

JOURNAL *The of the* NATIONAL EDUCATION ASSOCIATION

•
*Educating Children
for the New Deal*

Rabbi Silver

•
*Conclusions of the
Cleveland Conven-
tion*

Charles H. Judd

•
*Needs of the
Schools Presented
to Congress*

•
*A Dynamic Pro-
gram for the Profes-
sion*

•
*Sixty Educational
Books of 1933*

•
*See page A-35 for
complete Table of
Contents*



•
APRIL

VOLUME 23

•
1934

NUMBER 4

Four Factors that Help Teeth Last a Lifetime are Right Food, Dental Care, Personal Care and Plenty of Chewing Exercise.



Right Food



Dental Care



Personal Care



Chewing Exercise

DENTISTS started it. The manufacturers of chewing gum had thought of their product merely as a wholesome, pleasure article until the dentists brought it to mind that chewing gum played a serious part in aiding people to have better teeth. Lack of chewing exercise, they pointed out, is one of the contributing causes for the present deterioration of teeth. *Teeth are to chew with* but precious little chew-

Forward Looking

... business groups shun extravagant statements. They call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers
Pier 23, Rosebank,
Staten Island, New York

ing do they get in this age of Soft Food. Chewing exercise offered by gum, 5 to 10 minutes daily (especially after meals) tends to be a definite dental benefit. For children it is very much to be recommended as crowding and overlapping teeth are due in no small measure to lack of chewing.

There is a reason, a time and a place for Chewing Gum.

0-40

From Pre-Primer Through Eighth Grade



THE NEW SILENT READERS

LEWIS, ROWLAND, and GEHRES

A unified, systematic reading program from the first grade through the eighth, carefully planned to develop power in all types of reading, especially textbooks and other reference sources.



THE NEW SILENT READERS establish the mechanics of reading rapidly and thoroughly. They provide content which is entirely new and so inherently interesting that the pupil cannot keep from reading it. They promote and direct pupil activities which are practical and of real teaching value. They develop all essential reading skills carefully and continuously, and follow up each skill from grade to grade. THE NEW SILENT READERS are more than readers—they are actually *textbooks in reading*. For basal use, or for supplementary use in connection with readers which are predominantly of the story type. Economical accessory material: Interleaved Teachers' Manuals.

WRITE FOR FULL INFORMATION

THE JOHN C. WINSTON COMPANY

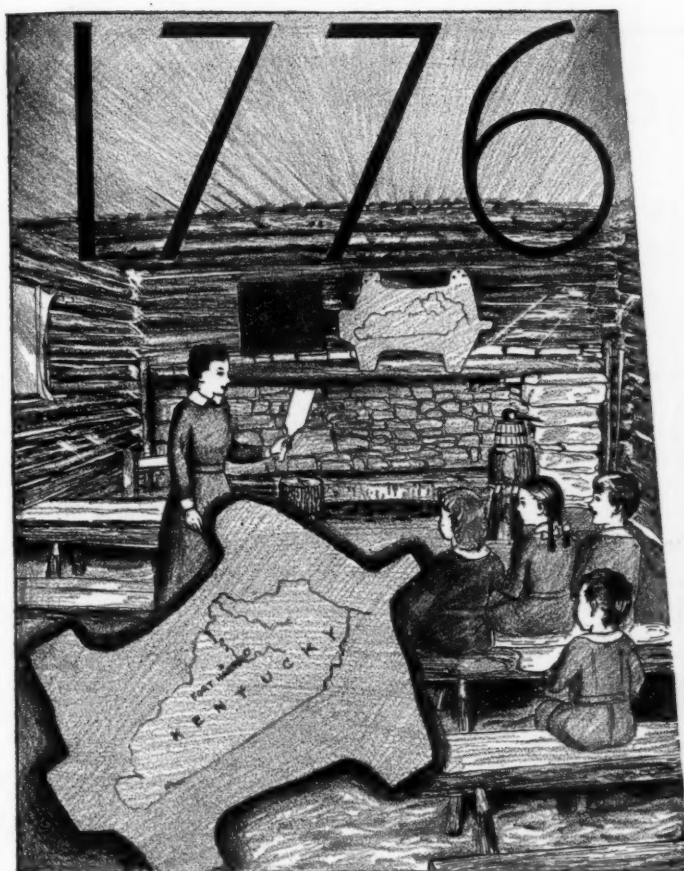
PHILADELPHIA

CHICAGO

ATLANTA

DALLAS

SAN FRANCISCO



An inside view of the first school in the wilderness, taught by Mrs. Jane Coomes in old Fort Harrod in 1776. In this school a goat skin, with the map of Kentucky burned into it, served as one of the important teaching aids—a striking contrast to modern teaching methods.



One hundred and fifty-eight years have brought undreamed of changes in education. Today, thanks to modern teaching equipment, every pupil has an individual copy of maps, lesson sheets or examination questions—accurate, economical, free from eye strain, saving hours of time for the teacher.

GIANT STRIDES IN EDUCATION

NO industry or profession has made greater progress than education. Shackled in many cases by politics, antiquated laws and lack of funds, education and educational methods have, nevertheless, moved forward with astounding rapidity.

Prominent among the teaching aids which have assisted in this program of improvement and progress are Ditto and Ditto Workbooks. NO MORE maps on goat skins for schools equipped with Ditto machines, no more strained eyesight for pupils, or overtime for teachers.

Ditto is like a blackboard on every desk. Each pupil is supplied with individual copies of examination questions, maps, and lesson sheets, quickly and economically.



Anything you write with pencil, pen and ink or typewriter can immediately be reproduced on Ditto—all in one operation without stencil, carbon or type. It saves precious teaching hours, eliminates nightwork and reduces educational costs.

And today, added to Ditto's marvelous flexibility, speed and economy—a new and greater feature is presented—*Ditto Supplementary Teaching Workbooks*. Each page of these books is printed in Ditto ink. They are ready for instant reproduction on Ditto. You buy only one book for your entire class—the copies are made on blank sheets of paper at a cost of less than five cents a hundred.

Investigate Ditto and Ditto Workbooks. Few teaching aids offer equal opportunities for helping you to improve teaching methods and reduce educational costs. Return this coupon today.

Ditto INCORPORATED

2243 WEST HARRISON STREET
CHICAGO, ILLINOIS

DITTO INCORPORATED

NEA 4-34

2243 West Harrison Street, Chicago, Illinois

☐ Please send me without cost or obligation, your new book, "Ditto for Schools and Colleges".

☐ Please send me your catalog of Ditto Ink Printed Workbooks.

Name.....

Address.....

City.....

State.....



Catalog and Picture File Combination

Economical and Convenient, this compact Sectional Cabinet is ideal for housing the card catalog, transitory material, pictures, etc. Most desirable when future as well as the present needs are considered. Built up in sections, this combination of units is especially recommended for Schools or Libraries.

Made of quarter-sawed white oak in light or dark finish. Drawer Pulls and Label Holders are of cast bronze, highly polished. The back is of oak, same finish as front, so it may be used as a free-standing or a wall piece of furniture.

Catalog Drawers are made for standard catalog cards. The large drawers are regular correspondence size.

Write for prices and further particulars concerning combinations of various units.



Manufactured by

GAYLORD BROS., Inc.

Library Furniture and Supplies

STOCKTON, - CALIF.
SYRACUSE, - N. Y.

8 POINTS OF SUPERIORITY

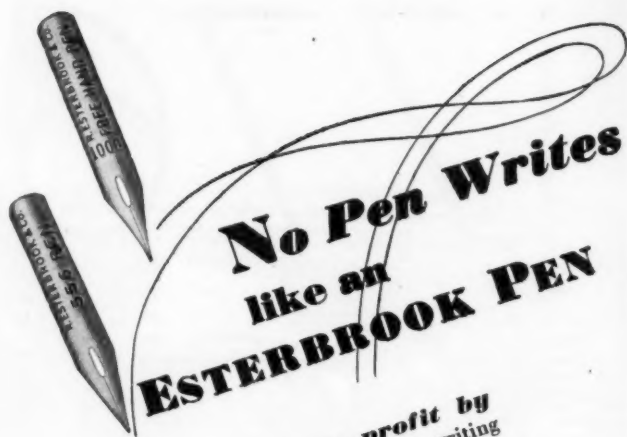
discussed in the brief on
GREGG-ROWELL HEALTH STUDIES

SEND for the pamphlet that explains a new type of health instruction. The experimental method of HEALTH STUDIES is revolutionary in health teaching, but you will find it thoroughly practical and easy to follow. Health education is no longer a thing simply to read about: it is something in which the child takes an active part.

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York
2126 Prairie Ave., Chicago

Boston Atlanta San Francisco Dallas Portland



Penmanship classes profit by Esterbrook Pens. The best writing comes from the best tools. Almost eighty years of class room experience have made Esterbrook Pens the foremost right-writing pens in the world. Sturdy and strong, easy writing and dependable they are a natural writing aid.

Good writers are not born, but made. Your instruction may be the only penmanship help the student ever has. See that he has the benefit of a good writing tool.

Try Esterbrook Pens FREE. Prove the dependability of Esterbrook Pens by a personal test. Send for free samples of school styles.

Esterbrook Points in Fountain Pens. The famous Esterbrook Pens are now available in Esterbrook Re-New-Point Fountain Pens, with Esterbrook points reproduced in non-corrosive Duracrome. The points can be replaced by user at will. \$1 will bring you Esterbrook Fountain Pen complete with Re-New-Point. State use, to insure correct Re-New-Point. Order through your dealer or direct from Esterbrook.

**ESTERBROOK STEEL PEN
MANUFACTURING CO.**
Camden, N. J.
72 Cooper Street
or Brown Bros., Ltd., Toronto, Canada



Esterbrook
FOUNTAIN PENS and STEEL PENS



The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

April, 1934 Vol. 23, No. 4

In This Issue

Educating Children for the New Deal.....	97
Rabbi Abba Hillel Silver	
The Cleveland Convention.....	99
Educational Recovery and Planning.....	103
John K. Norton	
Conclusions of the Cleveland Convention.....	104
Charles H. Judd	
Needs of the Schools Presented to Congress.....	105
A Dynamic Program for the Profession.....	106
Vacation Time for School Children.....	107
Eugene T. Lies	
Types of Taxes: The Sales Tax.....	110
Harley L. Lutz and William G. Carr	
United We Stand.....	111
County Parks and Rural Life.....	112
Henry S. Curtis	
How to Save the Kindergarten.....	114
Fred Engelhardt	
What the American School Means to Me.....	116
How the New Deal Came to Dunderland.....	117
Donald R. Richberg	
Group Study and Faculty Meetings.....	118
New Values in Home Economics.....	119
Frances Zuill	
Sixty Educational Books of 1933.....	121
The Opportunities of Business Education.....	125
Paul S. Lomax	
Builders of Our Profession.....	A-38
Notes and Announcements.....	A-42

JOY ELMER MORGAN
Editor

H. A. ALLAN
Business Manager

Published by the National Education Association

JESSIE GRAY
President

J. W. CRABTREE
Secretary

Between Editor and Reader

THE May and June issues of THE JOURNAL will be combined again this year, following the practise of 1933. The combined issue will appear the middle of May. This economy measure is in keeping with the Association's policy of making such curtailments in printing and salaries as will maintain a balanced budget.

THE FEBRUARY number of THE JOURNAL of the National Education Association is the most stimulating single edition of any magazine that has ever come to my desk.—Oren E. Long, NEA director for Hawaii, and editor, *Hawaii Educational Review*.

WHICH ARTICLE in this issue of THE JOURNAL did you find most helpful? Write the editor. THE JOURNAL belongs to the members of the profession.

THE WORK of the Joint Commission on the Emergency in Education at Cleveland was outstanding. The Commission is giving a strong, judicious, and intelligent leadership to both educational and lay forces on behalf of the schools and the children.

IF DEMOCRACY is to mean more than the counting of noses, or the victory in a conflict of ignorant clamors, darkness and noises of night, it must mean a society which thinks and reads and discusses, and whose balance of judgment, rather than blind loyalty, directs its ends. Such a society cannot exist without free access to books.—Arundel Esdaile, secretary, British Museum.



The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL. The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Research Bulletins and the Annual Volume of Addresses and Proceedings. The payment of \$100 gives the privileges of the \$5 active membership for life. Subscription to nonmembers is \$2 per year; single copies, 25 cents. Advertising rates on application. Please report at once any change of address, giving old as well as new address.

THE JOURNAL is a member of the Educational Press Association of America. Published monthly, except July, August, and September, by the National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. Entered as second-class matter October 28, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.

THE use of the Webster Readers will eliminate many failures in reading, thus avoiding such unpleasant meetings as the one shown here.



Reading Failure—a Tragedy ... for the Home Circle.

ELSIE is failing in reading. Her case is typical of thousands of others. This picture of failure is to be found in nearly every classroom. However, there is a remedy for reading failures: the Webster Readers.

The Webster Readers were designed to teach beginning classes to read. Three and a half years of experimentation were performed to produce a set of basic readers that would reduce failures to a minimum. Wherever teachers and supervisors have made a study of these books, they have given them a high rating. We want you to know the Webster Readers—not merely to know that a new set of readers has been published, but to know the Webster Readers well enough to understand thoroughly the contribution made by Mr. Stone and his associates; to become acquainted with the whole group of material—readers, manuals, workbooks, and chart material—which constitutes the most complete equipment and the most effective method of teaching beginning reading.

What makes the Webster Readers so teachable? Let a supervisor of reading answer this question. She says:

"First, their universal appeal to all children because of the use of only universally known nouns; second, their predominant human interest to all children because of the common experiences related; third, their natural simplicity which makes it possible for all children to learn to read with a minimum loss of time."

Before selecting readers for your reading program, write for information concerning the Webster Readers.

