



Abba Hillel Silver Collection Digitization Project

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MS-4787: Abba Hillel Silver Papers, 1902-1989.

Series V: Writings, 1909-1963, undated.

Reel
179

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66

Folder
506

The strength which is America, 1939-1940.

1/ When Plague - Epidemic - Diseased Ideas - Way.
For a time - secure - 3000 - But now dread
Subversive - Congressional - hostile operations
Axious Eyes - South - invasion - "Lebensraum"
Triumphal March - Destruction - Axis - Doubtful
And so - Taking Stale - resources - Appraising
studying our defences

- 2/ A Few Facts (1) No Dem. immune - Forces
will exploit - (2) D. can be overthrown - ^{without}
"armed Revolution" - In initial Stages.
(3) Guaranteed - Given - Success.
Very sobering - disregard
Fortunately we know - circumvent - if ^{- with U.S. aid}
(1) Armor - Remain Naïve - hostile Prop, relent-
lessly ^{Exposed} ^{Slave U.S.A.} Those who wish - Glaur
(2) Overburden our Govt - when impossible -
collapses - "Bread and Circuses" ^{Fragm.}
(3) Should not Resort - ^{extra-legal} impatience - Labor
(4) Econ. Security - misery
(5) War - "Open Sesame" - violent upheavals
Suppression

Not impossible Tasks - Will - Upon them - (2)
depends - "Am. way of life"

3/ In our Effort - aided - Strength -

(A) Quota is long - 150; Crises - Even in Europe
Nazism etc - no strong D. traditions - Never
really experienced - Self-government
steadily thru the years - extended - liberal
we wish to govern ourselves ^{European} Hateful

(B) Whole sum Capacity - Self criticism is
excess - take too seriously -
Searching self-appraisal
Glorified Exhibitionism

Acknowledge Mistakes - Blame -
Panic 1929 - Germany - War
Reverse ourselves - Would not work
Prohibition - Old Deal -
Not averse to Experimentation -
Resilience - ingues

(C) Vast Natural Resources - Contentment
Not a starved - doomed - low Standard

Poverty bitterest foe - With intell. management ⁽³⁾

(D) Not Fragmentized - Do not suffer from -
intransigent - contempt - 2 Party

(E) Young - Fast - Handicapped by -
No Threatening Neighbors
More > any - "A new way of life"

4). What is it? Permanent Features?

Outlet - Vital Fact - Facile Analogies

Birth - distinct New Phenomenon

1. Revolution - 1st great Amer. Rev.

2. Princ. of Declaration - ^{never corner stone} ~~academic~~

3. Written Constitution - defined ^{could do} ~~not~~

4. ^{not} Sov. State composed of Free Sov. States

Empires ^{Conquest} ~~Voluntary~~ ^{war} Feel. 7 States

5. ^{not} Fashioned out of many strains

Immigrants

This Unique Origin - History - Tradition
Destiny

Program

Ohio Education Association CEDAR POINT - SUMMER MEETING JUNE 14-15-16, 1940

June 14—8:00 P.M.

GENERAL SESSION—NEW CONVENTION HALL

President E. J. Ashbaugh, Dean, School of Education, Miami University, presiding.

Some Pressing Problems—President E. J. Ashbaugh.

Humanity and "Race"—Dr. Horace J. Bridges, Leader Chicago Ethical Society, Chicago, Illinois.

June 15—9:30 A.M.

GENERAL SESSION—NEW CONVENTION HALL

Music—Brass Sextet, Ross High School, Fremont; Mark Osburn, Director.

Symposium—The Public Looks at the Schools.

William L. Manahan, Defiance, Americanism Commission, American Legion of Ohio.

Mrs. Chauncey L. Newcomer, Bryan, President Ohio Federation of Women's Clubs.

Mrs. C. Tracy LaCost, Toledo, President Ohio Congress of Parents and Teachers.

Perry L. Green, Columbus, President Ohio Farm Bureau Federation.

Mrs. Clyde C. Shively, Columbus, First Vice-President, Ohio League of Women Voters.

Questions and Discussion

June 15—2:00 P.M.

GENERAL SESSION—NEW CONVENTION HALL

Music—Brass Sextet, Ross High School, Fremont; Mark Osburn, Director.

The Strength Which Is America—Rabbi Abba Hillel Silver, The Temple, Cleveland.

June 15—8:00 P.M.

GENERAL SESSION—NEW CONVENTION HALL

Indian Lore, Life and Culture—Charles Zagle Plume. A lecture in costume by an authentic interpreter of the American Indian.

Close-Ups of Famous Americans—C. William Duncan, Editor, Philadelphia Public Ledger, Philadelphia, Pa.

June 16—10:00 A.M.

Invocation

Assembly Singing

With the Camera in an Enchanted Empire—James Henry White, Berrien Springs, Mich. Illustrated lecture on the highlights of Chinese civilization.

* * *

SPECIAL EVENTS

June 15—7:45 A.M.

County Superintendents Department Breakfast, Green and Silver Grill. J. E. Way, County Superintendent of Schools, Waverly, President-Elect.

June 15—12:00 M.

Classroom Teachers Department Luncheon, Green and Silver Grill. H. C. Roberson, Lima, President.

Grabbed Age and Youth—Dr. Horace J. Bridges, Leader, Chicago Ethical Society, Chicago, Illinois.

Exempted Village Superintendents Department Luncheon, honoring Supt. W. H. Rice, London, Green and Silver Grill. N. P. Blatt, Superintendent of Schools, New Lexington, President.

Speakers—Dr. E. J. Ashbaugh, Miami University and Dr. W. L. Collins, State Department of Education.

June 15—3:30 P.M.

NEW CONVENTION HALL

Classroom Department Civic Discussions, H. C. Roberson, Lima, President.

- Topics:*
1. Relieving Teacher Tensions
 2. The National Situation and Women of Today
 3. Single Salary
 4. The Rural School—News and Comments
 5. Continuing Contracts

3:30 P.M.—Assembly Hall

(Located above Hotel Breakers Green and Silver Grill)

City Superintendents Department Conference, H. L. Sullivan, Supt. of Schools, Marietta, President.

The Foundation Program—Present Operation and Future Outlook—E. N. Dietrich, Director of Education.

The O.E.A.'s Legislative Program—W. B. Bliss, Executive Secretary, Ohio Education Association.

There will also be discussion of other topics of interest to school administrators.

June 15—6:00 P.M.

City Superintendents Department Dinner, Supt. H. L. Sullivan, Presiding. Green and Silver Grill.

Presidential Possibilities, 1940—C. William Duncan, Editor, *Philadelphia Public Ledger*, Philadelphia, Pa.

IN THE THIRTY-NINTH SEASON of this great feature of our community, you will again want to support and have a share in these adventures in good thinking and fascinating explorations. The lecturers will begin promptly at 8:00 o'clock with adjournment at 9:30 sharp.

Thoughtful Residents of Oak Park and River Forest

For the thirty-ninth consecutive season the Community Lecture program will constitute one of the great privileges afforded residents of our two villages. With great pride we submit this season's program to you and we are sure the seating capacity of the High School Auditorium will be sold out very early.

We therefore advise all former supporters of this enterprise to order tickets **TODAY**.

Mrs. A. M. Houser, Jr.

James B. Forbes

George Preucil

Mrs. Arthur L. Johnson

Everett W. Owen

Rev. Frank D. Adams

Publicity Committee

The decoration of the stage will again be contributed by William Palmer, floral artist, 100 North Oak Park Avenue.

International and national affairs, politics, drama, religion, world personalities, illustrated lectures, opportunities to ask questions.

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OAK PARK COMMUNITY LECTURES

THIRTY-NINTH SEASON
1939-1940

— an educational
opportunity and a
cultural privilege

Fifteen
Monday
Evenings
at the
High School

OCTOBER 16

T. V. SMITH

GLENN FRANK

*Representative at Large—
Chairman Republican Program Committee*



THESE two men are recognized spokesmen of their respective parties. Prof. Smith has during the last winter debated with Senator Taft under the general subject, "Foundations of Democracy."

Glenn Frank is chairman of the Republican program committee. He was formerly the editor of Century Magazine and president of the University of Wisconsin.

Both men are brilliant scholars who have taken up political activities. These two brilliant thinkers and speakers will provide a serious discussion to be carefully considered. A question period will follow.



The New Deal—Pro and Con

OCTOBER 23

CAPTAIN IRVING JOHNSON

Explorer for Fun



STILL a young man, the Captain has been around the world three times, twice in his own ship, the Yankee. Some of the high points in his lecture deal with the Galapagos, Easter, Pitcairn, Tahiti and Samoan Islands. At Samoa, the Yankee acted in the movie, "Hurricane." The lecture is illustrated with movies mostly in color. "His pictures and pithy comment gave even some of the seasoned old yachtsmen a more real and vivid meaning for the words 'high seas' as applied to the ocean" says the New Bedford Mercury.

Around Again in the Yankee

OCTOBER 30

VINCENT SHEEAN

Reporter of World News



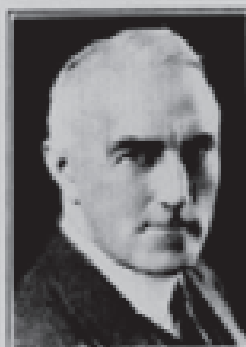
How a traveler and writer goes about getting his information in this modern world should make an interesting story. Mr. Sheean's travels have included about all the trouble spots in the world. As a news correspondent he has written of the Spanish War, the Ruhr occupation, Arab-Jewish riots in Jerusalem, the Austrian and Czechoslovakian conquest, the Sino-Japanese war and of our own internal affairs. He is also the author of two historical novels and a book of short stories. On his later travels his wife, the daughter of Sir Johnston Forbes-Robertson has accompanied him. "Two pairs of eyes are better than one," he says.

A Writer in a Modern World

NOVEMBER 6

S. K. RATCLIFF

Distinguished Journalist



LESS than one-tenth of our usual audience heard Mr. Ratcliff last season at the time of the great snow. Most of those present voted for his return. As correspondent for the Manchester Guardian and the Spectator he has traveled and lectured in most countries of the world, several times in Oak Park. Robert Erskine Ely, Director of Town Hall, New York, says, "I know no English speaker on current affairs in his class." Fortunate are we to have him at this particular time.

England Under Chamberlain and After

NOVEMBER 13

IRINA SKARIATINA

Formerly Countess Keller



IRINA SKARIATINA was the first titled aristocrat permitted to enter the Soviet Union. This maid of honor of the Czarina was imprisoned by the Bolshevik Government and sentenced to death. American friends succeeded in rescuing her and obtaining a passport for her to come to America in 1923. She is now the American wife of a retired American naval officer. Since 1932 she has made several visits to Russia. She discusses frankly the good and bad features of the old and new regimes.

*Russia of Today and the Situation
in Middle Europe*

NOVEMBER 20

DR. ABBA HILLEL SILVER

Rabbi, the Temple, Cleveland



TO HEAR Rabbi Silver is to hear one of the truly great preachers of our time. He is a scholar learned in the lore of his people, the possessor of a keen analytical mind sensitive to the beauty of language in which forceful thought may find expression. The subject chosen will provide the opportunity for a stirring message, the kind he likes to give. He is akin to the titans of old of the pulpit who swayed the hearts of men to heroic action.



The Strength Which is America

NOVEMBER 27

HUGH GIBSON

Star of the Diplomatic Service



During this summer Mr. Gibson has been visiting every European country of importance and interviewing the personalities who control present-day history. He has participated in all the major attempts to limit armaments. Following an education directly fitting him for his chosen work he has been secretary for American legations in Honduras, Havana, London, Brussels and Paris. Then came promotion to the posts of Minister to Poland, Switzerland and Luxembourg and Ambassador to Belgium and Brazil. He is now free to speak frankly on the subject chosen.

Behind the Scenes in Diplomacy

JANUARY 8

HARRISON FORMAN

A Modern Marco Polo



HARRISON FORMAN has succeeded above all others in gaining admission to Forbidden Tibet and winning the confidence of the people there. His lecture will be embellished with highly personalized tales of adventures of fantastic "Devil Dances," and roof-tops sheeted with gold; of weird funerals where human bodies are fed to giant vultures, etc. Mr. Forman spent nine years of travel and exploration in Asia. The lecture is illustrated with movie films and color slides.

Through Forbidden Tibet

JANUARY 15

DR. HUBERT HERRING

Interpreter of Latin America



and Scandinavia. Many personal friends will welcome him to Oak Park.

Mexico: Threat or Promise?

JANUARY 22

REINHOLD NIEBUHR

Professor of Ethics, Union Theological Seminary



Those who heard Dr. Niebuhr two years ago will be glad to hear him again. He is distinguished among religious leaders in this country for his brilliant mind, penetrating thinking and constructive criticism of our social order. Several books have come from his pen, the most noted of which is probably, "Moral Man and Immoral Society." He is a frequent contributor to Christian Century, the Atlantic Monthly and other important publications. The subject assigned is very important. Be sure to hear him.

Will the Big City Destroy Civilization?

JANUARY 29

MAX LERNER

Keen Social Observer



MAX LERNER, formerly editor of the Nation, is a graduate of Yale, class of 1923. In the midst of his law course at Yale he became interested in what seemed the more pressing social problems and took up the study of economics and politics. He studied at the Brookings Graduate School of Economics and Government and received a Ph.D. degree in 1927. His book, "It is Later Than You Think" appeared in 1938 and has gone through many printings. He urges a stronger support of democracy.

It is Later than You Think

FEBRUARY 5

COL. M. THOMAS TCHOU

Chinese Engineer and Linguist



Col. Tchou was born in 1895 near the foot-hills of the Himalaya Mountains in China. He studied Chinese literature and classics under tutors at home. From 1908-16 he studied in Belgium, Germany and Scotland and received his degree in mechanical and civil engineering. This knowledge has been of great benefit to China. He is really the founder of the New Life Movement. At one time he was the private secretary to Chiang Kai-shek. He is not here as the representative of the Chinese government, but as a free agent.

Where is China Going?

FEBRUARY 12

MORDECAI EZEKIEL

Economist and Statistician



"Jobs for All" is the title of Dr. Ezekiel's latest book and of the lecture to be given here. As economic advisor to Secretary Wallace, he has taken a leading part in drafting emergency farm legislation. In "Jobs for All" is worked out a plan for full production and full employment and all within the framework of a modified capitalism. His government work began in 1920 in the Bureau of the Census and then in the Bureau of Agricultural Economics. When the Farm Board was organized, he served as Assistant Chief Economist.

Jobs for All

FEBRUARY 19

GERALD WENDT

Versatile Scientist



Dr. WENDT is Director of Science and Education, New York World's Fair. In industrial affairs, he has been Director of Research for the Standard Oil Company of Indiana, also for the General Printing Ink Corporation. He has been a chemist in the United States Bureau of Mines and a Captain in the Chemical Warfare Service during the World War. Other positions are too numerous to record here. The main fact determining his selection is that he has the gift of organizing, interpreting and demonstrating scientific facts for a popular audience.



The Science Review—1940-41

FEBRUARY 26

JOHN MASON BROWN

Dramatic Critic



AFTER many requests for a lecture on current drama, we have the right man at last. Audiences restrain their laughter at one quip to insure hearing the next and yet he gives a scholarly discussion. Mr. Brown is the dramatic critic for the New York Evening Post and is allowed only a few weeks for giving lectures. Every night is always taken. He says that, "Reviewing an actor is a responding to the chemistry of personal relationship." Mr. Brown is a creative artist as well as a critic.

Broadway in Review

TICKETS

To give former subscribers a better chance, all tickets this year will be sold by the Secretary. Please use Mail Order Form.

Everett W. Owen, Secretary,

731 N. Grove Ave., Oak Park (Euclid 3693-R).

Enclosed is \$.....for.....
double course tickets at \$7.00 each (admitting two persons)
or \$.....for.....single course
tickets at \$4.00 each. (Additional tickets at same rates).

Name

Address

37-1

Leop B

24th National Recreation Congress

P R O G R A M



**General Theme
RECREATION
AND THE AMERICAN
WAY OF LIFE**

**BOSTON, MASS.
OCTOBER 9-13, 1939
Headquarters
HOTEL STATLER**

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LOCAL ARRANGEMENTS COMMITTEE



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Chairman, Boston Park Commission

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Otto F. Bradley, Executive Director, Community Federation

Stephen P. Cabot, President, Community Service of Boston, Inc.

J. F. Conlon, Sales Manager, Hotel Statler

Roy Cushman, Executive Secretary, Boston Council of Social Agencies

Rev. George M. Dowd, Catholic Youth Organization, Brighton

Theodore Eliot, Peabody & Lane, Inc.

Arthur L. Gould, Supt. of Schools

Ernst Hermann, Supt. of Playgrounds, Newton

Eugene C. Hulman, Metropolitan District Commission

Douglas W. Payne, Boston Chamber of Commerce

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Mrs. Robert Homans	Hon. David I. Walsh
Miss Marjorie Hurd	Dr. Edwin S. Webster
Charles Jackson	C. F. Weed
Mrs. George W. Wightman	

IMPORTANT INFORMATION

ALLIED GROUPS

Allied groups holding meetings during or just following the Recreation Congress include:

Eastern Regional Conference of Settlement Workers

National Recreation School Alumni Association

Society of Recreation Workers of America—See special program

Y.M.C.A. Physical Directors' Society of Massachusetts and Rhode Island

CONGRESS PHOTOGRAPH

To be taken at the Joseph Lee Playground, Wednesday afternoon.

CONSULTATION WORKSHOP

See page 8.

EXTRA MEETINGS

Thursday afternoon has been left free for holding special meetings and for the continuation of previous discussion meetings when groups desire. Groups desiring such meetings should notify the Congress Secretary's office and arrangements will be made for a time and place. List of meetings scheduled, available Thursday morning at Registration Desk.

GOVERNMENT AGENCIES

Official representatives of Federal government agencies interested in recreation will be in attendance at the Congress and will be available for interviews.

See page 9.

LUNCHEONS

Secure tickets at Registration Desk early for special luncheons.

NOISE

Delegates are requested not to congregate just outside meeting rooms as noise from this source disturbs the meetings.

BOSTON INFORMATION BOOTH

Located opposite Registration Desk on Mezzanine floor. Obtain here information about tours, special trips, and information about Boston.

PROCEEDINGS OF CONGRESS

Proceedings of the National Recreation Congress this year will be published in a separate volume. The price will be \$1.00 including postage. All delegates desiring copies are requested to leave orders at the Registration Desk.

PUBLICITY

Delegates are urged to send stories daily about the Congress to home-town papers and are invited to use the facilities of the Press Room—Farlor E—on the Mezzanine floor for this purpose.

REGISTRATION

Everyone is requested to register immediately upon arrival. The Registration Desk is on the Mezzanine floor. Please be sure your Boston address is filed at the Registration Desk so mail and messages can reach you. Registration fee—\$1.00.

RESTAURANTS AND TEA ROOMS

See page 38.

SUGGESTION BOX

A Suggestion Box may be found at the Registration Desk. Anyone having any suggestions for this Congress or for future meetings is urged to write them down and drop them in the Box.

THINGS TO DO

Register.
Study complete program.
Be on time for all meetings.
Use Consultation Workshop.
Take time to examine exhibits.
Join the National Recreation Association.
Subscribe to RECREATION.
Consult the Bulletin Board daily.
Secure luncheon tickets early.
Sign up for special tours early.
Order your copies of the Proceedings.

CONSULTATION WORKSHOP

A wealth of recreation material including publications, programs, reports, pictures, record blanks, forms, and other data of interest is available in the Consultation Workshop located in the Hancock Room. Many individuals and agencies have cooperated in providing this source of information for Congress delegates.

In addition, individual conferences may be arranged so that delegates may discuss specific problems. Those listed below will be available for conferences. Also effort will be made to arrange interviews with others present who may be able to help on special problems being faced. Inquire at Consultation Workshop for appointments-Hancock Room.

CONSULTANTS

General Consultants

GEORGE D. BUTLER

CLARK FREDRIKSON

GLEN O. GRANT

Areas and Facilities

F. ELLWOOD ALLEN

Arts and Crafts

FRANK A. STAPLES

Church and Recreation

GLEN O. GRANT

Community Recreation Studies

CHARLES K. BRIGHTBILL

CHARLES E. REED

Co-Recreation

CLARK FREDRIKSON

Drama

CLARK FREDRIKSON

JACK STUART KNAPP

Field Service to Communities

CHARLES K. BRIGHTBILL

CHARLES E. REED

First Aid

DR. L. M. THOMPSON

Folk Festivals

SARAH GERTRUDE KNOTT

Home and Family Recreation

GLEN O. GRANT

Industrial Recreation

E. CLARK WOMAN

Legislation

CHARLES E. REED

Model Yachting

DR. CHARLES E. NORTH

Music

SIEBOLT H. FRIESWYK

DR. CLARENCE

CAMERON WHITE

AUGUSTUS D. ZANZIG

National Recreation Association Specialist Service

CHARLES K. BRIGHTBILL

Nature and Gardening

REYNOLD E. CARLSON

Park Recreation Problems

F. ELLWOOD ALLEN

LEBERT H. WEIR

Personnel

CHARLES E. REED

WILLARD C. SUTHERLAND

Physical Education

JAMES EDWARD ROGERS

Play in Institutions

JEANNE H. BARNES

Publicity

WEAVER W. PANGBURN

Recreation for Colored

Groups

ERNEST T. ATTWELL

DR. CLARENCE

CAMERON WHITE

Recreation for Girls and Women

ETHEL M. BOWERS

Rural Recreation

CHARLES E. REED

School Recreation Problems

SHERWOOD GATES

CHARLES E. REED

Social Recreation

ETHEL M. BOWERS

CLARK FREDRIKSON

Swimming and Water

Sports

CARROLL L. BRYANT

Training Problems

GEORGE D. BUTLER

REPRESENTATIVES OF FEDERAL GOVERNMENT AGENCIES

Extension Service, U. S. Department of Agriculture

ELLA GARDNER, *Recreation Specialist*

Forest Service, U. S. Department of Agriculture

JOHN SIEKER, *Acting Chief, Division of
Recreation and Lands*

Housing Authority, U. S. Department of the Interior

R. F. VOELL, *Associate Director, Management
Review*

National Park Service, U. S. Department of the Interior

HERBERT EVISON, *Associate Regional Director*

National Youth Administration

TOM L. POPEJOY, *Deputy Administrator*

Works Progress Administration

G. OTT ROMNEY, *Director, Recreation Section*



EXHIBITS

Exhibits are located in the Ball Room Foyer of the Statler Hotel. Delegates are urged to spend time examining exhibits and getting acquainted with representatives of cooperating firms.

<i>Name and Address</i>	<i>Booth Number</i>
Abingdon Press, The—New York City	24
American Youth Hostels, Inc.—Northfield, Mass.	29
Association of American Playing Card Manufacturers— New York City	26
Association Press—New York City	24 & 25
A. S. Barnes and Company—New York City	18
Benjamin Electric Manufacturing Company— Des Plaines, Ill.	21 & 22
Boston Music Co., The—Boston, Mass.	41
Boy Scouts of America—New York City	28
J. E. Burke Company, The—Fonc du Lac, Wis.	11
Chicago Recreation Commission—Chicago, Ill.	7
Cokesbury Press—Nashville, Tenn.	24
Cornell University Extension Service—Ithaca, N. Y.	32
Everwear Manufacturing Company, The—Springfield, Ohio	1
Forest Service, U. S. Department of Agriculture— Washington, D. C.	33
P. F. Frost—Mt. Vernon, N. Y.	38
P. Goldsmith Sons, Inc., The—Cincinnati, Ohio	27
Hillerich and Bradshy Company—Louisville, Ky.	16
Magnus Brush & Craft Materials, Inc.—Wakefield, Mass.	39
Model Yatch Association—Eastern Division	30
National Billiard Association—Chicago, Ill.	40
National Golf Foundation—Chicago, Ill.	31
National Recreation Association—Arts & Crafts	34 & 35
Oglebay Institute—Wheeling W. Va.	7
J. E. Porter Corporation—Ottawa, Ill.	19 & 20
Prentice-Hall, Inc.—New York City	24
Public Affairs Committee—New York City	24
G. Schirmer, Inc.—New York City	41
A. G. Spalding & Bros.—New York City	14
University of Chicago Press—Chicago, Ill.	24
U. S. Housing Authority—Washington, D. C.	4 & 5
W. J. Voit Rubber Corporation—Los Angeles, Cal.	10
Wilson Sporting Goods Company—Chicago, Ill.	23
Willis Music Co., The—Cincinnati, Ohio	41
Womans Press, The—New York City	24

LUNCHEONS

Please secure tickets early at Registration Desk

GIRLS AND WOMEN WORKERS

Get Acquainted and Success Story Luncheons

Monday, October 9 1:00—Salle Moderne

SOCIETY OF RECREATION WORKERS OF AMERICA

Tuesday, October 10 12:45

(See Page 20)

NATIONAL RECREATION SCHOOL ALUMNI

Wednesday, October 11 12:45

(See Page 25)

PRACTICAL PROBLEMS FACING RURAL WORKERS

Wednesday, October 11 12:45

(See Page 25)

RECREATION IN INDUSTRY

Wednesday, October 11 12:45

(See Page 25)

LOCAL RECREATION BOARD MEMBERS

Thursday, October 12 12:45

(See Page 32)

SETTLEMENT HOUSE WORKERS

Thursday, October 12 12:45

(See Page 32)

NOTE: For other luncheons not yet scheduled, see
bulletin board and special announcements.

NOTES



GENERAL OPENING SESSION

MONDAY EVENING

OCTOBER 9, 8:15

Ball Room

Hotel Statler

☆ ☆ ☆

Chairman

JOHN H. FINLEY

President, National Recreation Association

General Singing

Direction, AUGUSTUS D. ZANZIG

National Recreation School

Addressees of Welcome

HONORABLE LEVERETT SALTONSTALL

Governor of Massachusetts

HONORABLE MAURICE TOBIN

Mayor of Boston



Address

RABBI ABBA HILLEL SILVER

Cleveland, Ohio ✓

Topic—The American Way of Life

PLAY HOUR

All delegates participating

Direction, ROBERT E. LAVEAGA

Director, Recreation and Health Department,
Y.M.C.A., Boston

TUESDAY MORNING

OCTOBER 10, 9:15-10:45

DISCUSSION GROUPS

I.

RECREATION BOARD MEMBERS

LOOK AT THEIR JOB—*First Session* *Parlor B*

CHAIRMAN—Otto T. Mallery, President, Playground and Recreation Association of Philadelphia, Pa.

SUMMARIZER—Mrs. John D. Jameson, N.R.A. Board Member, New York City.

DISCUSSION LEADERS—Lloyd M. Jones, Member, Recreation Commission, Morgantown, W. Va.

Herbert G. Robinson, Chairman, Recreation Commission, Auburn, N. Y.

Mrs. Roy V. Wright, Member, Recreation Commission, East Orange, N. J.

II.

TRAINING RECREATION WORKERS—

First Session—Training in Colleges and Universities *Parlor A*

CHAIRMAN—Tam Deering, Director of Recreation, Cincinnati, Ohio

SUMMARIZER—Mrs. Eva W. White, Women's Educational & Industrial Union, Boston, Mass.

DISCUSSION LEADERS—Grant D. Brandon, Supt. of Recreation, Lancaster, Pa.

E. Dana Caulkins, Supt. of Recreation, Westchester County Recreation Commission, White Plains, N. Y.

Corinne Fondé, Supt. of Recreation, Houston, Texas.

George E. Schlafer, Asst. Professor of Physical Education, Indiana University, Bloomington, Ind.

III.

INDUSTRY FACES THE RECREATION

NEEDS OF WORKERS—*First Session* *Parlor C*

CHAIRMAN—M. M. Olander, Personnel Director, Owens-Illinois Glass Co., Toledo, Ohio.

SUMMARIZER—T. O. Armstrong, Supervisor, Industrial Relations, Westinghouse Electric & Manufacturing Co., Springfield, Mass.

DISCUSSION LEADERS—Frank P. Callahan, General Electric Company, Schenectady, N. Y.

Jack Reitz, Executive Secretary, R.R.Y.M.C.A., Boston, Mass.

James F. Walsh, Athletic Director, Chrysler Corporation, Detroit, Mich.

IV.

USE OF FEDERAL AND STATE FACILITIES AND LEADERSHIP BY LOCAL COMMUNITIES

Georgian Room

CHAIRMAN—Major Guy Bates, President, Board of Recreation Commissioners, Summit, N. J.

SUMMARIZER—Eugene C. Hultman, Metropolitan District Commission, Boston, Mass.

