, Jr. High, Oakland
 TENNESSEE—Knoxville, Claxton, Lockett, Lonsdale; Memphis, Riverside
 TEXAS—Amarillo, Wolfing; Dallas, Idlewild School of Dallas County; Houston, Hawthorne
 UTAH—Box Elder County, Entire System; Clearfield, Clearfield; Enterprise, Enterprise; Hurricane, Hurricane Elem.; Hurricane Sr. High; St. George, Woodward High; Salt Lake City, Sherman, Woodrow Wilson; San Juan County, Entire System
 VIRGINIA—Hot Springs, Ashwood; Norfolk, J. E. B. Stuart; Portsmouth, Deep Creek; Warm Springs, Warm Springs; West Norfolk, West Norfolk
 WASHINGTON—Tacoma, Clover Park Jr.-Sr. High
 WISCONSIN—Eau Claire, Entire System; Green Bay, Chappell; Madison, Longfellow
 WYOMING—Rock Springs, Rock Springs Jr. High, Washington

THREE YEARS

ALABAMA—Cullman County, Entire System; Ozark, Dale County Jr.-Sr. High; Shelby County, Entire System
 ALASKA—Buckland, Buckland; Nenana, Mission
 ARIZONA—Williams, Entire System
 ARKANSAS—Osceola, Entire System; Russellville, Central Ward
 CALIFORNIA—Littlerock, Keppel Union
 CONNECTICUT—Greenwich, Byram
 COLORADO—Leadville, Central, Leadville Sr. High
 DELAWARE—Wilmington, Alexis I. DuPont Special School Dist.
 FLORIDA—Miami, Coral Way Elem.
 GEORGIA—Atlanta, Fair Street; Macon, Fort Hawkins
 IDAHO—Pocatello, Franklin Jr. High
 ILLINOIS—Beardstown, Beard, Lincoln, Washington; Beryon, Emmerson; Chatsworth, Chatsworth Twp. Sr. High; Chicago, West Pullman; East St. Louis, Alta Sita; Gurnee, Warren Twp. High; Havana, Riverview, Rockwell; Marshall, Marshall High; Neponset, Neponset Twp. High; Peoria, Whittier; Waukegan, Glen Flora, West
 INDIANA—Ft. Wayne, Central High; Griffith, Griffith Public; Hammond, Edison, Maywood; Indianapolis, P. S. No. 32, P. S. No. 70; Lafayette, Washington; Prairieton, Prairieton Public; South Bend, Wagner; Terre Haute, Weldele, Fairbanks
 IOWA—Davenport, Admin. Office, Young Intermediate
 KENTUCKY—Harlan, Central Elementary, Harlan Sr. High; Louisville, Cedar Street; Newport, East Clifton, Ninth Street, Tenth Street, York Street; Russellville, Entire System
 MAINE—Saco, Nonesuch
 MASSACHUSETTS—Belchertown, Belchertown Center; Malden, Charles A. Daniels; Melrose, D. W. Gooch; Pembroke, Central; Wellesley Hills, Seldon L. Brown; Worcester, Greendale
 MICHIGAN—Detroit, White Special; Saginaw, Hoyt
 MINNESOTA—Minneapolis, Monroe
 MISSISSIPPI—Biloxi, Entire System; Louise, Consolidated; Moss Point, Entire System
 MISSOURI—Kirkwood, North Glen Dale; St. Louis, Nottingham Avenue, St. Louis Childrens Hospital, Southwest High, Special School No. 10, West Belle
 NEW JERSEY—Hillside, Saybrook; Newark, Waverly Avenue; Trenton, Franklin; Union, Union Sr. High; Westfield, Franklin
 NEW YORK—Cornwall, Cornwall Sr. High; East Hampton, Entire System; Geneva, Cortland Street; Huntington, L. I., Entire System; Lancaster, Entire System; Oneida, Seneca Street
 NORTH CAROLINA—Charlotte, Glenwood, Hickory Grove, Seversville; Greensboro, Jacksonville; Winston-Salem, West End

NORTH DAKOTA—Fargo, Clara Barton
 OHIO—Ashabula, State Avenue; Bucyrus, Entire System; Canton, Hartford, Summit, Wells; Cleveland Heights, Noble; Columbus, Linden; Dover, Second Street; Elmwood Park, Entire System; Findlay, Entire System; Lakewood, Harding Jr. High; Mentor, Mentor Village; Painesville, Concord Community, Merrick Hutchinson; Pickerington, Violet Twp.; Rocky River, Beach; Salem, Prospect, Reilly; Sycamore, Entire System; Van Wert, Entire System; Zanesville, Bell
 OREGON—Nyssa, Nyssa Public
 SOUTH CAROLINA—Columbia, Arden, Taylor
 TENNESSEE—Knoxville, Sequoyah, Staub; Memphis, Bethel Grove
 TEXAS—Amarillo, Alice Landergin
 UTAH—Blanding, San Juan High; Bluff, Bluff; Davis County, Entire System; Monticello, Horsehead, Ucolo
 VIRGINIA—Bath County, Entire System; Clifton Forge, Deeds; Petersburg, D. M. Brown; Portsmouth, Sixth Avenue; Roanoke, Jamison, Virginia Heights
 WASHINGTON—Opportunity, Opportunity Dist. No. 162
 WISCONSIN—Sheboygan, Longfellow, Sheridan; Verona, Verona Union High

TWO YEARS

ALASKA—Dillingham, Snag Point; Nome, Entire System; Wainwright, U. S. I. O. Day
 ARIZONA—Patagonia, Grammar; Peoria, Dysart; Phoenix, North Union High
 COLORADO—Colorado Springs, Lowell; Hayden, Edison; Leadville, Entire System; Sugar City, Entire System
 CONNECTICUT—Essex, Public
 DELAWARE—Laurel, Sycamore
 DISTRICT OF COLUMBIA—Washington, Hardy
 GEORGIA—Atlanta, Sylvan Hills
 ILLINOIS—Beardstown, Central; Bloomington, Washington; Colfax, Colfax Comm. High; Dixon, Loveland; Havana, Central; Highland Park, Ravinia; LaGrange, Oak, Ogden; Reddick, Reddick Grade; Warrensburg, Warrensburg Com. High; Waukegan, Entire System
 INDIANA—Anderson, Hazelwood; Bluffton, Columbian; Hammond, Gene Stratton Porter; Indianapolis, Booker T. Washington Jr. High, Christian Park No. 82, Speedway Public Schools; Lafayette, Highland; Lakeview, Lakeview High; Lynn, Entire System; Muncie, McKinley Elem., Royertown; Selma, Selma Consolidated High; Southport, Southport High; Sullivan, Entire System; Tell City, Troy Consolidated; Terre Haute, Honey Creek High, Maryland; Washington, Entire System; Winchester, Morton Bldg.
 IOWA—Davenport, Grant, Lincoln, Taylor, Washington; Newton, Lincoln
 KENTUCKY—Columbia, Entire System; Harlan, Entire System; Hopkinsville, Belmont; Newport, Entire System
 LOUISIANA—Chamberlin, Devall Consolidated; Port Allen, Port Allen
 MAINE—Rockport, Rockport Senior; South Portland, Hutchins
 MARYLAND—Poolesville, Poolesville Sr. High; Waldorf, Waldorf Elem.
 MASSACHUSETTS—Leominster, Bennett; Lexington, Franklin; Medford, Hancock; Springfield, School Street; West Concord, Harvey Wheeler-West Concord
 MICHIGAN—Detroit, M. M. Rose; Jackson, Pleasant; Saginaw, Emerson, Longfellow
 MISSISSIPPI—Drew, Wade Consolidated
 MISSOURI—Richmond Heights, West Richmond; St. Louis, Bryan Hill, Cupples, Fremont, Koch Hospital School, Lowell, Scullin, Special No. 5, Special No. 9, Special No. 12; St. Louis County, Bel Nor, Garfield, Harrison, Jefferson, Lincoln, McKinley, Washington; Webster Groves, Douglass High
 MONTANA—Glendive, Lincoln Bldg.
 NEW HAMPSHIRE—Ossipee Center, Ossipee Center
 NEW JERSEY—Belleville, Magnolia Street S. No. 4; East Orange, Elmwood; Highland Park, Irving S. No. 3; Springfield, Jonathan Dayton Regional High
 NEW MEXICO—Taos, Taos Municipal
 NEW YORK—Hicksville, Nicholai Street; Hillburn, Hillburn Union; North Tonawanda, Pine Woods, Wurlitzer; Tuckahoe, Waverly; Wellsville, Brooklyn
 NORTH CAROLINA—Kannapolis, Entire System
 NORTH DAKOTA—Minot, Roosevelt
 OHIO—Andover, Entire System; Cambridge, Marquand, Oakland; Canton, West North; Cleveland, Garnett, Longmead, Gilles Sweet; Cleveland Heights, Canterbury, Coventry Elem.; Columbus, Fulton, Mt. Vernon; Conway, Entire System; Dayton, Ruskin; Elyria, Allen; Hamilton, Fairfield Township, Union Twp.; Holland, Springfield Twp. Schools; Macedonia, Macedonia Rural; Mentor, Mentor Elem.; Pierpont, Pierpont Rural; Prospect, Entire System; Salem, Entire System; Somerville, Somerville; Van Wert, Marsh; Wapakoneta, Second Ward; West Alexandria, Lanier Twp. Rural; Willoughby, Kirtland High; Youngstown, Oak, South Ave.
 OKLAHOMA—Oklahoma City, Wilson
 OREGON—Ashland, Jr. High; Eugene, Lincoln; Nyssa, Entire System; Wallawa, Entire System
 PENNSYLVANIA—Indiana, Entire System; Johnstown, Horner, Maple Park, Roxbury; Pottsville, County Supts. Office; Royersford, Royersford Borough
 RHODE ISLAND—Westerly, Elm Street