Material of the Webster Reading Course

Authors: Clarence R. Stone and Ida Vandergaw

- Tom, Jip, and Jane.....39c
Primer. Illustrated in colors. 128 pages, 5 1/4 x 7 1/2
- PrePrimer and Primer Workbook.....15c
64 pages, 11 x 8
- PrePrimer and Primer Chart Material.....\$4.00
214 cards, boxed. Price per set.
- Easy New Stories.....45c
First Reader. Illustrated in colors. 176 pages, 5 1/4 x 7 1/2
- Work and Test Book for Easy New Stories.....15c
64 pages, 8 x 11
- Manual.....60c
For PrePrimer, Primer, and First Reader
- Joyful Reading.....48c
Second Reader. Illustrated in colors. 256 pages,
5 1/4 x 7 1/2
- Work and Test Book to accompany Joyful
Reading.....18c
96 pages, 8 x 11
- New Trails in Reading.....54c
Third Reader. Illustrated in colors. 352 pages, 5 1/4 x 7 1/2
- Workbook for New Trails in Reading.....15c
64 pages, 8 x 11
- Manual.....60c
For Second and Third Reader
- Classification Test for Beginners in Reading.....4c
By C. R. Stone and C. C. Grover. 12 pages, 7 x 10 1/4

The prices above are net, f. o. b. St. Louis.

WEBSTER PUBLISHING COMPANY

1808 WASHINGTON AVE.

ST. LOUIS, MO.

Educating Children for the New Deal

RABBI ABBA HILLEL SILVER

The Ansel Road Temple, Cleveland

ALL over the world the New Deal has begun. In some countries it is far advanced. In others—in ours—it has only taken the first feeble, hesitant steps. But its progress is inevitable and the change which it will bring about will be permanent. The New Deal is not an emergency measure to tide over a depression. It is a reorganization of society to make future depressions unlikely. Its purpose is to refashion the economic system under which we have lived and which has now been found wanting in so many essential features. In refashioning our domestic economy, it will, of course, also refashion government. For politics is a byproduct of economics. Inevitably it will affect our moral code, our social thought and action, our attitudes and our aspirations. The New Deal will give us a new civilization. It remains to be seen whether it will be a better civilization or not. The advent of the New Deal was not a matter of choice. Life willed it and we must adjust ourselves to it. We must try to control as far as possible its future development in the hope of acquiring under it some of the desirable things which the old deal failed to give us, while at the same time conserving some of the precious and cherished values of the old dispensation.

The New Deal will not give us perfection. It will give us a new chance to mold our world a little nearer to our hearts' desire—to give our children a larger measure of security than we enjoyed, to raise some of the valleys and level off some of the peaks, to wipe out some of the glaring inequalities, to resolve the contradiction between abundance of all things and the inability of millions to partake of them, and to substitute for uncurbed competitive individualism a measure of social planning and control.

These things are coming to be. He who resists them is like King Canute fatuously trying to stem the oncoming of the ocean. The readiness with which we will face the new situation, the courage and vision with which we will set about organizing for the new social order, will determine whether that new social order will be born in agony, and in blood—or not.

Our government is making a valiant

effort to lay the foundations of the new social order in peace and security. It is trying thru many new and untried devices to solve the desperate problems of

IT IS PLAIN from the record of the Cleveland convention that the schoolmen and women know all too well the magnitude of the calamity that has fallen upon the schools and the children of America. But these school people have lost neither their courage nor their commonsense. Casualties since the last meeting there have been, and well-earned retirements, but much of the old leadership is still strong and the new leadership is coming forward with its fresh energy and eager spirit ready to carry on, to rebuild, and to move forward. Measured by the quality of its thinking on fundamental problems of school and society the Cleveland convention was much the best of the fourteen February meetings which the editor of THE JOURNAL has been privileged to attend.

unemployment, to put men back to work and to make their jobs secure, to correlate production and distribution, to supervise and, insofar as it is necessary, to control industry, to raise the standard of living so that the purchasing power of the nation will be equal to its production power, to make banking, credit, and finance serve the ends of society and not the grasping ambitions of anti-social profiteers.

All this is the work not of a day or a year but of an age! Our generation will only see the incipient stages of the vast transformation. It cannot succeed if the rising generation is not prepared intellectually and spiritually for it, if the ideals underlying it are not woven into the thought-pattern of the children of today—the citizens of tomorrow.

It may be difficult for us, who are after all children of the old world, or at best children of a transition world, in which the old and the new clash and struggle for mastery, confusing us and undermining our confidence, to teach the new ideals to the rising generation with that full measure of confidence and enthusiasm which the task requires. But the task cannot and must not be shirked because it is difficult. It is an additional

challenge to the intellectual alertness and spiritual integrity of the truly great teacher.

I offer no new theory of education and no new technic of education. I am qualified to do neither. And I suspect that the catalog of new educational theories has pretty well been exhausted. I furthermore suspect that super-refinement in educational methodology is only another form of decadence. I merely suggest that greater emphasis should be placed in our education today in the social sciences and that the largest measure of freedom should be allowed in the teaching of these sciences.

If we are to work for a better social order, our children must be taught to know what is wrong with the existing social order. Its deficiencies must be uncovered, its shortcomings exposed, fairly, frankly, without passion or bias but without understatement, subterfuge, or apologetics. The child must be made aware of what the price is which society pays for these deficiencies and shortcomings in terms of human suffering, deprivations, loss of opportunities, and discontent. He should be made to realize that these undesirable conditions are not inherent or inevitable. He should be apprised of the plans and programs which have been offered to deal with these difficult problems. He should be encouraged to study them fairly and critically—and should be directed into the ways of critical appraisal. He should not be propagandized, only enlightened and guided. Care should be taken not to erect an emotional barrier between the child and certain ideas or sets of ideas which the teacher may regard as radical or revolutionary. The revolutionary doctrines of yesterday are the commonplace doctrines of today. Economics, sociology, civics, government, international relations should become the most vital and the most liberal sciences taught in our schools.

On only one thing all teachers may well be dogmatic—on the moral significance of the co-operative society which is coming to be. This has been the *immemorial dream*—heretofore the unrealized dream—of humanity since the beginning. All spiritual movements of man-

kind had this ideal at the very core of their inspiration. All great religions taught the nobility of the shared life, of the peaceful, neighborly, and cooperative life. This has been the goal of all the weary marches of civilization.

Our children should be trained to think less in terms of their careers and their personal success and material advancement and more in terms of a helpful and joyous co-worker in the common social task. [Applause] The model for emulation set before the growing child should not be the poor boy who by dint of work and thrift became rich, but the boy who by dint of the cultivation of his character and the exercise of his talents became a valuable member of the community, a builder of the better social order.

The ideal which we hold up for our children in sports—teamwork—should be stressed in all the social sciences which we teach. Sportsmanship is one of the finest qualities of character and most tragically lacking in our economic and social life. A real game is won on merit only. In a real game, ancestry, influence, position, and money count for nothing. In a real game one doesn't cheat, or bully, or play foul. In a real game opponents are, as far as possible, equally matched. When one's adversary is handicapped by weight or size or age, due allowance is made for the fact. Above all, in a real game, there are rules which the players are proud and zealous to observe. In a real game one is a generous winner and a game loser. And in a real game—it's the team that counts and the individual gladly subordinates himself to the group strategy for the sake of the ultimate victory of the team.

If men would but carry over into their economic, social, and political life some of these splendid disciplines of sportsmanship, what a cleansing of the Aegean stables there would ensue; how much more of justice and fair dealing and how much less of exploitation and cruelty there would be. For the sake of the children of the rising generations themselves, if for no other reason, they should be trained to think of themselves, as members of a great human fraternity—a co-operative commonwealth; for it will go hard under the New Deal with the lone wolf, the predatory exploiter, the anti-social omnivorous human!

Greater emphasis should particularly be placed upon the science and art of democratic government, for two reasons. [Applause] In the first place, *the sphere*

of government will be immeasurably wider in the future than it has ever been in the past. Government will expand and embrace more and more of the economic field under the New Deal. That is the very key to the new approach. Our old economic system, largely free from government control, has broken down. Government had to step in, not merely to relieve widespread distress caused by this breakdown, but to salvage the very system itself. As government steps in, it takes more and more control—at first tentatively, eventually definitely and permanently. There can be no central planning without a large measure of political control. Hence it becomes imperative, now that our economic fortunes, too, are in the hands of government—that government shall come into the hands of the trained, the competent, the morally dependable. And this is possible only if the electorate is intelligent, informed, and alert. There is national disaster in the offing under the New Deal unless we can produce political leaders whose intelligence and moral resources will prove equal to the tremendous demands which the new political economic régime will make upon them. Up to now we have been a people quite indifferent to politics. The very word among us has had an unsavory taste. We could get along—even with bad government. We can no longer! Bad government will wreck our whole economic life.

In the second place, our democratic government is now on trial. It has been challenged. New theories of government have arisen which have engulfed great nations in Europe. Dictatorship has now a host of powerful champions in the world. It has been erected into a new philosophy of government. Government by the people has been denounced as a total failure. It should be ruthlessly suppressed. Fascism, Nazism, Bolshevism, regardless of their differing objectives, are united in one conviction—that progress is possible only thru dictatorship. Three hundred million people already live under dictatorship.

If democracy has any future at all, that future lies with the great historic democracies of the world—England, France, and the United States. The one hopeful fact in the onswEEPing tide of triumphant Fascism or absolutism in Europe is this: that those governments which have succumbed to dictatorship have never had a great democratic tradition. Russia, which was the first to go dictatorial, lived under the most rigorous

and oppressive type of dictatorship and had democracy only about six months during the Kerenski régime, so it was quite natural for the Russian people to pass from one form of despotic government to another, especially when the other promised so much of economic improvement to the masses.

The political tradition of Italy has not been a democratic tradition; it rather comes from the city-states of the Renaissance which were governed by men exactly the type of Mussolini, benevolent or malevolent dictators. And, similarly with Germany. The basic political tradition of that country was not democratic. The tradition of Germany for 700 years was that of small states ruled by princes or grafs or dukes to exercise absolutist powers so that, when a period of emergency arose, the people could not and did not depend upon their rather incipient democratic institutions but scrapped them in their desperation.

Now, these three great democracies, however—England, France, and the United States—have had a long tradition of selfgovernment of popular sovereignty. They have passed thru many crises in the past without destroying their democratic apparatus, their democratic machinery, so if there is any future to democratic government in the world, it seems to me that future rests solely with these great democracies. If we fail to vitalize our democratic institutions, to improve our political apparatus, so that by means of them we shall be able to solve our desperate economic problems and bring about greater justice and greater security—then democracy will go under, even here.

Under the New Deal, men will have more leisure than ever before. Out of 168 hours in the week, men will work 30 or 35 hours. They will have more time to spend on leisure than on work. How will men use that leisure? Leisure can devastate life or it can become the fruitful field for a growing and expanding life. In his leisure hours a man is free from the routine and drive of his job and he can then enjoy those adventures of mind and spirit which his routine tasks may deny him. He can recreate himself and abundantly enrich his life.

For real living we need more than a job and an income. We need beauty and knowledge. We need books and pictures and music. We need song and dance and play. We need travel and adventure. We need friends and companionship and the interchange of stimulating minds. We

need contact with all that has been created by the aristocracy of the mind, hand, and soul thru all the ages. All this we can enjoy only in our leisure. We must, therefore, teach our children how to use their future leisure time profitably and creatively by arousing their interests in those numerous activities of the body and mind which they can pursue as amateurs in later life.

I spoke of the cooperative society. I include in that term mankind. Our children should be guided into the ways of international thought and international cooperation. In its first stages the New Deal seems to be leading to an intensification of economic isolationism all over the world, and to an intensified nationalism and racialism. The economic struggle has led many nations to attempt to solve their problems thru economic nationalism. This has contributed to aggressive and competitive nationalism, all over the world. I spent the last year in Europe, a sabbatical year's leave of absence. I traveled from land to land and from country to country. I have been in Europe many times before but I have never seen Europe so fractionalized as

it is today. The universal ideal which captivated the minds of men in the 18th and 19th centuries, the ideal of a federation of Europe, has been pushed out of the minds of men. Internationalism has become suspect. Some of the noblest ideals of mankind are today being broken on the wheel of nationalism. In some countries this nationalism is still further restricted to a fantastic race cult, and in its name citizens are being disfranchised, degraded, and denied the opportunities of education and even the means of livelihood.

This fragmentation of Europe has led to the wellknown mood of suspicion and fear which presages war. The youth of Europe is being deliberately indoctrinated with the idea of the inevitability of the next war. Everywhere one finds the youth in uniform, marching and chanting war hymns. It is now sixteen years since the last war, and a new generation is now ready for the trenches.

We must save our children from the blight of such nationalism and militarism. [Applause.] In our teaching of history, we must stress the common fate and destiny of the human race, not only the fate and destiny of our own nation. We must stress the fact of our human

interdependence. Above all, we must expose the villainy and falsity of national chauvinism, race snobbery, and religious fanaticism. We must clearly show that no nation can live unto itself, alone, and can solve its problems by itself, alone, and furthermore that no problems are ever solved by war. [Applause.] No human hopes ever blossom amidst the broken corpses of the battlefields. In peace alone can human life unfold and the ideals of mankind thrive.

Here then is our task: to prepare our children for the new day by stressing the social sciences, by frank and honest discussions of conditions as they are and of the projected plan by which to reconstruct them, by emphasizing the supremacy of the cooperative life, by preparing our youth for active participation in political life, by arousing them to those supplementary curriculum activities which in later life will enable them to use leisure creatively, and by widening their mental and spiritual horizons, so as to include the whole of humanity, the federated society of tomorrow.—Statement before the Department of Superintendence Banquet, Third General Session, Arena, Public Auditorium, Cleveland, February 26, 1934.

The Cleveland Convention

AT CLEVELAND the superintendents went to school. Thru the general subject committees and the topic groups, the administrators studied, assembled material, discussed and deliberated, and produced significant reports on the most vital issues of public education. This feature, an innovation in convention setup, was pronounced successful by participants and onlookers alike when the Department of Superintendence met in its sixty-fourth annual convention on February 24 to March 1. The program was arranged by Paul C. Stetson, superintendent of schools, Indianapolis, and president of the Department.

The convention banquet was another new departure for the Department. Twenty-two hundred and fifty people were seated at the banquet tables which completely filled the main arena of the public auditorium.