DISCUSSION LEADERS—Ferdinand A. Bahr, Director of Recreation, Sioux City, Iowa.

G. Ott Romney, Director, Recreation Section, Professional and Service Division, W.P.A., Washington, D. C.

John Sieker, Acting Chief, Division of Recreation and Lands, U. S. Forest Service, Washington, D. C.

C. P. Wilber, State Forester and Director, Dept. of Conservation & Development, Trenton, N. J.

V.

PROVIDING RECREATION FOR RURAL AMERICA

First Session

Arlington Street Church

CHAIRMAN—R. W. Kerns, Rural Sociology Extension, Pennsylvania State College, State College, Pa.

SUMMARIZER—Prof. W. Robert Gordon, Extension Rural Sociologist, Rhode Island State College, Kingston, R. I.

DISCUSSION LEADERS—Perley F. Ayer, Extension Specialist in Rural Organization & Recreation, University of New Hampshire, Durham, N. H.

Willard Hayes, General Supervisor of Recreation, Tennessee Valley Authority, Chattanooga, Tenn.

VI.

HOW CAN WE BETTER MEET THE RECREATION NEEDS OF GIRLS AND WOMEN

*First Session—The Unmet Needs
of Girls and Women*

Salle Moderne

CHAIRMAN—Dora Dodge, Director, Worcester Girls Club, Worcester, Mass.

SUMMARIZER—Mary F. Quirk, Women's Club of Pittsfield, Mass.

DISCUSSION LEADERS—Helen M. Dauncey, Director, Special Activities, Boston Community Service, Boston, Mass.

Mrs. H. R. Harvey, Director of Recreation, Lansing, Michigan.

VII

DAY CAMPS

Perkins Hall

CHAIRMAN—Louis C. Schroedler, Supt. of Recreation, Pittsburgh, Pa.

SUMMARIZER—Wes H. Klusmann, Asst. Director, Camping & Activities Service, Boy Scouts of America, New York City.

DISCUSSION LEADERS—Mrs. Maud L. Dryden, New York City.

Lawrence K. Hall, Director, Social Science Division, Springfield College, Springfield, Mass.



TUESDAY MORNING

OCTOBER 10, 11:00-12:30

DISCUSSION GROUPS

VIII.

SEMINAR ON ADMINISTRATIVE PROBLEMS IN RECREATION

Ball Room

CHAIRMAN—George Hjelte, Supt., Dept. of Play-ground & Recreation, Los Angeles, Cal.

SUMMARIZER—Nash Higgins, Supt. of Public Rec-reation, Tampa, Fla.

DISCUSSION LEADERS—C. E. Brewer, Commissioner of Recreation, Detroit, Michigan.

James Mulholland, Director of Recreation, New York City.

Arthur T. Noren, Secretary and Supt. of Recreation, Board of Recreation Commissioners, Elizabeth, N. J.
Floyd A. Rowe, Directing Supervisor, Bureau of Physical Welfare, Board of Education, Cleveland, Ohio.

IX.

RECREATION PROBLEMS OF SMALLER CITIES—5,000 TO 30,000 POPULATION

Salle Moderne (In Pit)

CHAIRMAN—Robert W. Crawford, Director of Rec-reation, Hastings-on-Hudson, N. Y.

SUMMARIZER—George R. Brunjes, Chairman, Rec-reation Commission, Norwalk, Conn.

DISCUSSION LEADERS—Fred Coombs, Asst. Supt., Recreation Board of the Town of Greenwich, Conn.

Russell J. Foval, Supt. of Recreation, Alton, Ill.

James K. Reid, Dept. of Parks & Recreation, Los Angeles, Cal.

Frances White, Supt. of Recreation, York, Pa.

X.

WHAT YOUTH WANT AND HOW THEY CAN HELP TO GET IT

Perkins Hall

CHAIRMAN—Charles K. Cummings, Jr., Boston, Mass.

SUMMARIZER—James McKinley, Director of Activi-ties, Collingwood Avenue Presby-erian Church, To-ledo, Ohio.

DISCUSSION LEADERS—Silas H. Bacon, Boston, Mass.
Rev. Father George M. Dowd, Director, Catholic Youth Organization, Brighton, Mass.

Dorothy Height, Residence Director, Emma Ransom House Y.W.C.A., New York City.

Warren L. Weierman, President, Community Youth Alliance, Lansdale, Pa.

XI.

RECREATION PLANNING IN HOUSING DEVELOPMENTS

Parlor B

CHAIRMAN—Walter Roy McCornack, Chairman, Committee on Housing, American Institute of Architects, Cleveland, Ohio.

SUMMARIZER—Rev. Thomas R. Reynolds, St. Matthew's Rectory, Dorchester, Mass.

DISCUSSION LEADERS—Louise P. Blackham, Recreation Consultant, Hillside Homes, Bronx, New York City.

George E. Evans, Chairman of Public Works Committee, Pittsburgh, Pa.

R. F. Voell, Associate Director, Management Review, U. S. Housing Authority, Washington, D. C.

XII.

CLUBS AND THEIR PROBLEMS IN THE RECREATION PROGRAM

Parlor A

CHAIRMAN—Lillie M. Peck, National Federation of Settlements, New York City.

SUMMARIZER—Ernest W. Johnson, Supt. of Playgrounds, St. Paul, Minn.

DISCUSSION LEADERS—John M. Kingman, Lincoln House Association, Boston, Mass.

Allan Krim, President, Newark Recreation Teachers Association, Board of Education, Newark, N. J.

Jessie Schofield, Supt. of Recreation, Salt Lake City, Utah.

XIII.

PROVIDING RECREATION FOR RURAL AMERICA

Second Session

Arlington Street Church

CHAIRMAN—F. L. McReynolds, Supervisor in Recreational Work, Extension Service, Purdue University Agricultural Extension Dept., Lafayette, Ind.

SUMMARIZER—Prof. W. Robert Gordon, Extension Rural Sociologist, Rhode Island State College, Kingston, R. I.

DISCUSSION LEADERS—Ruth McIntire, Extension Specialist in Recreation, Massachusetts State College, Amherst, Mass.

William M. Smith, Jr., Cornell University, Dept. of Rural Sociology, Ithaca, N. Y.

William J. Tudor, Assistant Extension Rural Sociologist, Rhode Island State College, Kingston, R. I.

XIV.

INDUSTRY FACES THE RECREATION NEEDS OF WORKERS—Second Session Parlor C

CHAIRMAN—Guy L. Shipps, Employees' Personnel Service, Dow Chemical Co., Midland, Mich.

SUMMARIZER—T. O. Armstrong, Supervisor, Industrial Relations, Westinghouse Electric & Manufacturing Co., Springfield, Mass.

DISCUSSION LEADERS—E. S. Conner, Athletic Director, Goodyear Tire & Rubber Co., Akron, Ohio.

Ralph B. Tefferteller, Dep. of Cultural Activities, Pittsburgh District Joint Board, Amalgamated Clothing Workers of America, Pittsburgh, Pa.



TUESDAY AFTERNOON

OCTOBER 10, 12:45

LUNCHEON

**SOCIETY OF RECREATION
WORKERS OF AMERICA**

Salle Moderne—On The Terrace

CHAIRMAN—V. K. Brown, Director of Recreation,
Chicago Park District, Chicago, Ill.

SPEAKER—Dr. Harry A. Overstreet, Author-Lecturer.

Topic—Professional Leadership in Public Recreation.

2:30

T O U R

**BOSTON RECREATION AREAS AND
ARNOLD ARBORETUM**

Price 50c

Busses leave Statler Hotel 2 30.

Secure tickets in advance.

Further details—Boston Information Booth

GENERAL SESSION
TUESDAY EVENING
OCTOBER 10, 8:15

Ball Room

☆ ☆ ☆

Chairman

JOHN H. FINLEY
President, National Recreation Association

General Singing

PANEL OF COLLEGE PRESIDENTS

Topic—RECREATION IN AMERICA

PARTICIPANTS

HUGH P. BAKER President, Massachusetts State
College

ERNEST M. BEST President, Springfield College

LEONARD CARMICHAEL President, Tufts College

WILLIAM MATHER LEWIS President, Lafayette
College

DANIEL L. MARSH President, Boston University

PAUL D. MOODY President, Middlebury College

WEDNESDAY MORNING

OCTOBER 11, 9:15-10:45

DISCUSSION GROUPS

XV.

WHAT ARE THE FOUNDATIONS FOR BELIEF IN RECREATION *Georgian Room*

CHAIRMAN—Frank Boyden, Deerfield Academy,
Deerfield, Mass.

SUMMARIZER—J. C. Walsh, N.R.A. Board Member,
New York City.

DISCUSSION LEADERS—Ernst Hermann, Dean, Boston
University, The Sargent College of Physical Educa-
tion, Cambridge, Mass.

Oscar A. Kirkham, Executive Secretary, Y.M.M.I.A.,
Salt Lake City, Utah.

Theodore F. Lentz, Director of the Character Research
Institute, Dept. of Education, Washington University,
St. Louis, Mo.

Elmer D. Mitchell, Editor, Journal of Health and
Physical Education, Ann Arbor, Mich.

XVI.

RECREATION BOARD MEMBERS LOOK AT THEIR JOB—

Second Session

Parlor B

CHAIRMAN—Robert J. Dunham, President, Chicago
Park District, Chicago, Ill.

SUMMARIZER—Mrs. John D. Jameson, N.R.A. Board
Member, New York City.

DISCUSSION LEADERS—Rev. Thorpe Bauer, Chair-
man, Recreation Commission, Bridgeport, Conn.

Max Hirsch, Chairman, Recreation Commission, Cin-
cinnati, Ohio.

Frank S. Roderick, Member, Recreation Commission,
Oakland, Cal.

XVII.

CO-RECREATION

Salle Moderne

CHAIRMAN—Gilbert Harris, Executive Director,
Y.M.H.A. and Y.W.H.A., St. Louis, Mo.

SUMMARIZER—Eugene L. Roberts, Associate Profes-
sor, Division of Health & Physical Education, Uni-
versity of Southern California, Los Angeles, Cal.

DISCUSSION LEADERS—Elizabeth Furchenal, Execu-
tive Chairman, The Folk Arts Center, New York City.

Mabel Madden, Supervisor, Community Activities,
Public Recreation Commission, Cincinnati, Ohio.

Charles F. Weckwerth, Director, Men's Division, Y.M.-
C.A., Providence, R. I.

XVIII.

RECREATION AND THE CHURCHES

Perkins Hall

CHAIRMAN—Roy E. Coombs, State Secretary, Y.M.-C.A.'s, Mass. and R. I., Boston, Mass.

SUMMARIZER—Rev. Phillips E. Osgood, Emmanuel Church, Boston, Mass.

DISCUSSION LEADERS—Rev. John Brett Fort, St. Mark's Church, Leominster, Mass.

W. O. Robinson, Field Secretary, Y.M.M.I.A., Salt Lake City, Utah.

XIX.

TRAINING RECREATION WORKERS

Second Session—In-Service Training

Parlor A

CHAIRMAN—Howard C. Bernsford, State Director of Recreation, W.P.A., Denver, Colorado.

SUMMARIZER—Mrs. Eva W. White, Women's Educational & Industrial Union, Boston, Mass.

DISCUSSION LEADERS—Mary Addison, Supervisor of Recreation, Recreation Dept., Oakland, Cal.

G. I. Kern, Supervisor of Community Centers and Playgrounds, Board of Education, Cleveland, Ohio.

Thomas W. Lantz, Supt. of Public Recreation, Dept. of Public Playgrounds & Recreation, Reading, Pa.

Alfred H. Wyman, Executive Director, Park & Playground Association, St. Louis, Mo.



MUSIC

First Session—Singing

Arlington Street Church

CHAIRMAN—A. D. Zanzig, National Recreation Association.

SUMMARIZER—Dr. Jesse B. Davis, Dean, Boston University, School of Education, Boston, Mass.

DISCUSSION LEADERS—Lyle R. Ring, Music Teacher and Leader, Medford, Mass.

G. Wallace Woodworth, Harvard University, Dept. of Music, Cambridge, Mass.

John E. MacWhorter, Supt., Playground and Recreation Commission, Springfield, Ill.

XXI.

DRAMA—First Session

Ball Room

CHAIRMAN—William Simpson, Director, Players' Guild, Springfield, Mass.

SUMMARIZER—Alan Hay, Member of Board, Community Service of Boston, Mass.

DISCUSSION LEADERS—Mary Beecon, Asst. Supervisor of Recreation, St. Paul, Minn.

Mrs. Clara W. Edwards, Director, Dramatic Dept., Community Service of Boston, Mass.

Agnes C. Grant, Secretary, Children's Theatre Dept., Association of the Junior Leagues of America, New York City.

GENERAL SESSION
WEDNESDAY MORNING
OCTOBER 11, 11:00

Ball Room

☆ ☆ ☆

Chairman

JOHN H. FINLEY
President, National Recreation Association

General Singing

Summarizers' Reports

Object: To present to entire Congress substance of information and ideas developed in previous discussion groups.

GEORGE R. BRUNJES, Chairman, Recreation Commission, Norwalk, Conn.

NASH HIGGINS, Supt. of Public Recreation, Tampa, Florida.

EUGENE C. HULTMAN, Metropolitan District Commission, Boston, Mass.

MRS. JOHN D. JAMESON, N.R.A. Board Member, New York City.

ERNEST W. JOHNSON, Supt. of Playgrounds, St. Paul, Minn.

WES H. KLUSMANN, Asst. Director, Camping & Activities Service, Boy Scouts of America, New York City.

JAMES MCKINLEY, Director of Activities, Collingwood Avenue Presbyterian Church, Toledo, Ohio.

MARY F. QUIRK, Women's Club of Pittsfield, Mass.

REV. THOMAS F. REYNOLDS, St. Matthew's Rectory, Dorchester, Mass.

WEDNESDAY AFTERNOON

OCTOBER 11

12:45

LUNCHEON MEETINGS

RECREATION IN INDUSTRY *Salle Moderne*

CHAIRMAN—John W. Higgins, President, Worcester Pressed Steel Co., Worcester, Mass.

SPEAKER—Ralph L. Lee, General Motors Corporation, General Motors Bldg., Detroit, Mich.

Topic—Responsibility of Industry for Recreation

PRACTICAL PROBLEMS FACING RURAL WORKERS *Parlor A*

CHAIRMAN—Charles E. Reed, National Recreation Association.

SPEAKERS—Ella Gardner, Recreation Specialist, Extension Service, U. S. Department of Agriculture, Washington, D. C.

Dr. Albert Z. Mann, Dean and Registrar, Springfield College, Springfield, Mass.

Mildred B. Murphy, State Leader of Home Demonstration Agents, Extension Service, State of New Jersey, New Brunswick, N. J.

NATIONAL RECREATION SCHOOL ALUMNI *Parlor B*

CHAIRMAN—Robert W. Crawford, Director of Recreation, Hastings-on-Hudson, N. Y.

SPEAKER—George Hjelte, Supt., Department of Playground and Recreation, Los Angeles, Cal.

Topic—Problems for Young Executives to Face.
Brief talks by Alumni. Officers' reports.

WEDNESDAY AFTERNOON

OCTOBER 11, 1:30—3:00

DISCUSSION GROUPS

XXIII.

DRAMA—Second Session

Ball Room

CHAIRMAN—William Simpson, Director, Players' Guild, Springfield, Mass.

SUMMARIZER—Alan Hay, Member of Board, Community Service of Boston, Mass.

Continuation of previous discussion.

XXIV.

MUSIC

Second Session—Playing

Arlington Street Church

CHAIRMAN—Dr. Francis Findlay, New England Conservatory of Music, Boston, Mass.

SUMMARIZER—Dr. Jesse B. Davis, Boston University, School of Education, Boston, Mass.

DISCUSSION LEADERS—Jennie Cossitt, Director, American Pipers Guild, New York City.

C. A. Emmons, Director of Recreation, Bloomfield, N. J.

Mrs. Frances McFarland, Associate Musical Officer, Music Education Division, W.P.A., New York City.

XXV.

*HOW CAN WE BETTER MEET THE
RECREATION NEEDS OF GIRLS
AND WOMEN*

*Second Session—Girls' Clubs, Their
Strength, Their Weaknesses, Their
Adaptability to Public Recreation
Departments*

Perkins Hall

CHAIRMAN—M. Esthyr Fitzgerald, Supt. of Recreation, Utica, N. Y.

DISCUSSION LEADERS—Emma H. Howe, Director, Neighborhood Guild, Peace Dale, R. I.

Maxine Keith, Girls' Vacation Fund, Inc., New York City.

Dorothy Rutherford, Health Education Dept. Director, Boston Y.W.C.A., Boston, Mass.

WEDNESDAY AFTERNOON

OCTOBER 11, 3:30

JOSEPH LEE MEMORIAL MEETING

Joseph Lee Stadium

General Chairman

HON. WM. P. LONG Chairman, Park Department,
Boston


Presiding

JOHN H. FINLEY
President, National Recreation Association

Singing

Direction, AUGUSTUS D. ZANZIG
National Recreation Association

Address

HENRY W. HOLMES, LL.D., 
Dean, Graduate School of Education,
Harvard University

Topic— Joseph Lee, Educational Philosopher

Play Demonstration

Boston School Department
Boston Park Department

NOTE: Busses leave Statler Hotel 3:00 to 3:15.
Tickets 20 cents round trip.
Please be prompt.

Recreation Congress Photograph
To be taken at this meeting.

GENERAL SESSION
WEDNESDAY EVENING
OCTOBER 11, 8:15

Ball Room

☆ ☆ ☆

Chairman

JOHN H. FINLEY,
President, National Recreation Association

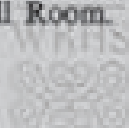
General Singing

Address

HON. PAUL V. McNUTT Federal Security
Administrator, Washington, D. C.

Social Dancing

Dancing and Social Recreation will follow this session in the Ball Room.



THURSDAY MORNING

OCTOBER 12, 9:15-10:45

DISCUSSION GROUPS

XXVII.

WHAT IS THE RELATION OF RECREATION TO DEMOCRACY *Salle Moderne*

CHAIRMAN—Prof. James A. Michener, Graduate School of Education, Harvard University, Cambridge, Mass.

SUMMARIZER—Stephen P. Cabot, President, Community Service of Boston, Boston, Mass.

DISCUSSION LEADERS—Richard Brown, American Youth Commission of the American Council on Education, Washington, D. C.

V. K. Brown, Director of Recreation, Chicago Park District, Chicago, Ill.

Major George W. Farney, President, New Jersey Parks & Recreation Association, Morris Plains, N. J.
Marguerite Kehr, Dean, State Teachers College, Bloomsburg, Pa.

XXVIII.

PROGRESS IN THE WIDER USE OF SCHOOLS FOR RECREATION *Georgian Room*

CHAIRMAN—Dr. Francis Trow Spaulding, Professor of Education, Harvard University, Cambridge, Mass.

SUMMARIZER—Prof. N. L. Engelhardt, Columbia University, Teachers College, New York City.

DISCUSSION LEADERS—R. W. Cammack, Supt. of Recreation, Mt. Vernon, N. Y.

George L. McClenny, Supt. of Public Instruction, Topeka, Kansas.

Clement A. Norton, City Councillor, Boston, Mass.

Dorothea M. Lensch, Director of Recreation, Portland, Oregon.

XXIX.

PUBLIC RELATIONS IN RECREATION *Parlor C*

CHAIRMAN—Charles W. Davis, Supt. of Recreation, Berkeley, Cal.

SUMMARIZER—Dr. Donald M. Hooker, Managing Editor, American Journal of Physiology, Baltimore, Maryland.

DISCUSSION LEADERS—Josephine Blackstock, Director of Playgrounds, Oak Park, Ill.

R. A. Dewey, Chairman, Recreation Commission, Akron, Ohio.

Franklin Dunham, National Broadcasting Company, New York City.

XXX.

NATURE *Arlington Street Church*

CHAIRMAN—Dr. Wm. G. Vinal, Massachusetts State College, Amherst, Mass.

SUMMARIZER—C. B. Hershey, Dean, Colorado College, Colorado Springs, Colorado.

DISCUSSION LEADERS—Carl W. Buchheister, Secretary-Treasurer, Massachusetts Audubon Society, Boston, Mass.

Garrett Eppley, Recreation Planner, Region II, National Park Service, Omaha, Neb.

Donald Wyman, Horticulturist, Arnold Arboretum, Harvard University, Cambridge, Mass.

Francis Young, Director of Education, N. E. Museum of National History, Boston, Mass.

XXXI.

WINTER SPORTS *Parlor B*

CHAIRMAN—Harold M. Gore, Dept. of Physical Education, Massachusetts State College, Amherst, Mass.

SUMMARIZER—Alden W. Thompson, West Virginia University, Morgantown, W. Va.

DISCUSSION LEADERS—Ray Forsberg, W.P.A. Recreation Training School, New York City.

Karl B. Raymond, Director of Recreation, Minneapolis, Minn.

Russell Tobey, Forestry & Recreation Dept., Concord, N. H.

Alexander Winton, Regional Recreational Planner, Forest Service, U. S. Dept. of Agriculture, Washington, D. C.

XXXII.

ARTS AND CRAFTS *Parlor A*

CHAIRMAN—A. Cooper Ballentine, Secretary-Treasurer, League of Arts & Crafts, Concord, N. H.

SUMMARIZER—Ruth Perkins, Boston Y.W.C.A., Boston, Mass.

DISCUSSION LEADERS—C. A. Belash, Fellowcrafters, Inc., Boston, Mass.

Marguerite Ickes, Craft Specialist, New York City.

Mrs. Chester G. Marsh, Girl Scouts, Inc., New York City.

GENERAL SESSION
THURSDAY MORNING
OCTOBER 12, 11:00

Ball Room

☆ ☆ ☆

Chairman

JOHN H. FINLEY
President, National Recreation Association

General Singing

Summarizers' Reports

Object: To present to entire Congress substance of information and ideas developed in previous discussion groups.

T. O. ARMSTRONG, Supervisor, Industrial Relations, Westinghouse Electric & Manufacturing Co., Springfield, Mass.

DR. JESSE B. DAVIS, Dean, Boston University, School of Education, Boston, Mass.

PROF. W. ROBERT GORDON, Extension Rural Sociologist, Rhode Island State College, Kingston, R. I.

ALAN HAY, Member of Board, Community Service of Boston, Mass.

C. B. HERSHEY, Dean, Colorado College, Colorado Springs, Colorado.

REV. PHILLIPS E. OSGOOD, Emmanuel Church, Boston, Mass.

EUGENE L. ROBERTS, Associate Professor, Division of Health and Physical Education, University of Southern California, Los Angeles, Cal.

J. C. WALSH, N.R.A. Board Member New York City.
MRS. EVA W. WHITE, President, Women's Educational and Industrial Union, Boston, Mass.

THURSDAY AFTERNOON

OCTOBER 12

12:45

Luncheon

RECREATION BOARD MEMBERS

LOOK AT THEIR JOB

Parlor A

CHAIRMAN—H. S. Braucher, Secretary, National Recreation Association.

SPEAKER—Robert J. Dunham, President, Chicago Park District, Chicago, Ill.

Topic—Public Service Opportunities for Laymen in the Recreation Movement.

1:00

Luncheon and Tour

SETTLEMENT HOUSE WORKERS

South End House, 30 Union Park

Make Reservations in Advance

Luncheon Tickets — 75c. Tour Free

Private Cars Leave South End House 2:30

2:30

MODEL YATCH REGATTA

Storrow Lagoon

Charles River Basin

Conducted by the Eastern Division Model Yatch Association of America for Recreation Congress delegates. Regatta goes on all day. Further information—inquire Booth 30.

2:30

XXXIII.

MUSIC

Special Session—Round Table Discussion on the Practical Problems Found in Developing Music in the Community

Arlington Street Church

CHAIRMAN—Edwin M. Steckel, Director of Music, Oglebay Institute, Wheeling, W. Va.

2:30

XXXIV.

HOW CAN WE BETTER MEET THE RECREATION NEEDS OF GIRLS AND WOMEN

Special Session—Girls' Softball and Other Girls' Athletic Problems

Salle Moderne

CHAIRMAN—Florence A. Somers, Director, The Margaret Eaton School, Toronto, Canada.

See special program for additional meetings
Thursday afternoon

GENERAL SESSION
THURSDAY EVENING
OCTOBER 12, 8:15

Ball Room

☆ ☆ ☆

Chairman

JOHN H. FINLEY

President, National Recreation Association

General Singing

Demonstration of Choric Verse

Verse Speaking Choir

GRACE WALKER, Director

Address

To be announced.



AWARDING OF SERVICE MEDALS

Medals are awarded by the National Recreation Association to community recreation workers who have given full-time leadership service for ten years or more in the recreation movement.

Workers to receive awards are requested to take seats in the reserved section in front of the platform.

FRIDAY MORNING

OCTOBER 13, 9:15 - 10:45

DISCUSSION GROUPS

XXXV.

AGENCY RELATIONSHIPS IN SERVING COMMUNITY RECREATION NEEDS

Georgian Room

CHAIRMAN—Charles English, Executive Secretary, Playground & Recreation Association of Philadelphia, Pa.

SUMMARIZER—Mrs. Paul R. Reynolds, Member of Board, Westchester County Recreation Commission, White Plains, N. Y.

DISCUSSION LEADERS—H. S. Callowhill, Director, Playground Athletic League, Baltimore, Md.

Roy Cushman, Executive Secretary, Boston Council of Social Agencies, Boston, Mass.

Walter L. Scott, Director of Municipal and School Recreation, Long Beach, Cal.

XXXVI.

PLANNING AND DESIGNING RECREATION AREAS AND FACILITIES

Salle Moderne

CHAIRMAN—F. Ellwood Allen, National Recreation Association.

SUMMARIZER—Fred Adams, Massachusetts Institute of Technology, Cambridge, Mass.

DISCUSSION LEADERS—John J. Garrity, Supt. of Parks & Playgrounds, Lexington, Mass.

Foss Narum, Park Manager, The Frank Newhall Look Memorial Park, Northampton, Mass.

John Rowley, Secretary, Board of Recreation Commissioners, East Orange, N. J.

XXXVII.

GARDENING

Arlington Street Church

CHAIRMAN—Dennis M. Crowley, Instructor in Horticulture, Boston Public Schools, Boston, Mass.

SUMMARIZER—Erna W. Cass, Secretary, Junior Garden Club Council, New York City

DISCUSSION LEADERS—Edward I. Farrington, Secretary, Massachusetts Horticultural Society, Boston, Mass.

Frances Miner, Brooklyn Botanical Gardens, New York City

Edward Ryan, Director, Division of Recreation, Park Department, Framingham, Mass.

XXXVIII.

BOATING

Parlor B

CHAIRMAN—W. Duncan Russell, General Director, Community Service of Boston, Inc., Boston, Mass.

DISCUSSION LEADERS—Dr. Charles E. North, Commodore Montclair Yatch Club, Montclair, N. J.

Joseph Lee, Jr., Boston Public School Committee, Boston, Mass.

XXXIX.

PET IDEAS OF 1939

Parlor A

CHAIRMAN—Otto T. Mallery, President, Playground & Recreation Association of Philadelphia, Pa.

SUMMARIZER—Mark McCloskey, Director Recreational & Community Activities, Board of Education, New York City

A free-for-all exchange of new and pet ideas



GENERAL SESSION
FRIDAY MORNING
OCTOBER 13, 11:00

Ball Room

△ △ △

Chairman

JOHN H. FINLEY
President, National Recreation Association

General Singing

Summarizers' Reports

Object To present to entire Congress substance of information and ideas developed in previous discussion groups.

FRED ADAMS, Massachusetts Institute of Technology, Cambridge, Mass.

STEPHEN P. CABOT, President, Community Service of Boston, Mass.

ERNA W. CASS, Secretary, Junior Garden Club Council, New York City.

PROF. N. L. ENGELHARDT, Columbia University, Teachers College, New York City.

DR. DONALD M. HOOKER, Managing Editor, American Journal of Physiology, Baltimore, Md.

MARK McCLOSKEY, Director, Recreational and Community Activities, Board of Education, New York City.

RUTH FERRINS, Boston Y.W.C.A., Boston, Mass.

MRS. PAUL R. REYNOLDS, Member of Board, Westchester County Recreation Commission, White Plains, N. Y.

ALDEN W. THOMPSON, West Virginia University, Morgantown, W. Va.

FRIDAY AFTERNOON
OCTOBER 13

2:30

Tours

No. 1 Comprehensive Historical Tour of Boston and Vicinity. Includes Concord, Lexington, Wayside Inn.