SOUTH CAROLINA—Bethune, Bethune; Bowman, Bowman; Ellmore, Entire System; McColl, McColl Grammar; North, Sawyerdale; Norway, Willow High
SOUTH DAKOTA—Aberdeen, Entire System; Miller, Entire System
TEXAS—Amarillo, Sam Houston Jr. High, McKinley, Wilson
UTAH—Millard County, Entire System; Salt Lake City, Lafayette; Washington County, Entire System
VIRGINIA—Glen Allen, Short Pump; Norfolk, Campostella Heights, Robert E. Lee; Winchester, John Kerr
WASHINGTON—Centralia, Entire System; Puyallup, Clover Park High
WEST VIRGINIA—Huntington, Jefferson; Ward, Ward
WISCONSIN—Green Bay, Bayview Dist. No. 6, Elmore, Nicolet Elem.; LaCrosse, Washington; New Holstein, Entire System; Sheboygan, Central High, Lincoln, North High, Washington; Wauwatosa, Lincoln
WYOMING—Midwest, Midwest Jr. High

CURRENT YEAR

ALABAMA—Birmingham, McDonald Chapel; Walker County, Entire System
ALASKA—Bethel, Bethel Territorial
ARIZONA—Phoenix, Entire System; Ray, Entire System
ARKANSAS—El Dorado, Sandy Land Sr. High; West Ridge, Mississippi County High
CALIFORNIA—Carmel, Carmel High; Fairfax, Fairfax; Livermore, Livermore Elem.; Los Angeles, Santa Barbara Ave.; Montebello, Greenwood; Suisun, Crystal Elem.; Vallejo, Grant
COLORADO—Dove Creek, Cedar Point, Urado; Estes Park, High; Fort Collins, Mame R. Harris; Grand Junction, Emerson, Lincoln; Greeley, Greeley High; Sopris, Las Animas County High
CONNECTICUT—Essex, Ivoryton; Greenwich, Glenville; Christiana, Christiana; Frankford, Houston; Hartly, Hartly; Millsboro, Millsboro Public; Roxana, Roxana; Smyrna, John Bassett Moore; Wilmington, P. S. No. 5, P. S. No. 21
DISTRICT OF COLUMBIA—Washington, Blow, Health, Jackson, Jesse Lee Reno, Military Rd.
GEORGIA—Americus, New Era Cons.; Atlanta, Formwalt, Home Park
IDAHO—Hailey, Hailey; Pocatello, Entire System
ILLINOIS—Barrington, Entire System; Chicago, Froebel, Jackson, Mayfair; Chillicothe, Pearce Grade; Grand Tower, Grand Tower Com. High; La Grange, Entire System; Livingston, Livingston; Mansfield, Community High; Mt. Carmel, Longfellow; Ohio, Ohio Grade; Sidney, Sidney Community High; Spring Valley, Logan; Waukegan, Whittier; Westchester, Westchester Public
INDIANA—Anderson, North Anderson Elem. & Jr. High, Shadeland; Bluffton, Allen-Bluffton High, Central, Washington Park; Bruceville, Aliceville; Chalmers, Chalmers; Columbia City, McLallen; DeSota, Delaware Twp.; Gaston, Harrison Twp.; Howe, Scott High; Jeffersonville, Jr. High, Rose Hill; Knightstown, Central; La Fayette, Langlois, Lincoln; Mishawaka, Twin Branch; Napoleon, Entire System; New Augusta, Pike Twp. Cons.; North Liberty, Entire System; Terre Haute, Youngstown; Whiting, South Side; Winchester, Entire System

IOWA—Davenport, Jefferson, Madison, McKinley; Des Moines, Oak Park
KANSAS—Emporia, Maynard, Union; Girard, Office of the County Supt.; Colby, Entire System; Horton, Entire System; Medicine Lodge, Entire System; Topeka, Potwin
KENTUCKY—Louisville, George W. Morris, George Washington; Newport, Grandview, Newport Jr. High, Special Tchrs.; Wallins Creek, Entire System
LOUISIANA—Port Eads, Port Eads
MAINE—Bangor, Fairmount; Castine, Eastern State Normal
MARYLAND—Fairland, Fairland; Laytonsville, Laytonsville Elem.; Silver Spring, Glenmont Elem.
MASSACHUSETTS—Carver, Carver Center; Lexington, Adams; Melrose, Warren; Middleboro, West Side; Milton, Tucker; Newtonville, Newton High; Springfield, Samuel Bowles; West Springfield, John Ashley, Main Street, Memorial Avenue, Mittineague, Park Avenue
MICHIGAN—Dearborn, Robert Oakman; Detroit, Clippert, Huber-Dwyer; Kaleva, Kaleva; Saginaw, Jessie Loomis
MINNESOTA—Minneapolis, Bremer, George Bancroft, Horace Mann, John A. Johnson, John A. Logan, Motley, Portland, Ross, Windom; Rochester, Rochester Jr. High
MISSISSIPPI—Greenville, Court; Pascagoula, Entire System; Ruleville, Entire System; Vicksburg, Bowman Ave.
MISSOURI—Kansas City, Martin; St. Louis, Ames, Benton, Carr, Columbia, Dessalines, Dozier, Gundlach, Horace Mann, Kennard, Lyon, Penrose, Shriners Hospital School, Special No. 3, Special No. 4, Wheatley
NEVADA—Austin, Smith Creek; Lovelock, Lake Consolidated
NEW HAMPSHIRE—Alstead, Vilas High; Reed's Ferry, McGaw Normal Institute
NEW JERSEY—Glassboro, South Glassboro; Summit, Hamilton; Trenton, McClellan; Wanamassa, Wanamassa
NEW MEXICO—Albuquerque, Jefferson Jr. High; Roswell, Highland; Taos, Entire System
NEW YORK—Corning, Public S. No. 1; Great Neck, Lakeville; Marion, Central; North Tonawanda, Col. Payne; Westhampton Beach, Entire System
NORTH CAROLINA—Charlotte, Elizabeth, Plaza Road, Wesley Heights; Rocky Mount, Entire System; Winston-Salem, Ardmore, Admin. Bldg., Children's Home School, Fairview, Forest Park, Granville, South Park
NORTH DAKOTA—Fargo, Horace Mann, Woodrow Wilson; Minot, Jr. High, Sunnyside, Washington
OHIO—Akron, Fairlawn, Margaret Park, Rimer, Windemere; Ashtabula, Jackson; Brookville, Pyromont Special, Wengerlawn; Cambridge, Glass Plant, Ninth St.; Camden, Entire System, Israel Twp.; Cincinnati, Vine; Clayton, Clayton Cons.; Cleveland, London, Thomas Jefferson Jr. High; Cleveland Heights, Roxboro Elem.; Collinsville, Milford Twp. Elem.; Columbus, Mifflin Twp. Schools; Dayton, Fairmont High, Longfellow, Wayne Twp., Wogoman; Delaware, North; Dover, Dover Avenue Bldg.; East Canton, Osnaburg Twp. High; Elyria, Ely, Franklin, Gates Hosp. School for Crippled Children, Jefferson Jr. High; Englewood, Randolph Village; Euclid, Noble; Germantown, Germantown Village; Hartsville, Lake Twp.; Jamestown, Ross Twp. Centralized; Lakewood, Admin. Bldg., Emerson Jr. High;