Cleveland's facilities for handling a large convention are, in many respects, second to none in the United States. The public auditorium, with its main arena and smaller meeting rooms, the splendid facilities for exhibits, and its convenient location near the downtown hotels, makes a well-centralized convention possible. The local convention committee, under the leadership of Superintendent Charles H. Lake, and the Chamber of Commerce proved most efficient in their arrangements for the convention, and most cordial in their welcome to the

more than 6000 registered delegates, and the 10,000 persons in attendance.

Despite the blizzard on Sunday afternoon, more than 3000 people crowded the Music Hall for the vesper service, which opened the convention. President *William Lowe Bryan* of Indiana University sounded a spiritual note in his address on "Religion and Democracy":

Where shall we find an ideal that we may believe in thru whatever darkness and danger we have to pass? . . . I believe this to be the trend of evolution and life on this planet: that life, if we may personalize it for a moment, has sought to create beings that have a maximum of freedom and a maximum of free cooperation. . . . The highest possibility is a society of persons, each independent, each free, each in large part selfdirected, yet working together in harmony toward the highest good.

And religion must be free or it is nothing. Religion cannot live under a dictator who tells us what we must believe and what rites we should have and what ecclesiastical organization we must have. We must have freedom. The individual must be able to go alone to the center of his heart to commune there mystically with his God and then must come from that communion to join with others in that free community of soul which is the Kingdom of God.

On Sunday evening the delegates were afforded a special treat in the first showing of the film drama, "The Human Adventure," which was presented by *James H. Breasted*, director of the Oriental Institute, by special arrangement with the University of Chicago.

"Education for the New America" was the theme for the second general session. *John H. Finley*, associate editor of the

New York Times, opened the session with an address on "The New Leisure Challenges the Schools." He said, in part:

When the Creator banished man from the Garden of Eden in the person of Adam and Eve, He put them under what is called the "curse" of eating their bread in the sweat of their face. But either out of love or out of pity He made a code for their descendants, the human race, that they should not work more than six days in a week. ["Six days shalt thou labor and do all thy work."] An employer of labor recently asked me if a five-day week would violate this commandment. But this commandment or code is now to be interpreted in the light of the Great Commandment, "Love thy neighbor as thyself."

For ourselves who are in the adult years, and some of us with little time-fortune left, so to use our leisure as to emphasize for them the most precious things even if we may not attain them, I have written this Leisure Commandment: Remember the days of thy leisure to keep them holy. Thou shalt do with all thy might and skill thy share of the work of the world, whether on land, at sea, or in the heavens above the earth. Thou shalt keep as hallowed thy time of leisure and find thine hours of unemployment blest by thy best use of them.

Superintendent *Harold G. Campbell*, new executive of the schools of the City of New York, spoke on "The Contribution of the Public School":

We must, of course, proceed with the individualization of the educative process, but in dealing with each of our students as an individual we must make clear that he is one of a group and that successful living depends upon cooperative effort by the individual in the group. We must imbue our youth with a determination to strive for perfection in whatever he may undertake to do and to be mindful that he



Mr. and Mrs. Paul C. Stetson and daughter.

ON BEHALF of the superintendents of this country, in convention assembled, I express our gratitude for the patriotism of our teachers; for the unselfish and thankless service of members of boards of education; and for the sympathetic consideration of millions of patrons and citizens, without which our schools could not have withstood the adversities of the past three years.—President Stetson in a radio address February 25, 1934.

will be judged by the manner in which he performs the smaller tasks as well as the larger ones. To help him succeed we must convince him that intensive application of mind and hand, thoughtfulness, resourcefulness, and unwillingness to say a thing cannot be done until he has exhausted every legitimate means of doing it, is the only formula. We must widen his interests, make him curious and eager to know more and encourage him to be both an analyst and a critic. At the same time we must teach him to be appreciative rather than merely tolerant of the views and opinions of others.

"Public Education and the National Welfare" was the topic of the address by George F. Zook, U. S. commissioner of education. He expressed his belief that:

Our ultimate goal is a happy, contented nation of citizens whose personal rights are respected, who are conscious that the door of opportunity is always open to them, and who know that they are expected to make a contribution to the common good. To all of these considerations education makes notable contributions. Indeed, education and national welfare are so interdependent that one is inconceivable without the other.

Ben G. Graham, superintendent of schools, Pittsburgh, reported on the 1934 Yearbook of the Department, *Critical Problems in School Administration*:

The Commission believes that the critical problems which are presented to school administration can be solved successfully only thru intelligent leadership on the part of men

who are charged with the responsibility of school administration. If the public-school system of this country is to be protected from the dangerous forces now moving against it, reorganization is essential in respect to administrative units. A public-school system cannot succeed as a part of our social order in a rapidly changing civilization with 12,070 school administrative units in Illinois, 8747 in Kansas, or 2587 in Pennsylvania. A determined effort must be made under the leadership of school administration to reduce the number of school administrative units to the end that we may achieve better schools at less cost with an equalization of opportunity for all boys and girls no matter in what part of the state they may reside.

The convention banquet constituted the third general session. The music was furnished by the Cleveland All High-school Band. Charles E. Merriam, chairman of the department of political science of the University of Chicago, who was scheduled to speak, was unable to be present owing to illness, but sent a message, which included the following:

The next generation should not be penalized because of the stupidity of the present one. Otherwise posterity will be more stupid than we are. If our poverty drives us backward toward a lower level of life, then we must go. But on the contrary, there is reason to believe that with our present resources and our present equipment, we might double our production and correspondingly raise the standard of living. For my part, I regard education as one of the prior charges on the national income. Expenditure for education is self-liquidating—an investment upon which there will be rich returns—the outcome of education is not a dead loss, but a living asset.

The principal address of the evening, delivered by Rabbi Abba Hillel Silver, appears in this issue of THE JOURNAL.

The Tuesday morning meeting, which was the fourth general session, opened with vocal selections by a festival chorus of 3000 voices from the Cleveland elementary schools. Addresses centering around the theme, "Some National Problems in Education," were given by Arthur B. Moehlman, of the University of Michigan, Merle Sidener, advertising specialist of Indianapolis, and William J. Shroder, former president of the Cincinnati board of education. The layman's point of view was presented by Mr. Sidener in these terms:

I don't believe we are going to get back where we belong in our relationship to the public until we ourselves regard it as just as much an obligation to educate the public as it is to educate the children.

There can be no standard plan for all communities because communities differ in size and makeup. But there can be a standard purpose and policy, which is that this thing I am talking about is essential. There can be a standard in the establishment of a department, headed by a man who has no other job than the conduct of the sales department of the schools.

Place on the head of that department the responsibility for carrying it thru just as the responsibility is on the superintendent for the general leadership of the schools. Once that is established and once we believe that it ought to be done, it will be carried out and we will have more constructive work of the type that is now found in a few centers of this country. That department's job is to inform the public constructively.

Payson Smith, commissioner of education, Massachusetts, and Dean William F. Russell of Teachers College, Columbia University, spoke at the fifth general session. Commissioner Smith asserted:

That the teachers of this republic have not labored in vain is attested by the fact that the American people have carried on patiently, tolerantly, even good-naturedly thru the most trying experience that has ever befallen them. If our institutions are worth saving, as we believe they are, the American schools have repaid all they have cost for a generation in what they have done in the past three years.

I do not believe that education is about to choose a new and sharply divergent way. "New schools for old" is not my slogan. Then there is that other current phrase, "Education for a changing world." If education for a changing world means that we must visualize what may seem to be the inevitable form and structure of a new world and so influence and modify youth that it will conform to it, then the expression leaves me a little cold. Better let us have an education that will change the world.

Dean Russell, in discussing federal aid for the schools, declared:

Experts in school finance have come to believe that federal aid is necessary. From the study of the efforts made by the state to assist localities to provide minimum educational progress, they have come to learn what was hidden from the layman—that just as a remote district in many a state is unable to support even a minimum educational offering and in consequence state aid is needed, so an entire state, like Arkansas or South Carolina or South Dakota, may be similarly disqualified from being able to support as a state the kind of educational program that the American people deem to be the minimum. Even if there had been no depression, it would have been necessary for the national government to take a share in the financial support of education in order to maintain a minimum standard thruout the U. S.

I shall agree with anybody upon any plan of national aid to education for the next six months. But for any time beyond that, it is my public duty, it is your public duty, it is the duty of the Department of Superintendence, to express not only our hopes but our fears. We have a plan for federal aid to education, expressed in the third point of the six-point program, which gives aid to all the states upon an automatic, objective basis. It has been carefully developed. It will bring immediate relief in the emergency. It will leave the power in the states and localities where it should remain. Federal aid in any other form will tend to transfer the power away from the people. Mistakes made now may take years to correct; and federal aid of the wrong kind, and the growth of the beginnings of educational despotism, however slight, will retard the development of American education for generations to come.

The sixth general session concerned itself with "Public Education and the National Welfare." Addresses were given by *Edward A. Filene*, merchant of Boston; *Royal S. Copeland*, U. S. Senator from New York; and *Ernest C. Hartwell*, superintendent of schools, Buffalo. The report of the committee on resolutions was given in this session. Mr. Filene's statements included the following:

Teaching our children *what* to think cannot possibly fit them for life in these changing times. *We do not know* what they should think; for they must deal with things which we know nothing about. We must teach them how to think—how to find out about those things, so that they may apply this new knowledge to the new problem with which they will inevitably be faced.

That way, I am convinced, lies education. With the old approach, much of our education becomes a lie. Naive ignorance is dangerous enough, but confident knowledge of things that have ceased to be true is more dangerous. The toughest task before the business man today is not the learning of business. It is the unlearning of what he was taught was business—what he is positively sure is business because it used to be business.

Senator Copeland's address on "Education and the Prevention of Crime" included such statements as:

In face of the alarming facts about crime and the growing anti-social conduct within the law, may not the public be wondering what has happened and why? How many are inquiring how such a state of affairs has come to pass in a country that has so liberally supported schools for the express purpose of insuring good citizenship? Personally, of course, I do not place upon the American public-school system primary responsibility for this crisis. But what shall we say in reply to those who charge the public schools with a share of the blame?

In pointing out our national dividends from public education, Superintendent Hartwell said:

The public school need not be apologetic or confess failure because its ideals have not been fully attained. Science itself is fallible; democracy is far from perfect; and after two thousand years of Christianity, humanity is still weak and sinful. No one will deny that the humblest school in the country endeavors and always has endeavored to teach honesty, purity, and fidelity to trust. It is a rare school which does not constantly strive to inculcate desirable standards of conduct, ideals, and attitudes of mind. Legions of witnesses could be assembled to testify to the life-long stimulus to worthy living acquired at a school. Is it seriously suggested when some millionaire bank-wrecker betrays his trust, robs his depositors, double-crosses his partners, cheats the government on his tax return, or deserts his wife, that his conduct is the result of a defective system of public education? Wouldn't it be more worthwhile to inquire as to the sources of our national fortitude during the hardships of the last four years, our restraint in the face of financial betrayal, official ineptitude, and industrial col-

lapse? Is it open to reasonable doubt that much of this spirit is a part of our national dividends from our investment in public education?

"A Comprehensive Program of Public Education" was the theme for the seventh general session, which was addressed by *Frank G. Pickell*, superintendent of schools, Montclair, New Jersey; *J. B. Edmonson*, dean, School of Education, University of Michigan, Ann Arbor; *Howell Cheney*, secretary of Cheney Brothers, Silk Manufacturers, Manchester, Connecticut; and *Thomas W. Gosling*, superintendent of schools, Akron.

Frank G. Pickell: Rather than spend our entire time defending the educational setup as it was in 1929, we need to bend our every energy toward an interpretation of the social, economic, and civic changes going on about us in order that the school may become a functional institution in terms of the *new* problems in which the boys and girls of America will find themselves enmeshed tomorrow, which new program must be broadly inclusive, more effective, and for the present at least, much less expensive than the school of 1929.

J. B. Edmonson: These are the days when everyone is concerned with proposals to restore financial and business health. Concern is almost as keen in proposals to prevent the economic system from getting out of order in the future as in proposals to cure the present disorder. The idea of economic planning is receiving much consideration by responsible leaders. While business is concerned with appraising its past and trying to read the future, it is not surprising that many persons should demand that the educators also appraise the past and try to read the future.

Opinions on the problems of secondary education were presented by Mr. Cheney and Mr. Gosling. Mr. Cheney declared:

Can there be a conscious sense of accomplishment upon progressively higher plans of achievement without:

- [1] A genuine development of the abilities, interests, and aptitudes of the individual which make for power until they have matured into habits,
- [2] Habits which have laid firm foundations of achievement in the lower planes of accomplishment, and
- [3] A definite relating of both innate abilities and developing powers to their opportunities for expression in the environment of an intense reality which is soon to face them?

Mr. Gosling stated his convictions in these words:

Too much emphasis has been placed upon the value of secondary schools to the individuals who attend them. No one can deny this value. But why should anyone suppose that the state taxes its citizens in order to give special advantages to students for their own personal gain? The state is not interested in making life smoother, and easier, and happier for one group than for another. It is interested in providing opportunities for students in order that they may become more useful citizens thru the application of understanding and intelligence to the solution of public questions.



E. OBERHOLTZER, superintendent of schools, Houston, Texas, who was elected president of the Department of Superintendence for 1934-1935, at the Cleveland convention.

Thruout the convention special attention was focused upon the work of the seven general subject committees, dealing with various phases of presentday education, and the seventy-seven subcommittees or topic groups. Practically every member of the Department of Superintendence participated in the work of these committees. Each of the seventy-seven topic groups evolved a 300-word report from its studies and deliberations. The most important pronouncements of these topic groups were woven into the reports of the seven general committees. These larger reports, presented at the last two general sessions of the convention form an appraisal of public education in this era and a challenge to the profession. Extracts from these reports, as given by the chairmen of the committees, follow:

Report of Committee on *The Administration of Teacher Training* by Edward D. Roberts:

Training institutions permeated with the spirit of educational service will not attempt to dominate school systems, but will feel a responsibility for following-up the beginning teacher during one or two years, especially in areas without adequate supervision. This will involve frequent contacts between school system officials and teachers and the staffs of training institutions. The training institutions cannot afford to stay at home if they are to be a creative force in their contacts with the youth of the land, and if they realize that their work is not finished until their products are functioning successfully in classrooms.