Congress Price \$1.75 (usually \$5.50)

Busses leave Statler Hotel 2:30. Secure tickets in advance.

No. 2 Metropolitan District Commission Recreation Areas Tour. Includes recreation areas under jurisdiction Metropolitan District Commission in Boston and surrounding towns.

Price 60c

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Further details all years—Boston Information Booth.



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WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION, 264 Boylston Street

Further information may be secured at the Boston Information Booth.

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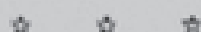
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RECREATION CONGRESS

The Recreation Congress is a cooperative gathering of all those interested in recreation.

Suggestions for topics, speakers, features, special meetings, exhibits, and other parts of the Congress are received from many sources. An effort has been made to include those of greatest value to the largest number of delegates and to the movement as a whole.

The Congress is organized as one of the services of the National Recreation Association.



NATIONAL RECREATION ASSOCIATION

For over thirty-three years the National Recreation Association, serving as the clearing house for the recreation movement in America, has been the means of focusing the attention of the nation upon the need for and importance of public recreation. It has worked to determine needs, plan adequate programs, train leaders, raise standards of service and leadership, put its resources behind private and governmental agencies interested in recreation, and to serve as a unifying force for all who are working through recreation to make life in America a rich, joyous experience.

The services are made possible through membership dues and voluntary contributions. All who are interested are cordially invited to help.

Our nation, facing a period fraught with tension and strain, will demand and should have more rather than less of those life experiences that give a lift to the soul. All can help by giving through the National Recreation Association.

NATIONAL RECREATION ASSOCIATION

315 FOURTH AVENUE

NEW YORK CITY

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(Formerly Named Playground and Recreation Association of America)



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1940



SEPTEMBER

Ohio Schools

OFFICIAL
JOURNAL
OF THE
OHIO
EDUCATION
ASSOCIATION

TO THE TEACHER WHO NEEDS A CASH LOAN

How you can borrow \$100 if you can pay back \$9⁴⁶ a month

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50	25.75	13.13	8.93	6.83	5.57	4.73	3.69	3.24	3.06	2.45
75	38.63	19.70	13.39	10.24	8.35	7.09	5.53	4.86	4.59	3.68
100	51.50	26.26	17.85	13.65	11.13	9.46	7.36	6.47	6.12	4.91
125	64.38	32.83	22.32	17.06	13.92	11.82	9.31	8.24	7.84	6.32
150	77.26	39.39	26.78	20.48	16.70	14.18	11.35	10.01	9.57	7.75
200	103.01	52.52	35.71	27.30	22.27	18.91	14.52	12.73	12.14	10.00
250	128.76	65.66	44.63	34.13	27.83	23.64	18.43	16.18	15.49	12.75
300	154.51	78.79	53.56	40.95	33.49	28.37	21.78	19.30	18.51	15.25
400	205.26	104.66	71.06	54.29	44.35	37.53	28.75	25.17	24.29	20.17
500	256.01	130.55	88.34	67.39	54.83	46.46	36.48	31.61	30.53	25.75

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The Cover Picture

Approximately 1,250,000 youths enter Ohio's public schools this month to begin a new school year. A typical first day scene appropriately provides our cover picture for September. It was taken at the University High School, Ohio State University, Columbus. Dr. H. B. Alberty, professor of education, Ohio State University, is the director. Photo is by courtesy of the Smith Studios.

OHIO SCHOOLS

OFFICIAL ORGAN OF THE
OHIO EDUCATION ASSOCIATION

HOBART H. BELL, *Editor*

WALTON B. BLISS,
Contributing Editor

Entered as second-class matter March 20, 1932, at the postoffice at Columbus, Ohio, under the act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1927, authorized March 30, 1923.

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The Editor's Corner

THE TEACHER IN NATIONAL DEFENSE

IN EUROPE TODAY, MOST OF THE forecasting centers on the impending "total war." In America, the needs of "total national defense" dominate public thought and action. In a democracy, education is one of the strongest lines of defense in times of danger, even as it is the essential factor in times of peace. In "total defense" education has a major part and that part must be recognized and developed, even as industrial capacity, armaments, and armed forces are developed in an all-inclusive and co-ordinated program of preparedness.

It is timely then, that our first issue of this school year should reflect our status in a world at war. Several articles in this issue will provide welcome background for teacher thinking on current problems. Rabbi Silver's address is a sane and lucid approach to understanding of the predicament in which we find ourselves as a nation, and is also a rational appraisal of the elements of strength which should be our greatest ultimate protection.

The pronouncements of the Educational Policies Commission and the American Youth Commission focus attention on human values and resources which must be preserved if full development of our material resources are to be finally and completely effective in national defense. E. L. Heusch's brief discussion of Ohio's plan for National Defense is indicative of the immediate practical contribution which the schools can make when called for this type of service.

There is another type of contribution which every teacher can and must make in meeting present threats as well as assuring the preservation of the democratic ideal and its great possibilities for human peace and happiness after present threats have passed.

Dorothy Thompson has given a clue to that service which should dominate the thought and work of every teacher in every American school this year. In giving four reasons "Why Nazis Win," she points out that the fourth "is because they have a vision which is . . . the basis of their communal morale." After characterizing the vision of a superior and all-conquering race as false and one which ultimately will be the basis of Nazi defeat, she adds this: "But one cannot oppose an ignoble and untrue vision with no vision at all" . . . "We shall not survive this epoch unless we can conceive a vision as large as theirs, but truer, and more real."

Democracy then must compel loyalties to an even greater degree than totalitarianism, and for constructive rather than destructive purposes. Education must measure up to its great potentialities for restoring the vision of democracy as a fascinating and dominating ideology and as an active rather than a passive force. Every teacher may well keep this objective of education in mind this year and, with every resource at her command, make that objective her own.

Western Hemisphere Broadcasts

Matching the Federal government's zeal in cementing this country's relations with its Latin neighbors, CBS' "American School of the Air" will draw heavily on nations south of the Rio Grande for broadcast material slated for its programs beginning this fall. Canada similarly is being explored for the 1940-41 educational program series to include every country in the Western Hemisphere willing to co-operate in

the production. More than 15,000,000 school children will listen to these broadcasts during the next semester, according to Sterling Fisher, director of Columbia's Department of Education. The air classes will be resumed on October 1. Teachers may secure further information on these and other educational broadcasts by writing to Mr. Fisher's office in New York City or through local CBS stations.



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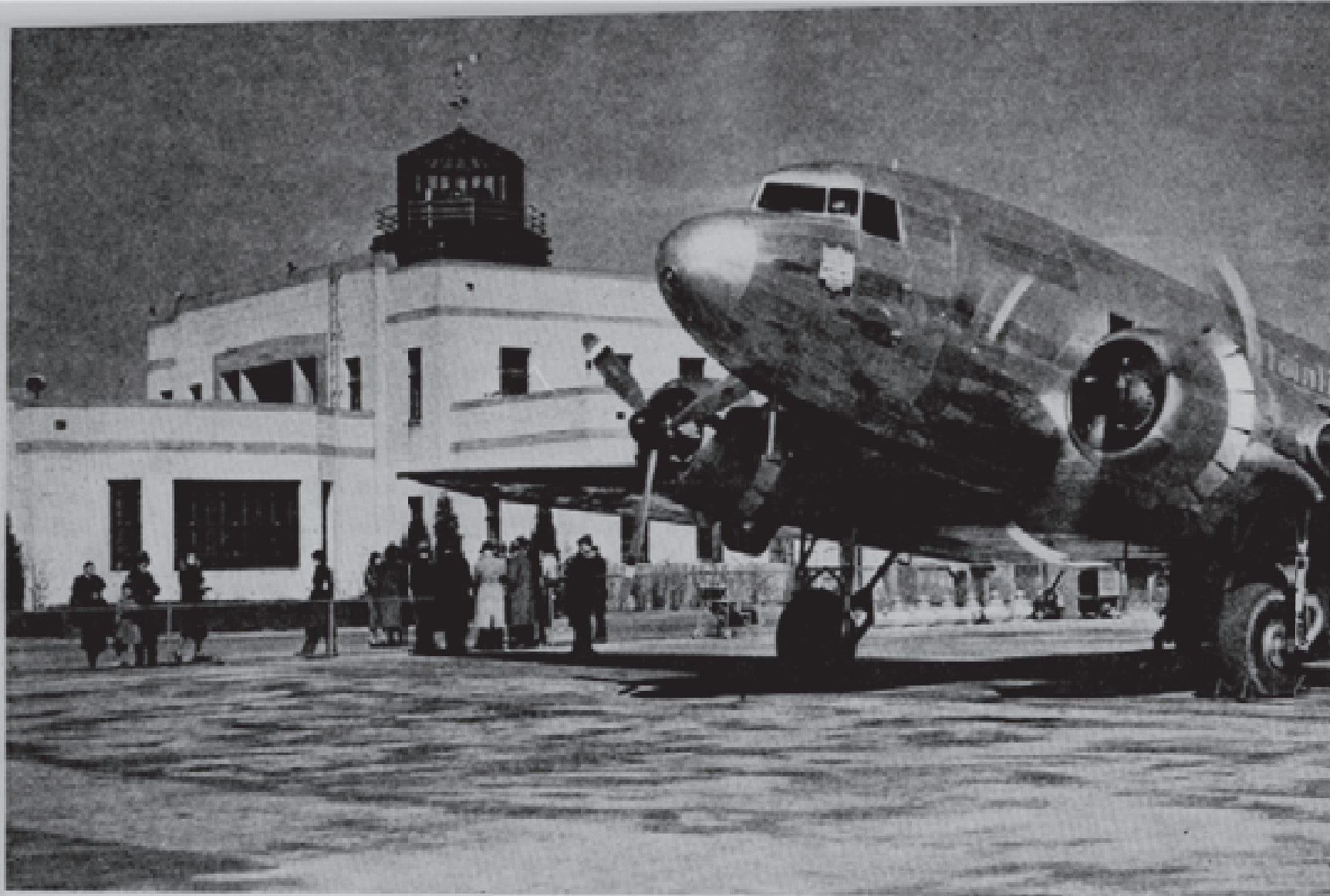
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Pictorial Ohio

B. A. AUGHBALGH

Supervisor, Visual Instruction

State Department of Education

No. 111

AVIATION IN OHIO

OHIO REMINDS HERSELF EVERY TIME THAT since the day of the first airplane flight, she has been in the forefront of the development of aviation, and her farseeing citizens are determined that she shall maintain that position. For here, in the Buckeye state, aviation was born. The two men who invented the airplane, as every boy knows, were citizens of Dayton—Orville and Wilbur Wright. Orville is still a resident of that city, Wilbur is dead.

Ohio's present importance in aviation is apparent in all lines of the industry. In commercial transportation, she is served by some of the country's largest transcontinental lines and the excellence of her airports, such as the Cleveland Airport pictured on this page, provide every up-to-date facility.

In the development of the nation's air force, Ohio has also played an important part through the establishment of the United States Army Air Corps experimental base in the native city of the Wright brothers. There, at Wright Field, much of the army's development work on the airplane took place. Today at this field and nearby Patterson Field are found two of the army's most important air bases.

In airplane manufacturing, particularly in the small plane field, four Ohio firms have played prominent roles. The demand for their planes from individual owners who fly them for either pleasure or business has necessitated continual expansion of plant and personnel. Ohio firms making parts used in aircraft are many; Cleveland alone has thirty such firms.

It was fitting that Ohio, the birthplace of aviation, should lead the way in the matter of legislation for aviation. As a result there have been created a State Bureau of Aeronautics and regulatory measures relative to the operation of planes, the licensing of operators, identifying signs for municipalities, and the promotion of safety in air travel. The Bureau, the State Highway Patrol and the Civil Aeronautics Authority have co-operated in this program.

The State Bureau has also taken an active part in the promotion and establishment of the civilian pilot training program in Ohio colleges and universities. This program, financed by Congress and administered by C.A.A., contemplates the flight training of 45,000 civilian pilots throughout the nation, some 3,000 of them in Ohio. More than twenty colleges in Ohio have been approved as training centers and have established courses in this work.

—Based on a statement by Earle L. Johnson, Ohio Director of Aeronautics.

NEW OCCASIONS . . . *Stress Old Duties*

"NEW OCCASIONS TEACH NEW DUTIES" is an oft-quoted line from Lowell, but may we suggest that changed times likewise give new importance to *old duties*. We are obviously at a critical point in world history. We are destined to live in a changed world whether Hitler wins or loses. Old values dwindle, new emphases step in, new duties face us. But kaleidoscopic as may be the changes that we shall be called upon to witness, all our old fealties are not doomed. Certainly our devotion to the democratic system of government is now the greatest motivating force in our every national and individual act. Today's new occasions but add fire to our old zeal for this plan and program of a free life that so many Europeans have recently lost.

The times that summon us to solidarity of purpose in maintaining our cherished institutions of democracy also summon us to unity in some of our lesser enterprises. For teachers, organization into a professional group is one of these. In a time when every important interest is organized, teachers cannot be indifferent about the maintenance of their own solidarity. New responsibilities, and probably

new threats to education, challenge us to respond through the time-tested channel of our Association.

The new demands for large-scale expenditure for national defense, for example, inevitably suggest to some people and organizations that local taxes for government and schools should be reduced. Already that note has been sounded by the president of one Ohio organization who says this defense bill can be paid either by lowering the American standard of living or by economies in federal, state, and local governments. The third possibility—paying for this bill through a rise in the national income—is overlooked. But schools, themselves a key unit in the defense of democracy, may face an unreasoning clamor for curtailment, and some strong organization must maintain their cause.

A strong central educational organization would not exist at all except for the support of each individual teacher. No teacher in Ohio is more important than any other teacher in the process of membership building. You cannot shift the obligation to another's shoulders. It is an individual responsibility.

Achievements and Goals

DURING the last half dozen years it has been the Ohio Education Association that has taken the lead in securing a large amount of state taxes for the support of schools, in providing a comprehensive plan for guaranteeing a minimum educational opportunity to every child, in providing a guaranteed share of school operating money for teachers' salaries, and in guarding the right of school districts to their share of local real estate taxes.

The O. E. A., fighting since 1936 for adequate state funds to finance the School Foundation Law, mobilized a citizens committee to give assistance in 1938 and saw success crown its efforts when the present legislature made full appropriation from the general revenue fund. All quarterly payments under this law have been made in cash during 1939 and 1940. Along with this was secured legislative provision for liquidating the heavy accumulated deficit in the state public school fund which was annually taking for the payment of interest about a half million dollars of local school money—money that ought to have been spent for teachers' salaries or instructional materials.

A live and functioning organization always has important goals toward which it is striving. Here are a few which the O.E.A. is working for:

1. Legislation to give security of employment to teachers whose training and experience have qualified them for professional or permanent certificates. The president of the Association has appointed a special committee to carry on the renewed battle for adequate tenure protection in this state.
2. Emphasis upon bettering the working conditions of teachers through the extension and liberalizing of sick-leave plans, through aid in protecting contract rights, and through assistance to local associations in widening their programs of service in areas where the state association cannot directly function.
3. Adherence to the long-established plan of maintaining the State Teachers Retirement System on a sound actuarial basis.
4. Maintaining unimpaired the right of boards of education to a guaranteed share of local tax revenues, which is just as important as maintaining state support.
5. A public relations program to keep the public informed upon school problems and favorably inclined toward the improvement of educational opportunities for the youth of the state.—W.B.B.

THE STATE DEPARTMENT . . .

Charts a Course

Director Calls for Teacher Co-operation



E. N. DIETRICH
Director of Education

IT HAS BEEN A DIFFICULT SUMMER to relax. Even if you were fortunate enough to see America and absent yourself from the office and school-room, the radio and press made it impossible to secure much mental rest. If not a worried people, we are all an anxious people. And no doubt the most concerned group in America today is that group of boys and girls you teachers faced on the first day of school. What happens today and tomorrow will affect them more than you teachers and administrators. These young people will ask you many difficult questions—questions which you cannot answer because no one knows the answer. You will not find the answers in books.

However, there are some things we school people can do. (1) We can help the younger generation to keep the faith—faith in God, faith in American institutions. (2) We can impress upon the younger generation—not by preaching, but by example—"our responsibility." (3) In a time when we are more likely to express our opinions in loud voices, we can

assist youth to see the wisdom of having a decent respect for the opinions of others.

May I ask for a co-operative and sympathetic spirit for those who are trying to work out a solution for many of our difficult problems. In the State Department of Education we do appreciate the spirit you have manifested in our program of Vocational Training for Defense. It was thrust upon us suddenly but you responded nobly. An emergency situation such as we face now serves the purpose of bringing to light some of the mistakes of our present educational program. I hope, as a result of what we are now being asked to

do by the government, the schools of the state will provide a broader curriculum—one that will meet the needs of all of our youth.

In our elementary program you have assisted in making progress in a most difficult task. Such an attitude on your part means a great deal for the schools of Ohio.

This will be a hard year for you teachers and administrators. The challenge is one that at times fills us with fear. But I have faith in you that you will not fail. What was it Shakespeare said about "screwing up our courage"?

—E. N. DIETRICH

Status of the Elementary Curriculum

INDUSTRIES THAT ARE BEING MADE AS TO THE progress of the state elementary curriculum project indicate the widespread interest that is felt in the subject. A movement that is as significant and as embracing as the development of a state curriculum must necessarily progress certainly but slowly.

Bulletins I and II have been given rather general distribution through school administrators, but many teachers, it seems, have not had opportunity to study them. In its final analysis, the interpretation and administration of the curriculum must rest with the classroom teacher. It is, therefore, vitally important that she be kept aware of developmental progress.

It will be impossible by reason of costs for the State Department of Education to place copies of the

bulletins in the hands of every teacher in the elementary schools of Ohio, but we shall gladly furnish to those administrators who are willing to co-operate, copies of the bulletins which may be reproduced locally. It is hoped that there may be organized throughout the state many county, city, and village group meetings for the purpose of discussing the implications of the new proposals.

Four distinct steps have been indicated in the development of the curriculum: (1) Statement of general principles underlying the curriculum. (2) Presentation of criteria for the selection and guidance of developmental experiences. (3) The developmental experiences. (4) The experimental phase.

Bulletins I and II cover the first two steps and are available. Step three, the developmental experiences,

DATES OF FALL CONFERENCE ANNOUNCED

The Fall Conference sponsored by the State Department of Education is scheduled for Friday and Saturday, October 18 and 19. School and college people are urged to reserve those dates for a series of meetings which give promise of being unusually interesting. A detailed program will appear in our next issue.

has been the subject of study and the basis of activity in several workshops on curriculum building conducted by teacher training institutions in the state during the summer.

Through the workshops will come the organization and grouping of experiences pertinent to the several maturation levels in the elementary school. The results of this pioneering work will be presented in a forthcoming Bulletin III. A number of school administrators have offered the facilities of their schools for experimental purposes in testing, proving, and evaluating such units and procedures as have been tentatively developed in the workshops this summer. It is hoped that during the coming school year many of these units can be refined and subsequently made available to school systems in general. Bulletin IV will consist of a body of tested units or activities which will serve as guides and suggestions for the further co-operative efforts of pupils and teachers.

To present to the teachers of the elementary schools a limited and rigid body of activities to be developed strictly according to specifications would be to negate the philosophy upon which the entire curricular procedure is based. We would hope, however, to have typical and illustrative activities developed to such a point as to serve as stimulating and safe guides in initiating pupil-teacher projects. Such a body of detailed material cannot be developed in a few weeks or months. Indeed, if it could be, it would be unwise to

submit it to teachers who have not, by conferences, study, or in their teacher preparation days, seen the implications of such a program for their own pupil-teacher responsibilities. A consciousness of the need for a more effective elementary school and a sympathetic understanding of the difficulties involved in bringing such a school into existence constitute one of the first helpful steps to be taken by the teacher.

Throughout this co-operative development there will be given many opportunities for the classroom teachers of Ohio to make significant contributions. The State Department of Education gladly welcomes any opportunity for service to the teachers of the state in presenting the cause of the new curriculum or in keeping them informed as to its development.

—WALTER L. COLLINS

Ohio's Plan for Defense Training

DURING THE CLOSING DAYS OF JUNE, 1940, Congress authorized the Office of Education to make payments to the states for the cost of courses which provide vocational training for national defense. Early in July, the Ohio Plan was submitted to Washington and approval secured. Classes began operation as early as July 8 in many communities.

Two types of training programs were established in co-operation with local boards of education. One type was the Supplementary Course in which enrollees were workers who were employed in jobs or closely related jobs that are essential to national defense. The second was the Pre-Employment Course for which persons were selected from the registers of public employment agencies. Those enrolled in Supplementary Courses were given the opportunity to improve their skill and knowledge in their respective occupations. For those enrolled in the Pre-Employment Courses, many of whom have had previous occupational experiences, re-training has given reasonable assurance for their employment in jobs essential to national defense.

As the National Defense Training Courses continued during the summer, several significant factors were apparent. While it was the obligation of Ohio to initiate her own plan, conforming to the Act passed by Congress, the local community was granted every opportunity to meet local needs. And it is to the credit of local school authorities that such need was the prime factor in their initiation of the community program. Local Advisory Committees were appointed from industry, labor, and employment service. Never before has there been such close relationships between local industrial and labor organizations. School, indus-



E. L. Heusch
Supervisor Vocational Trades
and Industries

try, and labor have joined wholeheartedly into the program in the interest of the community.

Another factor involved the use of public vocational facilities and the trained teaching personnel at a time when most vocational buildings were closed for the summer. Thus, buildings and valuable equipment were put into service to increase the efficiency of employed workers and to assist other individuals to be made employable in the work for which they are being trained. Such proper use of public school facilities from fifteen to twenty hours each day is an encouraging sign to all those who would make education more practical and of greater use to youth and adults.

Never before has such intense interest and industriousness been displayed by enrollees in vocational courses. They are working diligently to acquire (Turn to page 331)



WALTER L. COLLINS
Director of Instruction

SOME PRESSING PROBLEMS

. . . In Education

E. J. ASHBAUGH

Dean, College of Education, Miami University

President, Ohio Education Association

THIS IS A TROUBLED WORLD! Troubled not primarily because there is a war in Europe and another in Asia with all the horrors and suffering and dislocation of normal life which war ever brings, but troubled rather because there are opposing ideas abroad in the world. In fact, it is these opposing ideas that have produced the wars which are now in progress.

There is another fact which is important in an understanding of our troubled world. The inventions of the past century have made it possible for ideas to spread themselves and to implement themselves as never before. It is not possible to be isolated from ideas.

What are some of these opposing ideas which are so mightily disturbing the world? Among them are the concepts of "Might makes right" versus "Justice for all," "Truth" versus "Falsehood for a sinister purpose," "Selfishness" versus "Welfare of humanity," "Common brotherhood of man" versus "Racial purity." These are not new ideas, but the ideas are battling in new ways as never before, and for this reason schools and school people should be concerned as never before and should meet these ideas as never before.

Four Major Problems

I want to mention four pressing problems which it seems to me are of major concern to school people at the present time. The order in which I mention them is not significant, but the problems are vital.

The first problem is our old friend, Finance. Do not think because we have a law providing state funds for education that the financial problem is solved. It is not, for the following reasons: (1) the money must be raised by taxes and taxes are never

popular; (2) other people want that money for other purposes, for roads, relief, pensions, and most recent of all, for military defense; (3) politicians love voters en masse more than they love children en masse.

Each of these is a potent reason why the finance problem is not solved. Campaign promises need not be kept in full, but they must be kept in part and promises in this state have already been given for more relief, bigger pensions, better roads, and less taxes. These promises are all alluring, even though of necessity they are impossible without cheating children.

A war has already come to America—not necessarily in terms of military activities and bombings, not necessarily in terms of munitions and supplies to overseas armies and civilians, but the war is on in America, in this state, between grandparents and little children. Bigger pensions versus educational opportunities for children, public dole to secure votes versus the general welfare and a fair chance for little children. In this war, which is very real though not openly declared, it behooves school people and friends of the public schools to be alert, to be active, to be aggressive in behalf of children.

Curriculum Revision Needed

Second, Curriculum. The curriculum must be changed. It must provide more vital experiences preparatory to daily life. Literacy continues to be important, health is tremendously significant, but character and personality are first requisites to a job, to making a living, to getting along with people, to making a success of life. Yet for generations past we have been merely hoping that these major objectives were achieved as by-products of foreign language, mathe-

matics, and science. Major emphasis in all too many of our high schools is on the old college preparatory subjects for the supposed benefit of the fifteen to twenty percent or less who are going to college.

Send to college young people of integrity who have learned how to read and to study, who conceive of college as a place of hard work, for further preparation, for noble co-operative living, instead of a playground for competitive sports, for fraternity pins, and formal dances, and the colleges, in the main, will care little what subjects these young people have studied in high school. The teacher must develop new materials of instruction, must develop character, personality, ideals, habits of work, citizenship, and home relations—and must not be afraid to break with tradition.

Third, Public Relations. The school is a public institution. It exists by the will of society to serve society directly by serving society's children; hence society has a right to know what is being done in the schools, how it is being done, and what success the schools are achieving. It has a right, not to a formal statement once a year, but to continuous information throughout the year. The schools must have the public's understanding and good will. There has been too much adverse publicity, too much attention directed to failures and to unapproved methods. Too many magazines willingly, if not joy-



E. J. ASHBAUGH

fully, have published half-truths which catch the eyes, too many school people have been publicly fault-finding. Selfish, greedy interests will always oppose education, ignorance will jeopardize the school's program, but the profession must cultivate the best possible public relations. It must cultivate these relations by personal contact, by unrepachable character, by sympathetic labor in behalf of childhood, by utilizing every opportunity for informing the public of the objectives and methods of education, and by cultivating at all times the closest possible personal relationship between the public and the schools.

Fourth, Professional Solidarity. This is no time for division in the ranks of teachers, supervisors, and school administrators. Major goals are more important than leaders or methods. Labor has split on method of organization, churches have split on method of baptism or of administering a sacrament, but the school people of this state and nation can not afford to split on either leaders or methods or goals. Teachers must unite and form a common front in behalf of children and youth.

Of necessity they must work in different places, in kindergarten, elementary grades, high school, and college. They must work as classroom teachers, as supervisors, and as administrators. They must perform their services in cities, villages, and rural areas. They must work in public, private, and endowed institutions. But these things do not call for division or conflict. The major goals are the same at all levels, in all positions, for all types of schools. The welfare of childhood and youth takes precedence over anything else. The profession must become a solid force, not for self but for service, more ready to reward the excellent and to eliminate the unfit from its midst than any external group can be.

Tenure for teachers is a highly desirable goal, but will be effective only when the profession sets itself rigorously to the task of guaranteeing high service from each of its members. It may be good business to follow the policy that "The customer is always right," but it is not good professional procedure for teachers to act on the principle that "The teacher is always right." Teachers are human beings

and it would be strange indeed if among our total membership there were not some who were indolent, who were unprogressive, who stimulated dissension, who gave more consideration to their personal advancement than to the welfare of children; in other words, some for whom tenure would only mean guarantee of a type of activity detrimental to children, to communities, and to the profession itself. Hence the profession must develop ways and means of eliminating

such from its membership and for stimulating each of its members to the highest ideals of service and to the highest achievement of which he is capable. Teachers, perhaps above all others, should be jealous only of the high privilege of being teachers.

These are but a few of our problems, but to my mind they are such vital problems that they must of necessity command our most careful and intensive thought and action in the months immediately ahead of us.

PARENT-TEACHER NOTES

The following statement, prepared by Mrs. William Kletzer, Portland, Oregon, following her election as national president at Omaha, has been adopted by the Executive Committee of the National Congress of Parents and Teachers.

"The National Congress firmly believes in the ability and power of our regularly designated authorities to deal competently with emergencies as they arise, and to effect the necessary legislation to meet those emergencies.

"The National Congress likewise believes that there is no time quite so important for focusing attention on the needs of children as the time when the Nation is involved in a great emergency. Children feel the insecurity of their elders, and doubly so when the normal activities to which they have become accustomed are withdrawn. That is why it is very important for an organization such as ours to hew to the line on its regular program of interest and action. If all other organizations are turning toward national defense, international policy, and even the humanitarian work of the Red Cross, then our organization must hold the line on the normal community services to children in education, in recreation, in social service, and in medical care. Regardless of what we do today in national or international affairs, tomorrow must be safeguarded, and the greatest safeguard for tomorrow is the preservation of the physical, mental, and emotional stability of our present generation of children."