Marion, Dallas Rural, Scott Twp.; Marshallville, Baughman Twp.; Meeker, Montgomery Twp. Rural Cons.; Middletown, Maple Park; Milton Center, Milton Twp. Rural Cons.; Newark, Central, Cherry Valley, Conrad, Hudson Ave., Mound, Texas, Woodrow Wilson Jr. High, Woodside; Newcomerstown, High, Jr. High; New Lebanon, Johnsville-New Lebanon, Perry Twp.; New Middletown, New Middletown; New Philadelphia, Joseph Welty Jr. High; Norwood, Entire System; Okeana, Morgan Twp.; Oxford, Stewart Sr. High; Painesville, Leroy Rural; Ross, Ross Twp. Rural; Roundhead, Roundhead Rural; Steubenville, Harding, Roosevelt; Struthers, Sexton Street; Sylvania, Maplewood; Toledo, Glann, Glendale, Martin, Mt. Vernon; Trenton, Entire System, Wayne Twp.; Wapakoneta, Blume High; West Middletown, West Middletown; Whitehouse, Entire System; Wickliffe, Lincoln
OKLAHOMA—Oklahoma City, Bath, Gatewood, Harmony, Lafayette; Ponca City, Roosevelt; Tulsa, Osage
OREGON—Ashland, Entire System; Eugene, Edison, University Sr. High; Forest Grove, Central, Lincoln; Hardman, Hardman Union High; Pendleton, Pendleton Jr. High; Stayton, Entire System; The Dalles, Colonel Wright
PENNSYLVANIA—Bristol, Edgely Elem.; Buck Run, Buck Run; Coplay, Egypt Public; Croydon, Croydon, Maple Shade Bldg.; Downingtown, Downingtown Industrial; Driftwood, Gibson Twp.; Emporium, West Ward; Feasterville, Lower Southampton Twp.; Garrett Hill, Rosemont; Johnstown, Somerset Street; Langhorne, Langhorne Manor, South Langhorne; Newportville, Newportville; Newton, Newton Boro; Richboro, Northampton Twp.; State College, Ferguson Township; Yardley, Yardley High
RHODE ISLAND—Cranston, Princess Avenue
SOUTH CAROLINA—Greenville, Hayne, Stone; McColl, McColl High
TENNESSEE—Clarksville, Austin Peay Normal; Nashville, Central
TEXAS—Falfurrias, Falfurrias High; Houston, Jefferson
UTAH—Bacchus, Bacchus; Central, Central Elem.; Clearfield, North Jr. High; Gunlock, Gunlock Elem.; Holladay, Holladay, Irving, Oakwood; Iron County, Entire System; Monticello, Lockerby; Murray, Monroe; New Harmony, New Harmony Elem.; Salt Lake City, Admin. Office, Cyprus Jr. High, Garfield, Madison, Roosevelt, William Penn; Virgin, Virgin Elem.
VERMONT—Burlington, Lawrence Barnes
VIRGINIA—Armstrong, Wilderness; East Falls Church, Chesterbrook; Norfolk, Patrick Henry; Portsmouth, Cooke Street, Westhaven; Roanoke, Oakland
WASHINGTON—Maple Valley, Maple Valley Grade; Port Angeles, Callam Bay; Tacoma, Collins Dist. No. 107; Yakima, Council of Supervisors
WEST VIRGINIA—Big Chimney, Big Chimney; Camp Creek, Camp Creek; Clarksburg, Summit Park Jr. High; Ghent, Ghent; Huntington, Cox Landing; Vivian, Vivian Elem.
WISCONSIN—Green Bay, Jefferson; Ripon, Entire System; Sheboygan, Franklin; Wauwatosa, Supervisors
WYOMING—Buffalo, Johnson County Sr. High; Casper, Washington; Wheatland, Wheatland Sr. High

[Cont. from page 288] Secretary Givens sent Howard Dawson of the NEA to our aid. Dr. Dawson gave a splendid talk and was vigorous and effective in the discussion that followed. The result was that the vote stood 86 superintendents in favor of tenure and only 10 opposed, whereas previous to the debate we had a clear indication of a large majority opposed to any form of tenure. Here is a clearcut instance of the direct, important service the NEA can give in time of need."

Dr. Cody Honored

☆ THE THURSDAY EVENING meeting (October 24) of Region One of the Michigan Education Association was dedicated to Frank Cody, superintendent of Detroit public schools, and past president of the Michigan association and of the Department of Superintendence of the NEA. The Golden Jubilee meeting was in honor of Dr. Cody's fifty years of service in education.

School Employees and the Draft

☆ THE NATIONAL COMMITTEE ON EDUCATION AND DEFENSE, after conferences with the Selective Service officials, advises that schoolboards, as employers, may properly request local draft boards to grant deferment of selection of any of their employees whose removal would jeopardize fundamental operations of the school system. In making such requests, it is suggested that schoolboards observe the following policies:

[1] In the case of an employee whose service in the schools would probably contribute more fully to "maintenance of the national health, safety, and interest" than his service in the armed forces, the schoolboard should feel free to take the initiative in requesting deferment without prejudice to the patriotism of the board or of the employee.

[2] No considerations of mere admin-

istrative convenience would justify a request for deferment of an employee.

[3] No request for deferment would be justified if a reasonably competent temporary substitute for the employee can be secured.

No forms for furnishing information regarding occupational deferment of teachers will be available. It is recommended that a brief letter be written to the local draft board, setting out the essential information regarding the individual's activities and the request for deferment.

Preparing for the Boston Meeting

☆ MANY of our readers will combine their journey to the Boston convention of the NEA with a pilgrimage to historic shrines. Such a trip can be made doubly fruitful by reading and study in advance. A delightful recent book in this connection is *A Southerner Discovers New England* by Jonathan Daniels. Macmillan, 1940, 398p. \$3. [Cont. on page A-158]

No!



?



Yes!

73 percent of the public think education is not overemphasized.

85 percent think that youth today receive a better education than their parents got.

The November Research Bulletin presents the results of a nationwide poll of public opinion. The American Youth Commission arranged for the American Institute of Public Opinion to collect and tabulate the facts. This work was completed early in the fall of 1940. The results are made available thru the NEA Research Division.

What People Think about Youth and Education

Research Bulletin
36 pages

November 1940
25 cents

DISCOUNTS ON QUANTITIES:

2-9 copies, 10 percent; 10-99 copies, 25 percent;
100 or more copies, 33 1/3 percent.

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

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



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This new, 1941 Table Model has many great features, including not 4 or 5, but 6 RCA Victor Preferred Type Tubes! Excellent volume and tone. Surprisingly low in cost!