Report of Committee on *A Comprehensive Program of Public Education* by J. Stevens Kadesch:

The character of this general education provided between the ages of four and twenty should be determined by a special committee appointed by the Department of Superintendence to consider the reorganization of the entire elementary and secondary school curric-

ulum on a new and more functional basis. This functional curriculum must include the following types of activities: practical arts, social studies, fine arts, science, literature, hygiene [mental, social, and physical], medical and dental service, and a rich program of leisure activities including sports, hobbies, dancing, dramatic and other creative arts. This functional program should not be narrowly vocational, but should rather aim at an all-around type of social development and should involve life situations and deal with life problems.

Report of Committee on *Financing Public Education* by Frank W. Ballou:

We have developed in this report a six-point program for the improvement of financing of public education which we offer as a platform for the educational profession.

[1] The creation of an intelligent public opinion on the importance of the complete development and maintenance of universal free public education from the kindergarten thru the university.

[2] A vigorous campaign in every community thruout the nation to inform the public of the economic and social importance of education.

[3] Cooperation of educators with other government officials in securing a suitable comprehensive and flexible tax system.

[4] The enlargement and reorganization of local units of school administration.

[5] A more general realization of the principle of state responsibility and state financial support for education thru a longtime financial plan for public education.

[6] Securing the adoption of the six-point program of federal aid developed by the Advisory Committee on Emergency Aid for Education and adopted January 6, 1934.

Report of Committee on *Education For The New America* by Willard E. Givens:

The curriculum will be composed of broad integrated activities growing out of life experiences, thus ending the narrow academic non-functional subject courses. The program of activities of individual children will be adjusted to make for maximum all-around growth, thus removing the present over-emphasis upon academic intellectual ends. Much attention will be paid to the development of hobbies and permanent leisure-time interests.

The curriculum will be developed as a co-operative enterprise involving all members of the teaching profession and the lay public. A great responsibility will rest upon the class-

room teacher, who is in closest contact with the learner.

Report of Committee on *Public Education and Public Welfare* by Leslie A. Butler:

The school in these days must be a source from which radiate those subtle influences that mold community life. Health habits of the child have the beneficial effect on the general health of the home. Art activity of the school will be evidenced in the change of standards in the home.

The time is here when student discussion of conditions and problems of our modern life should lead to individual, social, and civic betterment. Only thru courage, initiative, and leadership of our young people will changes be effected. That the world of tomorrow is theirs and they must prepare themselves to remake that world and to live in it is the vital challenge that our young people are entitled to have brought to them in these troubled times.

Report of Committee on *A National Outlook on Education* by John K. Norton:

Many of the current difficulties of the schools have their roots in the failure to recognize that education today has certain inescapable relationships to the nation as a whole. It will continue to suffer in the future, until this hard fact finds expression in appropriate changes. Education has suffered severely in this crisis because we have been attempting to deal on a local and state basis, with forces which are nationwide in their origin and power.

Least there be misunderstanding, let it be emphasized that national interest in education need not, and should not, involve weakening the vital principle that education is a matter for state responsibility and local management. In fact, state control and local management of our schools can be effective only if a third participant is brought into the situation—that participant is the nation as a whole. Let us make this principle concrete. At the present time there are a variety of emergency welfare activities on which we are expending billions of dollars in the teeth of a major depression. We are also expending hundreds of millions for a military and naval program of unprecedented peace-time scope. Why is this possible, when schools are closed, and millions of children are being offered but half an educational loaf? It is being done because the federal government can use taxes, which effectively tax tax-paying ability and credit, and because the fed-

eral government is not hamstrung in employing these taxes by the limitations of state and local boundaries. It therefore finds it possible to aid public enterprises which it deems important.

Report of Committee on *Interpreting The Schools To The Public* by Frank A. Jensen:

A program for interpreting the schools to the public must be based upon a clear definition of the objectives and goals of public education. The public should think of the schools in terms of what the schools exist for. The present quite general criticism and distrust of the public schools is largely due to the public's misunderstanding of the goals of free public education.

Much has been done in the way of publicity campaigns for new school building programs; and each new activity has been sold to the public, but little or no effort, until the last decade, has been made in helping the public to understand the schools. Our program has been one of addition, and not one of eliminating that which has served its purpose.

The report of the Resolutions Committee had been prepared with unusual care by Chairman E. E. Oberholtzer and his associates.

It recommended a study of departmental organization looking toward longtime planning and increased effectiveness. It set forth the principles which should govern relations between superintendents and boards of education. It urged an adequate educational program and set forth the principles upon which such a program should be constructed. It expressed "profound appreciation of the stability, the saneness, the optimism, and the patriotism displayed by the great body of American teachers thruout the present crisis." It commended "President Franklin D. Roosevelt, Secretary Harold Ickes, Relief Administrator Harry L. Hopkins, and the United States Commissioner of Education George F. Zook, for their splendid support in aiding unemployed teachers, and for the encouraging public utterances with respect to the significance of education in building this nation." The resolutions closed with the following commendation:

We commend the initiative and energetic action of President Paul C. Stetson of the Department of Superintendence and Jessie Gray, president of the National Education Association, for their leadership in our profession during these trying times.



Educational Recovery and Planning

IN TIMES of crisis men think more intensely, evaluate traditional practices more critically, and develop new programs of action. In the current emergency the thinking of organized groups of teachers, and of individual teachers, is sharpened and centered on the part that education should play in the New Deal. Thousands of teachers, working thru a variety of educational organizations are coming to grips with the problems which must be met in the years just ahead, if education is fully to accomplish its purposes.

To be most effective, this wholesome activity within the profession must be coordinated into a great forward movement of educational planning and reconstruction. In December 1933, the Joint Commission on the Emergency in Education took the first step toward coordinating various efforts now being made to evaluate and improve the work of schools and colleges. This called for a classified directory of deliberative national committees and other agencies dealing with problems pertinent to educational reconstruction. This directory has been completed in preliminary form. It lists nearly one hundred and fifty such groups which have prepared reports on various areas of education. A summary has been made of the recommendations of more than two hundred reports submitted by these groups. These recommendations have been classified under ten heads, covering the whole field of education. Under each of these headings are listed major issues, defined and dealt with in the studies of each classification.

The following examples, out of many which might be cited, illustrate the searching analyses of many phases of education which are being conducted by national agencies:

[1] The Department of Secondary School Principals of the National Education Association has a Commission on the Objectives of Secondary Education. This Commission, which began work in 1933, is being financed by the Carnegie Foundation and by the Department, for a three-year period, to study and re-state the principles and functions of secondary education.

[2] The American Historical Association is sponsoring an investigation of the Social Studies in the Schools, which began in January 1929, under the direction of a commission appointed by the association. The study is considering

the scope and place of the social studies in education from the elementary school thru the junior college and teachers college. The report will probably cover sixteen volumes.

[3] With the aid of an appropriation of \$180,000 from the federal government, the United States Office of Education is carrying on a National Survey of the Education of Teachers. This survey is preparing a report on teaching personnel, the teacher education curriculum, and certain other related problems.

[4] A Commission on the Relation of School and College, appointed by the Progressive Education Association, is carrying on an experiment to determine the effect of progressive educational practices in secondary schools on the students' subsequent work in college. The Commission is being financed at present by the Carnegie Foundation. The experiment will continue thru the school year 1940-41.

Many similar groups are now at work or have recently filed reports. The teaching profession is evidently vitally interested in the continuous improvement and adaptation of the schools.

The preliminary investigation made by the Joint Commission reveals that this work is proceeding under a great variety of uncoordinated agencies. Furthermore, some of the most important commissions lack facilities for bringing their findings to the attention of educators and for encouraging their incorporation in practice. These conditions threaten seriously to reduce the effectiveness of educational leadership. There is need for a program which will appraise and integrate the recommendations of these commissions into a national plan for education, and which will stimulate their translation into definite action by state and local school systems.

The development of such a program has been approved by the Executive Committees of the National Education Association and the Department of Superintendence and by the Cleveland Convention of the latter organization, which recommended:

... that the scope of the work of the Joint Commission on the Emergency in Education be broadened to include an appraisal of the present educational program and to include longterm planning for such changes in programs as may be required to enable our schools to meet as effectively as possible the challenge presented to them by the changing social, industrial, and economic order; that such additions to the personnel of the Commission be made as may be deemed necessary to enable it to meet this larger responsibility as judiciously and intelligently as possible; and that the name of the Commission be so changed as

to describe more adequately the enlarged scope of its work.

Carrying out the intent of this resolution, the Joint Commission is outlining a tentative plan for a clearinghouse on educational recovery and planning. This plan anticipates such activities as the following:

[1] Canvassing the recommendations which have been made by regional and national organizations, pertinent to educational recovery and reconstruction and the development of educational facilities to meet the demands of presentday life. Creating facilities for the appraisal of these recommendations and for their coordination into a unified plan to guide educational reconstruction and improvement.

[2] Discovering recent and present activities and programs of various state, regional, and national organizations, designed to advance educational reconstruction, and developing a plan for the coordination of their efforts. This will involve conferences with the executives of various organizations with a view to eliminating duplication of effort and securing a greater degree of unity and action.

[3] Defining certain important problems in education which need additional study and seeking to induce existing organizations to undertake such study—also seeking to encourage existing organizations to create facilities which may be lacking, in order that available findings concerning the development of education may be put into action.

[4] Canvassing current criticisms of education coming from educational and lay sources. Seeking to appraise the validity of these criticisms and devising means of profiting from such of them as have merit. During the past year the Joint Commission has sponsored the collection of printed statements, documents, and other available materials which have been critical of public education. Altho this project has not been developed to the point where conclusive outcomes have been achieved, it has demonstrated its merit as a means of discovering constructive educational activities.

Every major depression in the history of this country has been followed by a period of unusual educational progress. The decade just ahead will probably offer the best opportunity for substantial educational advance, which will occur in this generation. A broadly conceived, cooperatively developed, program for educational recovery vigorously supported by all groups in the teaching profession will guarantee the strengthening of weak educational timbers which these trying days are making all too evident. Such a program will hasten the erection of an educational structure adequate to serve a new America.—John K. Norton, chairman, Joint Commission on the Emergency in Education.

Conclusions of the Cleveland Convention

CHARLES H. JUDD

Head, Department of Education, University of Chicago, Chicago, Illinois

THE MEETING of the Department of Superintendence of the National Education Association which has just adjourned was unique in its organization. Superintendent Stetson, president of the Department, appointed seventy-seven committees each of which was instructed to prepare a report on an assigned topic. The membership of the Department was distributed among these committees, each committee consisting of from thirty-five to forty members.

The result of this experiment in democratic cooperation in attacking the educational problems of the United States leaves no doubt that the superintendents of schools of this country are able, when they unite, to formulate for the nation's schools plans which are worthy of public confidence and approval.

There was not expressed in any of the reports of committees or in any of the addresses presented at the sessions of the Department and its affiliated organizations a single pessimistic note with regard to the future of American education. There was frequent reference to the fact that school systems have suffered during the depression more drastic retrenchments than have the other services of government. There was a frank recognition of the fact that this situation is to be explained in no small measure by the neglect of school people to devote as much energy as do taxpayers associations to influencing public opinion. School people have been engrossed in the duty of keeping schools in full operation in spite of lack of proper equipment and in spite of inadequate support. They have been obliged because of the abolition of child labor to take care of greatly increased school enrollments. Superintendents will go home from this meeting encouraged to ask their boards for enlarged facilities to inform the public about the schools. One of the most vigorous addresses of the meeting, made by a business man, exhorted superintendents to demand and secure publicity departments for their school systems.

If pessimism did not appear during the meeting, certainly enthusiasm for improvement of school activities did. It was pointed out again and again that

the new social order which has come into existence calls for improvement and extension of education. Facts were presented showing that the nation is tending toward the complete elimination of young people from industry. It is tending toward a great increase of adult leisure. It is tending toward a form of civilized life which makes exacting demands on every individual for the cultivation of the highest intelligence of which he is capable.

The United States Commissioner of Education made a profound impression at the time of the first general session by pointing out that adult education has been increasing in scope and in the number of persons affected to such an extent that it can no longer be thought of as a mere adjunct to the educational system. Adult education, he said, must take its place as one of the important aspects of the school program.

Senator Copeland of New York reported at the Wednesday morning session of the Department some of the findings which his committee of the United States Senate received as a result of their examination of the crime situation. In view of the fact that the largest age groups among criminals are those of young people of nineteen and eighteen years of age, he urged the schools to add to their regular program of teaching of academic subjects a program of training in conduct and character. He made it very clear that the temptations of a modern complicated civilization will submerge individuals who are not trained in self-control at least as fully as they are trained in the conventional school subjects.

The plea for better training in conduct and character was reiterated in various forms by a number of speakers. The schools have not been thought of until recently as under obligation to present courses in such social studies as economics, political science, and sociology. The fact is that there are so many divergent views with regard to social problems that the public has not until quite recently thought of the social studies as suitable topics for treatment in the schools. The tide has certainly turned. On every hand the demand is being

made that the schools contribute to the rearing of a generation intelligent on social problems, one which shall not make the blunders that have brought the world into the deplorable situation thru which it has recently been passing.

The schools are taking seriously the new mandate to cultivate in pupils an understanding of government and social welfare. There will have to be some experimentation before the problems of social education are solved. This experimentation will be pushed with new vigor as a result of this meeting.

There has been for some months past an almost hysterical excitement among a small group of radical educators for a kind of social instruction which regards itself as competent to settle all the problems of government and industry in accordance with extreme views regarding the future of the social order. One large service of the present meeting has been to put this small group of highly vocal radicals in their place. Social studies will certainly be given increased attention in the schools, but these social studies will be of the sober type which comports with the confidence that the American people have in the orderly evolution of democracy. The school superintendents of the country recognize, as was vigorously pointed out by Commissioner Payson Smith, that the solidarity and prosperity of this nation depend on the general type of education which has been administered for more than a century in the common schools of the United States and for the last sixty years in free American high schools.