September 23-29 has been proclaimed by the Governor of Ohio for

the observance of Parent-Teacher Week. A statewide membership enrollment drive will take place at this time. Ohio ranks second in membership of all the states with a total of 169,306 members.

P. T. A. dates to remember are October 9th to 11th, 1940, the dates for the 35th Annual Convention of the Ohio Congress of Parents and Teachers in Cincinnati with headquarters at Hotel Gibson. "Frontiers of American Childhood" is the convention theme. "As parents and as teachers we cannot neglect the opportunity to make America strong from within. In brief, this building of America through its children and youth is the unique function of the parent-teacher movement in American democracy."

The presentation of the theme will be given by Mrs. John E. Hayes, Twin Falls, Idaho, representative of the National Congress of Parents and Teachers, at the opening session Wednesday morning. Mr. Robert Kazmayer, lecturer and commentator will speak on "American Youth and Its Destiny" Wednesday afternoon. Mrs. Bertha Ashby Hess will give an address on "Family Life Frontiers" Thursday morning and will be the leader of a panel of High School Students on the afternoon program. Cameron Beck, lecturer, traveler, vocational industrial relations consultant, will be the banquet speaker. His topic will be "Occupational Frontiers." A round table discussion on "Educational Frontiers" led by Dean Ashbaugh will take place Friday afternoon. These are but a few of the highlights of the convention.

THE STRENGTH . . .

Which Is America

RABBI ABBA HILLEL SILVER
The Temple, Cleveland, Ohio

IT WOULD BE DIFFICULT EVEN IN normal times to discuss the subject which has been assigned to me, "The Outlook for America." Today it is quite impossible. The outlook for the entire world is being determined today, and for decades to come, on the battlefields of Europe. Destiny now waits upon military decisions. There is no way of formulating a world outlook without reference to these unpredictable military decisions. Should the Allies win, the world will be one kind of place for men to live in; should they lose, it will be an altogether different kind of place—radically and fundamentally different.

The outlook for America is likewise inextricably bound up with these fateful military decisions now in the making. The American people have now realized this fact though somewhat belatedly. It took the frightening and shocking events of recent weeks abroad to startle our people into a final realization of the interlocking destiny of the Eastern and Western Hemispheres, and into a final surrender of those comfortable and beguiling notions of political and economic isolationism. From now on we will not expect our foreign policy to be spun in an international vacuum. The fiction of national se-

curity through strict neutrality has been shattered forever. The nations which relied upon it have been destroyed. Our defense program must now envision an embattled America in a world of powerful neighbors whose way of life and whose political and economic creeds are potential enemies of America.

Suddenly we have discovered that our national existence is not quite secure. Neither our wealth nor our military establishment nor the intervening oceans now seem to be adequate defense. Suddenly we have discovered that we are not quite secure even from attack from within. We have become apprehensive of the menace of subversive forces within the nation, which we chose to ignore heretofore, but which we now realize might in a critical hour for our nation undermine our strength and our strongholds, just as they have done in so many countries abroad. The old world has moved in upon us, unbidden and unwelcome. But it is here!

If, therefore, you ask me what is the outlook for America, my answer would have to be that it depends, to a large extent, and for a considerable time to come, on the outcome of the present war. The outcome being uncertain, the American people must prepare itself for either eventuality, for a victory or a defeat of the Allies.

If the Allies win, victory can come only after a prolonged and exhausting war which will shake the very foundations of the social, political, and economic life of Europe. Much will be destroyed besides material wealth and cities, towns, and provinces. A colossal effort will have to be made at the conclusion of the war to reconstruct Europe, and this time it must be made according to a saner and juster pattern than that which followed the first World War

—one that will carry with it the promise of a more lasting peace. America will have to share in the responsibility for this gigantic task of reconstruction, for its own economic and political fortunes will be vitally involved. To do that, we shall have to reconcile ourselves to the necessity of assuming definite obligations and responsibilities for any international order which we shall help to bring into existence. We shall not dare to repeat the folly of 1919. We shall make no proposals and offer no counsel without at the same time indicating our readiness to assume our full and just share of responsibility for the carrying out of these proposals and for the embodiment of these counsels into concrete social structures. We shall not again deposit any of our brain children upon the doorsteps of Europe—and precipitously abscond.

Post-War Eventualities

It is, of course, doubtful whether our advice will be heeded by the victorious Allies if we deny them, in this their bitter struggle and in these their dark days of agony and suffering and sacrifice, maximum aid. If we cannot help them to win the war, they will feel free to dispense with our advice to fix the peace. Americans who counsel non-involvement in the European struggle, even in a non-military sense, ought not to be thinking in terms of our involvement in European affairs after the war, by way of our unsolicited counsel and gratuitous moral scolding and curtain lecturing from the sidelines at the peace conference.

This, too, should be clearly grasped. If we wish to make secure our way of life for ourselves and our children, we must help to make it secure in the world. A victory for the Allies will help to make it secure. A victory for the Nazis will destroy

EDITOR'S NOTE: Despite the fact that we are publishing Rabbi Silver's address three months after delivery at the O.E.A. Cedar Point Meeting, and that world events have moved rapidly in the interim, it still carries deep significance for teachers and all other Americans for its clear analysis of the present world situation and for its declaration of the course we must pursue if democracy is to prevail for us and for the world. The responsibilities of education as set forth may well serve as a realistic incentive for educators in the new school year now beginning.

it in Europe and will endanger it on this hemisphere. This is realism. All else is wishful and addled thinking.

The Nazis have clearly defined their own creed and their program. They have not been reticent about their true intentions. They mean to destroy the culture of the Western World, as it has evolved ever since the American and French Revolutions—a culture based on the inalienable rights of man to life, liberty, and the pursuits of happiness, the importance of the individual, the restricted authority of the state, religious and racial tolerance, brotherhood and universal peace, and to substitute for it a neo-pagan culture of their own, based on a conscious and thorough-going revolt against liberty, on the concepts of a monolithic state, the submergence of the individual dictatorship, racialism, and war as a national policy and destiny. The Nazis have incorporated that philosophy ruthlessly within their own borders and are imposing it upon other countries wherever their military prowess entrenches them.

It is therefore not consistent with the facts, or a contribution to clear thinking, or a service to humanity, to popularize the idea that in the European struggle now raging there are no basic issues involved with which the American people need at all be concerned, or that both sides are equally culpable, or that America stands to lose nothing if Hitlerism succeeds in destroying the last few outposts of democracy and freedom in the Western World. Such reasoning at this late date has all the earmarks of Fifth Column propaganda.

The Nature of Invasion

If the Nazis win, the outlook for America and the American way of life is grave indeed. We need not fear any imminent invasion, but our American world will become closely encircled by a hostile world, and the pressure upon it will increase as the years go by. It is in the very nature of dictatorships to be aggressive and missionary. The last few years have given ample proof of it. In a world in which there will no longer be a British or a French empire, the United States will find itself alone, pledged to defend with inadequate resources the whole Western Hemisphere in the face of four powerful imperial dictatorships, grown strong

and arrogant with the greatest spoils of all time. We shall have to arm ourselves to the teeth and increasingly to pour our reserves of wealth into our defense program. We shall have to gear up our national economy to a wartime footing and keep it there. There will come about an attenuation of the democratic processes and a lessening of the latitude of liberalism. An intensified nationalism, more suspicious and less tolerant will emerge. The American way of life will undergo slow, unconscious, but quite definite changes.

But our greatest dangers will come from within. A Nazi victory abroad, which will lay the world at their feet, will hearten and inspire their agents, friends, and admirers here. Nothing succeeds like success. Fascists and Nazi sympathizers, adventurers and would-be-Hitlers will spring up like mushrooms all over our country. They will attempt to do here what the Nazis will have succeeded so brilliantly and so swiftly in doing abroad. They will, of course, receive guidance and support from what will then be the greatest empire on earth—the victorious Third Reich. The Americas will be over-run by Nazi agents, and the United States, the richest country in the world will become their special stamping ground. There will not be lacking powerful industrialists here who will be willing to play the role of American Fritz Thyssens to would-be American Hitlers.

What role the Nazis have prescribed for the United States in their political Weltanschauung is not clear at the moment, but certainly when they make known their program, there will not be wanting within our borders a powerful Fifth Column prepared to help them realize it. The members of this Fifth Column will not be recruited exclusively or even principally from the ranks of aliens, but, as in England, Holland, Belgium, Denmark, and Norway, from the bluebloods who always escape finger-printing and surveillance, from people prominent in the public eye, lay and cleric, from the circles of high government officials and the military, from reactionaries who hate progressive social legislation and organized labor so bitterly that they will not hesitate to sacrifice all our free institutions in a desperate gambler's throw to save their special privileges. Not all who



ABBA HILLEL SILVER

belong to the Fifth Column are necessarily paid spies, agents, and traitors. In that Column are also the far more dangerous gentry who have superseding loyalties and who have no use for American free institutions when they thwart their special interests or prejudices.

The outlook for the United States in case of a Nazi military triumph is thus a very serious one indeed. Nevertheless, we ought not to fill our minds with thoughts of doom or resign ourselves to defeat. Not all of these things may come to pass, or even many of them. There are always the unforeseen and incalculable elements in every historic constellation. No one can plot the future with any degree of certainty. Chance, accident, unforeseen personal and impersonal forces may give the direction of events a sharp turn one way or another. Nevertheless, we should prepare ourselves, as far as possible, for all eventualities. We should build up our national defenses to a point consistent with the definite commitments and responsibilities which we intend to assume in connection with our foreign policy. Also, they should be built up reasonably to a degree where they would be a strong deterrent to any would-be aggressor.

A clear definition of our foreign policy in relation to the twenty-one countries on this hemisphere is clearly indicated and most urgent. If we mean to enforce the Monroe Doctrine, it is important that the nations which we are to protect from foreign invasion shall. (Turn to page 336)

WHAT CAN THE TEACHER DO IN THE program of national defense? How can the schools help to carry out preparedness plans for this country? What is the place of education in present efforts to preserve American democracy during the most crucial times the world has ever seen?

In recent months the cause of free men has suffered disaster after disaster. Totalitarianism, the military state in its contemporary form, holds Europe in thrall and casts its lengthening shadow over the whole earth. It would be folly for the American people to repeat the mistakes of the European democracies. Without becoming victims of hysteria, we should resolutely refuse to nourish pleasing illusions and should proceed in all haste to prepare for the worst.

In the defense of American democracy our system of education must play a central role. Recognizing this responsibility, the Educational Policies Commission recently issued a statement on *Education and the Defense of American Democracy*. This report, which deals with policies designed to meet the new world factors affecting education, follows the Commission's statement on *American Education and the War in Europe*, published in October, 1939.

Many tasks which our system of education must fulfill in the defense of American democracy are pointed out in the Commission's current pronouncement, upon which this article is based. The educational system can share in laying the physical and mental groundwork for effective military service. It can take a large part in providing the vocational and technical training which the conduct of modern war requires. It can help to achieve national unity by clarifying national goals and by inculcating loyalties to the values basic in a society of free men. It can aid adult citizens to reach sound conclusions on the urgent questions of national policy.

Military Preparation

The modern soldier must have both physical and intellectual maturity. The school system can have a share in laying the foundations of such maturity. It can foster full intellectual development through effective general education. It can provide health instruction, periodic health examinations, and physical

EDUCATION...

and National Defense

education. Training in basic technical skills can be emphasized. Finally, the schools can inculcate abiding loyalties to American ideals.

The plants, equipment, and personnel of the vocational and technical schools and colleges of the country should be utilized to the full extent required for meeting the nation's need for trained workers. While the supply of teachers of technical subjects is now limited, there are available numerous established institutions with personnel and facilities for the training of vocational instructors. These agencies should be used to prepare skilled workers for emergency service as instructors.

Occupational Training

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

Achieving national unity requires the development of an American discipline. This is the discipline of teamwork, a discipline which prizes and develops the resourcefulness, initiative, and responsibility of each individual, a discipline which directs the efforts of individuals toward social goals which all have a voice in choosing. This is the discipline of American education at its best.

Education can help to obtain and to strengthen this discipline in two ways: It can bring to the American people a clear understanding of the nature of democracy and of the goals to which this democracy aspires, and

it can develop in all citizens deep and abiding loyalties to the central values of democracy.

Assistance for Adults

National policies which will affect the welfare of this nation for many decades will be determined in the near future by the judgments of adult citizens. If education is to contribute constructively to the formation of those policies, it must do so *at once* through services to adults.

Every secondary school and college in the nation can become a citizens' study center, without interfering with its regular program. Teaching personnel can be organized, use of buildings scheduled, and library services arranged to provide leadership, places of meeting, forums and study materials for adult and youth groups. Services of libraries, churches, radio stations, newspapers, and many other agencies can be enlisted to co-operate in every community. Leaders can be quickly trained with the assistance of those most experienced in conducting public discussion.

Prompt effort and sacrificial service on the part of educators are the conditions of achievement. Teachers and administrators throughout our educational system can give assistance of incalculable value in the plans for national preparedness by joining with all other citizens in a program of unified action designed to preserve our freedom and integrity.

Another definite step which has been suggested in the Commission's report includes the organization of local committees on education and national defense with the objective of engaging all local education and public opinion forming agencies for developing a unified program for the defense of democracy. Attention is also called to Education Week as an opportune time for emphasizing education and national defense.

The summary statements on these two pages present the most recent pronouncements of the Educational Policies Commission and the American Youth Commission for meeting effectively America's demands on education as imposed by the needs of national defense. Both the immediate and the broader implications are considered.

SOON AFTER THE OUTBREAK OF WAR in Europe last year, the American Youth Commission adopted recommendations for a program of action for youth (see page 56, February issue). The following conclusions supplement that earlier report and are based on more recent developments and the relationship of youth to national defense. The paragraphs are excerpts from the recently distributed report, *Youth, Defense, and the National Welfare*.

Military Training and Service

It is apparent that the American people feel it necessary for their protection to expand greatly the size of the armed forces, and that they desire this expansion to be carried out with all feasible speed. The only way in which this can be done quickly enough is through the adoption of some form of the selective service draft. This Commission has therefore become convinced that legislation along the general lines now proposed is necessary, and it makes the following recommendations:

1. No one should be called for full-time military training before reaching the degree of maturity represented by the age of 21.
2. Men in circumstances which make them equally available should be chosen by lot and called throughout a wide range of ages.
3. No legislation enacted at this time should be effective for a period longer than five years; a period limited to three years would have much to recommend it.
4. A close check should be maintained by Congress on the total number of men called into service under any legislation that may be enacted. The number called should be limited strictly to those needed for military reasons.
5. There must be the utmost effort to secure impartiality and the absence of unfair discrimination in the

operation of any system of selection; in particular, any tendency to select disproportionately from among the unemployed should be vigorously opposed.

6. In view of the increased mechanization of the military services, the most modern methods of personnel examination and classification should be utilized so far as feasible to facilitate the assignment and training of each man for the duties to which he is best suited and in which he can be most useful.

7. The pay levels in the several military services should be re-examined from the standpoint of the equitable treatment of the various levels of skill, training, and responsibility.

Responsibility Toward Youth

It would seem to the Commission that no act providing for military conscription should be passed without acceptance by the nation at the same time of full responsibility for the provision of adequate economic, educational, health, and recreational conditions for youth. If it is the duty of all, not some, to serve in the common defense of the nation, it is equally the duty of the nation to provide good conditions of life for all, not some, of its youth.

Furthermore, the Commission again recommends strongly that the school systems throughout the country interest themselves more widely in the situation of unemployed out-of-school youth and take immediate steps to provide a program for them in co-operation with other youth-serving agencies.

Large federal appropriations are now being poured into expansion of the vocational aspects of secondary education. These appropriations will seriously warp the activities of the secondary schools and may fail even to achieve efficiency in vocational instruction if energetic steps are not taken to achieve the reorganization

and improvement of the entire program of secondary education.

The school systems should take a major part in promoting improved health and physical fitness by increased emphasis upon health education, physical examinations, physical education, and the provision of facilities for healthful recreation. Federal aid for education should be provided in part to facilitate the expansion of these services.

Concurrently with all forms of assistance for youth which may be provided through public agencies, there must be a persistent and determined effort to secure the enlargement of economic opportunity for youth in the field of private employment.

The program for youth which has been outlined will require large expenditures. Some will therefore object that the civilian activities here proposed for youth are extraneous, that they are an effort to ride the coat tails of national defense in the interest of social welfare; and that we have no time for such matters now. Democracy will not be aided, and the salvation of this country will not be advanced, by the conscription of life that is underprivileged and unhelpful. This country can only be defended enthusiastically by people who expect just treatment from it.

Youth must feel that they have a stake in our country. In some field of labor, whether public or private, they must find a worthy opportunity to work in a manner commensurate with their powers, with a return sufficient to sustain life and the institutions of marriage and the home, and to secure advancement in responsibility and in the esteem of their fellow-citizens.

Conclusion

The hope and faith of our young people are in danger precisely at the time when the nation stands in greatest need of that hope and faith. It is therefore the considered opinion of the Commission that if as a people we are to adopt a measure providing for compulsory military training and service we should at the same time bring to an end all partial and hesitant handling of the immediate needs of youth within the civilian population.

CONTINUING CONTRACTS FOR TEACHERS...

with Procedure for Dismissals

THE TEXT OF THE PROPOSED continuing contract bill for teachers, as drafted by the O.E.A. Tenure Planning Committee which was authorized last January by the Representative Assembly, follows. Comments on the proposed bill may be addressed to Evangeline Lindsley, chairman of the committee, or the executive secretary, either one at the O.E.A. headquarters. A pamphlet explaining the purpose and the need of such legislation for the protection of the public, the pupil, the school board, and the teacher is now available for lay distribution and may be secured through the Association office.

General Authority and Definitions

Sec. 7690-1. Each board of education shall enter into contracts for the employment of all teachers and shall fix their salaries which may be increased but not diminished during the term for which the appointment is made except as provided in section 7690-3 of this act. Teachers must be paid for all time lost when the schools in which they are employed are closed owing to an epidemic or other public calamity.

Contracts for the employment of teachers shall be of two types: limited contracts and continuing contracts. A limited contract shall be a contract for such term as authorized by sections 7691 and 7702 of the General Code. A continuing contract shall be a contract which shall remain in full force and effect until the teacher resigns, elects to retire, or is retired pursuant to section 7896-34 of the General Code, or until it is terminated or suspended as provided in this act and shall be granted only to teachers holding professional, permanent, or life certificates.

The term "teacher" as used in this act shall be deemed to mean and include all persons certified to teach and who are employed in the public schools of this state as instructors,

principals, supervisors, superintendents, or in any other educational position for which the employing board requires certification.

"Year" as applied to terms of service for the purposes of this act means actual service of not less than one hundred and twenty days within a school year, provided, however, that any board of education may grant a leave of absence for professional advancement with full credit for service.

"Continuing service status" for a teacher means employment under a continuing contract.

Conditions for Issuance of Contracts

Sec. 7690-2. A limited contract may be entered into by each board of education with each teacher who has not been in the employ of the board for at least three years and shall be entered into, regardless of length of previous employment, with each teacher who holds a provisional or temporary certificate.

Any teacher employed under a limited contract shall at the expiration of such term, if not eligible for a continuing contract, be deemed re-employed for the succeeding school year at the same salary plus any increment provided by the salary schedule unless the employing board shall give such teacher written notice on or before the thirty-first day of March of its intention not to re-employ him. Such teacher shall be presumed to have accepted such employment unless he shall notify the board of education in writing to the contrary on or before the first day of May, and a contract for the succeeding school year shall be executed accordingly.

A teacher eligible for continuing service status shall be deemed to mean a teacher qualified as to certification who has taught for at least three years in the district where he is now employed, or a teacher who attained continuing service status

previous to employment in the district and who has served two years in present employment; or the board of education, upon the superintendent's recommendation, may at any time declare a teacher eligible who has attained continuing service status previous to employment in the district.

A continuing contract shall be entered into between a board of education and a teacher eligible for continuing service status unless the superintendent of schools recommends re-employment under a limited contract for not to exceed two years. Upon subsequent re-employment only a continuing contract may be entered into. When the superintendent of schools recommends to the board of education that a continuing contract be granted, such contract shall be entered into unless the board by unanimous vote of its full membership rejects the superintendent's recommendation.

Provided, however, that within ninety days after the passage of this act a continuing contract shall be entered into by each board of education with each teacher holding a professional, permanent, or life certificate who, at the time of the passage of this act, has completed, or is completing, five or more consecutive years of employment by said board. Such contract shall take effect immediately upon the expiration of the teacher's present contract or at the beginning of the school year 1941-42.

Salaries and Transfer of Status

Sec. 7690-3. Each board of education shall cause notice to be given annually not later than July 1 to each teacher who holds a contract valid for the succeeding school year, as to the salary to be paid such teacher during such year. Such salary shall not be lower than the salary paid during the preceding school year unless such reduction be a part of a uniform plan affecting the entire district. But nothing herein shall pre-



EVANGELINE LINDSLEY
Chm. O.E.A. Tenure Planning Committee

vent increases of salary after the board's annual notice has been given.

A person employed as assistant superintendent, principal, supervisor, or other administrative head may be transferred to a lesser administrative position or to a position as teacher upon recommendation of the superintendent of schools and approval of the board of education. A person employed as superintendent may be transferred to another position by a three-fourths vote of the board of education. In no event shall the salary of any person so transferred be fixed at a rate lower than the highest paid in the district for the type of position to which such person is transferred.

Leave of Absence and Resignation

Sec. 7690-4. Upon the written request of a teacher, a board of education may grant a leave of absence for a period of not more than two consecutive school years for educational or professional purposes, and shall grant such leave where illness or other disability is the reason for the request. Upon subsequent request, such leave may be renewed by the board. Without request a board of education may grant similar leave of absence and renewals thereof to any teacher because of physical or mental disability, but such teacher shall have the right to a hearing on such unrequested leave of absence or its renewals in accordance with the provisions for hearing and appeal in section 7690-6 of this act. Upon the return to service of a teacher who

has been on leave of absence, he shall resume the contract status which he held prior to such leave.

Sec. 7690-5. No teacher shall be permitted to terminate his contract after the first day of August prior to any school year or during the school year without the consent of the board; any such teacher shall be permitted to terminate his contract at any other time by giving five days' written notice to the employing board of education. Upon complaint by the employing board to the state director of education and after investigation by the director, the certificate of a teacher terminating his contract in any other manner than provided in this section may be suspended for not more than one year.

Termination of Contract

Sec. 7690-6. The contract of a teacher may be terminated for gross inefficiency or immorality; for wilful and persistent violations of reasonable regulations of the board of education; or for other good and just cause but not for political or personal reasons. Before terminating any contract, the employing board of education shall furnish the teacher a written notice signed by its clerk of its intention to consider the termination of his contract with full specification of the charges which constitute the ground or grounds for such consideration. Unless the teacher so notified shall, within ten days subsequent to the receipt of such notice, demand in writing an opportunity to appear before the board and offer defense against the charges, the board may proceed with formal action to terminate the contract. If, however, said teacher shall within ten days after receipt of notice from the clerk of the board, demand in writing a hearing before said board, the board shall set a time for the hearing within thirty days from the date of said written demand and the clerk of the board shall give the teacher at least fifteen days' notice in writing of the time and place of such hearing; provided, however, that no hearing shall be held during the summer vacation without the teacher's consent. Such hearing shall be private unless the teacher requests a public hearing. The hearing shall be conducted by a majority of the members of the board and be confined to the specification of the

charges. The board of education shall provide for a complete stenographic record of the proceedings, a copy of such record to be furnished to the teacher. The board of education may suspend a teacher pending final action to terminate his contract if, in its judgment, the character of the charges warrants such action.

Procedure at Hearing

The teacher shall have the right to be present at such hearing, to be represented by counsel, to require witnesses to be under oath, to cross-examine witnesses, to take a record of the proceedings, and to require the presence of witnesses in his behalf upon subpoena to be issued by the clerk of the board. In case of the failure of any person to comply with a subpoena issued by the clerk of a board of education, the probate judge of the county in which the person resides, upon application of any interested party, shall compel attendance of the person by attachment proceedings as for contempt. Any member of the board of education shall have power to administer oaths to witnesses. After hearing, the board by majority vote may enter upon its minutes an order of termination, but any teacher affected by such action of the board shall have the right of appeal to the court of common pleas of the county in which the school district is located. In any court action the board of education may utilize the services of the prosecuting attorney or city solicitor as authorized by section 4761 of the General Code or may employ other legal counsel if it deems it necessary. If the decision of the board, after hearing, is against termination of the contract, the charges and the record of the hearing shall be physically expunged from the minutes and, if the teacher has been suspended, he shall be paid his full salary for the period of such suspension.

Suspension of Contracts

Sec. 7690-7. When by reason of decreased enrollment of pupils, or by reason of suspension of schools or territorial changes affecting the district, a board of education decides that it will be necessary to reduce the number of teachers, it shall have full authority to make reasonable reduction. But, in making such reduction, the board shall proceed to suspend contracts in (Turn to page 349)

TRAINING IN DEMOCRACY

C. C. CLARK

Principal, Horace Mann
Junior High School
Lakewood, Ohio

Is YOUR SCHOOL ORGANIZED ON A democratic basis as far as the students are concerned?

If any one had asked this question of any member of the Horace Mann Junior High School faculty in Lakewood, Ohio, a few years ago, I am sure that the answer would have been in the affirmative. We would have pointed with pride to our Student Council, Safety Council, and other service organizations.

Several of us were not satisfied with our results two years ago, however, and began to study the situation. We realized that our student organizations were not reaching their optimum efficiency. The student body was not respecting the members of its own student organizations and was not co-operating very well with the rules and regulations planned by them. Student conduct in general was not all that could be expected.

Upon examination of our plan we found the usual situation that probably exists in a large number of schools. Although the students elected their representatives in homeroom, the rules of scholarship and rules of conduct limited the field of eligibles for whom they could vote for Student Council. One boy and one girl were elected from each homeroom, with extra members at large from the upper 9A class. The council with faculty supervision elected its own officers, and passed legislation governing the student body, subject to veto by the principal. The officers were introduced at an assembly at which time an attempt was made to sell the organization to the student body. From week to week the representatives reported results of meetings to their homeroom members and asked for support.

An attempt was made by Miss Marie A. Disney, sponsor of the Student Council and assistant principal of the school, to improve the situation. She made the following recommendations:

1. Reduce scholarship eligibility to passing marks on a semester final basis.

2. Leadership traits to be considered above conduct traits except in extreme cases.

3. Student body to vote on candidates for offices.

4. Candidates to be presented at assembly, campaign one week before election.

5. All legislation passed by Student Council contemplating any significant change of policy to be submitted to the student body for acceptance or rejection by secret ballot.

6. If any legislation in Number 5 is accepted by student body, the plan to be referred to the faculty for acceptance or rejection by secret ballot.

7. If faculty approves by majority vote, the policy or rule to become effective unless vetoed by the principal.

8. If faculty rejects the proposal, committees from Student Council and faculty are to change or amend plan until there is agreement between faculty and student body. Agreement is the key word here. To date there has been no rejection by faculty of any plan voted by the student body.

In addition to these recommendations, a plan for making it easy for students to present proposed measures or policies to the Student Council was set up. Committees in all areas of school life were formed. The membership of a committee consists of two Student Council members, three students from the student body at large (one from each grade level), and a faculty supervisor. Some of the committees at Horace Mann are: Welfare, Clubs, Athletic Council, Publicity, Assembly, Corridor, Cafeteria, Safety, Locker and Lost and Found, Building and Grounds, Movies, Library, Attendance, Scholarship, and Service.

Any student in the school who has an idea or a plan can take it to the

proper committee. This committee will study the proposal and, if it has merit, will introduce it in the Student Council meeting. Many of these committees have been very active and after a study of their field have made many very helpful reports. For example, the Club Committee sent out a questionnaire on school clubs, tabulated the results, and submitted recommendations. As a result we have a club plan that more closely fits the needs of our students and many new clubs that were mentioned in the questionnaire were formed. An attractive illustrated roster of clubs has been prepared by the Club Committee.

The Plan in Action

Other committees have proposed very significant and helpful legislation that has been passed and placed in practice. Let us follow the development of one of these ideas from germ to fruition.

Mr. Glenn E. Scott is faculty adviser of the Building and Grounds Committee. The committee members felt the need of student participation in keeping the building and grounds in better condition. They recommended to the Student Council that a new service organization be formed, consisting of one member elected from each seventh and eighth grade homeroom, and two members elected from each ninth grade homeroom. The duties of such an organization were enumerated. The Student Council voted through the proposed legislation.