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neers, designers, production men and purchasing agents virtually performed miracles!

When you see and hear this radio you will agree their efforts were well worthwhile. For it gives you Electric Tuning for five stations, American and foreign reception, built-in Magic Loop Antenna, adequate volume for any classroom, and many other great performance and convenience features!

In addition, Model 16T-3 is amazingly low in cost. Visit your RCA Victor dealer—or mail coupon!

**Modern Schools
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NEA Affiliation

☆ THE NATIONAL EDUCATION ASSOCIATION thru its officers, its Headquarters staff, its publications is prepared to help local teachers associations with their professional problems. This help may be secured thru affiliation of a local group. It is, therefore, timely to urge that all teachers associations affiliate directly with the NEA. The annual dues are \$5. Affiliation will bring to your association the following:

The NEA JOURNAL (9 issues)
NEA Research Bulletin (5 issues)
Annual Volume of Proceedings
News Bulletin and Official Report of the Department of Classroom Teachers.

There are now more than 1000 local groups that have established this relationship. If your organization has not taken this step, a cordial invitation is extended to you to take this important step at once. Write to the NEA Division of Affiliated Associations, 1201 Sixteenth Street Northwest, Washington, D. C., for further information.

The Lesson of Visionary Courage

☆ IN 1848 the U. S. waged war on Mexico. In 1849 Henry David Thoreau, living at Concord, Mass., wrote an essay "On the Duty of Civil Disobedience," voicing his disapproval. He further demonstrated his disapproval by refusing to pay his poll tax. As a consequence, he was arrested and had to spend one night in jail. No one, of course, gave much attention to the event. Some of his friends doubtless thought it was a shame that such an able naturalist should make a spectacle of himself. Others called him a publicity seeker; today we might say a "crackpot."

Let's shift the scene now to India some eighty years later. Webb Miller, foreign correspondent, is interviewing Mahatma Gandhi: "Did you ever read an American writer named Henry D. Thoreau?" Gandhi's eyes brighten. "Why, of course, I read his *Walden* first in 1906 and his ideas influenced me greatly. I adopted some of them. Why, I actually took the name of my movement from Thoreau's essay, 'On the Duty of Civil Disobedience.'"

Several years later, Webb Miller stood beside Thoreau's grave at Concord and wondered: "What would Thoreau think if he could know that his ideas and one night in the Concord jail had directly influenced the current of history and the lives of 350,000,000 Indians three generations later?"—From the annual report of the president of the Lansing (Michigan) District Teachers Club.

Parents Appreciate the Journal

☆ DO YOU ENCOURAGE the parents of your students to read the JOURNAL? A mother recently wrote: "I should like to subscribe to the NEA JOURNAL. I have read several issues of it and consider it as invaluable to parents as to teachers!"

What Shall We Do To Increase the Health and Physical Fitness of Our Youth?

☆ A COMMITTEE of the American Association for Health, Physical Education, and Recreation (an NEA Department) recommends a plan of action providing:

[A] *Health Education*—in every school, under direction of school authorities.

[1] Health service—for all boys and girls in school:

[a] Health appraisal—including both physical and mental aspects of a wholesome organism.

[b] Follow-up—to secure correction of defects, changes of regimen, adjustment of outlooks and attitudes. The school must see that the needed health service is rendered.

[2] Healthful school living—school housing and sanitation; schedules of work and recreation; proper rhythms of strain and relaxation; happy, cordial relationships between teachers and pupils.

[3] Health instruction—expert teaching and supervision by worthy exemplars of the teaching in all the grades, including the highschool, of scientific health facts with their personal interpretation.

[B] *Physical Education*—In every school under direction of school authorities:

[1] Liberal time allotments for vigorous physical play in elementary schools.

[2] A minimum of 60 minutes a day in secondary schools, utilizing the afternoon hours for sports, hikes, constructive physical work, and conditioning exercises; under medical supervision, with adequate facilities and teaching personnel.

[3] The provision of school camps; for vacation experiences, week-end hikes, and physical work activities such as soil conservation, camp construction, forest preservation, road and trail building.

[C] *Recreation*: [1] Preparation of recreational leadership for Army and Navy needs.

[2] Preparation of recreational leadership for communities.

[D] *Federal Aid*—allotted to the states to provide for teacher preparation; improvement of facilities; salaries for administration, supervision, and teaching; construction, operation, and maintenance of school camps.

Dr. Malcolm Price

☆ IS THE NEW PRESIDENT of the Iowa State Teachers College at Cedar Falls. He succeeds President O. R. Lathrop, who died during the summer.

Program of the National Congress of Parents and Teachers

☆ THE BOARD OF MANAGERS of the National Congress of Parents and Teachers at its meeting in September adopted for 1940-41 a national legislative program which includes: Abolition of compulsory block booking and blind selling of motion pictures; federal aid for education, federal funds to be spent with minimum federal control and maximum local support for equalization of educational opportunity among the several states on a basis of need while maximum effort is encouraged by the states; adequate support of federal educational services; election of a school-board by the District of Columbia; opposition to advertising of intoxicating liquor; and opposition to legalizing a national lottery.

A Good Project for Local Associations

☆ VIRTUALLY EVERY CHILD in America is reading color "comic" magazines—a poisonous mushroom growth of the last two years. Ten million copies of these sex-horror serials are sold every month. One million dollars are taken from the pockets of America's children in exchange for graphic insanity.

Frankly we were not perturbed when we first heard about the rise of the action "comics." We imagined (as do most parents) that they were no worse than the "funnies" in the newspapers. But a careful examination of the 108 periodicals now on the stands shocked us into activity. At least 70 percent of the total were of a nature no respectable newspaper would think of accepting.

Save for a scattering of more or less innocuous "gag" comics and some reprints of newspaper strips, we found that the bulk of these lurid publications depend for their appeal upon mayhem, murder, torture and abduction—often with a child as the victim. Superman heroics, voluptuous females in scanty attire, blazing machine guns, hooded "justice," and cheap political propaganda were to be found on almost every page.

The old dime novels in which an occasional redskin bit the dust were classic literature compared to the sadistic drivel pouring from the presses today. . . . Unless we want a coming generation even more ferocious than the present one, parents and teachers [Cont. on page A-160]

345

bulletins, reports, yearbooks

in the following subject classifications are included in the latest List of Publications of the National Education Association and its departments.

Administration	Personnel Practices and Problems
Adult Education	Research in Education
Buildings and Equipment	Rural Education
Character and Guidance	Safety Education
Commencement Material	Salaries and Economic Welfare
Curriculum and Classroom Aids	Retirement
Educational Interpretation	Supervision
Federal Government and Education	Teacher Welfare
Financing Education	Teaching Profession
Health, Physical Education and Recreation	Teacher Education
International Relations	Tenure
Legislation and Law	Tests, Measurement, and Intelligence
Methods in Education	Youth Problems

Copy of this List of Publications will be sent on request, without charge.

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Please send me list of publications of the Association and its departments.

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Address _____

State _____

The National Home Library Foundation ANNOUNCES

*New and Important Titles On the General Welfare at
Amazingly Low Prices*

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3. The Price of Freedom Henry A. Wallace 25¢
4. Rural America Lights Up Harry Slattery 25¢
5. Now They Are Men J. J. McEntee 25¢
6. Protecting Your Dollars Gerhart A. Gesell 50¢
7. The Common Defense George Rowe 25¢
8. Our Forests David Cushman Coyle 25¢
9. G. Hovah Explains Donald Richberg 15¢
10. You And I Rufus Gunn King, Jr. 15¢
11. Do You Know Labor James Myers 50¢
12. A Search For A Happy Country M. F. Washburne 50¢

Also

A Beautiful Christmas Edition of the Famous
Biographical Study of Jefferson

By ALBERT J. NOCK

Paper 50¢—cloth 75¢ Gift edition, boxed, \$1.00

THE NATIONAL HOME LIBRARY FOUNDATION
Washington, D. C.