The Committee on Financing Public Education rendered a report on Wednesday evening which made it clear that small taxing units can no longer maintain public governmental services, including education, unless there is an adjustment of the taxing systems of the country. The federal government has laid its hand so heavily on the resources of the nation thru the income tax and other federal taxes that it is legitimate for the minor governments to ask for federal support of local services. Education now makes an appeal for federal aid with which to keep schools in operation and is prepared to go before the people to ask their cooperation in securing for the children of the United States the privileges of an education no less comprehensive than that which the traditions of the nation sanction and the necessities of modern life demand.

The new president who is responsible for the organization of the next meeting is Superintendent Oberholtzer of Houston, Texas. He was elected without opposition. He was born in Indiana and has for some years been highly successful in his present position in the south. He has served the Department of Superintendence on many of its important committees. He was this year chairman of the committee on resolutions. He takes office under conditions which promise most favorably for the next annual meeting.—Radio address, March 1, 1934.

THE SIX-POINT PROGRAM—The National Committee for Federal Emergency Aid for Education was appointed by the Federal Advisory Committee on Emergency Aid in Education, called by U. S. Commissioner of Education George F. Zook. The latter committee, composed of representatives of thirty-two national organizations, proposed the following program for federal aid: [1] \$50,000,000 to keep schools open during 1933-34; [2] \$100,000,000 to keep schools open during 1934-35; [3] a substantial additional appropriation to insure normal operation of schools during 1934-35; [4] federal loans to school districts on the security of delinquent taxes, frozen assets in closed banks, etc.; [5] not less than 10 percent of any new appropriations for public works to be allocated for school and college buildings, and buildings for other educational enterprises; [6] \$30,000,000 to assist students to attend institutions of higher education.

HEARINGS before the Education Committee of the House of Representatives on the general problem of federal emergency aid for education in 1934-35 began Monday morning, February 26, and continued until Thursday noon, March 1, 1934. These hearings represent another important forward step in the work of the National Committee for Federal Emergency Aid for Education, of which James H. Richmond is chairman. Items two and three of the six-point program of this Committee were dealt with in the hearings.

At the outset, Congressman John J. Douglass, chairman of the Education Committee, stated that the hearings were not being held for the consideration of any particular bill but rather for the purpose of ascertaining the extent of the emergency in public education. Several bills were before the Committee, including the one introduced by Congressman

Needs of the Schools Presented to Congress

Deen of Georgia providing for the distribution of \$300,000,000 to the states.

George F. Zook, United States commissioner of education; Harry L. Hopkins, Federal Emergency Relief Administrator; and Stanley Reed, General Counsel for the RFC, testified at the direct request of the Education Committee. In Notes and Announcements appears a list of additional persons who spoke in behalf of federal aid.

Statements from various important lay and professional organizations were submitted in writing and were inserted into the record.

The National Committee for Federal Emergency Aid for Education gave the following reasons, with evidence, why emergency federal aid for schools will be needed in 1934-35.

[1] School revenues in 1933-34 have been seriously reduced.

[2] School opportunities in 1933-34 have been inadequate or lacking.

[3] Federal aid granted this year has been the only means of keeping many schools open.

[4] Enrolments next year will show significant increases.

[5] Property taxes, the chief source of school revenue, will be inadequate in 1934-35.

[6] State school funds for 1934-35 will not offer sufficient relief to depleted local resources.

[7] Further state and local borrowing for school support is impractical.

[8] Reports from most of the states indicate falling school revenues for 1934-35.

[9] Reports from most of the states indicate urgent need for federal emergency aid next year.

The Education Committee listened attentively as the needs of the schools were portrayed and each witness was allowed ample time to present his or her statement. It was highly gratifying that not a single person spoke in opposition to emergency aid for education

OUR ASSOCIATION believes that the federal government should assist the states in making an adequate education available to every child and that special funds should be made available to prevent the interruption of education during economic disasters. It should also be emphasized that the National Education Association does not favor federal control of the educational process in the states. We believe that federal funds can and should be provided to insure the maintenance of educational opportunities without giving the federal government control of educational matters which are properly the responsibility of the states.—*Sidney B. Hall*, state superintendent of public instruction, Virginia. [Excerpt from the record of the hearings.]

for 1934-35. It is hoped that by the time this JOURNAL is distributed, the Committee will have made a favorable report to the House of Representatives. In this event the next step will be to urge upon Congress the importance of enacting legislation in harmony with recommendations of the Education Committee.

On Wednesday, February 28, the RFC Subcommittee of the Banking and Currency Committee of the House of Representatives considered bills looking toward the refinancing of school indebtedness by the RFC, and the borrowing of money by school districts from the Corporation, with frozen assets and delinquent taxes pledged as securities. The Committee considered also a bill providing for the lending of money on school warrants held by teachers. Congressmen Terry and Glover of Arkansas, James H. Richmond and Howard A. Dawson spoke. In presenting the case for emergency federal loans to school districts the following points were emphasized:

[1] The demands on available school revenue for current operating expenses will be unusually heavy in 1934-35.

[2] An abnormal share of the school revenue available is required for debt service.

[3] Refinancing a small percentage of the total school debt would bring definite and sorely needed relief to many school districts.

[4] It is proposed that loans be made only on the basis of adequate security.

[5] The proposed use of federal credit is in the interest of public welfare and is in complete accord with the purposes and established policies of the Reconstruction Finance Corporation.



Committee on Education of the House of Representatives before which hearings on bills relating to education were held

A Dynamic Program for the Profession

SINCE ITS organization in 1857 the National Education Association has grown steadily in numbers, in organization, and in the scope and vitality of its activities to meet each of the great educational problems and crises as they have arisen. During the past year it has led the way in the movement for the interpretation of the schools to the people on the basis of facts. The Joint Commission on the Emergency in Education has been the national board of strategy throughout the emergency.

Each of the state associations has likewise been at work on the problems of their respective areas.

In the solution of these emergency problems the cooperative effort of state and national associations has been essential and has proved effective.

The problems of reconstruction are now imminent. In keeping with these increasing responsibilities which are coming to education and in keeping with the new partnership which is developing between the states and the nation, a committee representative of both the state and national associations has been working on plans for closer cooperation between the state education associations and the National Education Association. These plans were presented in Cleveland at a meeting of the officers of the National Education Association and the state education associations. The report which follows was adopted by this group on February 27, 1934:

To the National Association of State Secretaries:

Your committee is impressed with the achievement of the organization of the teaching and school forces of America. Much of the effective part of this organization has been accomplished in the past decade. This is evidenced by the development of strong national, state, and local organizations including practically all of the one million teachers in America. The most significant fact about all these organizations is their activity in the past few years in raising the standards of the quality of instruction, improving the educational facilities in buildings and equipment, and developing a high type of effective administration of public education.

The committee believes that this soli-

darity of interest and effort has had much to do with the holding in check of recent organized destructive criticism of our schools. The cooperation of all the educational forces—national, state, and local—has developed public opinion to such an extent that the federal authorities have already seen the need of federal aid for schools. All this is very fundamental as a basis for further constructive effort.

Your committee believes that the time has come when the activities of both state and national associations should take another forward step especially in coordinating all this organized educational effort to the problem of recovery and reconstruction of our educational agencies. We must learn the fine art of creating public opinion and of guiding educational legislation in the states and in the nation. In line with this conviction, your committee recommends for the consideration of the state and national associations the adoption of the following policies and objectives:

[1] That immediate efforts be made to define more definitely the policies that should guide the state organizations and the national organization in their future activity and cooperative effort.

[2] That all organized educational effort should recognize the authority of the state and local community in determining and controlling educational practices and policies in the administration of public education.

[3] That there should be renewed efforts to adjust the teacher load, to restore teachers' salaries, and to establish tenure regulation and retirement allowances on a sound basis in all the states.

[4] That a thoro study should be made in all the states with the view of determining the new economic and social conditions and that the schools should seek definitely and quickly the adaptation of the schools to the new conditions.

[5] That there should be worked out in more or less detail the policies and plans for bringing the school life more into keeping with the occupational life of the people.

[6] That there should be a closer cooperation between public schools and colleges in their efforts to secure appropriations in the states and that private schools and colleges should be encouraged to align themselves in organized

effort with the state and national organizations.

[7] That plans should be formulated for a more widespread system of education for adults in keeping with the rapidly increasing leisure among our people.

[8] That all teacher groups should be encouraged to study social and economic trends of these times and adjust their teaching and thinking accordingly.

[9] That the National Education Association should be regarded by the state and local associations as the clearing-house or national service agency for information and research.

[10] That in the present social and economic conditions the state and local organizations develop lines of constructive work for the improvement of education in the several states.

Your committee recommends that a committee be appointed in each state organization to work out the details of a statewide forward-looking plan to carry out these policies; and that a similar committee of the national association be appointed to coordinate and make effective the work and efforts of the various state committees.

Your committee recommends also the adoption of this report and that a copy be sent immediately to the president and secretary of state education associations and to the president and secretary of the National Education Association so that we may have quick and positive action.

Presented by the Committee:

Arvie Eldred, secretary, New York State Teachers Association.

C. J. Heatwole, secretary, Virginia Education Association.

J. Herbert Kelley, secretary, Pennsylvania State Education Association.

J. W. Crahtree, secretary, National Education Association.

Adopted by unanimous vote, February 27, 1934.

Teachers, principals, and superintendents are urged to write to the secretary of their state associations and to the secretary of the National Education Association making suggestions as to the best methods of carrying out the objectives which have been adopted.

The New Leisure Challenges the Schools

Vacation Time for School Children

AT THIS TIME of year, just before the long vacation begins, I get greatly concerned over my children and wonder what will happen to them before they get back to school in September—whether they'll be better or worse for their experiences, whether they'll be hurt in body, mind, and morals or whether they'll add something to their stature, exterior and interior," said a conscientious teacher early last June to the writer, who was visiting her classroom in a school located in a congested district of a large city. "We teachers, of course, fervently hope that all that we've taught them not only from books, but from the book of life, will have carry-over power and keep them steady, but, on the other hand, we know there are so many untoward experiences possible in this particular neighborhood that we worry over their being able to go thru them unblemished." This sort of anxiety takes hold of many teachers and school administrators as June rolls around year by year.

The average school year for the whole of the United States, rural and city districts, is about thirty-seven weeks and therefore the average child has some fifteen weeks of vacation. Certainly, school authorities, parents, city officials, welfare workers the country over, all who have any interest in the wellbeing of our boys and girls ought to have some concern as to what happens when the school releases its hold upon them for this considerable period.

During the school year the child has been day by day building up his stock of knowledge, has had cumulative social experience, has expressed himself—his mind in the classroom and assembly, his body in the gym and on the playground, his emotions in contact with teachers and fellow pupils and thru his indulgence in music and art and dramatic performance. He has had opportunity to use his imagination in multifold ways. Manually, he has said his say in constructive efforts. He has been exposed to high ideals of thought and action. He has been moved to high endeavor. He has



"I feel that I would be in luck
If I could only be a duck! . . ."

lived in a controlled environment—true, with all sorts of variations as to attractiveness of surroundings and agreeableness of atmosphere—but yet controlled.

And now comes freedom, vacation time, days and days of it in solid succession, a long hiatus! What will come with it? Will it mean dead stoppage of all those processes which the school was causing to play upon him or continuation of at least some of them? In short, will there be any wholesome growth for most children during this rather long free period?

We know that children are *experiencing* all the time as a result of all their environmental contacts and stimuli—in the home, in the neighborhood, in the community. But what will take hold and do something to them?

The point is that this leisure time of the child can be uncontrolled or controlled. If uncontrolled, anything can happen. If controlled, something constructively worthwhile may happen. The potential controllers are in the home and in the community. They may be people or they may be in the form of inviting facilities or both. The movies, the "hangouts," the unsavory poolrooms are wide open and beckon youth to enter. The big question is: are there also enough of wholesome opportunities beckoning them?

But, of course, the other big question, ahead of this one, is as to whether the schools have done a good job in effective education for leisure, that is, in developing real interests and hobbies which

will go right on naturally getting them expressed thruout the vacation period.

The school's provisions for vacation time: Vacation schools—The first vacation school of record in the United States was established in Boston in 1866. The next one appeared in Providence in 1868. The number grew from then on and for nearly a generation the incentive was philanthropic and the establishing agency was some community group, a women's club, or social settlement or church.

A controlling consideration was that the long vacation period offered too much opportunity for children to get into trouble—juvenile delinquency was fostered. The vacation school was to be informal in spirit, give much opportunity for play, for outside trips, for nature activities, for use of the hands in making things. It was to be a sort of experimental laboratory for trying out new educational ideas which might in turn have value for the schools during the remainder of the year. It was to be a happy learning center—and all this largely for "the little children." A large part of the earlier summer schools were established in congested districts of cities, usually the larger cities.

When boards of education took over these schools the original purposes and the spirit, as described, were considerably modified. Formalism entered; play went out; and it was not long before they became institutions whose purposes were simply to enable, first, backward or "failed" pupils to "catch up" or "make up," and second, to enable ambitious ones to stride forward and gain "advance credits," with increasing emphasis upon the first-mentioned object.

The situation as found in the thirty-six cities visited in the course of this study was largely of this sort, wherever there were vacation schools at all. From other sources one learns that the same is quite generally true thruout the country.

Is it not fair to raise another query, namely: suppose the original idea involved in the establishment of vacation schools were restored and this summer



Courtesy of Girl Scouts, Inc.

"My feet are glad, they may not tire,
They lift me to a lilting dance. . . ."

session be made a special season for delightful, satisfying expression in art, music, construction, games, a time for getting close to nature, for taking trips to parks, museums, zoos, factories, harbors, and other wonderful places—might not decidedly more than 3.85 percent of the regular school enrolment take advantage of the opportunity offered? True, this kind of opportunity the progressive

educator wants for all his children, all the time, but as conditions are generally not such as to give this sort of rich experience, why not use the summer for that purpose? In any event, if in response to public demand, it seems necessary to carry on summer schools for "make-up" and "advancement" purposes and with the present methods, would it not be possible somehow, in addition, to establish the other type of vacation school and thus serve a greatly increased number of children?

Play schools—The fact is that the ideas just expressed find crystallization in the philosophy and practises of what is known as the "play school" but unfortunately few city school systems have as yet established them. As far as can be ascertained there are, or were until recently, some examples of this type of summer school in New York City, Cleveland, Detroit, Chicago, Gary, and Sioux City.