At this point we used one of our weekly assemblies for the purpose of explaining this new plan to the student body and to the faculty. The Building and Grounds Committee was seated around tables on the stage. The members of the Student Council occupied the front seats in the auditorium.

The committee debated each point of their recommendations pro and con and then summarized after they had voted. A representative took the proposals to the Student Council members and at that point members of the Council went to the front and voiced their opinions as they had done in regular council meetings. The president then asked for opinions from the students and the faculty. In order to insure some response, two faculty members and three stu-

dents agreed before assembly to rise and speak. No plans were made beyond that point.

The students had listened attentively and quietly up to this time. As principal, I was anxious to see how they would react at this point knowing how restless six hundred and fifty young adolescents can be. Much to our pleasant surprise, many stood to be recognized, came forward, and voiced their views clearly and frankly. The faculty members also expressed themselves. Questions were raised and members of the original committee were asked to answer them. Interest was keen because everyone knew that something of importance was taking place and that they were to have a voice in it.

Ballots had been prepared in the office and when students returned to their homeroom they voted on the proposals. The faculty did likewise. Both groups approved, the new organization was formed, and now we are receiving the benefits of the efforts of the House and Grounds Committee. This group has the cooperation of the student body and there is little paper on the floors or playground, the building is not marked maliciously, and even the washrooms are free from the usual poetic verses and animated illustrations.

A Job for Every Student

It seems to me that our committee plan will provide for continued growth. The Athletic Committee has just made its report and in it we think that we see an improved plan. Our goal is a job for every boy and girl in school and, if we can reach it, our problems will be few and our own labors lightened.

A few of our faculty members question the plan. The most skeptical will admit that we have an improved school. Although there are many factors to be considered, many of us feel that the reason for a better school is that the students have a changed attitude toward the teachers and the service organization members. This change has come since the students were given a larger voice in student affairs. Results to date indicate that junior high school students can and will accept responsibility to the degree that they share in the planning. In addition these young people are being trained in democratic practices.

IMPROVING INTER-SCHOOL RELATIONS

STANLEY VAN ATTA

Faculty Adviser
New Lexington Student Council
New Lexington, Ohio

TODAY, MORE THAN EVER BEFORE, the schools are challenged with the task of developing an appreciation of the values in our democratic way of life. We cannot hope to accomplish this end by talking about democracy; rather, we must promote this training by practicing democratic living both in and out of school. One of the most widely used plans in our schools today is the student or school council where freedom of discussion and investigation prevail, where initiative and tolerance are encouraged, and where organization is based on representation.

Now in its third year, our student council is taking an increasing share in the organization and supervision of extra-curricular activities. Its sponsorship of the exchange of assembly programs between the Crooksville and New Lexington schools has prompted the writing of this article. The experiment began when we invited the Crooksville Council and their adviser to come to New Lexington to discuss plans for such programs. After a reception committee from our council welcomed the guests and conducted them on a tour of our building, the two councils met in an informal discussion group. Plans for the programs were completed first.

The program is arranged by the regular council committee for assemblies, co-operating with the instructors of the speech and music departments. Talent from the upper six grades is utilized, and as many departments as possible are represented. The master of ceremonies is elected by the council and conducts the program in its entirety. He is not necessarily a council member. The program is presented at its home school before its presentation at the neighboring school. This plan gives an opportunity for the students and the faculty to make suggestions for improvement and gives the participants a sense of organized production.

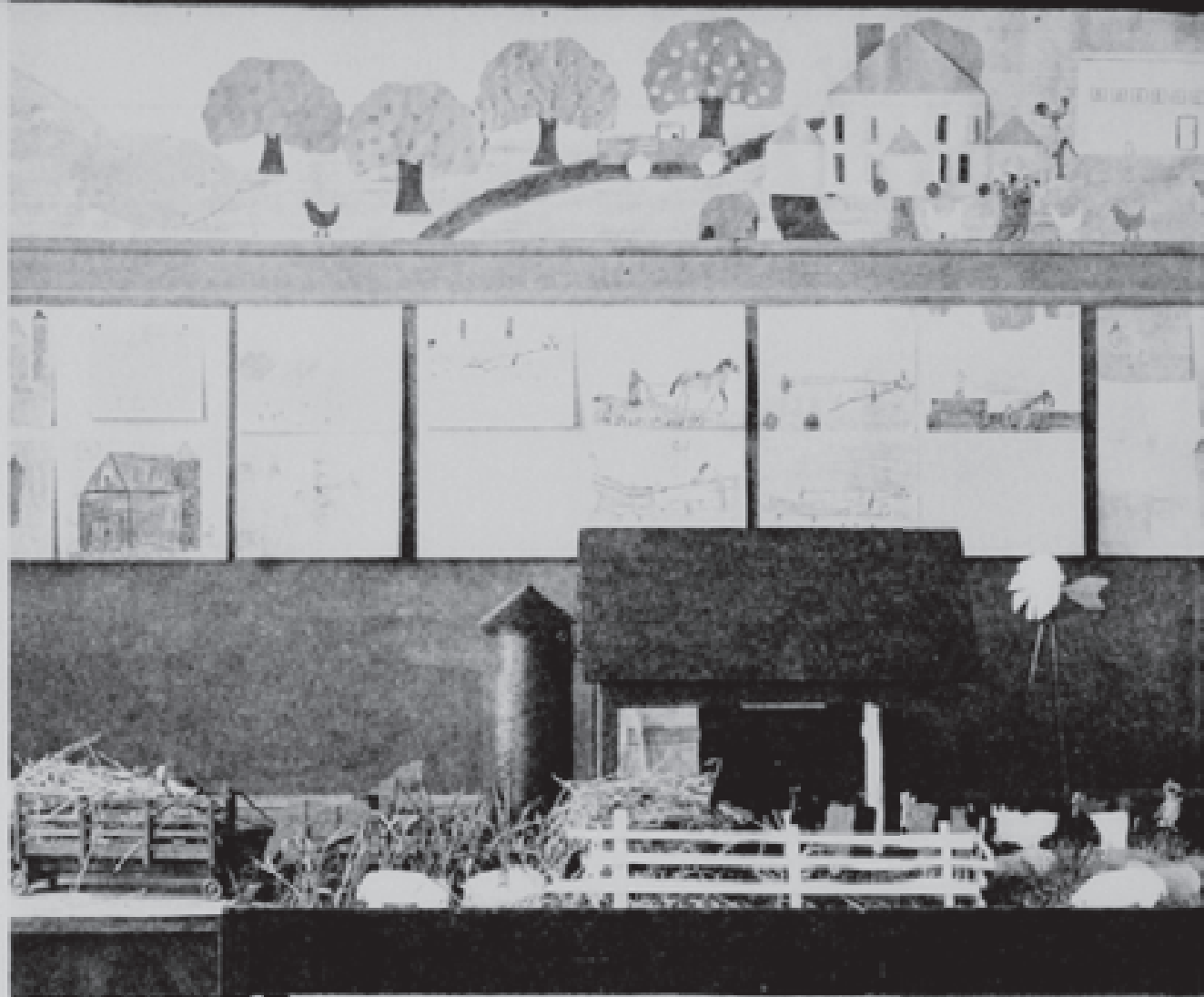
Following the completion of plans for the exchange programs, the two councils entered into a comparative discussion of their respective organizations and of situations common to the two schools. By this direct discussion, the students gained an understanding of the activities carried on by the neighboring council and of the different methods used to solve similar problems. This comparison of their aims and activities broadened their outlook and experience, thereby making them more valuable representatives of their fellow students. Too, and by no means an insignificant result, this experience furthered the attitude of friendliness and tolerance between the schools.

Perhaps it should be stated that a feeling of intense rivalry had existed which, in the not too distant past, occasionally assumed the proportions of open hostility. This unfriendly feeling has been erased gradually, year by year, through the efforts of the officials of both schools. Now, by transition, the responsibility for maintaining our present amicable relations is being placed upon the two student bodies.

Because of the broadened experience, the acquisition of new friends, the development of tolerance, and the improved inter-school relations, we regard the joint meeting between the student councils of Crooksville and New Lexington as one of the most productive activities in which we have engaged. It is true that these inter-school activities could have been arranged more quickly by authoritarian methods. However, by following the slower but more democratic way they now express the will of the student bodies. Thus the students have solved their own problem and learned an appreciation of the democratic ideal while in school which should prove of great value to them when they are out of school.

Camera Stories

Glimpses of the Schools of Ohio as caught by Teachers



THE PROJECTS DEVELOPED BY VARIOUS GRADES OF THE MINERVA PUBLIC Schools attracted special attention and acclaim by visitors at the annual Open House. The three pictures on this page illustrate some of the excellent work done. The farm unit above was the work of the first grade pupils under Catherine Körtz. The Minerva of a century ago was reproduced in miniature by sixth grade pupils under Margaret McBride. The replica of the modern American village is the work of second grade pupils under Jean McGillivray. Other projects include Swiss village, the circus, Indian Life, Robin Hood, lumbering, and jungle village. Mary Irene Day, principal of the grade school, has furnished the pictures.



The Multiplication Table Streamlined

NORA HUNTER

Teacher of Special Classes
Granville, Ohio

THERE ARE TWO KINDS OF STREAMLINING; the one a reality, the other a fiction. The genuine kind is aimed to increase speed, decrease friction, improve accuracy of the motion of the body concerned, toward a desired goal. The second kind is only for sales talk.

Our title accuses us of use of the term in its second sense. We plead guilty to this charge. We assure our readers, however, that such use is restricted to the title only. We are concerned, now that we have caught your eye, with bringing speed, accuracy, and enjoyment of multiplication mechanics to a maximum.

This concern of ours is in keeping with the modern aim in elementary arithmetical teaching. Here we would accomplish three things. We would acquaint our pupils with the arithmetical experiences that belong to the average citizen, train them to relate properly the facts involved in those experiences, and drill them in the best technique available for making their problem solving not only successful but also fascinating. Our present interest is concerned with the

last of these three, and this as restricted to the field of multiplication facts.

As evidence that we have accomplished this last mentioned purpose, we present the diagram below and subsequent discussion.

In this new arrangement, even a small child can appreciate the brevity of approach, as compared with that of the multiple number tables he has encountered previously. He recognizes the attractive simplicity in the abbreviated form and is allured thereby. He will find it furnishes adequate material concisely organized to meet his needs in the multiplication field. His imagination is fired, his interest and enthusiasm are aroused, and that type of self activity which achieves is developed in him.

It is principally, however, to that small percent of fourth, fifth, and sixth grade pupils who have for various reasons failed to fix the multiplication facts in their memories, that we propose to bring this organization.

These pupils have sufficient maturity to recognize an urgent need for

acquiring those multiplication facts that have thus far eluded them, and of attaining an automatic control over the same.

Since children of these grades have concepts of the decenn, oneness, twoness, and zero relationships, and since they will shortly be introduced to elevenness in long division, our table reveals that the Hydra hasn't many heads.

In organizing and presenting this diagram for classroom use, we prepare a large sheet of oak tag, two feet by three feet, dividing it on the longer edge into ten equal parts. After the facts have been recorded the card may be hung in the classroom; with the division lines creased over an edge, the card may be used as a screen and set upon a convenient shelf, or table; or again the tag may be cut apart and the facts considered a column at a time. It is possible to use the back of the tag to record the reverse multiplication facts, or better still the related division facts, should the teacher desire to fuse the presentation of these facts. It is evident that the arrangement is highly flex-

<i>Less Than Tens</i>	<i>Tens</i>	<i>Twenties</i>	<i>Thirties</i>	<i>Forties</i>	<i>Fifties</i>	<i>Sixties</i>	<i>Seventies</i>	<i>Eighties</i>	<i>Nineties</i>
	$2 \times 5 = 10$	$4 \times 5 = 20$	$3 \times 6 = 30$ $3 \times 15 = 30$	$5 \times 8 = 40$	$2 \times 25 = 50$	$4 \times 15 = 60$ $5 \times 12 = 60$		$9 \times 9 = 81$	
$2 \times 2 = 4$	$3 \times 4 = 12$ $2 \times 6 = 12$	$3 \times 7 = 21$	$4 \times 8 = 32$	$6 \times 7 = 42$		$7 \times 9 = 63$	$8 \times 9 = 72$ $6 \times 12 = 72$		
	$2 \times 7 = 14$	$2 \times 12 = 24$ $3 \times 8 = 24$ $4 \times 6 = 24$			$6 \times 9 = 54$	$8 \times 8 = 64$		$7 \times 12 = 84$	
$2 \times 3 = 6$	$3 \times 5 = 15$	$5 \times 5 = 25$	$5 \times 7 = 35$	$5 \times 9 = 45$	$7 \times 8 = 56$		$3 \times 25 = 75$		$8 \times 12 = 96$
			$3 \times 12 = 36$ $4 \times 9 = 36$ $6 \times 6 = 36$						
$2 \times 4 = 8$	$4 \times 4 = 16$ $2 \times 8 = 16$	$3 \times 9 = 27$							
	$2 \times 9 = 18$	$4 \times 7 = 28$		$6 \times 8 = 48$ $4 \times 12 = 48$					
$3 \times 3 = 9$				$7 \times 7 = 49$					

ible, meeting the individual need of teacher and pupils.

That the material may be more interest-compelling and valuable, the additional facts of two, three, and four times fifteen, and two and three times twenty-five might well be included; those of fifteen because of time measure, and those of twenty-five because of the quarter relationship in money.

The diagram makes the pupil realize the gaps between the facts to be learned. Prime numbers now begin to have significance. A little later this understanding will facilitate the operation of reducing fractions to their lowest terms.

Our discussion has purposely neglected "the whole story—exact order of teaching multiplication facts," "difficulty ratings," "formations of patterns," and other related subject matter, since we desired to leave the "how" of teaching facts to the individual teacher.

However, by varying the approach, and sharing with our pupils enthusiasm for this important subject, they will acquire automatic control of the multiplication facts. Likewise they will become sensitive to the importance and significance of these facts as related to their daily activities. As they realize their need, they will practice and develop those techniques of application which will enable them to handle their arithmetic activities in an efficient and economic manner.

Arithmetic is no longer a dull subject for them; there is variety in it; strange new insights are revealed; there are new patterns to learn and apply; new discoveries to map out and claim for childhood. Things begin to move more smoothly for the pupils, because their multiplication table has truly become "streamlined."

Book Week Dates Announced

The twenty-second anniversary of Book Week will be observed November 10-16. This year's theme, around which programs, projects, and exhibits will be planned, is "Good Books—Good Friends." Information about Book Week, its history and its significance, as well as suggestions for its observance with this year's theme in mind, will be found in the Manual which may be obtained upon request from Book Week Headquarters, 62 West 45th St., New York City.

Diamonds in the Rough

MARTIN H. BARTELS

Superintendent of Schools
Adamsville, Ohio

IN EVERY FIELD OF TEACHING WE are prone to decry a lack of materials and equipment when often we have about us the solution to our problems.

A few years ago the writer was attracted by an article in an educational journal concerning the transformation of a microscope into a microprojector. An attempt was made to duplicate this procedure. The result, though not fully satisfactory, was worthwhile, for with its aid the biology class was enabled to view paramecia in action, the image in motion appearing on a screen before the class.

Recently our school acquired a new sound-motion-picture projector, leaving the old silent 35 mm. Kolorgraph on hand with no trade-in value. Then the thought of its use as a source of light for the microprojector suggested itself.

The vocational agriculture department assisted by drilling a hole into the frame of the projector and tapping into and threading the base of the microscope. As a result, in three minutes' time our science classes can now darken the room, attach the microscope, erect a screen, and show microscopic slides so that all may participate in their observation at once. In this installation it is necessary to remove the eyepiece of the microscope, and to shift its reflector to the side but the microscope is not permanently disfigured except for the hole drilled into the lower side of the base.

We have found that various pieces of improvised equipment can be used to advantage in a physics class. Their construction is a valuable experience to the students, in that it teaches them to become more self-reliant.

One of our shop students made a sonometer. Its tension is adjusted by clamping a meter-stick lever securely at the desired tension reading to an adjoining table.

The same student constructed a

much needed overflow can from a discarded one-quart oil container, into which he fitted a small brass pipe. He also brought to school an old differential rescued from the junk about his father's garage. It was subsequently changed into the differential model. This model was constructed by two freshman shop students, after consulting a catalog illustration of similar equipment.

Other pieces of apparatus developed at slight cost through the co-operation of the shop department include a model room used to illustrate convection currents and proper methods of ventilation, an inclined plane arrangement, and a vibrograph for determining the frequency of a tuning fork experimentally.

An aquarium was needed in the science department. Budgetary provisions for a regular purchase being inadequate, two rectangular windshields were purchased from an auto junk dealer. A tinner added a floor and ends of suitable gauge galvanized iron. With a touch of enamel added, the result was a good aquarium of nearly standard dimensions, at a cost of less than two dollars. A stand for the aquarium was made from a discarded teacher's desk.

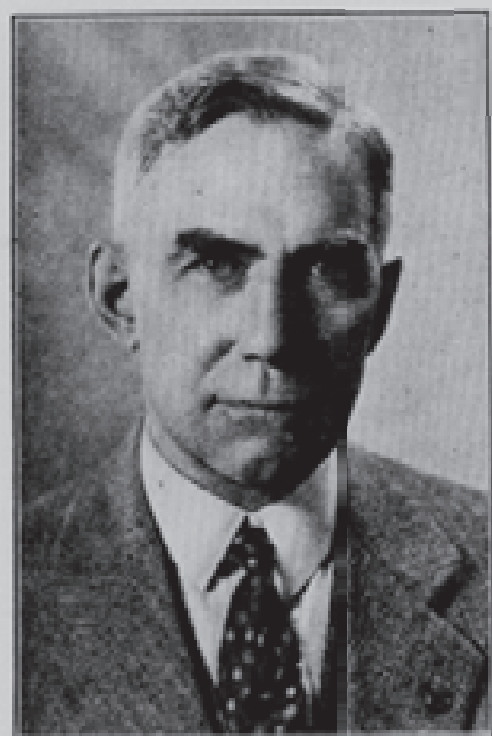
The argument might be advanced that such makeshift economies are ill-advised. On the contrary, it may be worthwhile to mention that students enjoy making contributions to their school environment. Perhaps the practical educational value to the students who co-operate in such projects is of much greater importance than even the economies involved.

This account is written in the hope that someone may profit by its suggestions, even as the author has been inspired by related presentations. Without a doubt there are countless acres of unexplored educational diamonds, whose development will prove highly profitable to the teaching profession.

The N.E.A. Resolutions at Milwaukee



Helen Bradley, principal of the Guilford School, Cincinnati, concluded several years of service on the N.E.A. Resolutions Committee at Milwaukee when she made the report of that committee as its chairman. Miss Bradley was further honored by election as a vice-president of the N.E.A. in the convention balloting.



Supt. B. F. Stanton, Alliance, was re-elected treasurer of the N.E.A. at Milwaukee without opposition. Supt. Donald DuShane, Columbus, Ind., who has been chairman of the N.E.A. Tenure Committee for several years, was elected president. Supt. L. W. Reese, Washington C. H., carries over as N.E.A. Director for Ohio under a three-year term.

1. **THE PRESENT EMERGENCY.** The National Education Association suggests these fundamental considerations which should guide the profession in the present emergency:

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

B. Since education is essential to the maintenance of democracy, the National Education Association insists that the defense needs of the country can and must be met without injuring youth by interrupting normal and necessary educational services. The ultimate line of national defense is to be found in the loyalty, intelligence, health, technical skill, self-discipline, and character of the citizens, and not in the regimentation of youth characteristic of totalitarian countries.

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

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

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

2. **INTER-AMERICAN FRIENDSHIP.** The National Education Association rejoices over the increasing under-

standing and co-operation between the peoples of the Americas. It urges the continuation and expansion of all programs of action which will promote inter-American friendship. It especially urges that the elementary and secondary schools do all they can to foster this spirit.

3. **RECOGNITION DAY CEREMONIES.** The National Education Association commends the growing practice of conducting recognition ceremonies for new voters and newly naturalized citizens and thanks the many organizations that have joined in the promotion of this important civic movement.

4. **EDUCATION IN USE OF LEISURE.** The National Education Association recommends that every school system give more attention to training in purposeful leisure-time activities, such as music, art, handicrafts, dramatics, athletics, and especially those activities which can be carried over into adult life.

5. **OFFENSIVE LITERATURE.** The National Education Association condemns the display, sale, and circulation of indecent literature and urges campaigns for the removal of such literature from public newsstands, book racks, and libraries.

6. **EMPLOYMENT OF LOCAL TEACHERS.** The National Education Association deplors the pressure during times of national depressions to force school boards to use only local teachers. Schools exist to promote the best interests of children, and therefore teachers should be selected according to merit and not according to place of residence.

7. **FEDERAL EDUCATIONAL ACTIVITIES.** The National Education Association urges that in the reorganization of federal departments, all educational activities promoted and financed by the federal government be administered through the United States Office of Education and the constituted public school authorities of the several states and territories.

8. **INSTITUTES OF PROFESSIONAL RELATIONS.** The National Education

Association continues its endorsement of Institutes of Professional Relations for the training of educators in the following professional relationships: a. teacher-student; b. teacher-profession; c. teacher-public.

9. PUBLIC RELATIONS. The National Education Association commends those state teacher associations and cities which have established public relations departments and recommends that such departments be created by other school systems and teacher associations to interpret to the public the needs and accomplishments of the schools and thereby protect the schools from attacks by reactionary forces.

10. EXHIBITS OF PROFESSIONAL PUBLICATIONS. In order to emphasize the solidarity of state and national education associations, this Association recommends that a permanent exhibit of publications of both organizations be provided for public observation in: (a) public libraries and libraries of teacher training institutions; (b) offices of local school districts, state departments of education, and headquarters of affiliated associations.

11. EQUAL OPPORTUNITY FOR WOMEN. The National Education Association recommends that the Executive Committee arrange for the preparation of a survey of the legal status of women, with the view of outlining the future activities of the Association in the area of equal rights for men and women.

12. APPRECIATION. The National Education Association expresses its appreciation to the citizens of Milwaukee, and to all others who have contributed to the success of the 78th annual convention. The members in attendance join wholeheartedly in this expression of thanks for the hospitality and courtesy extended to them on this occasion.

Recreation Congress To Meet In Cleveland Next Month

The National Recreation Congress, to be held in Cleveland Sept. 30-Oct. 4, will face the special task of recreation under present world conditions. Advance indications are that the Congress will be searching, significant, and well attended. Further information may be secured from T. E. Rivers, secretary, 315 Fourth Avenue, New York City.

Education Week Plans Announced

"EDUCATION FOR THE COMMON DEFENSE" is the theme for the twentieth annual observance of Education Week in Ohio, sponsored by friends of the public schools, and American Education Week, sponsored by the N.E.A., the American Legion, U. S. Office of Education, and the National Congress of Parents and Teachers. Following past practice, the Ohio dates of October 28-November 3 have been scheduled in advance of the national dates of November 10-16, to permit emphasis on the schools prior to election wherever school levies or other legislative matters affecting schools are to be voted. Local districts are invited to plan their observance in whichever week serves local conditions better.

Education Week is a time when the schools of the nation report to the people in concert regarding their aims, achievements, and needs. During the 1939 celebration more than eight million parents and citizens visited their schools. Such pilgrimages portray the interest of the American people in their schools.

Never in the twenty-year history of American Education Week has it given promise of greater significance than in 1940. The theme selected last November proved to be prophetic of the need that exists this fall. Defense is uppermost in the minds of the people. The nation is spending tremendous sums for arms and equipment needed to defend our country. While these steps are essential, we must not lose sight of the fact that even armaments can be effective only as they are supported by a skilled people who have unbounded faith in the cause for which the nation girds itself. The greatest common defense this nation has erected, or can erect, is a system of public education adequate to its needs.

As expenditures for armaments and other relatively new social projects soar upward the problem of financing the schools becomes increasingly difficult. There are interests which seek retrenchment in school funds. Some of them deliberately

attempt to discredit the schools. Others would reduce school support simply because they are uninformed regarding the needs of the schools and their contributions to the common welfare. The United States has adequate resources to meet the social problems of our generation and yet continue to support education adequately to meet the growing demands placed upon the schools.

In a time like this each school system in the United States should make every effort to inform patrons and all taxpaying citizens in the community regarding its program, achievements, and needs. Education Week is one of the best opportunities of the school year for highlighting the continuing program of school public relations which should be conducted by every school system.

The following suggested daily topics are applicable for either week: Sunday, Enriching Spiritual Life; Monday, Strengthening Civic Loyalties; Tuesday, Financing Public Education; Wednesday, Developing Human Resources; Thursday, Safeguarding Natural Resources; Friday, Perpetuating Individual Liberties; Saturday, Building Economic Security.

To aid schools in planning their local observances, two sources of assistance are available. The Ohio Education Association will publish materials especially designed for presenting important items in the school program of the state. The National Education Association, following its usual practice, has prepared materials that will be useful in planning school and community programs and activities for the 1940 observance. Special packets containing a handbook, an illustrated booklet entitled "Education for the Common Defense," posters, leaflets, stickers, folders for the various school levels, and other materials are available from the National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. These materials are distributed at the cost of production.



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READING AND THE EDUCATIVE PROCESS—Paul Witty, Northwestern University, and David Kopel, Chicago Teachers' College. Field—The Language Arts—374 p. Shows the extent to which reading is basic not only to the educative process as such, but to the whole physical, emotional and intellectual development of the child. Interest is considered to be the key to the solution of reading problems, a prime factor in teaching reading initially or from the remedial angle. Extensive bibliographies, valuable inventory

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PIONEERS OF PLENTY—Christy Borth of *The Detroit Free Press*. Field—Chemistry at Work. The story of how the new chemical age brings exciting innovations—clothing from cottage cheese, roads from cotton, automobile parts from soy beans, dyes from peanuts, building materials from sawdust. It offers a way to use the farm surplus, prosperity with plenty. *Pioneers of Plenty* is a book of promise and of cheer—a grand and glorious antidote for scare headlines and the threats of Mars. (\$1.80, \$1.83.)

THE ADVENTURES OF A HAPPY MAN—Channing Pollock, lecturer and author. Field—General Inspirational—206 p. All the genial charm of the personality of Channing Pollock fills the chapters of this new book. He tells of the people he has known all over the world—those who became rich and those who became poor, those who have been happy and those who have not, and why. He is not interested in preaching nor has he any success formula to sell. He simply tells of things he knows to be true. His book is the result of an intensely busy life, and we think it's the most needed common sense that has been written recently. (\$1.10, \$1.13.)

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A New Unit of Study in the Social Science Field

TEN TEACHERS ENROLLED AT THE summer session of Kent State University this year set out to build a unit of study in the social science field under the direction of Miss Mabel Swan, head of the Kindergarten-Primary Department of the university. The unit was based on community life and is here reported in its outline form as completed by the group.

Those participating in the study were as follows: Jessie Worcester, Lorain, chairman; Ina Butler, Irondale; Mildred Franks, Leetonia; Edna Funk, Elyria; Lois Leslie, Northfield; Genevieve Ripley, Akron; Edith A. Smith, Cleveland; Irma Trautman, Cortland; Sara Wilson, Salem; and Barbara Zuercher, Dalton.

Philosophy

We believe that the chief aim of education is the development of an integrated personality; that an integrated personality is one which is developed and well balanced physically, intellectually, emotionally, and socially; that education is living; that living implies growing; that growing means the continuous recreation of the individual through his experiences and the experiences of others.

We use the Raleigh Standards as our Criteria. Is the activity trivial or does it have permanent value? Is the activity within the child's ability? Was the project initiated by the children, or if suggested by the teacher, will it furnish the children opportunities for contributing ideas and carrying real responsibilities? Does activity work furnish opportunity for both individual and group participation? Will the project give added meaning and importance to the tool subjects?

I. OBJECTIVES

A. GENERAL

1. To provide interesting and vivid experiences relating to community life.

2. To appreciate the dependence of one civic unit upon the other.
3. To interpret, extend, and help organize the child's experiences in his community.
4. To make better citizens through development of desirable traits and habits.

B. SPECIFIC

1. To acquaint children with local industries and activities.
2. To show how the community provides for the health and safety of its people.
3. To help children see how the needs of the family are supplied.
4. To show children direct sources of foods, clothing, and shelter.
5. To show how community helpers contribute to the welfare of the children.

II. ACTIVITIES

A. INVESTIGATIVE

1. Much wide reading.
2. Excursions into environment.
3. Discussions—making plans.
4. Pictures.

B. CONSTRUCTIVE

1. Actual
 1. Made models of different buildings in a community.
 2. Made individual booklets telling about different occupations.
 3. Made background.
 4. Set up community.
2. Suggestive
 1. Making a movie.
 2. Making posters.
 3. Original poems.
 4. Invitations to attend our exhibit.