Art Education

A limited quantity of the 1939 Bulletin of the Department of Art Education of the National Education Association is now available.

Containing 45 papers, this book includes records of the Department's meetings at both the Cleveland and San Francisco conventions. Edited by Clara MacGowan, Northwestern University.

Art Education is discussed at the elementary, secondary, university and adult levels. A section of the Bulletin also deals with "Guiding the Young Art Teacher," and another with "Education of the Art Teacher: Four Years of Undergraduate Work".

Some of the other subjects discussed are—what the art museum can and should do in its community to be as useful as possible? Art in the Modern World, The Basis of Criticism of Modern Art, Marionettes, Art in the Village, Modern Dance, Prints, Motion Pictures, etc.

This publication will be of immediate interest not only to art educators, but also to all those interested in the educational philosophy and continued growth of the fine arts in American culture.

Price \$1.00

188 pages

Copies of the 1937 and 1938 Bulletins of the Department of Art Education are available, the former at 40¢ and the latter at 50¢ a copy.

Orders which amount to \$1.00 or less must be accompanied by funds.

Carriage charges will be prepaid on cash orders but orders not accompanied by cash will be billed with carriage charges included.

Order from

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

[Cont. from page 158] thruout America must band together to break the "comic" magazine.

But, of course, the children must be furnished a good substitute. There is nothing dull about *Westward Ho* or *Treasure Island*. . . . The classics are full of humor and adventure—plus good writing. And never before in the history of book publishing have there been so many fine new books for children, or better edited children's magazines.

The shame lies largely with the parents who don't know and don't care what their children are reading. It lies with unimaginative teachers who force stupid, dull twaddle down eager young throats, and, of course, it lies with the completely immoral publishers of the "comics"—guilty of a cultural slaughter of the innocents. But the antidote to the "comic" magazine poison can be found in any library or good bookstore. The parent who does not acquire that antidote for his child is guilty of criminal negligence.—*Sterling North* (editorial in *Chicago Daily News*, May 8, 1940).

On the Air

☆ **GREAT PLAYS**—The National Broadcasting Company is continuing its presentation of "Great Plays." They may be heard each Sunday afternoon at 3 P.M. EST over the Blue Network. The December schedule follows:

- December 1—"Revenge Tragedies"
- December 8—Corneille's "The Cid"
- December 15—Moliere's "Imaginary Invalid"
- December 22—"Second Shepherd's Play"
- December 29—Galsworthy's "The Pigeon"

The American Pilgrimage—Each Sunday afternoon from 2 to 2:15 EST Ted Malone broadcasts from the homes of

noted American authors, over the blue network of the NBC. Here is the December schedule of the American Pilgrimage:

- December 1—Home of Nathaniel Hawthorne in Salem, Massachusetts
- December 8—Home of William Dean Howell in Kittery Point, Maine
- December 15—Home of O. Henry at 55 Irving Place, New York City
- December 22—Home of Henry van Dyke in Princeton, New Jersey
- December 29—Home of Louisa May Alcott in Concord, Massachusetts

Music Appreciation Hour—The National Broadcasting Company is presenting for the thirteenth uninterrupted season the NBC Music Appreciation Hour—each Friday thru April, 2 to 3 P.M., EST. Walter Damrosch will follow his well-established plan of dividing the concerts into four series of half-hour programs, to be heard on alternate weeks.

Don't Miss It

☆ **IN HIS NEW BOOK—Idle Money, Idle Men; How To Put Them Both to Work** (Harcourt, Brace and Company, \$2)—Stuart Chase makes fact more interesting than fiction. Problems of population, savings, investment, taxation, planning, and public policy are presented simply and clearly. The description of the Grand Coulee Dam on the Columbia River is especially well done.

For Journal Evaluation

☆ **VOLUNTEERS** are wanted to help evaluate THE JOURNAL from month to month. This service is open to every member. Write the editor saying, "I hereby volunteer for the JOURNAL evaluation service," giving full name, position, and address. Each month so long as you reply to the

letter sent, you will receive a special blank to be filled out and a copy of a recent Personal Growth Leaflet.

A Correction

☆ **ELIZABETH JANE PORTER**, author of "Judging Reading Readiness in the Beginning Child," in the October 1940 JOURNAL, is a supervisor in the Rochester, Michigan, public schools, rather than Rochester, Minnesota, as was stated in the October issue.

"Greater Love Hath No Man"

☆ **HEROISM** and tragedy are recorded in this Associated Press dispatch from Jackson, Kentucky: "Dessie Scott, 24-year-old teacher, joined in death yesterday the nine little girls whose lives she tried to save early yesterday when fire swept a mountain mission school at Little, in a remote section of Breathitt County. Miss Scott succumbed to burns in a hospital here."

Pride in Our Profession

☆ **I WISH** that I could persuade every teacher in an elementary school to be proud of his occupation—not conceited or pompous, but proud. People who introduce themselves with the shameful remark that they are "just an elementary-school teacher" give me despair in my heart, confusion in my brain, and a pain in my neck. Did you ever hear a lawyer say deprecatingly that he was only a little patent attorney? Did you ever hear a physician say, "I am just a brain surgeon"? I beg of you to stop this miserable, humiliating habit of apologizing for being a member of the most important section of the most important profession in the world. You, as teachers, can face anyone in the world

Have you paid
YOUR DUES
for this year?

The January issue of the N. E. A.
Journal will be sent only to those
whose dues for 1940-41 are paid.

RENEWAL BLANK

Willard E. Givens, Executive Secretary
National Education Association of the United States
1201 Sixteenth Street, N.W.
Washington, D. C.

Dear Mr. Givens: Enclosed, herewith, please
find my dues for the current year, 1940-41.

Name _____

Street _____

City and State _____

without a feeling of inferiority. You should begin now to do that very thing. The grandeur of your profession can, if you will let it, clothe you like a splendid cloak. Pull it around you; draw up to your full height; look anybody squarely in the eye; and say, "I am a teacher."—William G. Carr, secretary, Educational Policies Commission.

Peace Hath Her Victories

☆ **ALTHO** we have been forced by others to conscript manpower and to rearm for national defense, may we never—even if we are drawn into war—lose sight of the following thought: What this world needs is not more battleships or airships, but rather more friendships. For "peace hath her victories no less renown'd than war."—C. Arthur Dahl, supervising principal, Bolivar, Pennsylvania.

Secondary-School Principals

☆ **THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS** will observe its twenty-fifth anniversary with four sessions at Atlantic City, February 22-26. The meetings will be centered around the general theme, "Secondary Education and National Needs—Our Part."

Saturday evening, February 22—Dinner Meeting at 6 P.M. Twenty-fifth anniversary observance. Topic: Secondary Education Looks Forward

Monday afternoon, February 24—The Democratic Spirit in Educational Practice

Tuesday afternoon, February 25—The Association at Work on Our National Needs

Wednesday afternoon, February 26—*Junior Highschool Section*—Junior Highschool Pupils Evaluate the Junior Highschool; *Senior Highschool Section*—Work Experience—A Phase of Education; *Junior College Section*—Junior College and the National Defense.

Outstanding leaders in secondary education, including Thomas H. Briggs, Charles H. Judd, and Charles E. Mann, will be on the program. Department headquarters will be at the Haddon Hall Hotel.

Death of Michigan Educator

☆ **WEBSTER HOUSTON PEARCE**, president of Northern State Teachers College, Marquette, former state superintendent of public instruction in Michigan, and an NEA Life Member, died on October 10.

Home Beautification

☆ **OUR HOMEMAKING CLASS** planned and made a girl's bedroom suite—a chair from a barrel; dressing table and stool from orange crates; footstool from a nail keg;

bookcase and desk from scrap lumber; laundry hamper from a bulk coffee container. We remodeled an iron bedstead with lumber and artificial leather. Eight of the girls are now remodeling their own bedrooms, some picking cotton to get the necessary money. They are eager for more attractive homes but lack the imagination to use resources they have at hand.—An Oklahoma teacher.