Playgrounds—Of the thirty-six school systems visited, twenty were found to be conducting summer recreation systems, while sixteen were not. In fifteen of the twenty the summer work was regarded as part of a year-round program of service to the community.

Activities—As to activities carried on, those of the physical type appeared in all programs, as would be expected. Handicraft is the next

most popular type and dramatics next. For adults, physical activities stand out far above the rest.

There should be added the important fact that in eleven of the sixteen cities in which the schools were not actually conducting summer recreation activities, they were giving the use of some of their playgrounds, gymnasiums, and other facilities to city recreation departments or other agencies and thus were participating cooperatively in a community plan.

A limited number of the thirty-six school systems visited were found to be trying consciously to affect the use of summer vacation leisure by their pupils thru the issuance of bulletins to teachers regarding worthwhile things for pupils to do and sometimes directly to the children themselves; thru distribution of special reading lists; thru promotion of gardening; and by other methods.

These efforts were largely in the interest of the elementary school child, altho many of the suggestions if taken up by junior and senior highschool students would profit them much. One wonders why the school authorities do not extend their plans to cover these students also. They, too, need guidance and stimulation. They are at an age especially open to the dangers of unwise use of free time.

An illustration—Various principals in the elementary schools of one city visited have for several years been promoting summer plans. One principal sends a letter to parents enlisting their help and containing suggestions of some possible activities. Teachers talk to the children about the matter before the school year ends. Booklists are posted. An exhibit of articles made during the vacation is held during the first days of school in September. A special assembly is held for hearing stories of adventures the children have had.

One of the principal's letters runs as follows:

Dear Parents: Because we realize that we have a responsibility toward your child when he is out of school, we are not entirely satisfied to leave him for two and a half months to plan his own leisure. For this reason, we are instituting some so-called activities, and ask your cooperation in having him use his leisure time in worthwhile things and to keep records of same.

In the fall, when he returns to school, we want him to tell how he has spent his summer and if possible to bring to school any evidence of work accomplished. We want the first assembly full of summer experiences of the children and the first exhibition a collection of summer accomplishments.

What are the school activities that he can enjoy in the summer? We are offering a few suggestions and ask that you help your child to have a safe and happy summer and to learn to use his leisure time in worthwhile things.

Suggestions

Work some each day on the subject he finds most difficult.

Do some kind of handwork at home.

Keep a diary.

Keep a memory book of music, pictures, and poems.

Make a collection of specimens of something he is especially interested in.

Learn to swim.

Take walks to study trees and flowers.

Keep record of interesting places he visits and take photographs if possible.



Courtesy of Girl Scouts, Inc.

"Just to watch the happy life of
My green things growing. . . ."

Keep sample of drill work in spelling, arithmetic, and handwriting.

Read a number of good books.

With assurance of our cooperation and best wishes for a pleasant summer, The Faculty of School No. 69.

Grand Rapids, Michigan—Summer hobby bulletins are issued annually to teachers of grades 3, 4, 5, and 6. They are brought to the attention of the children who choose those which interest them; teachers, however, often making tactful suggestions. A sample bulletin is presented herewith.

Vacation Hobbies: Which Will You Choose?

[1] Make a collection. This might be of postal cards, shells, pressed flowers, leaves, old nests, wood samples, tree bark, kinds of soil, moths and butterflies, stones, grasses, ferns, building stones, stamps, seeds, etc.

[2] Make a nature diary and illustrate it. You might use birds in your own yard, trips, animals, insects, pets, or other topics.

[3] Make a "calendar" of things seen, such as, wild flowers, birds, coloring of leaves. Can you add still others?

[4] Learn the bird calls of the cardinal, robin, oriole, wren, bob white, phoebe, and any others with whom you become acquainted.

[5] Make an animal scrapbook with story and pictures.

[6] Visit the museum once each week to find some new or interesting thing.

[7] List all the different things you see birds eating.

[8] Attract birds by means of bird baths.

[9] Make and keep a temperature chart for one month.

[10] Make a collection of curios for the school museum telling where each was found.

[11] Investigate holes made by animals.

[12] Go hunting with a camera. Mount and label specimens.

[13] Use all the ways you can to keep cats from killing birds. Make a list of the ways you used.

[14] Show some of the characteristics of the poisonous things of our woods and fields.

[15] Construct an insect cage, bird house, dog house, aquarium, toad cage, bird bath, or other nature equipment.

[16] Make a study of water life to include moss, algae, water plants, turtles, frogs, beetles. Record your observations in an interesting way.

[17] Make a flower trail, tree trail, or bee trail.

[18] Study animal tracks. Make impressions with plaster of Paris.

[19] Keep a flower garden, vegetable garden, wild flower garden, or rock garden. List the plants in any of these situations and tell how they were cared for.

[20] Make posters showing value of birds, insects, or animals to men.

[21] Sketch trees which make best shade trees, food trees, trees for lumber.

[22] Observe habits of snakes.

[23] Identify cloud shapes. Find out what a wind cloud looks like; a rain cloud, etc.

[24] Investigate plant diseases that are common to Michigan. Report on the kind and number of these enemies you have destroyed.



"I wonder if they like it—being trees?
I suppose they do. . . ."

[25] Make a backyard aquarium by using a tub. The Lincoln Fourth Reader has some help for you on page 36.

[26] Improve your health by learning to swim, row, hike, fish, or to play an interesting game.

[27] Keep a chart of violations of safety rules which you see during the summer.

[28] Keep in booklet form a list of the books you have read during the summer. Your branch library will have some interesting books to suggest.

[29] Make an individual portfolio to send to children of a foreign country, thru the Junior Red Cross. If you call the principal of Sigsbee School, she will tell you how to go about it.

[30] Learn some of the homemaking skills such as sewing, cooking, preserving, caring for younger brothers or sisters. Bring some evidence or record of this to school in the fall.

[31] Carry on a wood-working project or one in auto mechanics, and report on it.

Outside agencies—With many of the outside leisure time agencies operating during the summer, there is direct or tacit cooperation on the part of the schools—administrators and teachers often figuring in their management. A list of them would read:

Public recreation departments, Boy and Girl Scouts, Camp Fire Girls, Girl Reserves, YM and YWCA, YM and YWHA, Catholic Welfare Agencies, daily vacation Bible schools, Salvation Army, Volunteers of America, public libraries, camps, social settlements.



"Where the pools are bright and deep,
Where the gray trout lies asleep. . . ."

Types of Taxes: The Sales Tax

THE TERM "sales tax" does not refer to any simple or distinct form of taxation. In general, it means a tax based upon the receipts from the sale of goods or services. As such, it should be distinguished from the taxes on commodities which are determined by some other standard than the sales receipts. Thus, the gasoline tax is not a sales tax. It is a specific commodity tax, levied at fixed rates per gallon, regardless of the price. Some of the federal excise taxes are based on the sale price, others on weight, quantity, or volume.

Two major types of sales tax may be distinguished: [a] general sales taxes, applied to all, or practically all, sales of goods and services; and [b] selective sales taxes, applied only to certain selected types of sale, or to the sale of certain specified goods. In this sense, a tax on retail sales would be selective, since it would not apply to sales by manufacturers and wholesalers. Its selectivity would be further stressed if sales of certain goods or services, such as foods or public utility services, were excluded.

Shifting and incidence of the sales tax—It is frequently assumed that any type of indirect tax, such as that on sales, is always and invariably passed along to the consumer. If this were the case, we should expect to find all merchants in favor of such a tax, or at least indifferent to it. In fact, merchants are generally strongly opposed to sales taxes, since they realize the uncertainty of shifting them to consumers. As explained in a former article, tax shifting always involves a change in the price, or in the quantity or quality of the goods, which is another way of changing the price. Business conditions frequently make such changes difficult. Some articles are extremely sensitive to any price change, and these may be sold on a very small profit margin. Others are less sensitive to price changes and the profit margin may be greater. Every alert merchant can classify his stock of goods in this respect, since his prices necessarily reflect his judgment and experience in selling.

The probable effect of a sales tax on retail prices would be different amounts of price increase or change of quantity or quality for different goods. A merchant whose annual sales are \$1,000,000 would be required to pay a tax of \$10,000

a year under a 1-percent sales tax. He would hardly undertake to shift this tax by making a uniform 1-percent increase in all his prices. On the contrary, he would probably increase some prices by more than this amount, while leaving other prices untouched. His procedure is immaterial to the government, which is concerned only with collecting the amount of tax due. If he does not succeed in obtaining the full \$10,000 from consumers thru his price manipulations, the deficiency must come from his own profits, or from his capital if there is no profit in the business during the year. The incidence of a sales tax is therefore not a simple matter. The purchasers of some goods may not be affected, while those who buy other goods may be bearing relatively more than their quota of the tax, as shown by their volume of purchases.

Luxury taxes—It is commonly thought that the so-called "luxury" goods will carry a substantial part of such a tax, and some have advocated that luxuries be singled out for specially heavy taxation on the ground that they are consumed by persons having an unusual ability to pay taxes. It is true that the higher priced goods, such as custom-built automobiles, rare furs, exceptionally perfect diamonds, and the like, are bought only by those with substantial incomes. But in general, no accurate classification of luxury goods can be made. We cannot classify personal bank accounts by such externals. Further, a luxury for one may be a necessity, or regarded as a necessity, for another. We are fortunate in having no social classes sharply defined by the kind of clothing worn or the kind of food consumed. Any one who cares to spend his money for such things may smoke cigarettes, wear silk stockings, or ride in an automobile. Any classification of luxury goods is always arbitrary. A much more reliable method of taxing according to ability is provided by the personal income tax than by any selection of commodities which are assumed to be bought only by the well-to-do.

During fiscal emergencies the federal government has levied substantial taxes on various commodities, and some of the states are entering this field. The articles most heavily taxed are gasoline and tobacco. Now that the sale of beer

is legal, it is being subjected also to substantial taxation by federal and state authorities. Soft drinks, cosmetics, and amusements are also in this list. The underlying assumption leading to the selection of such articles appears to be either that they are luxuries, as some legislative committee has chosen to define them, or that an indefinite amount of taxation can be imposed without checking the consumption. The first assumption is defective as a generalization. The second is unsound, since it violates both the laws of economics and the results of experience. This is not an argument for removing such sales taxes, but simply for a recognition of the financial unwisdom of imposing such heavy taxes that a material decline in the consumption of the articles taxed will result. Some evidence is being accumulated to show that the weight of taxation on certain commodities has diminished the amount consumed. Certainly this is to be expected, and to the extent that such reduction occurs, it defeats the main purpose of the tax.

Advantages and disadvantages of the sales tax—The sales tax is a good revenue producer, even at low rates, since the total volume of sales transactions is so large. Under this tax no deductions are permitted for costs or losses, and the tax base is not subject to as great fluctuation as in the case of the tax on net income. The revenue yield is therefore less influenced by business variations than is the case with the income tax. The principal objection to the sales tax as such is its regressive character. That is, insofar as it may be shifted to consumers, it tends to burden the poor more heavily than the rich. For the reasons already given, this tendency cannot be avoided wholly by seeking to collect the tax only from the sales of goods which someone has decreed shall be classed as luxuries. Viewing the tax system as a whole, however, the regressive effect of the sales tax is counterbalanced by heavy progressive federal and state taxes on incomes and estates, and by heavy state and local taxes on property.

—Harley L. Lutz, Princeton University, and William G. Carr, Research Division, National Education Association.

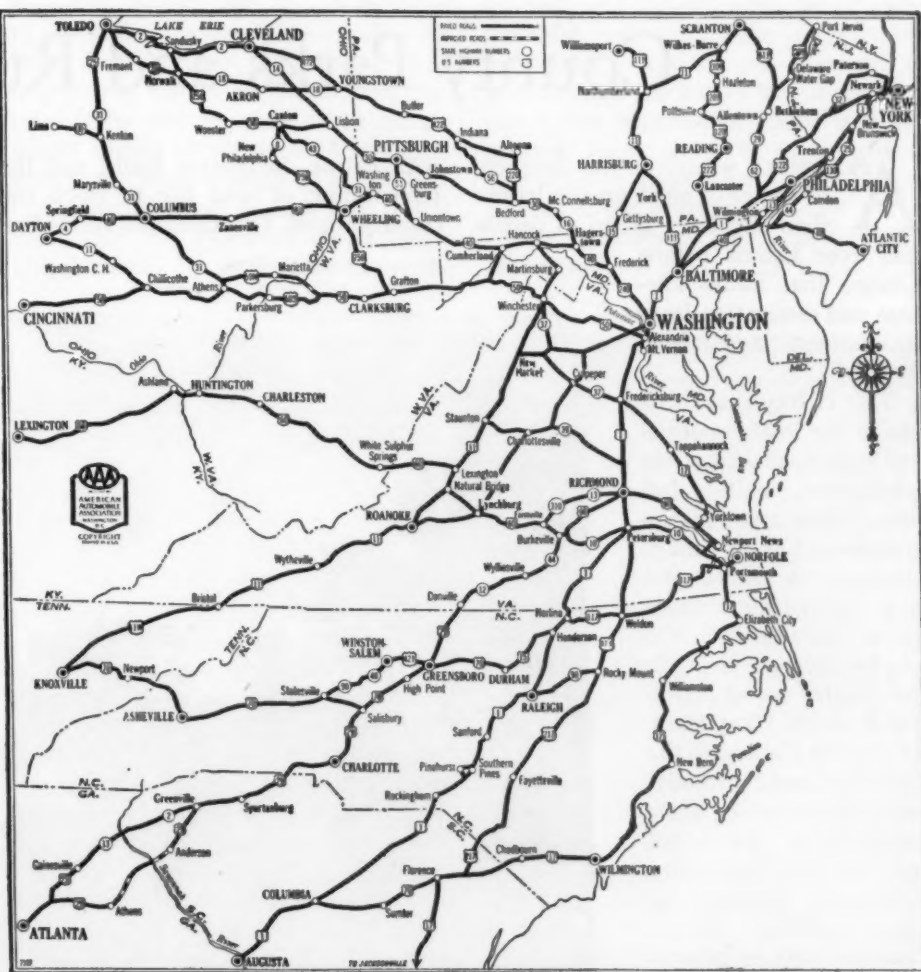
United We Stand

EVERY limited train that steams toward Washington is crowded with serious faced men and women who carry bulging portfolios. Pullman seats and chairs of lounge cars serve as improvised tables around which passengers lean over piles of charts and papers in eager and sometimes excited discussion. The hotel lobbies of the nation's capital swarm with guests who stand in groups and talk in earnest tones about employment, payrolls, steel, and shorter working days. Great government buildings, once darkened at night, blaze with light where weary-eyed attorneys, economists, government workers, and representatives of every field of human endeavor sign papers and feverishly dictate new papers to sign. Business magnates, captains of industry, coal miners, farmers, and welfare workers come and go. The nation is at work to save itself. Where difference of opinion and individualism once were rife, cooperation prevails. The nation stands united as it has never stood before except in time of war. And the nation is at war today against greed, incompetence, failure.