C. APPRECIATIVE

1. Growth in Social Habits.
 - a. Increased sense of responsibility.
 1. Children were made responsible for getting and putting away tools and materials.
 2. Each child was responsible for the planning and making of his booklet.
 3. Each child was responsible for condition of room after work periods.
 4. Planned and arranged exhibit.
 - b. Co-operation
 1. Shared tools and materials.

2. Worked together on background.
3. Worked together to keep room neat and clean.
4. Gave suggestions and help to others when needed.
5. Seeing the necessity for co-operation in community life.
- c. Courtesy
 1. Took turns using tools and materials.
 2. Worked quietly so not to disturb others.
 3. Were polite and helpful on excursions as well as in classroom.
 4. Listened to suggestions and experiences of others.
- d. A feeling of pride in a completed task well done.

D. TRADITIONAL KNOWLEDGE

1. Reading
 - a. Chart stories.
 - b. Group stories from blackboard.
 - c. Stories from library books.
2. Language
 - a. Oral
 1. Discussions and plans.
 2. Original stories.
 3. Reports of members of group.
 - b. Written
 1. Booklets.
3. Art
 - a. Manual
 1. Made models from paper.
 2. Made trees.
 - b. Fine Art
 1. Painting
 - a. Bookcover.
 - b. Background.
4. Literature
 - a. Stories—Listening to stories read about community life.
 - b. Poems—Learning poems about communities.
 - c. Music—Learning songs about people and things in a community.
5. Numbers
 - a. Counting
 1. Buildings
 - How many different kinds.
 - b. Measuring
 - To get size and proportion.
 - c. Comparisons
 - Narrow—wide
 - Long—short
 - Higher than—shorter than
 - More—less
6. Dramatic Play
 - a. Dramatizing songs.
 - b. Dramatic play with models.
7. Writing
 - a. Writing booklets.

E. OUTCOMES

1. Enjoyment of the experiences of others.
2. Enjoyment of activities.
3. Joy in entertaining others.
4. Group co-operation.

The complete bibliography developed during the study is included on the next page for its general value to others interested in similar activity.

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Textbook publishers conducted an exhibit of their latest publications at Ohio State University during the summer session, the innovation providing that the exhibit become permanent in the College of Education library. Some of the publishers' representatives present at the exhibit are pictured above. They are as follows: (Back Row) H. C. Jordahl, Craham Bekel, Jr., Howard Ely, E. M. Hume, O. Dee Harrison, L. S. Hoch, J. F. Bamiller, L. F. Swiger, H. H. McDevitt, C. A. Compton, D. W. Kitzmiller, John Bell, L. C. Foster, I. M. Woodstock, John Niederhouser, E. L. Baxter, Clayton Hockman, John Irwin. (Front Row) B. C. Foster, E. H. Ward, W. J. Robinson, John Pyle, H. L. Edmonds, C. R. Clipson, K. W. Chrisman, Carl Tinker, Paul Ries.

Ohio's Plan for Defense Training

(Continued from page 311)

the maximum amount of skill and a short intensive program provides. Records and reports at the close of the summer sessions will surely indicate how well the Ohio Plan for National Defense Training has functioned in the lives of those who are giving every effort to prepare for, and to increase their knowledge of, trade and industrial activities essential to national defense.

While the present stage of the program involves certain industries which are engaged in the manufacture of or the maintenance and repair of products to be used in the national defense, the programs of vocational training show conclusively the great need for expanded vocational education and training programs of all types. Only by that expansion will the needs of large numbers of youth and adults be satisfied.

The State Office has received inquiries concerning the probable length of time over which this program will extend. Neither the State Office nor the Federal Office of Education can answer that question. The Federal Office, however, now assures

each state that any and all sound plans for the continuance of the National Defense Training program into the fall months, after the regular public schools classes are opened, will be approved and money allotted to the states for their support. Funds are now held by the Federal Office which will warrant the fall continuance of the program so that there need be no hesitation on the part of any state in planning for that period.

—E. L. HEUSCH

Second Safety Conference Scheduled at Dayton

The second annual Ohio State Safety Conference will be held at the Biltmore Hotel, Dayton, September 17-19, under the auspices of the Ohio State Safety Council in co-operation with the National Safety Council and with endorsement by the Ohio Traffic Safety Council. The Conference will comprise 32 sectional meetings, three general sessions, and two banquets, besides special luncheon meetings. More than 100 speakers and outstanding safety leaders will participate.

The Growth of Teacher Credit Unions in Ohio

JOHN F. LOCKE

Department of Community Relations
Cincinnati Public Schools
Cincinnati, Ohio

SINCE THE ENACTMENT OF THE Ohio Credit Union Law in 1931, teacher credit unions have increased in this state from the first one established by the Warren teachers in 1932, until today twenty-one separate groups are serving several thousand teachers.

In a survey of the 21 teachers' credit unions in Ohio made recently by the writer, the table printed below records their growth from statistics supplied.

National growth of credit unions, teacher and otherwise, is still more impressive. The credit union movement, first organized in Germany in 1849, was brought to the United States through the efforts of the late Edward A. Filene of Boston. Since the organization of the first one in 1909, the movement has spread rapidly in this country until at the present time there are over 8200 separate credit unions with approximately 2,500,000 members, having total assets of \$142,000,000.

At the end of 1938 the states having over 400 credit unions were, in order: Illinois 578, Wisconsin 542, New York 534, Pennsylvania 444, Massachusetts 443, Ohio 407.

As to membership, those states having over 100,000 are: Illinois 210,053, Massachusetts 176,809, New York 166,274, Pennsylvania 121,082, Wisconsin 117,423, California 108,329, and Ohio 105,849.

With reference to loans made during the year, the leading states were: Massachusetts, \$24,703,705; New York, \$19,782,572; Illinois, \$19,492,237; California, \$11,064,678. No other state reached the \$10,000,000 mark.

The above is from the Bureau of Labor Statistics, United States Department of Labor, who state over 95 percent of all credit unions in active operation reported.

The credit union is a thrift and

credit organization in the business of supplying its members with thrift and credit facilities. It sets up the machinery enabling them to accumulate savings in a common pool, managed through officers chosen by and from their own number, each member having a single vote, regardless of what his share holding may be. The money is invested in loans to members of the group exclusively and only for provident or productive purposes, and at a reasonable rate of interest. The net earnings are divided among the members each year as dividends on their savings in the common pool.

To belong to the credit union one must be a member of the group within which it is organized. Each member must agree to buy at least one share. Shares are five dollars each. Shares may be paid for out-

right or in installments. Additional shares may be bought and paid for as the member is able to do so. The member who can save the least is as welcome as the one who can save the most.

Its chief concern is to create normal and confidential credit facilities for each member. The extent of money lending to teachers is well known, as they are constantly being circularized by money-lending agencies. The amount of money paid by them annually in interest, investigation, service, carrying, and installment charges is an astounding figure. The credit union supplies needed funds and turns carrying an interest into individual cash buying power.

The credit union movement, which is entirely apart and wholly separate from the movement to promote and finance co-operative stores and factories, is growing and spreading at an amazing rate of speed. But more important than this is the growth of a spirit of accomplishment in an enterprise through which persons of modest means are learning how to take care of their own financial needs.

Further information concerning credit unions may be secured by writing to any of the teacher credit unions listed below or to the Ohio Credit Union League, 519 Main Street, Cincinnati, Ohio.

CREDIT UNIONS	Organized	Membership		Paid in Shares		Loans Made	
		1935	1938	1935	1938	1935	1938
Akron Teachers	1934	237	552	\$ 4,000.00	\$ 21,000.00	\$ 4,500.00	\$ 24,000.00
Canton School Employees	1938		80		1,492.50		2,230.00
Cincinnati School Employees	1935	348	527	10,504.75	24,364.75	7,457.22	40,475.49
Cleveland (Dee Club)			54		968.75		564.00
Cleveland Teachers	1933	339	891	10,084.11	22,629.71	11,081.21	21,482.44
Cleveland Heights Teachers	1936	76	127	985.00	1,487.07	970.00	6,617.42
Columbus Teachers	1934	137	283	2,233.89	17,226.23	1,574.28	18,390.52
Dayton Teachers	1935	104	258	648.00	4,863.89	1,146.00	17,602.00
Elyria Teachers	1937		34		1,948.33		1,285.00
Gauga County Schools	1936		22		121.30		95.00
Hamilton County Teachers	1937		67		2,474.74		2,665.00
Hamilton School Employees	1936	31	142	260.00	8,300.00	195.00	13,903.87
Hancock County F.C.U.	1938		103		2,815.28		5,085.00
Lakewood Teachers	1938		116		2,439.75		4,710.00
Middletown Teachers	1937		100		5,208.17		5,289.75
Ohio State Univ. Employees	1935	167	222	1,906.00	5,002.00	\$160.00	11,145.00
Toledo Teachers	1934	125	290	1,444.00	17,229.23	2871.00	18,813.24
Trumbull County Teachers	1936	20	172	125.00	790.00		1,235.00
Univ. of Cincinnati Employees	1937		85		1,564.05		2,391.00
Warren Teachers	1932	54	63	549.08	527.70	610.00	400.00
Youngstown Teachers	1934	121	247	1,857.00	7,182.36	2300.00	6,725.37
TOTALS		1729	4361	\$34,868.74	\$248,191.31	\$42,464.71	\$285,114.10

High School Principals Plan Use of Evaluative Criteria

B. M. HANNA

Principal
Norwood High School
Norwood, Ohio

IN 1939 THE OHIO HIGH SCHOOL Principals' Association asked representatives of Ohio State University to conduct a seminar on the use of the Evaluative Criteria for secondary schools of the state in order that those administrators who were interested might become acquainted with this material and its use in measuring progress. Dr. Eikenberry and Dr. Davis from the School of Education conducted such a seminar during the fall quarter of 1939 and school representatives from over the state came to the university each Saturday from October to December for the course. Thirty or more teachers, principals, and superintendents completed the work, which included both the study of the values to be derived from the use of the criteria and a practical field evaluation in three schools which volunteered to co-operate.

Each member of the seminar participated in evaluations which were held at Rushville, Bremen, and Jackson. The experience thus gained gave a richer insight into the possibilities for the further use of these Evaluative Criteria for self-evaluation and for stimulation of the local staff. As a result of the enthusiasm shown by members of the evaluating committee many more school executives have planned or are planning to have outside committees visit their schools. Evaluations have already been conducted at Cleveland Heights, Sandusky, and East High School in Cleveland.

On April 20, 1940, the Ohio High School Principals' Association in their meeting at Columbus passed the following motion: "That the president of the Ohio High School Principals' Association appoint a committee to consider ways and means of furthering the use of the material developed by the co-operative study for the evaluation of

schools. Said committee shall have the authority to solicit the co-operation of other organizations and institutions."

Following this motion, the president of the association, Mr. Walter Peoples, principal of Withrow High School of Cincinnati, appointed the following committee: Jesse Beer, Senior High School, Mansfield; G. R. Constien, Findlay High School, Findlay; B. M. Hanna, Norwood High School, Norwood; Edgar A. Miller, West High School, Cleveland; Ralph Purdy, chairman, Wellington. This committee held its first meeting at Ohio State University on June 28 and drew up a plan of procedure and designated other meetings for the consideration of a report to be made at the fall meeting of the Principals' Association.

The committee is considering two procedures in its initial activity: (1) giving publicity to the proposed plan for extending the use of the Evaluative Criteria in Ohio, and (2) enlisting the co-operation of such agencies as the State Department of Education, North Central Association Committee, Ohio College Association, and departments of the Ohio Education Association such as the Associations of Classroom Teachers, County Superintendents, City and Exempted Village Superintendents, and in addition the state Parent Teacher Association. If these organizations will be willing to give some time in their programs during the year 1940-1941 to a consideration of the value of the use of the Evaluative Criteria as an agency, not alone for measurement but also for stimulation, it may be possible to extend the use of this material throughout the state.

Since interest in this program of evaluation is rapidly spreading and more and more high schools are asking for evaluations, the committee

appointed by the Ohio High School Principals' Association recommends that a permanent executive committee be appointed for organizing and administering a state program for the use of the Evaluative Criteria and that this committee include representatives from the other important organizations of the state. It is recommended further that it be the duty of this permanent committee to co-ordinate the interests and activities of the organizations represented planning for a more extensive use of the Evaluative Criteria in Ohio.

This committee will probably wish to contact the secondary schools of the state, urge acceptance of the co-operative policy in the use of the Evaluative Criteria, receive applications for surveys, and, working with the local school, designate the time and agency for the evaluation. Inasmuch as this is definitely a self-evaluation program designed to assist in the improvement of participating schools, the finished reports will be filed in the local school office. If the local school so desires the results of the evaluation may be made available to the press, the State Department of Education, and the North Central Association.

The interest in the results of surveys which have been conducted, and the possibilities for growth in the self-evaluation have been attested to by so many participants to date that the committee feels that every effort should be made to extend the use of this valuable material.

Further information about the use of the Evaluative Criteria may be secured by writing any member of the committee who is working on the plan.

Northeastern Ohio Geography Council to Meet in October

The Northeastern Ohio Geography Teachers Council invites all geography teachers of that section of the state to meet at Western Reserve University on October 5. The program in the morning will include demonstrations of both elementary and high school methods as well as papers discussing recent geography studies. A field trip in Cleveland will be conducted in the afternoon. Dr. R. B. Frost, Oberlin, is president of the Council and Wilma M. Mintier is secretary.

Gleanings from the Field

KARL H. BERNIS

O.E.A. Asst. Secy. for Field Service

THIS AMERICA OF OURS

TRAVELERS ON SHIPS THAT PLY THE Caribbean waters, occasionally see in the mist of the early morning the outline of the low sandy shore of San Salvador. It is said that the view is almost identical to that which Columbus beheld four and a half centuries ago. Yonder in the distance one beholds, not the billion dollar skyline of New York City, but a faint light on an uninhabited coast. As Joaquin Miller has said:

A light! A light! A light! A light!
It grew, a starlit flag unfurled!
It grew to be Time's burst of dawn.
He gained a world; he gave that world.
Its grandest lesson: "On, Sail on!"

Four hundred and fifty years have passed since Columbus discovered the New World. Yet, its discovery and rediscovery continues. The United States is one of the political divisions of this Western hemisphere; by common consent the most important republic of the world. The proud acclaim of the English, that "The sun never sets on British soil," may also be made of the United States. When the last rays of the setting sun leaves the Phillippine Islands, the morning rays are illuminating the shores of the Virgin Islands, Porto Rico, and the rock bound coast of Maine.

The vast unbroken plains of the interior of the North American continent furnish no natural barrier or boundary between United States and Canada. The contacts between kindred peoples in United States and Canada have resulted in intimate, personal, and commercial relationships. We have been at peace; no vessel of war or fortification marks our boundary.

By nature our relationship with Mexico is less intimate. South of the border there is a semi-desert country. The bulk of the Mexican population lives in the southern part of the country on plateaus from 5,000 to 8,000 feet above sea level. Prior to the completion of the Pan American

Highway the inhabited sections of Mexico were difficult in access. We are overcoming the geographic barrier as well as some differences in viewpoint.

Our geographers have divided the United States into the coastal plain, Appalachian highlands, interior plains, Western highlands, and Pacific slope. Our sociologists have described the sifting of European peoples to give America the early stock for settlement. Our engineers have explored the wealth of our natural resources, of fertile soil, forests, oil, minerals, coal, stone, and clay.

The wonder of the physical phenomena of America has inspired the poets and song writers. But it is the magic American way of life that needs to be rediscovered. Walt Whitman caught the spell of this spirit. In his poem, *I Hear America Singing*, he speaks of the varied carols of mechanic, carpenter, mason, boatman, deckhand, shoemaker, hatter, wood-cutter, and ploughboy. It is this strange harmony of each working at his task as a free man, equal before the law, and each guaranteed certain inalienable rights of life, liberty, and pursuit of happiness, that provides the common denominator of the American way of life.

It seems clear that we are at an important crossroads in world's history. Our devotion to the democratic system of government and the American way of life is the most compelling force in national and individual life. Teachers of America may well evaluate these unique qualities. What elements in our life are we ready to defend and preserve for a desperate world?

The writer wishes to go on record as to what America means to him and for that purpose will write in the first person.

I am the son of humble foreign-born parents. It has been my good fortune to travel in this country and in the land of my ancestry. I have

visited with my relatives across the seas. I could become emotional in my passionate love for America, but a sane evaluation of American opportunities seems far more essential at this time.

America has provided, first, a security of home life which made education possible. It has provided opportunities for education on elementary, secondary, and university levels. In Europe my education would have been limited to the elementary level because of the economic and social status of my family. Here the advantages of college and university training in education and law will forever be a debt which I must pay back to society. In Europe, I would have become a laborer, perhaps a semi-skilled laborer in a coal mine or steel mill. Nearly all of my relatives are thus employed, only one is a member of a profession. Only by an unusual chain of circumstances could I have become a teacher in Europe. Most of my European cousins have never traveled more than fifty miles away from their homes. None have ever been to America. Registration at police headquarters is necessary for travel. Last month I drove my own motor car to the Atlantic Coast. Not a single policeman or government official questioned my travel. Freedom in travel is such a rare privilege that its reckless abuse could mean its loss. In Europe, I would not be permitted to speak freely in an assembly or over the radio. Even though I am inarticulate, I have not been denied that right in this country.

Only two of the many European relatives whom I visited owned their own homes. Only one owned and operated a motor car. My brothers and sisters and American cousins own their homes and all but one drive their own automobiles. During peace time my European relatives were limited to four pairs of stockings per year. My family here seems to have a poor record of its hosiery purchases. It is perhaps as high as eighteen pairs a year. My debt of gratitude for the American standard of living is so great that I must work to preserve its pattern.

In America every man's home is his castle and, as long as he is orderly, the sanctity of home life will not be violated. Some years ago one of my European relatives was

enjoying a quiet evening with his family in the living room of his home. Suddenly there was a loud alarm at the door. Without waiting for the door to be opened, it was forced open. Three members of the dreaded secret police forced their way into the room. Without search warrants or explanation, these officials carried out a systematic search of this home. Apparently they found nothing of anti-government propaganda, so left the home without molesting the family. The constant fear of a recurrence of this experience seemed to haunt the entire family. Thanks to our constitutional safeguards and administration of justice, the security of my home has not been violated.

Our inalienable rights and privileges cannot be taken for granted. They must be safeguarded by eternal vigilance. Democracy like Christianity is not an easy way of life. Defense of the American way of life will require new sacrifices. It must enlist the co-operation of the home, the school, church, and the State. The role of the American teacher was never more important nor more difficult.

Alien Children Must Be Registered by Parents

As part of the National Defense program, a nation-wide registration of aliens is being conducted by the Immigration and Naturalization Service of the Department of Justice. Registration will take place in the post offices of the nation. It is expected that more than three and one-half million aliens will be registered during the four-month period ending December 26.

Registration is made compulsory by a specific act of Congress, the Alien Registration Act of 1940, which requires all non-citizens to register during the four-month official registration period. Of special interest to teachers is the fact that the law requires that all aliens 14 years or older are to be registered and fingerprinted. Alien children under 14 years of age will be registered by their parents or guardians. When alien children reach their fourteenth birthday, they will be required to register in person and be fingerprinted.

News from Pedagopia

B. A. STEVENS
O.E.A. Asst. Secy. for Research

PROGRESS IN CURRICULUM MAKING

FROM TIME TO TIME PUBLICATIONS appear which impressively bear witness to the progress which has been made in the professionalization of the personnel in the public education service. It is fortunate that periodically our morale is bolstered by research reports such as that of Dr. D. E. Lawson, published by the University of Chicago Press under the title, "Curriculum Development in City School Systems." This report traces the trend of growth in curriculum making in ten large city school systems during the last one hundred years. It furnishes striking evidence of the slow but far-reaching changes which have been made in curriculum building in American public schools.

For decades the curriculum was largely under the regulation and control of the boards of education or of lay committees. These bodies, charged with the duties of supervision and management, continued to function in greater or smaller degree long after the appointment of the first city superintendents.

Naturally, while curriculum offerings were generally prescribed by boards of education, the lay points of view relative to educational objectives predominated. During the period, "an important characteristic of the curriculum was the emphasis that was placed upon memoriter and dull learning of somewhat unrelated factual material. A strong dependence was placed upon the disciplines; and the major goals of all education appear to have been relatively remote. The chief aim of the high school curriculum was that of professional preparation for college or for specialized work." The curriculum, during the period of board of education domination, "showed little or no attempt to provide integration, either between subject materials or between successive grade levels. Subject matter was highly compartmentalized, closely prescribed, and rigidly required. Throughout the grades three features

prevailed and there is little evidence to suggest that any efforts were made to induce the learner into new subject fields or to pre-condition his interests. As a consequence, the school mortality rates were high."

Since 1900 there has been a changing attitude with respect to curriculum making. There has been a quite general acceptance of the need for a changing curriculum to meet the problems of a changing social, economic, and industrial world. The curriculum problems which resulted from this new point of view could be attacked only after long-term and systematic planning. Curriculum problems no longer could be solved by a pooling of public opinion. A scientific approach alone could provide reliable and defensible answers. Hence, today, "the entire program of curriculum building has become professionalized. It is no longer a task performed by lay boards or lay committees."

Thus, one great area of public school administration has come almost exclusively under the direction of professional school people. Other school administrative and supervisory functions which once were discharged by lay boards and by lay committees have likewise been professionalized.

The rapid acceptance of the value of professional direction of so many of the activities in the field of public education encourages the belief that the complete professionalization of teaching will not long be delayed.

EDITOR'S NOTE. — Ohio teachers and administrators will be pleased to learn that Mr. Steven's convalescence from an emergency operation for a ruptured appendix is now practically complete and that he is again able to carry on his duties as O.E.A. assistant secretary for research.

The Strength Which Is America

(Continued from page 315)

knowingly and willingly, share in a well defined and concerted program for the collective military defense of this hemisphere. We should not plan for them. We should plan with them. They must assume their clear share of responsibility for joint diplomatic action involving the fate of this hemisphere and for military defense measures. For the nations of South and Central America to maintain formal and separate neutrality status, to act independently, unrelated to a central hemisphere policy, or to carry on independent diplomatic negotiations which might unwittingly entangle them in the imperialistic machinations of foreign nations, or to tolerate Fifth Columns in their midst and the establishment of centers of powerful alien influence, is to create dangers on this hemisphere for the United States which might involve us in war against our will.

We should not forget, however, that a strong military defense for our nation, in itself, is not sufficient. A greater defense for a nation is the loyalty of its citizens and their essential spiritual unity. There are two ways in which these can be conserved. The forces hostile to our form of government and to our free institutions must be continuously exposed and their power broken. No democracy is immune, or can hope to remain immune, as long as it is a democracy, from anti-democratic propaganda either native or foreign. Forces opposed to democracy will use the very technique and machinery of democracy, as well as its abundant tolerance, to destroy it.

In the face of this, democracy must not remain naive or complacent. It must aggressively and relentlessly expose and harass every form of propaganda which is hostile to our basic conceptions of life and government. The agents of foreign dictatorships and their native-born kinsmen must be kept under constant surveillance. Those who wish to destroy free America should not be permitted the glamour of putting their followers in uniform or of parading our public thoroughfares.

But, no hysteria! No witch hunt-

ing! No mass stampede away from the Bill of Rights and the constitutional guarantees of a free people. We should not in our great concern, zeal, and impatience permit ourselves to resort to extra-legal and unconstitutional methods to obtain even worthy and desirable objectives. To destroy liberty in an effort to preserve it is the height of folly. The detection, arrest, and punishment of spies, saboteurs, and plotters against our domestic peace and security should be left to our legally constituted authorities who are charged with the enforcement of our laws and the defense of our free institutions.

It should be borne in mind that education still remains the strongest bulwark of a free people. The American people should be educated in the techniques of modern propaganda which have been so skillfully elaborated in our day. They should be made aware of the methods which are employed and the true character of the organizations and governments which employ them. They should be informed as to how racial and religious antagonism are aroused and exploited, in order to divide a people, disrupt its unity, confuse its counsels, and undermine its national resistance to an aggressor. Systematic courses in the detection of and the prophylaxis against false propaganda should be introduced into the curriculum of every high school and college.

Furthermore, we have long assumed that education in democracy will somehow take care of itself, as an unconscious by-product of our day-by-day living. This is no longer true. Democracy is under fire today and on the defensive. Both its theoretic soundness and its practical value have been denied. Many peoples have rejected it as antiquated, inefficient, and distinctly harmful. Anti-liberalism and anti-democracy have today a passionate and heroic zeal behind them. Totalitarianism has millions of enthusiastic devotees in all parts of the world. Quite deliberately and specifically we must begin to educate our people anew, and especially our

youth, in the principles, practices, and advantages of democracy.

In the school, the home, the church, through the written and the spoken word, an educational crusade, in defense of democracy, must be launched. And the time is very short. In this connection, we ought to bear in mind that the source of all political democracy in the Western World is fundamentally religion, and that the basic charter of man's dignity and freedom is God. Friends of democracy have forgotten the religious origin of the democratic dogma in the modern world. They have forgotten that political freedom came to the Western World as a result of the struggle for religious freedom and not vice versa. Religion kindled the torch of political freedom in the world, and irreligion is extinguishing it.

The reason why the democratic movements are perishing in the Western World today is because of an increasing pessimism due to a loss of confidence in the reality of God in the life of man. No society can long remain Godless and free. If our crusade to redeem democracy is to succeed, it must draw its inspiration from the inexhaustible fires of religious faith, from the classic religious dogmas that God created man in His image, and that man was endowed by his Creator with inalienable rights of which no state, no bureaucracy, no majority, and no class has the right to deprive him.

The loyalty and unity of our citizens can be enhanced still more if they are made to feel that the American way of life is the best way of life, because in it they find security and happiness. Democracy cannot long survive widespread and prolonged economic suffering. All dictatorships have risen to power upon the economic miseries of their people. A generation of young men and women denied the opportunity to work and to build careers, consigned to demoralizing idleness and frustration, is dangerous explosive material.

On the other hand the individual citizen should not unload all his responsibilities upon his government or blame it for all his misfortunes or expect all salvation from it. Nor should he sponge upon it for all manner of handouts. Those who wish government to provide them at all times with bread and circuses must

be prepared to surrender to it all their liberties. Total dependence upon government means total control by government. The danger to a free society is not so much the encroachment by government, as the encroachment of citizens upon their government with all manner of demands which are rightly the responsibilities of private citizens or of associations of private citizens. Our youth must be trained to regard government as the defense of a free people which must be served and safeguarded through sacrifice, not exploited.

In our effort to maintain our way of life here, we will be strongly helped by some important factors which are uniquely our own.

Ours is a long-established democracy. We have gone through severe crises before, including a Civil War, without sacrificing our democratic apparatus. We prefer to govern ourselves. The idea of being ruled by a Fuehrer, a Duce, or a Commissar is hateful to our very souls.

We have a wholesome capacity for self-criticism. We are ready to acknowledge our mistakes and to take the blame. We can and do reverse ourselves. We are not hostile to experimentation.

We have vast natural resources. Ours is not a country, but a continent. This is not a starved or crowded land, and our people are not doomed by circumstance to a low standard of living. Poverty is one of the bitterest enemies of democracy. There need be no poverty in our country.

We are a young nation. We are not handicapped by Old World animosities. We have no threatening neighbors on our frontiers. More than any other people on earth, we can, if so we will, pursue our chosen way of life with confidence and with high hopes.

What is this American way of life? What are the classic elements which give uniqueness and distinction to it?

First—the importance of the individual. Every man is possessed of certain inalienable rights. The state cannot veto them. No majority can abrogate them. All men, regardless of race and religion, are equal before the law. Any attempt to subjugate the individual to the state, or to discriminate against him in law because of race or creed, is a frontal

and deadly attack upon the American Ideal.

Second—government by consent and not by constraint; government from within and not from without. Dictatorship is government imposed from without. Democracy is government self-imposed from within. The American genius strives to achieve the best possible way of life for the largest possible number of citizens through their own voluntary enterprises, through free experimentation, and step by step, through the evolutionary processes of trial and error. The American genius rejects all proffers of ready-made millenniums at the spear-point of revolution and dictatorship. It prefers the slower and less glamorous way of government. But it also avoids all the horrors of government by purges and liquidations, by terrorism and expropriation, by espionage and slavery.