Dates To Be Remembered—

December 16-18—Annual convention of the American Vocational Association in San Francisco.

December 25-28—Pan-American Educational Conference to be held in Havana, Cuba. For information write to the WFEA, 1201 Sixteenth Street Northwest, Washington, D. C.

December 26-28—National Conference on Family Relations to meet in Chicago. Address the Conference at 1126 E. 59th Street, Chicago.

December 26-29—National Council of Geography Teachers to meet at Baton Rouge, Louisiana. Further information can be secured from Floyd F. Cunningham, State Teachers College, Florence, Alabama.

February 13-15, 1941—American Camping Association to meet in Washington, D. C. Write to Ross L. Allen, 330 South State St., Ann Arbor, Michigan.

February 22-27, 1941—American Association of School Administrators to meet in Atlantic City. See page 275.

February 27-March 1, 1941—Meeting of the American Association of Junior Colleges, to be held in Chicago. Write to 730 Jackson Place, Washington, D. C.

April 30-May 3, 1941—NEA Department of Health, Physical Education, and Recreation to meet in Atlantic City. Write to the Department at 1201 Sixteenth Street Northwest, Washington, D. C.

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

July 8-12, 1941—Meeting of the Association for Childhood Education in Oakland, California. Address the ACE at 1201 Sixteenth Street Northwest, Washington, D. C.

Why?

☆ **HISTORY WILL HAVE** one question to ask of our generation—*why* did the scholars and the writers of our generation in this country, witnesses as they were to the destruction of writing and of scholarship in great areas of Europe and to the exile and the imprisonment and murder of men whose crime was scholarship and writing—witnesses also to the [Cont. on page A-162]

How to get **CAVALCADE OF AMERICA** recordings for school use...

Selected historical dramas from Cavalcade have been transcribed on phonograph records for school presentation. See list below—and write for full information, including prices, to Association of School Film Libraries, 9 Rockefeller Plaza, N. Y. C.



*12 outstanding historical dramas
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The Constitution of the United States
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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"



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7:30 P.M. Mountain Time
6:30 P.M. Pacific Time

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RED NETWORK
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[Cont. from page A-161] rise in their own country of the same destructive forces with the same impulses, the same motives, the same means—*why* did the scholars and the writers of our generation in America fail to oppose those forces while they could—while there was still time and still place to oppose them with the arms of scholarship and writing?—Archibald MacLeish, Librarian of Congress, in *The Nation*.

Are Christmas Greetings Worthwhile?

☆ SEVERAL DAYS after Christmas the following conversation was overheard in an elevator in a public office building. Two men of perhaps thirty were speaking. Said one: "I had a fine thing happen to me this Christmas. My eighth-grade teacher whom I haven't seen since leaving school sent me a card. How she got my address I don't know. She was the finest teacher I ever had—took a personal interest in each of us. It did my heart good to know she still thought of the boy who didn't do so well in school." In these days when people move about frequently, uprooting themselves from old contacts and associations, it is good to hear from old friends and to know they have not forgotten us. Personal Growth Leaflets offer a wealth of material to teachers and others who wish their

Christmas and birthday greetings to express some of the great truths that are the concern of true teachers everywhere. For a complete list of leaflets with prices, see page 279 of this JOURNAL.

Spanish Version of "Education and the Defense of American Democracy"

☆ JOSE GALLARDO, Commissioner of Education, San Juan, Puerto Rico, has made arrangements for the printing in Spanish of 10,000 copies of the Educational Policies Commission's statement, "Education and the Defense of American Democracy" (published in the September JOURNAL). Dr. Gallardo plans to place copies of the Spanish version in the hands of the teachers of Puerto Rico and to distribute the remainder in Latin America.

A Project in Pan Americanism

☆ THE READER'S DIGEST is now publishing a Spanish edition on a non-profit basis. American citizens wishing to send this edition to persons in South America may do so on the basis of \$1 per year. To subscribers for delivery within the United States, the rate is the same as for the regular edition—\$3 a year. In order to help in the Good Neighbor policy of fostering friendly relations with South America,

teachers and students of the Spanish classes at the Davis Highschool, Mount Vernon, New York, are sending sixteen subscriptions of the *Digest* to Latin American teachers. Dean Grace T. Lewis writes, "We are using these subscriptions to motivate our work in Spanish. Our advanced students will write letters to our new friends, telling about our school, the subscriptions, etc. We expect to get copies of the Spanish edition for our own use, also to study the countries to which we have sent subscriptions."

Dr. Beard at Hopkins

☆ CHARLES A. BEARD has been appointed professor of American history at the Johns Hopkins University, Baltimore.

NeuNEA Publications

"What People Think About Youth and Education," *Research Bulletin*, November 1940. 36 pages, 25¢. The American Youth Commission arranged for this Gallup poll of public opinion. The results are made available thru the NEA Research Division. Perhaps it is not surprising that 73 percent of the adult population does not think that education is overemphasized today or that 85 percent think that youth

A Popular Christmas Gift

Life Membership

in the

NATIONAL EDUCATION ASSOCIATION

Give one to your father, mother, wife, husband, or sweetheart—if they are teachers—or to yourself. The ten-payment plan makes a ten-year gift which lasts a lifetime!

Life Members receive a gold emblem, a special membership card, an engraved certificate suitable for framing and hanging on the wall of the office or home as well as a lifetime subscription to the N.E.A. Journal, Research Bulletin, and the annual Volume of Addresses and Proceedings.

Use This Application Today

WILLARD E. GIVENS, *Executive Secretary*
National Education Association of the United States
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DEAR MR. GIVENS: Please enroll as a Life Member of the National Education Association on the deferred payment plan—ten annual payments of \$10 each—the person named below. Enclosed find \$10, first instalment. Kindly send Life Membership certificate, card, gold emblem, and copies of the N.E.A. publications to the address indicated.

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City and State _____

If the membership is a gift, please add your own name and address here:

Name _____ Street _____

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LAUGHTER and LEARNING?
Do your students learn better when they laugh? I wish to hear from those who have evidence that laughter makes learning more enjoyable and more enduring. I will be grateful to you for full expression of your views on the value of humor in education.

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Wanted—Meritorious works of public interest on all subjects. Booklet sent free.

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HER GIFT IS SMALL But... THOUSANDS SHARE IT!

By remembering one . . . she's helping thousands! Because her gift is decorated with a Christmas Seal! Your purchases of Christmas Seals will enable your Local Tuberculosis Association to continue its year-round campaign. Since 1907, this campaign has helped to reduce the death rate from Tuberculosis by 75%! But the fight is not yet won. Tuberculosis still takes an annual toll of 64,000 lives! So from now 'til Christmas, mail no letter—send no package—unless it is decorated with the Christmas symbol that saves lives.

BUY CHRISTMAS SEALS
The National, State and Local Tuberculosis Associations in the United States

receive a better education today than their parents got. It is somewhat surprising, however, to find that nearly 30 percent of the people, realizing that some states are too poor to have good schools, are willing to pay higher federal taxes in order to provide federal aid to the poorer states; 72 percent believe that government aid should be given to poor families in order to keep children in highschool; 67 percent think that teachers should discuss controversial topics with highschool students. The survey indicates possibilities for improving programs of educational interpretation.

In August 1940 Senator Wagner introduced into Congress a bill (S. 4269) providing for the inclusion of local and state public employees under the old-age and survivors' insurance sections of the federal social security program. Representative McCormack introduced a companion bill (H. R. 10384) in the House of Representatives. Members of the NEA staff began an immediate investigation of the purposes and possible effects of the proposals. The NEA Research Division prepared two mimeographed information bulletins and a dozen special sheets setting forth the facts and attempting to allay unnecessary fears. Thousands of these bulletins have been mailed to officers of local and state teachers associations and to administrative officials. As long as the supply lasts, any member of the Association may have copies. Address Research Division, NEA, 1201 Sixteenth Street Northwest, Washington, D. C.