The ingenuity and determination of the American people will find a way to win. From the cooperation of today will grow the New Deal of tomorrow.

What will be the place of the teacher in the future? The question is being answered today by teachers. It is being answered in the inactivity of those who wait for something to happen. It is being answered by those active, energetic leaders who know that the teacher of tomorrow will be a clerk, and the school of the future a poor man's last refuge unless the members of the profession are equal to the united effort for which the present situation calls.

The National Education Association is making a valiant effort. The teachers' own new seven-story building at the familiar address of 1201 Sixteenth Street, N. W., is a place of vigorous activity. Secretaries of state teachers associations, state and city superintendents of schools, economists, sociologists, teachers, research experts, news reporters come and go. National commissions in animated discussion . . . trucks carrying away bags



of mail . . . millions of pages of literature arriving from the presses . . . releases to newspapers . . . magazine writers searching information . . . engineers setting up radio apparatus. . . Visitors see these activities or similar ones every day. Teachers are at work.

The headquarters staff is not the National Education Association. Every member plays a part. Your Association invites *you* to come to Washington. When the seventy-second annual convention of the National Education Association meets in the Capital City, June 30-July 6, teachers will take their places beside those who have come here from every other field of labor.

Many delegates will elect economical methods of travel. Thousands will drive autos and enjoy the delights of camping on the way. For the convenience of those who choose the highway, the following travel budgets, prepared with the assistance of the American Automobile Association, are offered. For instance, each of four teachers traveling the 702 miles from Atlanta, in a medium sized car, will budget his expenses for the round trip about as follows:

Gas and oil	\$5.62
Hotel, 5 days at \$1.50 per day [sharing room and bath with one other person]	7.50
Meals, 5 days at \$2 per day	10.00

Total \$23.12

After his arrival in Washington, he may enjoy the convention vacation at the following cost:

Hotel [sharing room and bath with one other person] 6 nights	\$12.00
Meals—5 days	10.00
Recreation—5 days	7.50

Total \$29.50

Thus, for \$52.62 an Atlanta teacher may enjoy this trip. The cost may be further reduced if the traveler stays at tourist camps enroute and in Washington.

Estimates of total expenses, including travel and living costs during the convention, on the same basis as the expense accounts budgeted above, follow for other cities: Minneapolis, \$66.23; St. Louis, \$57.01; Boston, \$47.24; New Orleans, \$74.26; Chicago, \$56.08; Detroit, \$47.83; Nashville, \$56.65; Pittsburgh, \$38.34; Cleveland, \$43.07; Birmingham, \$61.21.

For more detailed information, write to NEA headquarters.

County Parks and Rural Life

APARENTLY we are on the threshold of an age of much greater leisure than any large group of people has ever known before. Leisure that means idleness and dissipation leads to national and racial downfall.

The county has been one of the least organized and most inefficient of our government units; but there is now a nationwide movement toward county planning. A larger and larger proportion of those whose business is in the smaller cities are living in the country round about. It looks as tho the villages, the smaller cities, and the townships must surrender more and more of their functions to the larger unit, and that the county is destined to become our basal political factor. There are certain general functions that belong to each governmental unit, whether that unit be the nation, the state, or the county. One of these is a park and recreation system calculated to bring to an urbanized people its ancient heritage of field and open sky under which alone a stable nervous system may be built up and old racial memories and aptitudes revived.

The average county contains about 600 square miles. It should have not less than 1 percent of its area—about 3800 acres—in park and forest land, while 2 percent would not be excessive and in many cases would be obtainable. This area might be in one central plot or in a series of sites distributed about the county. There are advantages in each method, but no area of less than one square mile can offer seclusion to the protection of bird and animal life which is desirable in a game preserve, while in an area of ten or twelve square miles, there is an opportunity to be alone

with nature, for nature trails, and the replenishing of wild life to stock the country round. This doubtless seems like

same time a forest and a game refuge. It should inclose or adjoin a good sized body of water, either lake or river. It should provide a camp site, preferably with rustic cabins, for the Boy Scouts, Girl Scouts, Camp Fire Girls, the 4-H clubs, the YM and YWCA, and for playgrounds for churches and schools that desire such facilities. These sites could be used by different groups for two-week periods during the summer and for weekend parties and conferences by clubs and civic groups during the year. An opportunity for skating and coasting while the ground is covered with snow and ice would have a strong appeal.

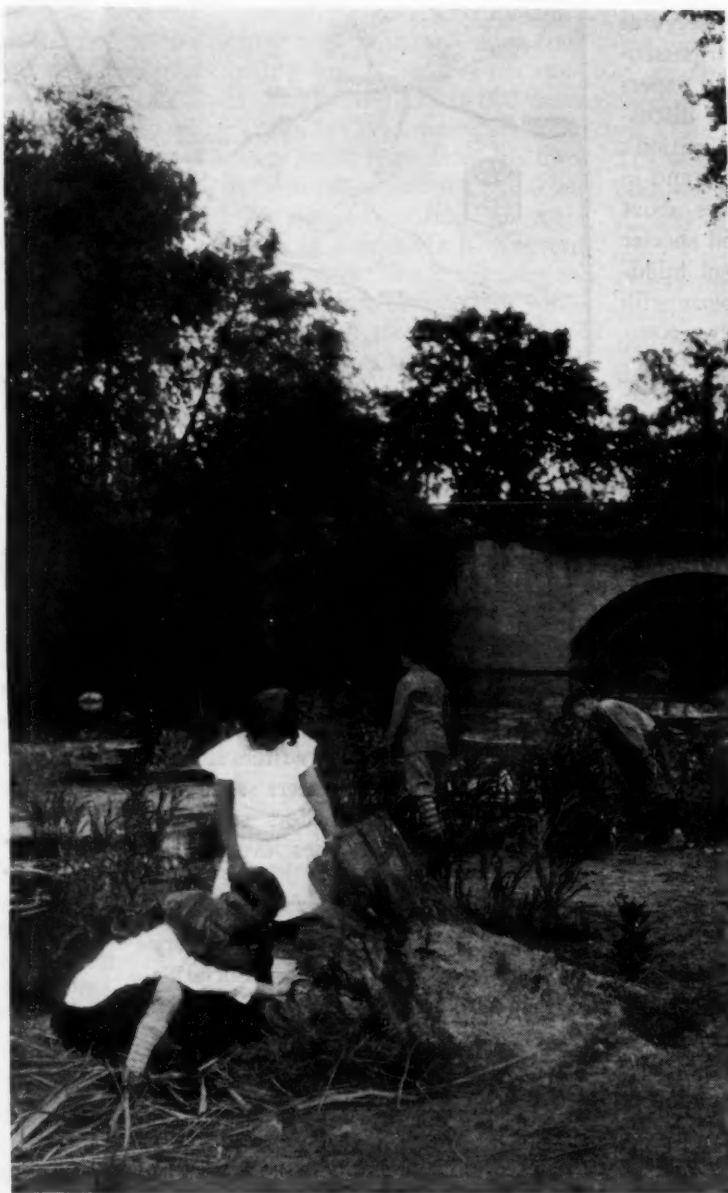
Much of the area secured should be replanted with native trees for the sake of the timber, the beauty, and the appeal to wild life and to people of all ages which these trees represent.

The planting of county parks would offer a great outlet for surplus labor; and one such county park constructed would doubtless lead to widespread interest and imitation thruout the state.

Each park should have a tourist camp, probably with cabins as well as an area for tents and a children's playground. Near the main entrance, in the more densely populated areas, there should be a gas station, a garage, a commissary, a restaurant, and either a hotel or a residence with tourist rooms.

There should be picnic sites which might be leased for special occasions for church, school, or community gatherings, as well as free sites for family gatherings. These sites should be equipped with fireplaces, water, and latrines.

Adjacent to the tourist and picnic sites there might be golf links, ball diamonds,



The county park gives children the opportunity to explore nature

a large order, yet even twelve square miles would be only a little over a quarter of one of the sixteen townships which constitute the average county. However, it is not necessary that all of this land should be secured at once. A considerable portion of it should be marsh, if possible, and most of the remainder marginal or submarginal land.

This county park should be at the

tennis courts, and grounds for horseshoe pitching and croquet. Waterside parks should have a good sized beach with bathhouse, canoes, and row boats.

A clear picture of needs usually results in accomplishment in America. If one such park were organized and the ideal impressed upon the people and the different counties—even if the United States does nothing—the land will prob-

important, the children should be taken to the parks frequently to observe the birds, animals, trees, and flowers. Nutting parties should be encouraged. Nature trails and in some cases nature guides should be provided. A botanical garden and nursery might be established.

The maintenance of such a system of parks need not represent any considerable expense. A small area about the

grounds, and athletic fields would offer healthful and worthwhile employment outofdoors to persons out of work. It would enrich the life of local communities in the wise use of leisure and encourage young people to improve their communities, rather than to seek opportunities in congested cities.

The government has announced the setting aside of \$25,000,000 to begin the



Waterside parks offer facilities for rowing and swimming

ably be given about as fast as the state can take care of it. Some of this land is already in the hands of the states from nonpayment of taxes. A good share of it is land that never should have been taken for agricultural purposes and that never has yielded a net income. In some cases the counties and municipalities of the counties should unite with the state in its purchase, if necessary.

The great majority of the state and county parks thruout the nation have been given. Mausoleums crumble, but the park may well persist thru the ages. It is the cheapest and most lasting tombstone that wealth may leave behind.

A system of county parks should be connected directly with the school systems of the county and the different cities. Nearly all young children are much interested in plants and animals. Nature study should begin in the first grade and be carried on up thru the high school. Interest in nature offers one of the best, most wholesome outlets for the increased leisure that is upon us. Nature specimens might be furnished the children from the parks. But what is more

park entrance could be leased for gas stations, garages, restaurants, and hotels to help pay the initial expense of the park. In leasing these facilities, objectionable, unsightly features could be eliminated. Many of the state and county parks of the country are already self supporting with the income increasing every year. Food, wood, and campers' supplies should be sold at regular prices.

This plan to put in every agricultural county a county forest, park, and game preserve is the easiest solution of two of our largest problems. It would withdraw from agriculture several million acres of marginal land, which is at present ruining those who attempt to farm it. It would achieve the same result in curtailing production, as the method of hiring the farmers to allow a portion of their land to lie idle, but in this case the results would be permanent, where under the method the government has been following, the work has to be done over every year.

In the second place, reforestation, the making of roads and trails, the development of bathing beaches, camp and picnic

acquisition of submarginal land with the statement that \$350,000,000 may be made available for acquiring 50 million acres, if the project works out satisfactorily.

There are about 200,000 rural schools in America, most of which have less than a half acre of land. They need at least two acres to provide for play alone. If there is to be gardening and nature study also in the program, each school should have not less than five acres. It would surely cause much less criticism for the Department of Agriculture to buy or lease two or three extra acres for each rural school than for it to lease farm land to grow up to weeds. If educators show their interest in this matter and at once, it should be possible to get something done. Consolidated schools should have at least twenty acres; but taking all of these together they would scarcely make a dint on the 50 million acres suggested for purchase. Probably in the case of the one-room school, a lease would be better than a purchase, as many of them will be abandoned in time.—
Henry S. Curtis, Ann Arbor, Mich.

How to Save the Kindergarten

THOSE interested in childhood education have been disturbed over the possible fate of the kindergarten. In practically every school system in which this unit exists, budgetary cuts have threatened the extinction of the kindergarten. In some quarters school officials are not convinced that the funds expended on this year of work are warranted. At a recent meeting on the school budget the kindergarten was referred to as "a boom time luxury."

There are three major reasons why this condition prevails and why the status of the kindergarten is so precarious:

First, the term kindergarten has outworn its usefulness and is no longer an appropriate designation for this first year of schooling.

Second, since the kindergarten is operated in many school systems as an appendage to the elementary school and as a separate item in the budget, it is readily "blue penciled."

Third, the evidence produced to justify the institution as to educational worthwhileness is inadequate to convince many public leaders and many educational authorities. Statistical records, financial reports, and administrative

practices have led the public to conceive of the kindergarten as an attachment to elementary education that may be eliminated at any time without serious loss.