Third—the grace of tolerance. We are a composite people. Many races had a hand in the discovery, exploration, colonization, and development of this great country. Ours is a nation made up from its very inception entirely of immigrants. Our American life is a fine mosaic in which many separate racial and religious identities are grouped into one noble pattern. Despite occasional lapses,

there has prevailed a wholesome attitude of good will, tolerance, and co-operation among our people. The genius of America has manifested itself in steadily dissolving the hard concretion of groups and reducing them to their individual human components. Europe is concerned with the rights of minorities. America is concerned with the rights of men.

This true vision of American life should be kept undimmed in these darkening days. It is our sole hope for the future. It is our one chance to keep our dear country free from the ravages of the hates, bitterness, and conflicts which have disfigured the Old World. For the last twenty years the desperate peoples of Europe have tried a way of life which is the very opposite of the American way of life—the suppression of the individual, government by ukase and dictatorship, and racial and religious intolerance—and it has led them, as inevitably it must, to the bloodsoaked battlefields of war.

Let us not follow in their tragic footsteps.

In every hour of grave national crisis there were found brave men in our land who were prepared to die that America might live. Let us, their descendants, prepare ourselves to live in such a way that America may not die.

Administrative Elections and Re-elections

Administrative elections or re-elections announced too late for publication in the June magazine include the following:

In the county superintendencies, Harold E. Ryder, formerly head of the Sandusky County Schools, has been elected executive head of the Lucas County Schools. John S. Anderson has been selected as the new superintendent in Henry County. Supt. Melvin R. Bixler of Louisville has been appointed assistant superintendent in Stark County and Prin. Asa Tom, Dresden, has assumed the same office in the Muskingum County system. D. C. Simpson has received a new five-year contract as head of the Harrison County Schools. G. E. McFarland has been re-elected head of the Delaware County Schools under a three-year contract.

In the city systems, Robert H. Christy, Lima, has been elected superintendent of the Delphos schools, and A. E. Hadfield has been re-elected for three years as head of the Maple Heights schools.

In the exempted villages, Prin. H. W. Carr, Newark, has been elected to the superintendency of the Marysville schools. W. J. Springer, formerly principal of the Salem High School, has been chosen head of the Bay Village schools, succeeding Barton Griffith, new superintendent of the Grove City system. H. M. Dixon, Johnstown, has been named head of the Westerville schools and Rola D. Webster, Bucyrus, succeeds him at Johnstown. H. C. Leonard has been re-elected superintendent at Lisbon under a two-year contract.

O. E. A. Legislative Program

THE O. E. A. RECOMMENDS FOR FAVORABLE CONSIDERATION BY THE 94TH GENERAL ASSEMBLY

1. Continuation of the "pay-as-you-go" policy of financing the School Foundation Law through biennial appropriation to meet the full cost.
2. Continuation of the plan of appropriating a definite annual amount for the liquidation of the deficit in the state public school fund and for the payment of the interest thereon.
3. A law to safeguard efficient teaching through (a) provision for continuing contracts to teachers whose experience and training conform to standards to be established in the law; (b) provision for an orderly procedure whereby such contracts may be terminated for causes to be specified in the law.
4. Creation of a state board of education composed of laymen, through the submission of a constitutional amendment specifying number of members and method of selection, such amendment to be proposed by Joint Resolution of the General Assembly.
5. Creation of a legislative commission to codify the school laws of Ohio so as to eliminate conflicts and ambiguities, to remove obsolete sections, and to produce a simplified and understandable code.
6. Maintaining the present right of boards of education to a guaranteed share of local tax revenues so local funds will be available to supplement state monies distributed under the School Foundation Law.

RICHARD GOOS, HIGH SCHOOL teacher, was recently elected president of the Hamilton Men Teachers Club. R. O. Fludder was named vice-president and William Sharp, secretary-treasurer.

WALTER R. WILLIAMS, JR., development supervisor of the Oberlin Public Schools, is the author of an industrial arts textbook recently published by the International Textbook Co. under the title, *Exploring the Arts and Industries*. The book is a part of the *Arts and Industries Series*, of which Dr. William E. Warner, Ohio State University, is the consulting editor.

THE NORTHWEST DIVISION of the O.E.A. Department of Exempted Village Superintendents will hold its fall meeting at Sylvania, with Supt. Ira Baumgartner as host, according to Supt. W. O. Moore, Upper Sandusky, secretary of the group. The dates will be announced later.

W. B. SKIMMING, WELL-KNOWN veteran principal of Columbus, retired from the profession at the close of the last school year. For several years, Mr. Skimming was principal of East High School. He is succeeded as principal of Starling Junior High School by Edgar House, formerly of the West High School faculty.

IN THE STATEWIDE BALLOTING of last spring, Co. Supt. O. H. Bennett, Cincinnati, was elected to membership on the board of the State Teachers Retirement System, according to announcement by Secy. W. E. Kershner. Mr. Bennett succeeds Supt. J. C. Wilson, Stone Creek, and will serve for a three-year term. Other members of the board are Ethel C. Peters, Cleveland, Attorney General T. J. Herbert, State Auditor J. T. Ferguson, and Director of Education E. N. Dietrich.

RUTH KERR, INSTRUCTOR AT THE MacDonald school, has been elected president of the Wellsville City Teachers Association. Other officers include Martha Zipperian as vice-president, Ethel Bowden as secretary and Esther Keay as treasurer.

C. H. CLARY, VERSAILLES, IS THE new president of the Ohio Vocational Agriculture Association. R. E. Burdick, Fremont, is vice-president, and W. E. Stuckey, Postoria, is secretary-treasurer.

THERESA LENTZ, FOR THE PAST twenty years a teacher in Bellair, Wilmington, and Columbus schools, passed away at her home in Columbus on July 11. Interested especially in Americanization classes, Miss Lentz helped to make citizens of more than 3000 foreign-born persons.

CO. SUPT. CARL H. SHANKS, Clinton County, has been appointed to the Executive Board of the Southwestern Ohio Teachers Association to fill the vacancy created by the moving of E. E. Holt from Hillsboro to Marion. Dr. H. F. Vallance, Miami University, has been appointed to the same board to fill the vacancy caused by the moving of Dr. Walter L. Collins from Wilmington to Columbus.

D. H. TALBOTT HAS BEEN NAMED president of the Dayton Schoolmasters Club, Walter Anderson has been chosen vice-president, and Earl New has been elected secretary-treasurer.

Round About

DONALD STEWART IS THE NEW president of the Portsmouth Teachers Club. Katherine Dressler is vice-president, Margaret Givens, secretary, and John Glas, treasurer.

FLOYD CARLISLE, CENTRAL HIGH School, has been re-elected president of the Columbus Teachers Association. I. R. Amerinc has been chosen vice-president and Walter L. Arnholt has been re-elected loan fund trustee.

THE APPRENTICE, MONTHLY publication of Printing High School, Cincinnati, gives convincing evidence of the high quality of training which students have received in the graphic arts under the direction of Henry Himmelmann, ex-principal and coordinator. The paper is edited and printed by the students, is graced by a three-color cover, and is well-written by its student reporters.

SUPT. L. J. SMITH, MASSILLON, was recently elected president of the Massillon Rotary Club.

SMITH H. LINE, TEACHER OF bookkeeping, has been elected president of the Cuyahoga Falls Teachers Association. Other newly-elected officers are: Earl Cocoran, first vice-president; Clarence Hinkle, second vice-president; Dorothy Keck, secretary; and Glenn Beaumont, treasurer.

WILLIAM H. BALLARD, ASSISTANT superintendent of the Huron County schools for the last twenty-one years, died August 8 in the Fremont Memorial Hospital from injuries suffered in an automobile accident. Mr. Ballard's home was in Norwalk.

DOROTHY M. BELL, A MEMBER OF the faculty of Oberlin College, has been elected president of Bradford Junior College at Bradford, Mass.

CARL C. DEWALD HAS BEEN chosen president of the Cleveland Heights Teachers Association. Mrs. Maude C. Martin has been named vice-president, Mrs. Clarice D. Adams, secretary, and G. Wade Earle, treasurer.

DIRECTOR OF EDUCATION E. N. Dietrich has predicted that arrangements will be worked out whereby war refugee children now in Ohio will be able to attend the public schools in this state.

HARRY REES, FORMERLY SUPERintendent of the Darke County schools, has accepted an appointment as Ohio representative for Britannica, Jr.

RALPH D. PURDY, FORMERLY head of the Rushville schools, assumed his new duties as superintendent of the Wellington schools on August 1, succeeding A. W. Shields, retiring superintendent.

FRANKLIN REMISBERGER, JOHN Marshall High School, was elected president of the Greater Cleveland Schoolmasters Club at its annual spring meeting. Other officers elected for one-year terms were as follows: Dr. C. B. Allen, Western Reserve University, vice-president; John Everard, John Hay High School, secretary; and Leslie Frye, Thomas A. Edison Junior High School, treasurer.

Ohio Schools

C. W. HAYES, DAYTON, WAS elected president of the Ohio Association of Public School Employees at its annual meeting held in Columbus early in the summer. Other officers elected for the coming year were as follows: Wade Ihle, Monroe, vice-president; A. H. Woolridge, Lakewood, secretary; Carl Eichner, Columbus, treasurer. T. G. O'Keefe, Columbus, E. V. Eckleberry, Cambridge, and E. A. Eklund, Lakewood, were named directors.

MANLY CLARK, FOR THIRTY-NINE years an instructor in the Massillon schools, and Miss Jean Kitt, teacher of English for forty-two years in the same system, were recently honored by the local teachers. Both retired from active teaching service last June.

SUPT. JOHN M. GARST, CANTON, has been elected president of the Warren County Teachers Association. Other officers named for the year include the following: David B. Clark, Kings Mills, vice-president; Mary Case, Mason, secretary-treasurer.

SUPT. J. D. CARSON, BELLE CENTER, was recently elected president of the Logan County Teachers Association, succeeding Wayne Lawrence, Rushsylvania. Margaret Hill, DeGraff, was chosen secretary.

LOGAN COUNTY IS ONE OF THREE county school systems in the country sharing first honors for perfect enrollment records in the N.E.A., having reported 100 percent enrollment continuously since 1924, according to T. D. Martin, N.E.A. field secretary. The other two are Queen Anne's, Maryland, and Shelby, Tennessee.

SUPT. C. E. KORB, EAST CLEVELAND, was recently appointed a trustee of Kent State University by Gov. John W. Bricker. Supt. Korb's term of office begins immediately and continues until July 1, 1945.

ROBERT W. COLLINS, INSTRUCTOR in chemistry at East High School, Columbus, for the past twenty-eight years, passed away on July 10, following a heart attack.

ATTORNEY GENERAL THOMAS J. Herbert recently ruled that a school board member who owns more than five percent or more than \$500 of stock in a corporation which enters into a contract with the board to furnish material is liable to criminal prosecution.

A. F. FORANCE, SHARONVILLE, is the newly-elected president of the Hamilton County Teachers Association. Other officers are as follows: Mary Harbage, Greenhills, vice-president; Edith Young, Cleves, secretary-treasurer.

Glancing Beyond Ohio's Borders

PRESIDENT ROOSEVELT HAS ISSUED A statement urging young people to continue their education at this time rather than to seek other forms of patriotic service. "We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. We must have scientists, engineers, economists, and other people with specialized knowledge, to plan and build for national defense as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education, unless and until they are called, so that they will be well prepared for greatest usefulness to their country. They will be promptly notified if they are needed for other patriotic services."

AT THE INVITATION OF THE National Education Association and the American Council on Education, representatives of forty-seven educational bodies met in Washington early in August to organize a National Co-ordinating Committee on National Defense. The purpose of the Committee is to help co-ordinate and unify all educational forces in the present defense program. An operating committee of thirteen members was authorized to represent education to the Federal government in matters that affect that program.

RETURN TO THE COLONIAL PRACTICE of teaching "useful" occupations to children in the schools and departure from a training planned primarily for white-collar jobs were recommended recently by the American Youth Commission. Specific course recommendations included high school instruction in improved methods of reading to supplement the instruction in the elementary grades, actual work experience as a part of the curriculum, expansion of courses in special studies, and instruction in personal problems.

Educational Calendar

September 17-19

Ohio State Safety Conference, Dayton Biltmore Hotel, Dayton.

September 30-October 4

National Recreation Association, Cleveland.

October 4-5

Tri-State Commercial Teachers Association, William Penn Hotel, Pittsburgh, Pa.

October 5

Northeastern Ohio Geography Teachers Council, Western Reserve University, Cleveland.

October 9-11

35th Annual Convention, Ohio Congress of Parents and Teachers, Hotel Gibson, Cincinnati.

October 17-19

1st Annual Iowa Radio Conference, Iowa City, Ia.

October 18-19

Fall Conference, State Department of Education, Columbus.

October 28-November 3

Education Week in Ohio.

October 30-November 2

Annual Fall Meetings of the six District Associations in Ohio. Northeastern, Cleveland, November 1; Northwestern, Toledo, October 31-November 1; Central, Columbus, November 1-2; Eastern, Steubenville, October 31-November 1; Southeastern, Athens, October 31-November 1; Southwestern, Cincinnati, November 1-2.

November 20-16

American Education Week.

November 20-16

Book Week.

December 26-18

American Vocational Association, San Francisco, Calif.

January 3-4, 1941

O.E.A. Annual Meeting, Columbus.

February 22-27, 1941

Annual Meeting, American Association of School Administrators, Atlantic City, N.J.

THE BROAD ST. SCHOOL, CONNEAUT, is an example of what the smaller school may do in raising money through collection and redemption of sales tax coupons, according to Prin. D. S. Gruely. With an enrollment of 200 in the first six grades, the school has netted approximately \$230 from sales tax coupons since May 1, 1939. The star collector for the school has been Lois Ann Helman, who has brought in stamps with a total cash value of \$46.59.

THE DEFIANCE CITY TEACHERS Association is now publishing a *City Teachers Association Journal* for the purpose of promoting better acquaintance with the work of fellow-teachers, according to L. R. Kuhn, president of the organization. All copy is received from local teachers and is planned as a contribution to understanding and co-ordination of the work in various grades and departments of the elementary and high schools. Marietta Dailey and J. Kirk Krutsch are supervisors of the publication.

JOINT DEDICATION AND commencement exercises gave unusual distinction to the June activities of the Ross Township Schools, Butler County, according to Co. Supt. C. H. Williams. The impressive and well-planned new Ross building was built at a cost of approximately \$200,000 and serves 460 pupils transferred from the former Millville, Venice, and Shandon units. J. H. Kilburn is the local superintendent.

O. H. P. SNYDER, FORMERLY HIGH school principal at Jackson, is now principal of Marion Harding High School; Supt. W. K. West, Leesburg-Highland schools, Highland County, is the new principal at Jackson, and Louis Pausch, Jr., teacher at Leesburg, succeeds Mr. West as the local school head. Cecil W. Gabler has been appointed principal of the Vernon Heights Junior High School in Marion.

D. L. SOLLENBERGER, KISER HIGH School, has been named president of the Dayton Principals Association, with Dorothy Von Engeln as vice-president, Sue Seybold as secretary, and B. H. Armstrong as treasurer.

THE WINNERS IN THE CONTEST sponsored by the Ohio Chapter of the American Association of Teachers of French last spring were as follows: French I, Lenore Rcoss, Portsmouth, first; Robert Bauer, Willoughby, second; French II, Mary Addleman, North High, Columbus, first; Wilbur Powers, Granville, second. Results were announced and awards presented by Pres. Charles D. Morehead at the annual spring meeting of the Association at Pomerene Hall, Ohio State University.

WILLIAM P. TEAL, FOR TWENTY-five years art instructor at Hughes High School and one of Greater Cincinnati's best known painters, died at his home in Milford near the close of the last school year. Death was apparently due to heart failure.

THE DAYTON BOARD OF EDUCATION has voted approval of the report of the Public Advisory Committee which had made an exhaustive study of Dayton's educational needs and equipment and has instructed Supt. Landis and others in the administration to put the Commission's recommendations into effect as soon as possible. Student protests over the closing of Steele High School, as recommended, have aroused considerable interest and discussion continues as to the speed with which the recommendations can be put into practice most effectively.

THE ATTRACTIVE NEW MANUAL and Descriptive Catalog of slides and films of the Division of Visual Instruction, State Department of Education, in addition to being a handy and authentic guide to the ordering of slides and films, is a graphic tribute to the comprehensive nature of one of the nation's outstanding educational exchanges. More than 1500 titles are listed including over 10,000 separate items. Clear descriptions make for intelligent selection, and valuable information on projectors and other equipment are included. All superintendents and principals have received one free copy. Additional copies are available at twenty-five cents, postpaid.

A letter addressed to B. A. Aughinbaugh, director of visual instruction, by James A. Fitzpatrick, producer of the *Traveltalks* frequently seen at theaters, congratulates Mr. Aughinbaugh and the Department on the new catalog and points out that "it is literally loaded with interesting material and I doubt that it can be duplicated anywhere in the whole field of visual education. . . . If just a dozen of our more progressive states would parallel the record set by the state of Ohio in this work, I would be willing to throw my hat in the ring as a producer of educational pictures." Many other congratulatory and extremely complimentary letters have been received by Mr. Aughinbaugh since release of the catalog.

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In the Eye of the Law

This is the ninth in a series of statements, which Karl H. Berns, O.E.A. Assistant Secretary for Field Service, will prepare on various phases of Ohio law as it pertains to schools and teachers. They are not to be regarded as legal opinions of the writer.

THE LEGAL STATUS BETWEEN TEACHER AND PUPIL

TEACHERS, DO YOU ENTER INTO A contract with each child and his parent to instruct him for the school year for a consideration? Apparently not, if you teach in the public schools. The contractual relationship of school employees is with the board of education. The question remains, however, what is this legal status which exists between teacher and pupils? Under the common law, the teacher has the legal status of a privileged person standing in *loco parentis*. Blackstone stated that a parent delegates a part of his parental authority to the tutor or schoolmaster of his child, who is then in *loco parentis*, and has such power of restraint and correction as may be necessary to answer the purposes for which he is employed.

An early English court held, "In deciding upon the proper punishment the teacher acts judicially, and is not to be made liable, either civilly or criminally, unless he acted with express malice, or been guilty of such excess in punishment that malice must be implied."

It is interesting to note that the present-day courts have not repudiated this general principle of *loco parentis* relationship between teachers and pupils. However, this relationship must always be regarded as limited in scope. It is a legal right granted to teachers under certain circumstances and for certain purposes. If a parent exceeds his privilege, he is criminally liable. If, however, a teacher exceeds his limited right he may be liable not only criminally but also civilly by tort action. In Ohio a legal action may be brought against a teacher by the parent or guardian of the child, by a friend of the child, by the child upon reaching majority (21 years of age) in civil actions for damages, or by the state in a criminal action.

In 7—Ohio Decisions Reprint 585, the court held: The reason a father can maintain such action is because

he is liable for the support and entitled to the servitude of his child until he reaches age of twenty-one years. Therefore the law gives him the right of action against any person who by injuring the child diminishes or destroys the value of his services or increases the cost of his support. The child has a right of action on reaching his majority on account of the injuries done to him.

Since a parent cannot delegate a greater authority than he himself has, the express authority from a parent to punish a child will not relieve the teacher from liability for excessive punishment.

Corpus Juris 56: 1088, 1100 states the position of the teacher:

"As a general rule a school teacher, to a limited extent at least, stands in *loco parentis* to pupils under his charge, and may exercise such powers of control, restraint, and correction over them as may be reasonably necessary to enable him properly to perform his duties as teacher and accomplish the purposes of education, subject to such limitations and prohibitions as may be defined by legislative enactment. . . . If nothing unreasonable is demanded, he has the right to direct how and when each pupil shall attend to his appropriate duties, and the manner in which a pupil shall demean himself.

"As a general rule a school teacher, so far as it may be reasonably necessary to the maintenance of the discipline and efficiency of the school and to compel a compliance with reasonable rules and regulations, may inflict corporal punishment upon a pupil for insubordination, disobedience, or other misconduct. . . . The infliction of corporal punishment by a teacher is largely within his discretion, but he must exercise sound discretion and judgment in determining the necessity for corporal punishment and the reasonableness thereof, under the varying circumstances of each particular case, and must adopt the

punishment to the nature of the offense, and to the age and mental condition and personal attributes of the offending pupil, using an instrument suitable to the purpose, and, considering the circumstances and conditions of the particular offense and pupil, the punishment must not be inflicted with such force or in such manner as to cause it to be cruel or excessive or wanton or malicious."

Under the Ohio doctrine—*Ohio Jurisprudence*, Page 355—the teacher to be effective in her work must maintain good order, for which reason the law gives her power to enforce prompt obedience to her lawful commands, for which reason the law gives her power, in proper cases, to inflict punishment. There is no statute in this state prohibiting corporal punishment. There is some question as to a board's right to prohibit corporal punishment by resolution.

Under General Code Sec. 4750 the board of education is authorized to make such rules and regulations as it deems necessary for the government of its employees and the pupils of the schools. The writer is interested in knowing of cases, where Ohio boards of education have prohibited corporal punishment by a board of education resolution. Apparently the Ohio courts have not passed upon the question as to whether or not such a resolution is within the scope of authority conferred upon a board of education.

In *Quinn vs. Nolan*—7 O.D.R. 585, it was held that the offense, the size and apparent condition of the child, the character of the instrument used, the manner in which and the extent to which the punishment was inflicted are important facts for the jury in the determination as to whether the corporal punishment was reasonable.

The number of cases of corporal punishment is on a steady decline. Certainly this is a commendable trend in education. The number of cases of bodily injuries to pupils while under supervision of teachers may be on an increase. The many new activities of the schools, such as manual training, athletics, and transportation, bring new hazards to pupils. The liability of school employees in such bodily injury cases will be discussed in October.

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Membership Notes

AS IN 1939, ADAMS COUNTY WAS the first membership unit to report paid O.E.A. enrollments. Forty-five were received on August 23.

MALTA - McCONNELSVILLE repeated its 1939 record of being the first unit in the state to have 100 percent paid enrollment when dues were received from Supt. James M. Turner on September 3. Supt. N. P. Blatt, New Lexington, reported 100 percent enrollment for that exempted village the following day as did Supt. W. F. Hoerner, Versailles.

THE FIRST 100 PERCENT ENROLLMENT (not paid) for a county system was reported by Co. Supt. H. Lihersland, of Allen County, on Sept. 4.

MEMBERSHIP NUMBER ONE FOR 1940-41 was received from Sister M. Anacleto Kirwan, Cincinnati, on August 12. The second member to enroll was Sister M. Ida, Dayton;

and Sister Mary Gervase, Wapakoneta, was number three.

THE FIRST 100 PERCENT PAID ENROLLMENT for a city system was reported by Supt. George E. Carr Logan, on September 4. The second was Jackson, reported by Supt. T. K. Owens on September 5.

AT THEIR FIRST MEETING ON August 31, Bellefontaine teachers voted unanimously to continue their record of several years of one hundred percent enrollment in the O.E.A. and N.E.A.

FIRST ASSOCIATE MEMBER THIS year was R. W. Stratton, Norwalk, representing the Macmillan Company, who thus duplicated his record of last year. His enrollment was received July 15.

SUPT. T. E. HOOK, TROY, purchased seven associate memberships

to be second in this type of enrollment. The members of the Troy board of education, the clerk of the board, and the *Troy Daily News* are the beneficiaries of this act. The O.E.A. constitution provides that any friend of education, not employed as a teacher, may become an associate member for a 75c fee.

O.E.A. ENROLLMENTS FROM THE state's 88 county school systems last year reached the highest figure attained in five years. This record was achieved in spite of the fact that 17 school units which were in county systems five years ago have in the meanwhile become exempted villages. There were 49 counties with 100 percent enrollment last year as against 31 five years ago.

OF OHIO'S EXEMPTED VILLAGES, all except Chesapeake had 100 percent records last year. Four new exempted villages for 1940-41 are Fairview, Hicksville, Maumee, and Rossford.

Improving Attendance in the High School

M. A. POVENMIRE

High School Principal
Coshocton, Ohio

THERE WERE 1508 FEWER DAYS OF absence in 1939-40 than in the previous year at Coshocton High School. Since the school has an enrollment of 700 pupils this was a daily improvement of over 1% in attendance. At least part of this improvement can be credited to a system of makeup work which has been used during the past year. Each pupil who is absent from school is assigned to the detention room for makeup work. This assignment is for an indefinite number of periods and lasts until all teachers of missed classes sign the makeup slip certifying that the work has been made up.

The purpose of the system is to penalize only the students who are persistent absentees and those absent for trivial reasons. Therefore, it is made flexible by putting off the date of the first detention assignment a reasonable length of time for pupils who have been absent because of an extended illness or for other acceptable reasons. Most of the pupils finish their makeup work before the date of their first assignment and do not have to go to the detention room at all.

A pupil with a makeup assignment may be permitted to work in a teacher's room when he is properly checked out of the detention room by the classroom teacher.

Teachers have attempted to avoid any element of seeming unfairness by giving reasonable, definite assignments which pupils can work on without delay. While absence from school cannot be "made up" in any real sense, this system does place the responsibility upon the pupil to do something about it when he returns.

River Excursion for Members of O.A.C.E.

The fall meeting of the Ohio Association for Childhood Education will be an Ohio River Excursion to Louisville, Ky., on the steamer "Gordon Greene." The boat will leave Cincinnati, Friday, Sept. 27 at 8:00 p.m., arrive in Louisville Saturday morning for a brief stop; then

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return to Cincinnati, arriving Sunday morning, Sept. 29.

A very interesting program is being planned. Friday night will be "Get Acquainted Time." A business session and a good speaker are scheduled for Saturday afternoon. There will be lots of fun for everyone at the masquerade on Saturday night.

This trip is limited to members of O.A.C.E. Reservations and checks must be sent directly to the O.A.C.E. Boat Excursion Committee, Greene Line Steamers, Foot of Main St., Cincinnati, Ohio, immediately. There will be convenient and reasonable garage service near the wharf for those who plan to drive to Cincinnati. It is important to state your roommate when making your reservation. The first reservations in will receive the best accommodations.

Further information may be obtained from your local O.A.C.E. representative, or by writing the general chairman, Miss Bessie F. Gabbard, 1609 Clayton St., Cincinnati, Ohio. Miss Neva West, Bowling Green State University, Bowling Green, Ohio, is president of the Ohio Association for Childhood Education.

Parent-Teacher Study Courses Announced

Beginning in the August-September 1940 issue, the *National Parent-Teacher* magazine will present two study courses entitled "This World of Ours" and "Beginnings with Children."

The former is designed for parents of children of adolescent age. It will provide a definite and broad program of study and discussion for members concerned with those nation-wide problems which youth must understand and help to solve.

"Beginnings with Children" deals with the development of normal children of pre-school age. It will present important material concerned with all phases of child care and growth. In many respects the field covered in the study course articles is among the most active in the area of human relations.

Both courses will be directed by Dr. Ada Hart Arlitt, chairman of the committee on Parent Education, National Congress of Parents and Teachers.



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A View of General Language

CHARLOTTE ANN DRAKE
Columbus, Ohio

DID YOU LEARN TO SPEAK GENERAL Language when you went to school? Neither did I. Today, though, it is a new course offered in the public schools of Columbus and other cities.

I was curious to know just what would be taught in such a course so I decided to make a visit and find out for myself. I went to a junior high school and sat in on an 8B general language class.

This particular day they were studying "The Romance of Words." They were concerned with the fact that each and every word has a story, that all words are not the same age, and they were inquiring into how certain words got their meanings.

I learned lots of new things. For instance, did you know that quiz was a word very recently coined by a group of English college students who thought that it would be fun to invent a word? They thought that Q and Z were two letters not used very frequently so they joined them by two vowels and got their new creation. To popularize their new word they wrote it all over the sidewalks—without a thought as to what its meaning might be.

I learned that the word dandelion comes from the French *dent de lion*—lion's tooth; that macadamize was named for a man who invented the process; that cantaloupe was the name of a castle in Italy where the fruit was first grown; that dunce was the name of a man who was opposed to the Renaissance, or revival of learning; and finally, that tawdry came from the St. Awdry fair in England where cheap and showy merchandise was sold.

The students were more than willing to search for these derivations and very eager to reveal their findings and to check up on and add to the findings of others.

But the class also read and was warned of "Fictitious Stories About Words."

This, of course, was only one class day. I learned that so far in the semester they had studied Language in General, Language Growth and Families, The Story of the Alphabet, The Rich Ancestry of English, Word Formation and Derivation, and now, How Words Get Their Meaning.