State Minimum-Salary Standards for Teachers, 1940—Twenty-four states have enacted minimum-salary laws for teachers, the four most recent adoptions being in California, Georgia, Oklahoma, and Washington. The Research Division has just issued a report that summarizes these statutes and discusses questions that arise in framing and administering state minimum standards for teachers' salaries. (Mimeo.) 95p. 25¢.

Latin American Backgrounds, a Bibliography of 497 References, has been prepared by the Research Division to meet the demand of classroom teachers for references on Latin America. 74p. 25¢. (Mimeo.)

Dramatizations in Safety Education: An Annotated Bibliography—The Safety Education Projects of the Research Division has just completed a comprehensive annotated listing of more than four hundred safety plays and scripts. 25¢.

Discounts for quantities on NEA publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33 1/3 percent. Send orders to the NEA, 1201 16th St., Washington, D. C. Cash must accompany all orders for \$1 or less.

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79th Annual Convention

NATIONAL EDUCATION ASSOCIATION of the UNITED STATES

BOSTON

June 29 to July 3, 1941

General sessions, representative assemblies, registration headquarters, and exhibits will be located in the Mechanics Building which is conveniently located and within easy access to all hotels as listed. Meetings of the departments and allied groups will be arranged in halls and buildings as convenient to the Mechanics Building as is possible.

Registration, exhibits, and some preliminary official meetings will be held on Saturday, June 28. The convention proper opens Sunday afternoon, June 29, and carries through Thursday, July 3. Many attending the convention will plan to devote Friday, July 4, to the visitation of some of the historic shrines in the vicinity of Boston.

List of hotels with their rates is shown on the opposite page. Reference to the map on that page will show their relative locations. Boston furnishes a large group of very

comfortable hotels with moderate prices. Many of these hotels can economically accommodate parties of three or four persons in suites or large rooms.

Note that all hotel accommodations are to be cleared through the convention Housing Committee. Those planning to attend are advised to file applications promptly. It is expected that Boston will attract an unusually large convention attendance.

Those interested in arranging for breakfasts, luncheons, dinners, or social functions should deal directly with the hotels involved. If suggestions as to places are desired, inquiries may be addressed to Mr. J. Paul Foster, Chamber of Commerce, 80 Federal St., Boston.

Headquarters for state delegations generally will be located at the Hotel Statler.

USE THIS FORM FOR APPLICATION FOR HOTEL ACCOMMODATIONS

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

Mr. HARRY S. BALDWIN, *Chairman*
Room 1314, N. E. A. Housing Committee
80 Federal Street
Boston, Massachusetts

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

Hotel of 1st choice.....2nd choice.....3rd choice.....

.....Room(s) with bath for one person—rate desired.....\$.....to \$.....

.....Room(s) with bath for two persons, double bed—rate desired.....\$.....to \$.....

.....Room(s) with bath for two persons, twin beds—rate desired.....\$.....to \$.....

.....Large room(s) with bath for three or four persons—rate desired.....\$.....to \$.....

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

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

SIGNED.....

Address.....CITY AND STATE.....

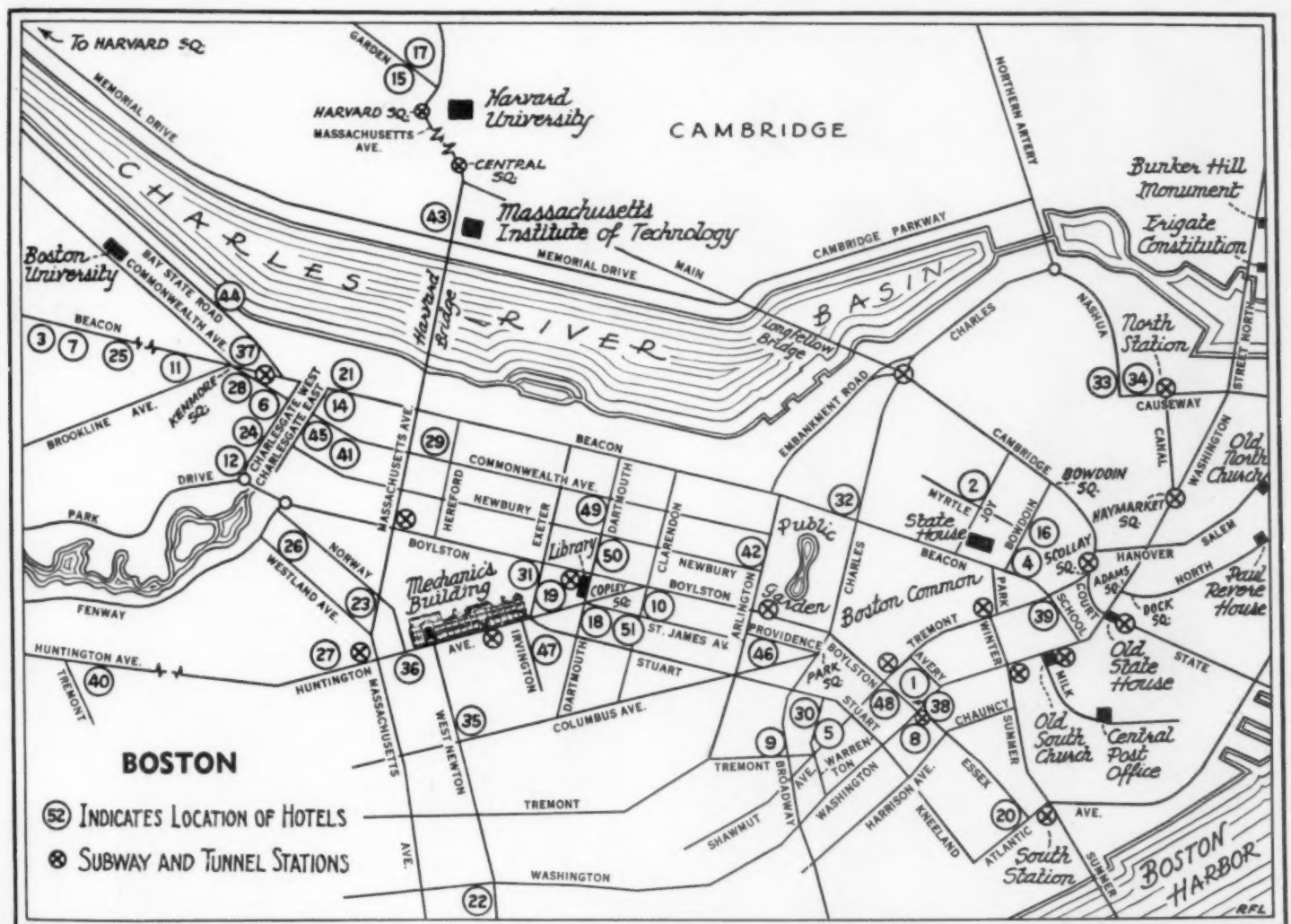
HOTEL RATES—BOSTON

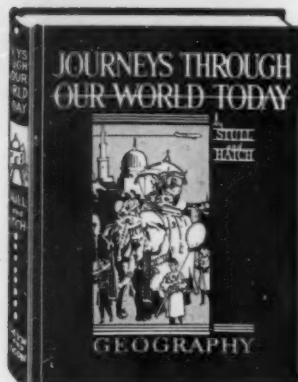
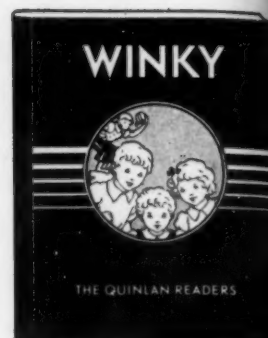
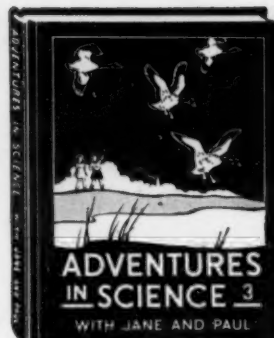
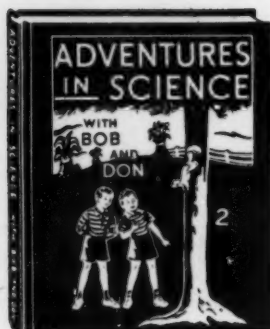
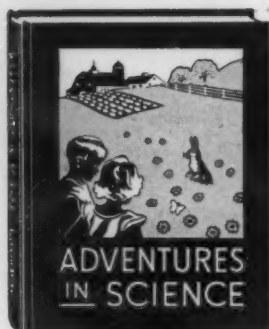
Use the form on the opposite page in applying for hotel accommodations. Be sure to give three choices of hotels and to be as specific as possible as to types of rooms desired, prices to be paid, and dates of occupancy. The application should be forwarded to the Housing Committee but you will receive confirmation direct from the hotel accepting your reservation. Numbers in parentheses following names of hotels show total number of rooms in each hotel.