The second semester they will be given an introduction into several foreign languages—Latin, French, German, Spanish, and Italian.

The majority of the students said that of all the topics they had covered so far, they liked word derivation the best—they liked to use their dictionaries—this teacher obviously had accomplished something.

The course is still in the stage of infancy. Its goals, values, activities, content, teachers, and credit are the subject of a great deal of controversy among educators.

The first general language course was offered in the United States in 1926. According to a survey made by Dr. J. B. Tharp, professor of education at Ohio State University in 1935-36, twenty-three states reported a total of sixty-eight schools offering such a course. The future of this subject will be interesting to watch.

Cavalcade Recordings Now Ready for Distribution

After conferences with leading educators, eight additional subjects in the dozen Cavalcade of America broadcast recordings for classroom use have been selected by the Association of School Film Libraries and E. I. du Pont de Nemours & Company, Inc., sponsors of the historical radio series. Disc recordings of the eight new subjects are ready for delivery.

From both a dramatic and educational angle, the eight selections include some of the outstanding 1940 broadcasts and the most famous actors of this generation. Claude Rains plays the role of a brilliant general who turned fifth columnist. Walter Huston is heard as a general who ruled an empire to join it with the United States. Helen Hayes portrays a woman social worker whose settlement house set the pattern for similar institutions in other cities.

Conservation Broadcasts Begun

Teachers interested in conservation education will welcome the radio program, "This Our America," which is now being offered by the National Broadcasting Company with the co-operation of the National Resources Planning Board over the Blue Network. It can be heard each Wednesday from 7:00 to 7:30 p.m. Eastern Standard Time over the following stations: WSAI, Cincinnati; WCOL, Columbus; WING, Dayton; and WFMJ, Youngstown.

Public Health Association Recommends New Unit

GROWING HEALTHFULLY is the title of a new teaching unit recently published by the National Tuberculosis Association. For several years past the Association has been offering to the schools health teaching units whose themes have been suggested by the Christmas Seal designs.

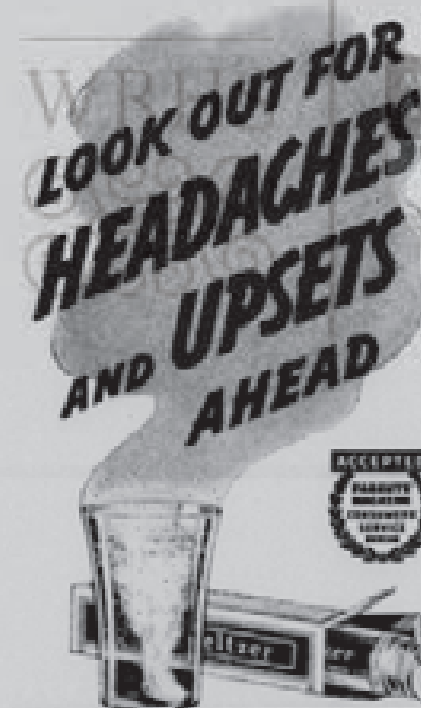
This year the unit has been written by Dr. Mabel E. Rugen, associate professor of Physical Education, University of Michigan. The author, a nationally recognized authority on child growth and development, has constructed the unit around the general theme of child growth rather than the specific disease of tuberculosis. The teacher aids and pupil activities are graded for the four age groups: the early elementary grades, the upper elementary grades, the junior high, and the senior high.

In previous years the school programs published by the National Tuberculosis Association have in some manner taught, in addition to a health lesson, the work which the Christmas Seal supports. The 1940 program is an educational program pure and simple and is not concerned with the purpose or sale of Christmas Seals.

The Ohio Public Health Association makes the following suggestions relative to this year's program:

"The individual health teacher should not assume responsibility for introducing this teaching unit into his school. Team work is always better than carrying on alone. A teacher committee representing several departments in the school may discuss the unit together and decide how it may be integrated into the whole school program."

The Ohio Public Health Association has prepared an extensive bibliography on child growth and general health problems to accompany the unit. Local county tuberculosis associations can furnish the necessary quantities of the pamphlet materials for school use. Copies of the unit, *Growing Healthfully*, are available to all schools without cost on request to the local tuberculosis and health association.



SCHOOL STARTS!—and to millions of parents and teachers that means added worries and greater responsibilities in the months to come.

Eager, young minds and over-active bodies demand the very best you have in you as counselor, guide and leader. Decisions must be made, snap judgments given and discipline maintained that test your very fibre. Harsh words, thoughtlessly spoken, have no place in the successful function of your duties.

That is why you must not let a Headache, Acid-Indigestion or Muscular Fatigue make you feel out of sorts and irritable and prevent you from being the wise counselor that you are. That is why you will be thankful for Alka-Seltzer and for the pleasant, quick and comforting relief it offers in these annoying upsetting ailments.

Alka-Seltzer is so good, so effective, and so easy to prepare you will find it a real helpmeet in those difficult trials and tiresome days. So be wise! Be prepared! Get Alka-Seltzer at any drug store. Always keep it at hand.

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A FRESH START

In addition to clean blackboards, fresh chalk, crisp new books, clean curtains and window panes—NEW TEACHERS should have "salary protection" against disabilities. Special concessions are available for a limited period of time in many Ohio school systems, insured under GROUP INCOME PROTECTION PLANS by

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(See your Association President or write for details)



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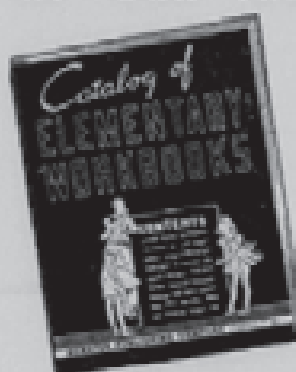
It's four o'clock and your pupils scramble out of the building with whoops and laughter. The school day is over for them.

But for you, the teacher, school still keeps. There are language exercises to prepare, arithmetic papers to grade, and some plans to work out on that social science unit. You'll still be at your desk an hour from now.

There's no need, though, for you to be burdened with that wearying, after-hour drudgery, for Webster workbooks stand ready to relieve you. At the same time, they help you to increase interest and get better teaching results.

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We cordially invite you to write for your copy of our attractive new catalog of elementary workbooks. Just mail us a postcard giving your name and address; we'll send the catalog. There's no obligation, of course.

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THIS YEAR IOWA UNIVERSITY IS holding the First Annual Iowa Radio Conference. The meeting, which will be held in Iowa City October 17-19, will consider the problems in applied radio. There will be sessions on the utilization of radio in the classroom, news broadcasting, and discussion programs. These will be of special interest to teachers. The conference will afford an opportunity for teachers, listeners, and radio representatives to sit down and discuss the problems pertaining to these subjects.

Levels of Study Instruction

C. B. ALLEN

Graduate School
Western Reserve University
Cleveland, Ohio

ALMOST EVERYONE IS ACQUAINTED with the growing interest in teaching junior and senior high school pupils how to study. Although the need for such instruction is apparent and limited means and materials are available, except for scattered instances the over-crowded curriculum has prohibited any general or effective emphasis on the situation. Any attempt is certainly better than none, but spasmodic efforts do not solve the problem.

The following two general plans of teaching study are commonly used: one spreads the responsibility thinly over all regular recitations; the other affords a short but separate course of several days or weeks. The former method is so slow that several years of painstaking faculty education are necessary before appreciable success is evident, and the latter usually ceases at a teaching level which is relatively so low that the older and poorer study habits tend to reappear and persist simply because they are so much stronger.

Practical rather than theoretical considerations suggest that the second procedure, if lengthened and strengthened into a regular course, is the more plausible solution. Almost any college concerned with the scholastic welfare of its students would affirm the justification for the extended course and the inclusion of the brighter pupils.

Little headway has been made in the determination of relative values of subject matter or courses. Until study needs have a definite place in the program the instruction in that field is necessarily limited. At present the subject is handled in study halls and homerooms or in abbreviated periods such as a "study week" during which the entire school participates in study instruction, demonstrations, questionnaires, and practice exercises.

The following aspects of study not only make excellent topics for homeroom programs but they also especially appeal to the pupils: concen-

tration, budgeting time, physical conditions, study habits, amount of time, and personal problems or difficulties. Outlining, note making, vocabulary building, writing, dictionary usage, reading, library activities, studying text and supplementary books, and visual instruction are techniques which may also be adapted to homeroom discussions, but they really need to be more definitely organized, presented, and practiced by the pupils over a period of time and under expert guidance.

Probably the most effective way to begin the specialized or formal class for improvement of study habits is to choose a teacher interested in the project and willing to work and experiment, and then to give her a class comprised of pupils keenly interested in improvement. This first experience with a selected class will help the teacher to work out many methods and devices which will then be available for succeeding classes; thus the teacher develops with the program. There need be no concern for its success either with respect to attainment or to personal support by the pupils.

An examination of the levels of instruction through which the teaching of study may rise will show how little is now actually being done. A dangerous over-confidence in the shortcuts to learning is evidenced by an assumption or hope that a brief exposure to study methods can result in the permanent replacement of poor habits by good ones.

The teaching levels enumerated below are not distinct; they overlap and intertwine.

1. The common method at present is for the pupil to shift for himself; thus through trial and error he finally acquires study habits, effective or otherwise.

2. The teacher may give incidental study help in connection with the regular class work; however, he has little or no consciousness of instruction in study, as such, because he is primarily interested in the mastery

of the subject matter of the course.

3. Teachers may attack the problem of study informally but more deliberately than in the previous method. Whenever aid in study methods is needed they may give help and offer suggestions even if it is necessary to use part of the regular class period.

4. The regular teacher may direct study instruction which is offered during special periods set aside for that purpose. An example of this method is the split-period plan of supervised study, or the homeroom period.

5. A teacher, specially chosen for her ability and interest in the problems of study, may teach study during the regular study-hall periods.

6. Groups of pupils may be offered a short course in how to study. When intensive methods are used, concentrated into a single week or a few days at the beginning of the semester, the instruction necessarily must be limited chiefly to advice or "rules of study."

7. An extended, separate course may be offered over a period of six weeks or more. The increased length permits time for practice; therefore the result is a degree of expertness which approaches the level of habit formation.

8. There may be a continuous, credit-granting course in study established and conducted on a par with the academic courses of the curriculum. It would appear in the schedules for each semester just as other subjects do. The teaching of study is tending toward such an arrangement, rare but ideal. If reading were to constitute a major part of this course there should be no difficulty in making advantageous use of the full time.

Treasurer Issues New Report

An announcement by Don H. Ebricht, Treasurer of State, reveals that a new report is being published by his office. The report, in the form of a folder, lists income by months for the major taxes for 1933, 1939, and six months in 1940. Also included are statements of the Workmen's Compensation Fund, Teachers' Retirement Fund, and the Unemployment Compensation Fund, as well as a balance sheet showing the condition of the State Treasury.

Continuing Contracts for Teachers

(Continued from page 3.9)

accordance with the recommendation of the superintendent of schools who shall, within each teaching field affected, give preference to teachers on continuing contracts and to teachers who have greater seniority. Teachers whose continuing contracts are suspended shall have the right of restoration to continuing service status in order of seniority of service in the district if and when teaching positions become vacant or are created for which any of such teachers are or become qualified.

Sec. 7690-8. If an entire school district or that part of a school district which comprises the territory in which a school or schools are situated is transferred to any other district, or if the districts of a township or the schools of a rural school district are consolidated or centralized, or if a new school district is created, the teachers in such districts or schools employed on continuing contracts immediately prior to such transfer, consolidation, centralization, or creation shall, subject to the limitations imposed by section 7691-7 of this act, have continuing service status in the newly centralized, consolidated, or created district, or in the district to which the territory is transferred.

SECTION 2. The sections of this act, and every part of such sections, are hereby declared to be independent: sections and parts of sections, and the holding of any section or part thereof to be void and ineffective shall not affect any other section or part of section.

SECTION 3. That existing sections 7690-1, 7700, 7701, and 7708 be, and the same are hereby repealed.

Commercial Association Meets

The fall meeting of the Tri-State Commercial Education Association, under the leadership of W. B. Elliott, of Wheeling, W. Va., will be held at the William Penn Hotel, Pittsburgh, Pa. October 4-5, 1940. The meeting will open with an exhibit and a social meeting on Friday evening.

Sectional meetings will begin at 10 A.M. Saturday.

SOCIAL STUDIES EXERCISE BOOKS

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Each Exercise Book is organized on a unit basis, with outline maps, review exercises, scrapbook pages, and many other features to contribute interest and zest to your social studies classes.

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EST. 1902

JOHN E. PORTER, INSTRUCTOR AT
Canton McKinley High School for
the past twenty years, died of pneu-
monia on July 19 at Peterboro,
Ontario, where he had gone for a
vacation.

Minutes of the O.E.A. Executive Committee for Recent Months

THE EXECUTIVE COMMITTEE OF THE
Ohio Education Association met on
June 14, 1940, at Cedar Point with
members Hick, Diener, Montgomery,
Moody, Schulz, Roberson, Gibbs,
and Pres. Ashbaugh present. All
members of the O.E.A. staff were
also present. The minutes of the
meeting of May 17 were read and
approved.

The executive secretary reported
briefly on latest developments affect-
ing the employment of married
women teachers in Akron and stated
that the situation would be met by
voluntary leaves of absences involv-
ing both married and unmarried
teachers.

A letter was read from Secy.
Givens of the N.E.A. acknowledging
the Committee's April request on the
matter of raising the age limit of
dependents under the income tax
law to 21. Secy. Givens indicated
that there was no possibility of get-
ting any action at this session of
Congress.

A request from the Banks-Baldwin
Law Publishing Company that the
Association assist in making possible
the publication of a new edition of
the school laws of Ohio by ordering
100 copies was presented but action
was deferred.

Pres. Ashbaugh presented a re-
quest from S. Burns Weston, direc-
tor of the National Youth Adminis-
tration, for the appointment of a co-
operating committee from the Asso-
ciation. This request was held for
later attention.

Moody moved, with second by
Diener, that the Committee recess to
meet at the close of the evening con-
vention program. Motion adopted.

* * *

THE COMMITTEE MET IN ADJOURNED
session with all members present ex-
cept McCowen and Turner.

The request of the Banks-Baldwin
Company was first taken up. It was
moved by Bowman, seconded by
Roberson, that the Association make
no commitment for purchase of 100
copies of the school code under the
conditions outlined in the letter.
Motion carried.

Pres. Ashbaugh announced that he
had appointed Moody, McCowen,

and Mrs. Gibbs as members of the
sub-committee to investigate the pos-
sibility of forming a council on tax-
ation as authorized at the May
meeting.

Pres. Ashbaugh then reported on
his conference with a representative
of the N.Y.A. who was at Cedar
Point and, after discussion, Bowman
moved, with second by Frampton,
that the president appoint a commit-
tee of not more than three to be
available for counsel with Director
Weston of the N.Y.A. in the devel-
opment of the Youth Administration
program in Ohio. Motion carried.

Mathias moved, seconded by Bow-
man, that the Committee adjourn
subject to the call of the president
and secretary. Motion adopted.

* * *

THE EXECUTIVE COMMITTEE OF THE
Ohio Education Association met on
August 16, 1940 with Pres. E. J.
Ashbaugh presiding. The minutes of
the meeting of June 14-15 were read
and approved.

The Committee took up for review
the continuing contract bill drafted
by the Tenure Planning Committee.
Comments and questions brought
the following items into the focus of
attention:

(a) The status of a teacher on
continuing contract whose profes-
sional certificate was not renewed or
converted.

(b) Whether unrequested leaves
of absence should be included.

(c) The fact that under present
time schedule of converting provi-
sional certificates into higher type
certificates a beginner would not be
eligible for continuing contract until
after four years of teaching.

(d) Whether the phrase "or for
other good and just cause" should
be listed as ground for termination of
contract.

(e) Whether the bill's provisions
for procedure in dismissal hearings
are too detailed.

(f) The fact that authority to
subpoena witnesses was given to the
teacher and not to the board of edu-
cation.

Miss Lindsley as chairman of the
Tenure Planning Committee, prom-

ised that these items would be given further consideration by that committee.

A request of the Tenure Planning Committee was then acted upon by motion of Miss Lindsley, with second by Diener, that the Executive Committee direct its representative to discuss legislation for continuing contracts with the candidates for governor, the chairmen of the political parties, and the director of education. The motion was adopted.

Upon the president's inquiry as to whom the Committee wished to designate as its representative, Hick moved, with second by Miss Schulz, that the matter be referred to the executive secretary for his own action or assignment. Motion carried.

The executive secretary reported on recent conferences with Tax Commissioner William S. Evatt, and Chief Examiner Ralph Parrott, Sales Tax Section, on findings against school athletic, musical, or class organizations and the like for non-payment of sales tax dating back to 1935. The lack of explicit earlier policies of enforcing this requirement of the act was cited as a complicating factor. Miss Schulz moved, seconded by Roberson, that the executive secretary be instructed to give this matter further attention in an effort to prevent any possible injustices to schools. Motion adopted.

As chairman of the sub-committee to consider the desirability of the Association's forming a council on taxation, Moody made the following report:

That the subcommittee feels that the suggestion from Gilbert Kusian, Toledo, on tax reform should be courteously answered, but that it deems it unwise militantly to promote changes in Ohio tax laws since the O.E.A. already has a full legislative program. That there is a joint legislative committee on taxation with which the Association should co-operate. That the Educational Council is giving reasonable attention to the field of taxation through some half dozen studies now under way and, if anything more fundamental in tax study and reform were to be undertaken, the Council should do it.

Moved by Diener, seconded by Miss Lindsley, that this report be accepted. Motion carried.

The illness of B. A. Stevens, who is convalescing from an appendectomy, was noted with regret and Mrs. Gibbs moved, with second by Miss Lindsley, that the salary of Mr. Stevens be paid during his illness. Motion adopted.

TEACHING OPPORTUNITIES

TEACHERS PLACEMENT SERVICE

A Bureau of Professional Guidance

We have worked hard this summer to supply schools with good teachers. The quality of a school is measured solely by the quality of its teaching.

The only justification for schools is the **WELFARE OF PUPILS** and they are entitled to the best teachers wherever they can be found.

We can always help well-qualified teachers, with a reasonable amount of experience, to secure positions in the best school systems.

1950 A.L.U. BLDG. VERNON M. RIECKL, Mgr. COLUMBUS, OHIO

DO NOT BE WITHOUT A POSITION! Understaffed schools, newly created positions, late resignations give rise to many vacancies which we are asked to fill after the opening of schools. We need good candidates for these positions.

SCHERMERHORN TEACHERS' AGENCY

1836 Euclid Avenue Robert C. Kaufmann, Mgr. Cleveland, Ohio
New York Office: 344 Fifth Avenue
"A Superior Agency for Superior People" Member National Ass'n of Teachers Agencies

Mathias moved, seconded by Moody, that President Ashbaugh appoint a committee of three to study and make recommendations concerning sick leave for O.E.A. employees. Motion adopted.

Miss Schulz moved, seconded by McEwen, that the executive secretary be authorized to borrow for the Association not to exceed \$2500 over a period of sixty days. Motion carried.

The president declared the meeting adjourned to meet on September 20.

Radio Programs for Primary Grades Arranged

Beginning Monday, October 7, station WOSU on the Ohio State University campus will present a fifteen-minute radio program every school day for use in grades one, two, and three. The weekly schedule is as follows:

"Music-Time" at 1:30 p.m. on Mondays and Wednesdays and 9:30 a.m. on Fridays will include singing, listening, and rhythmic activities intended to supplement the regular music work in the first three grades. The series will present Dorothy Stevens Humphreys, well-known Ohio soprano, and Alton O'Steen, pianist, of the Bureau of Educational Research at Ohio State University, as well as other vocalists and instrumentalists. "Story-Time," 1:30 p.m. Tuesdays, presented by Miss Marguerite Strauss, will include many of the well-known classic stories for young people. "Play-Time," 1:30 p.m. on Thursdays,

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broadcast for the third year by Miss Dorothy Schochen, is intended as a supplement to the physical education program in grades one, two and three.

A fourth unit, "Our World Today," has been planned for junior and senior high school audiences, and presents Dr. Arthur H. Moehlman in informal commentary. It will be broadcast at 1:45 p.m. each Wednesday.

Further information may be obtained by addressing station WOSU, Ohio State University, Columbus, Ohio.

Scanning the New Books

These brief summaries are not intended as critical reviews. Their purpose is primarily to acquaint the readers with the latest publications. The publishers will be pleased to send complete descriptive data. May we remind our readers that it is important to mention their teaching position whenever they write to textbook publishing companies. This information is required by reliable companies before keys and manuals are mailed and is a definite aid to intelligent handling of orders or inquiries. Even though the information has been given previously, mentioning it every time will avoid delay.

MUSIC

MUSIC IN HISTORY. By McKinney and Anderson. American Book Co. 904 pp. \$4.50. The book "is meant for the average listener of today who has secured a start on his journey of discovery into the extensive land of music and would go further" in the "greatly increased sense of pleasure and satisfaction that he will derive from the music he hears."

REPERTOIRE. Book I and Book II. By William C. Bridgman. American Book Co. Two excellent collections for women's voices which may well serve as the foundation of the choral library.

MAKING FRIENDS WITH MUSIC. By Hartshorn and Leavitt. Ginn & Co. *Prelude*, 60c; *Progress*, 60c; *At Home and Abroad*, 60c; *New Horizons*, 60c (for pupils); also *The Pilot*, \$2.00 (for teachers), which includes music from the first two above. These books give interesting and varied information on each composition study, including comments on composers, facts about the characteristics and structure of the music, comparisons with similar or contrasting types, and suggestions for discussion.

THE MENTOR. By Hartshorn and Leavitt. Ginn & Co. 328 pp. \$2.40.

A teacher's book for the "Making Friends with Music" series.

EDUCATION

REFERENCES PERTAINING TO STUDY. By Cora Miner Barry. Haverhill, Mass. 25c. A bibliography of writings in magazines and books from 1929 to 1939 to aid teachers, counselors, and supervisors in their efforts to develop better study habits in pupils.

THE CHILD AND THINGS. By Edwina Fallis. World Book Co. 186 pp. \$1.68. This book seeks to answer the question of kindergarten and primary teachers, "How can we provide experimental activities to fit changed educational needs and practices?" by describing the construction and use of a great variety of things which contribute to making the environment rich in learning experiences and which give opportunity for individual and for group activity.

MENTAL HYGIENE. By Griffin, Laycock, Line. American Book Co. 291 pp. \$1.75. A manual for teachers written for the purpose of fostering the union between mental hygiene and education from the angles of psychiatry, psychology, and education.

HIGH SCHOOLS AND SEX EDUCATION. By Gruenberg and Kankonen. U. S. Public Health Service. 110 pp., 20c. This manual is designed primarily to aid teachers in meeting the problems of sex education as they are found in secondary schools.

CONDUCTING EXPERIENCES IN ENGLISH. By Broeming, et al. D. Appleton-Century Co., 394 pp. \$2.25. This is a report of a committee of the National Council of Teachers of English, based on contributions of 274 co-operating teachers relative to translating the experience philosophy into classroom activities.

READING

EXPERIENCES IN READING AND THINKING. By Center and Persons. Macmillan Co. 394 pp. \$1.20. One of a series of three texts for junior and senior high school pupils designed to develop the ability in students to more fully understand what they read.

EVERYCHILD AND BOOKS. By Hetzner and Moore. Bobbs-Merrill Co. \$1.60. This book centers attention on effective ways of co-operating with children in their voluntary read-

ing in an effort to develop a genuine enjoyment of books and a finer taste in their selection.

SINGING WHEELS. By Mabel O'Donnell. Row, Peterson & Co. \$1.08. In this fourth reader in the Alice and Jerry Series, techniques of reading and the development of essential skills are emphasized in a story of pioneer days which combines information with lively story interest.

UNIT READERS (for the *New Work-Play Books*). Gates, Huber, Peardon. Macmillan Co. A series of unit readers for each unit in the primer and three readers.

LET'S READ. By Roberts, Rand, Murphy, Appy. Henry Holt & Co. 536 pp. \$1.28. Emphasis is laid upon development of favorable attitudes toward reading and the establishment of reading habits.

YOU AND YOUR READING. By Evelyn L. Stovall. Ginn & Co. 496 pp. \$1.32. A reading program of planned growth and enriched experience for pupils in the seventh grades and above, bridging the gap between "learning to read" and "reading to learn."

PROGRESS IN READING. By Horn and others. Ginn & Co. *Making New Friends*, 220 pp., 80c; *More Adventures*, 320 pp., 92c; *Reading Our Goals*, 448 pp., \$1.08; *Following New Trails*, 383 pp., \$1.00. These books belong to a new series consisting of a pre-primer, primer, and six books, offering a systematic program in the development of basic reading and study skills.

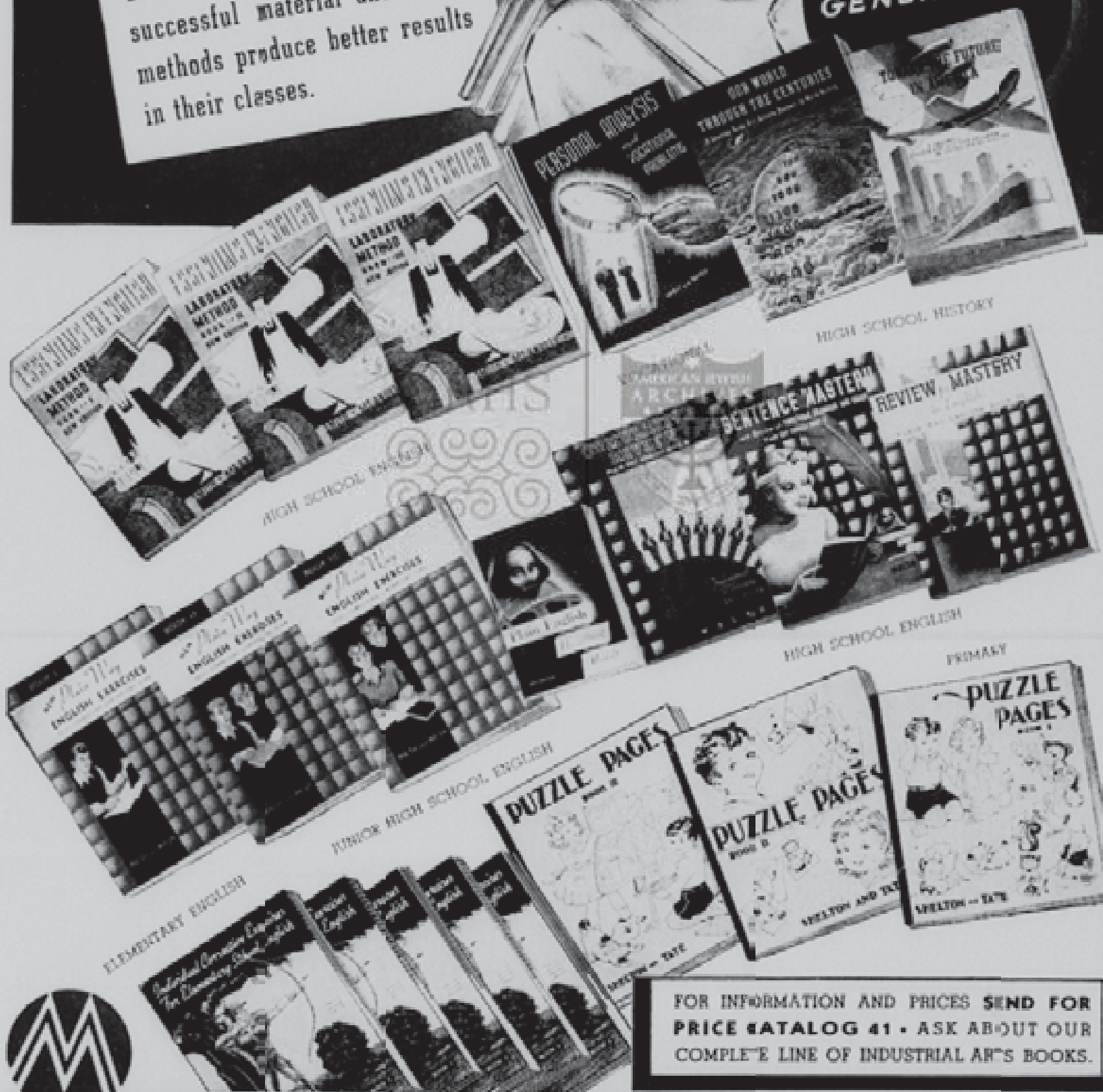
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