Key to Plan	Hotel	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Key to Plan	Hotel	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons	
			Double bed	Twin beds				Double bed	Twin beds
1	Avery (135)	\$2.50 to \$4.00	\$3.00 to \$4.50	\$4.00 to \$5.00	27	Huntington (55)	\$2.00 to \$3.00	\$2.50 to \$3.50	\$3.50 to \$4.50
2	*Beacon Chambers (men only) (370)	\$2.50		\$2.25	28	Kenmore (400)	3.50 to 6.00	5.00 to 6.00	5.50 to 8.00
3	Beaconsfield (200)	3.00		5.00	29	*Lafayette			
4	*Bellevue (300)	3.50 to 5.00	4.50 to 6.00	6.00 to 8.00	30	LaSalle Hotel	2.00 to 2.50	\$3.50	3.50 to 4.00
5	Bradford (333)	3.00 to 4.00	4.50 to 5.50	5.00 to 7.00	31	*Lenox (250)	3.00 to 5.00	3.50 to 6.00	4.50 to 7.00
6	Braemore (225)		5.00 to 6.00	6.00 to 7.00	32	Lincolnshire (150)	3.00 to 3.50	5.00	6.00 to 7.00
7	Brandon Hall	3.50	\$4.00		33	*Lucerne (78)	\$2.50	3.50	
8	*Brigham's (74)	1.50 to 2.50	2.50 to 3.00	3.00	34	Manger (500)	2.50 to 4.00	3.50 to 5.00	4.50 to 5.00
9	*Broadway (120)	2.00 to 2.50	3.50	4.00	35	Milner (150)	1.50	2.50	\$3.00
10	*Brunswick (250)	3.00 to 4.00	4.00 to 5.00	5.00 to 7.00	36	Minerva (80)	2.00 to 3.00	3.00 to 3.50	4.00
11	*Buckminster (100)	2.50 to 3.00	4.00 to 4.50	5.00	37	Myles Standish (530)	3.00 to 3.50	4.00 to 5.00	5.00
12	Canterbury (138)	2.00 to 2.50	3.00 to 3.50	3.50 to 4.00	38	Paramount (100)	3.00 to 4.50	4.50 to 6.00	5.00 to 7.50
13	Charlesgate (175)	3.00 to 4.00	4.00 to 6.00	4.00 to 6.00	39	Parker House (600)	3.50 to 5.50	5.00 to 6.50	6.00 to 9.00
14	Commander (320)	3.00 to 4.00	4.00 to 5.00	5.00 to 6.00	40	*Peter Bent (100)	2.50 to 3.00	4.00	5.00
15	*Commonwealth (200)		3.75	4.25	41	Puritan (200)	4.00		7.00
16	Continental (200)	3.00	4.00	5.00	42	Ritz-Carlton (300)	4.00 to 8.00	8.00 to 10.00	8.00 to 10.00
17	Copley Plaza (500)	4.00 to 7.00	6.00 to 8.00	7.00 to 10.00	43	Riverside Apt.	2.50 and up	3.00 and up	4.00 and up
18	*Copley Square (160)	3.00 to 3.50	5.00	6.00	44	Sheraton (220)			5.00 to 7.00
19	Essex (400)	3.00	4.00 to 5.00	5.00 to 6.00	45	Somerset (300)	4.00		7.00
20	Fensgate (150)	3.50	6.00	6.00	46	Statler (1300)	3.50 to 8.00	5.00 to 10.00	6.00 to 12.00
21	Franklin Square House (women only) (660)	2.00		3.00	47	*Technology Chambers (men only) (265)	2.00 to 2.50		3.50
22	*Grady (150)				48	*Touraine (300)	4.00 to 5.50	5.50 to 7.00	6.00 to 7.00
24	Hampton Court (50)	2.50 to 3.50	4.00	4.50 to 6.00	49	Vendome (240)	3.00 to 3.50	4.00 to 5.00	5.00
25	Hemenway (240)	2.50 to 3.50	3.50	4.00 to 5.00	50	Victoria (150)	2.50 to 4.00	4.00	5.00
26					51	Westminster (250)	2.50 to 3.00	4.00	5.00 to 6.00

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

†Suites and large rooms only.





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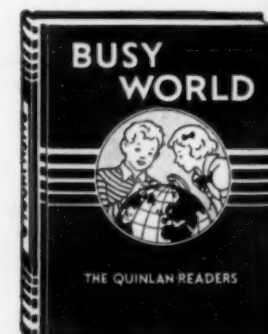
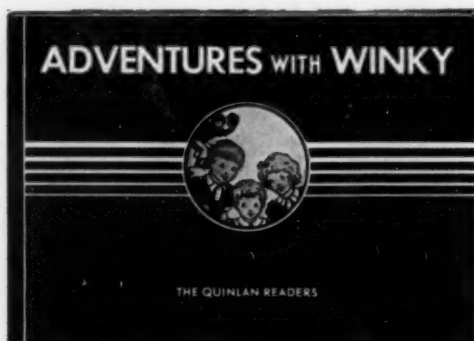
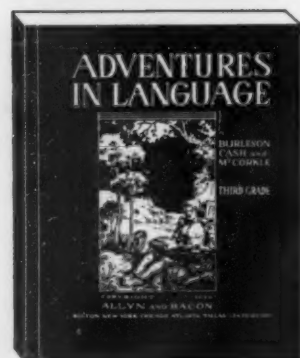
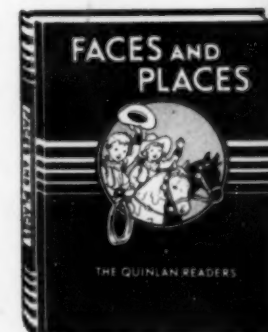
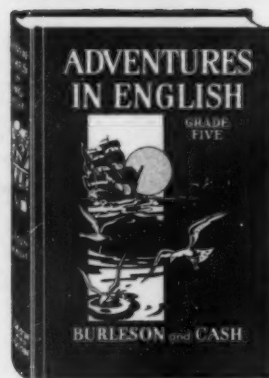
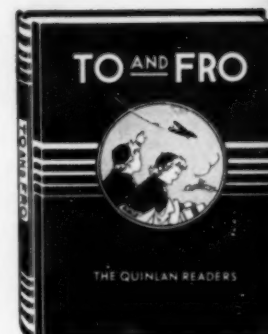
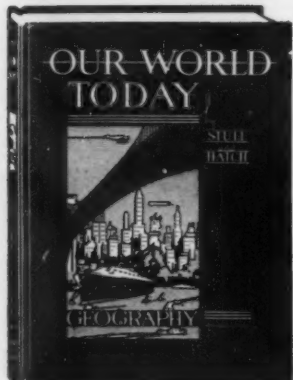
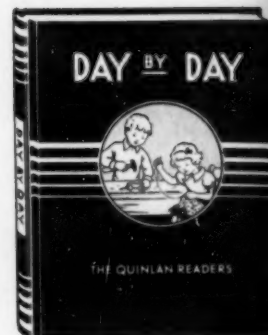
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