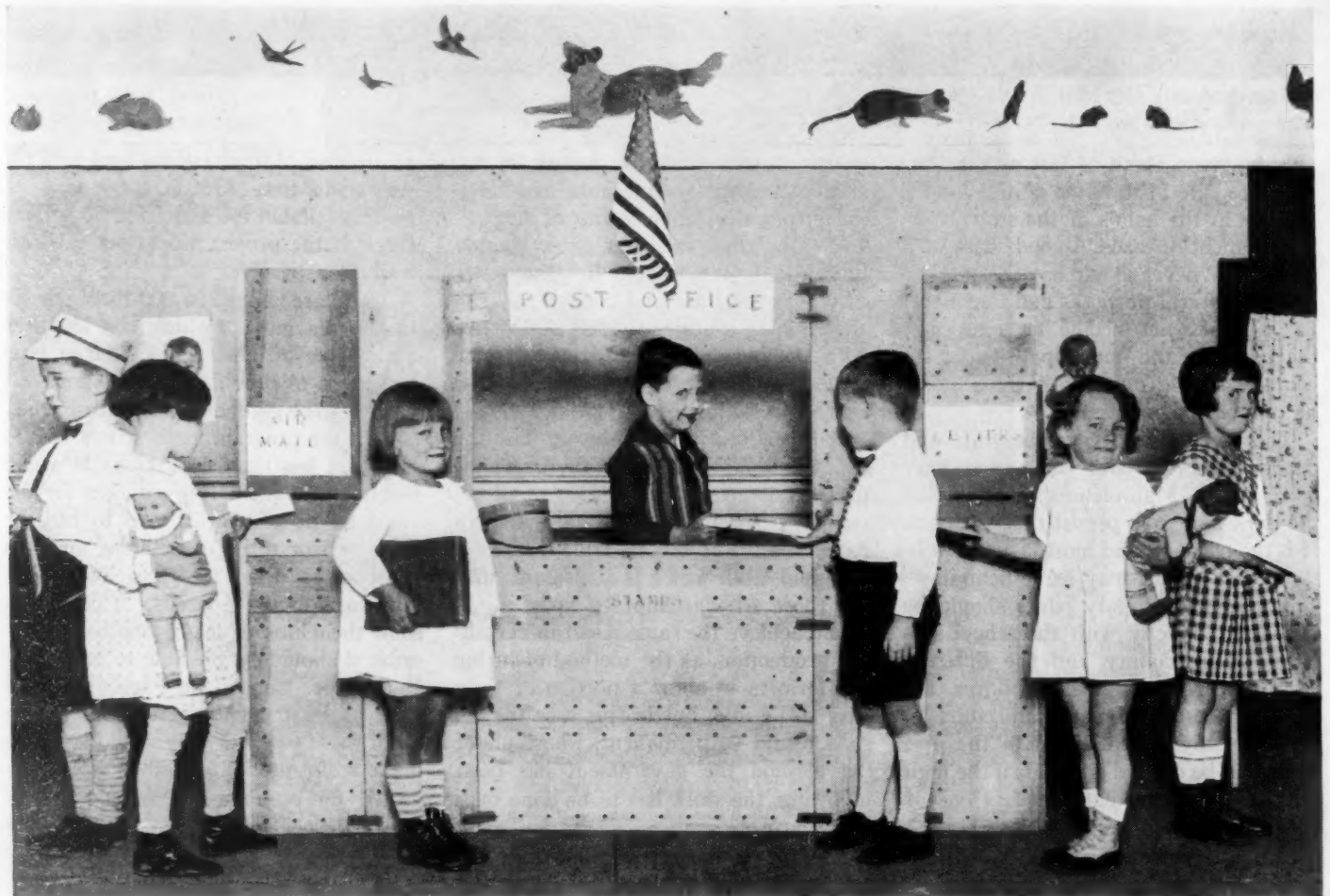
Unless those who are interested in the schools, and particularly in this year of school work, give their most serious attention to the organization problems involved, the kindergarten will probably be destroyed in many cities. Once dropped, it will be difficult to reestablish the work. The problems of childhood education will become increasingly complicated, and the research funds assigned to the several childhood education study centers are rapidly reaching the time when they will be exhausted. In spite of the work of these experimental schools and the developments that have taken place in cities in which the kindergarten and the first grade have fully unified, it is believed that current administrative and budgetary practices are sealing the doom of this early year of school work.

The first step toward the preservation

of the first year of school work as offered in the kindergarten is to discard the term kindergarten as a designation of an administrative unit or of a distinctive phase of primary or childhood education. By taking this step this particular year of school work will not appear as provided for in the budget thru a distinct or separate appropriation.

The next step to save the institution requires more intensive study of the problems of childhood education as now arranged in the first four years of school, including the kindergarten. It is believed that experimentation on the organization, the curriculum, the teaching, and the supervision of the work of these years will produce a change in practice that will bring forth more effective results at considerable less cost in instruction as well as in plant outlays.

As a basis for such study and experimentation the following plan is proposed. Since the evidence now available indicates that organized and directed school-



Kindergarten children of Atlanta, Georgia, build and operate their own postoffice.



These artists-in-embryo are kindergarten children of Oakland, California.

ing of children below six years of age is both profitable and desirable, the public and the board of education must fix the place on the age scale below which the community cannot afford to assume the financial responsibility for educating children. Naturally this age of school entrance will be modified from time to time as research demonstrates the relative economy of public education of younger and younger children. When the board of education fixes the minimum entrance age, the school officials are in a position to formulate the educational program for the young children entitled to public education.

The organization set up to carry out this program must be a flexible one, since over a period of time the entrance age may be changed. Hence a fixed graded system of schools can hardly serve the purpose. Obviously a chronological age classification of children will likewise not serve. It is proposed that research activities be directed to the organization of a primary division of the schools in which these early years of education may be organized into an informal system. The plan of work will be such that children will be advanced to the division be-

yond the primary as soon as they are socially, mentally, and physically qualified. There is some evidence available in the work of progressive school systems that points the way to possibilities of such a reorganization.

Such a plan will require thoroughgoing study of all children received into the school. The organization of learning and the play activities set up may demand four years of school life of some children while for others the time spent in this primary division may be reduced to a minimum. It is believed that a primary division of the sort proposed, in which the work of the kindergarten and the first three grades is properly integrated, will result in a division of the schools that cannot be destroyed thru budgetary trimming.

As school building programs demand revision, a new primary schoolhouse will emerge. It will be located so that the difficulties that now arise because small children are required to walk "so far" to school will no longer exist. The primary division will not need extensive playgrounds. The school building will be constructed about the playroom and recreation rooms as the centers of school life

and will serve as the center of parent activities.

The teaching service in the new primary division will be organized so that teachers will be assigned tasks commensurate with their competence and training. There will be master teachers, assistants, and clerks, with corresponding differences in educational preparation for the duties assigned. Salary schedules will be based upon training and responsibilities assigned and not as at present according to the "single salary theory." Instructional costs will be reduced materially while salaries will not be low.

It is obvious that if a change in the primary division takes place, a complete reorganization of the upper elementary school will be found necessary. As schools expand, it may be found economical and advantageous educationally to provide an extended intermediate school including in its activities the work now provided in grades four thru nine. The difficult building problems arising out of increased secondary-school enrolments and decreasing elementary enrolments may find its solution in this step.—**Fred Engelhardt**, College of Education, University of Minnesota.

What the American School Means to Me

WHAT the American School Means to Me" was the title of essays written by highschool pupils in a project sponsored by the Division of Publications of the National Education Association in connection with American Education Week in 1933.

In the observance of this occasion it seemed highly desirable to impress pupils as well as parents and taxpayers with the significance of the schools and the dangers which threaten them at this time. If the pupils of today go out from school with an understanding of the significance of the schools in our democracy and an appreciation of the services the school has rendered them, they will be better equipped to meet the problems of education when they become taxpayers and citizens.

The purpose of this project, carried out for the first time on a limited experimental basis, was therefore twofold: [1] to set highschool pupils to thinking, talking, and writing about the meaning of free public education; [2] to provide material calling for the preservation of the educational rights of children which would have a special appeal to adult citizens and taxpayers because it comes directly from the youth. The three best essays from the high schools in each city participating were selected and mailed to the Division of Publications of the National Education Association. The following cities submitted essays:

Smyrna, Delaware; Hartford City, Indiana; Mount Vernon, Indiana; Pikeville, Kentucky; Traverse City, Michigan; Askov, Minnesota; Winona, Minnesota; Hannibal, Missouri; Belgrade, Montana; Laurel, Montana; Broken Bow, Nebraska; Hoboken, New Jersey; Covington, Ohio; Johnstown, Pennsylvania; Middletown, Pennsylvania; Wilkinsburg, Pennsylvania.

From the entries submitted the three printed on this page were selected.

TO MY MIND the American school, along with the family and church, forms the background for a person's life. If one secures a good background, it does much to help him along in later life. Therefore the American school is closely allied with the later life of its students, altho they may not realize it.

The average American boy and girl, I greatly fear, do not realize the important part which the school plays in their lives. It is the place for me to learn the fundamentals necessary for higher education. It is there that I develop the

traits which I hope will lead to my success, and it is there that I develop obedience, cooperation, and leadership.

The American school provides an opportunity for an individual to obtain a free education. In few other countries in the world is the system of education so highly developed, and yet we do not appreciate our good fortune. Up till now I had taken the American school for granted and it was with a start that I realized that it is made possible only by the taxation of the American people. Up till now I did not realize the tremendous proportions of this system.

Our parents must pay to keep up this great system and we do not make the most of the opportunities they give us. We come to school with the idea of getting by on the least work possible and of having a good time. I have firmly decided to take advantage of the opportunities offered me to secure education.

The most important fact about the American school to me is the fact that it prepares its pupils to take an intelligent part in their work and community life in later years. This surely is a man's greatest responsibility and should be met squarely.—**John Fleming**, High School, Smyrna, Delaware.

THE AMERICAN SCHOOL means my education. Education means bringing out the best that is in me so that I can cope with the world—not today, when my parents decide things for me, but for my life when I will have to make my own decisions—not 1933 but 1943.

In that world, work will occupy a secondary place. Today work is the chief object of living. If education assumes that work is the chief thing in my world, it will fail me. It should teach me, not laziness because it is not laziness which will take work's place, but something active and exacting—true leisure.

An industrialist is quoted, "Soon we shall get a three-hour day." Today's people are not educated for such a world, but this is the world in which I will live. This means eight hours' sleep, three hours' work, two hours' eating, and eleven hours' leisure. Imagine filling eleven hours daily playing bridge, listening to the radio, and driving an automobile in circles.

What is the attitude of today toward the radio? Is it a time filler or a time killer? In the future I will have so much time that I will not be able to kill it all;

the American school must teach me to be a time-filler. A radio speech should lead to a week's thought.

Without work I shall be free—free for what? Free to be bored, or free to create and enjoy the life of the mind, educated wisely or foolishly—only the American school can determine.—**Helen Smith**, High School, Hannibal, Missouri.

I AM an American girl. When I was six years of age, I entered a public school, with no realization of the privilege that America was freely giving me. I accepted it as a matter-of-fact.

Natural inquisitiveness caused me to become interested in my studies and my classmates. When I learned to read, the joy of discovery led me to delve more deeply into the books of erudition. I mastered the "Three R's" and the other subjects included in the curriculum of the average American school.

Besides the prescribed subjects, I learned cooperation, obedience, and the necessity of routine. I learned that only by my own hard work and perseverance could I gain high grades. I discovered pride in accomplishment and shame in failure. Companionship with other young people develops unselfishness and geniality. These things I especially needed because I was an "only child." In the relatively small world of the public school from which no one is barred because of poverty or caste, I have found all the types of personalities which I will meet later in the world of affairs and have learned to make adjustments and allowances.

Had I intended to become a business woman, I could have fitted myself for that profession in the commercial classes. In the preparatory course which I have taken, I have learned the basic principles that are the foundation of higher learning. The knowledge that I have gained has brought a realization of what there is to gain and thus has instilled in me an earnest desire for more education.

My education means my chance of success, and that the American school has given me. It has enabled me to become an educated member of society and an intelligent citizen. If I make a failure of life, I shall feel that I am a traitor to my school, my home, and my country. May we students mean as much to America as the American school has meant to us!—**Catherine Daugherty**, High School, Hartford City, Indiana.

How the New Deal Came to Dunderland

DONALD R. RICHBERG

General Counsel, National Recovery Administration

LONG, LONG AGO there was a river flowing thru a country called Dunderland. On one bank lived the Herdsmen, a peaceful tribe of ragged individualists who raised sheep and cows. On the other side of the river lived the Plowmen, who raised corn and cotton, and were also ragged individualists. The men of both tribes made boats and fished in the same river; and they exchanged wool for cotton and corn for milk.

As each tribe multiplied, they began to build bridges across the river; and, as the bridge builders charged tolls, more and more bridges were built until finally the river was all cluttered up with bridges, and the toll charges were so reduced that all the bridges operated at a loss; and a lot of bridges were never finished; and bridge builders and bridge tenders could no longer make a living.

Along about this time the Herdsmen found that they were producing more wool and milk than they could use or exchange; and the Plowmen found that they were producing more corn and cotton than they could use and exchange. So there was a Depression; and naturally the ragged individualists of both tribes blamed their troubles on the other tribe; and after a lot of individual quarreling the tribes went to war.

The war had to be organized, because even ragged individualists do not like to fight separately. So the Chiefs of the Tribes took command. First they burned all the bridges so that the enemy could not get across. Then they began to build new bridges so as to attack the enemy. Meanwhile the Herdsmen began to raise corn and cotton; and the Plowmen began to raise sheep and cows, since they could not trade with the enemy and they needed these things. It took so long to get ready to fight that by the time each side was prepared to go to war the people were so busy and so prosperous that there didn't seem to be much to fight about.

So they made a treaty of peace which simply provided that anybody who desired could build a bridge. Then for the next ten years both tribes built bridges again as fast as they could. The first bridge builders made a lot of money; and for a few years the Herdsmen and the Plowmen traded merrily across the

river and fished in the river peaceably again. But, after ten years, once more there were too many bridges and everybody was producing more than he could exchange, except a few Herdsmen who had started raising chickens and a few Plowmen who had started raising wheat. So there was a little short Depression during which all the unemployed Herdsmen began to raise chickens and all the unemployed Plowmen began to raise wheat; and, as a result, there were soon too many chickens and too much wheat added to too much of everything else. So then a big long Depression started.

"It's all the fault of the Herdsmen," said the Plowmen; and the Herdsmen answered back: "It's your fault, not ours." So they declared war again; and burned all the bridges; and the Chiefs began organizing each Tribe for battle again; and there was a great revival of business and everybody went to work.

But one day, when a Council of War was being held by the Herdsmen, an old man named Pa Lee Khan stood up and insisted on making a speech. He was a very successful basket-maker who had become a teacher of political economy in his declining years and was known thruout the land as the learned Pa Lee Khan. He told the Council of War that the Depression was just a business cycle and there was no need to go to war about that. The thing to do was to wait for the end of the business cycle and then prosperity would return.

"When will the business cycle end?" he was asked; and he answered: "After enough people starve and die and things get scarce again, so there will be a proper balance of supply and demand. You haven't any effective demand for anything now except bridges."

"We need bridges," said the Chief, "because we burned them."

"Well," said Pa Lee Khan "if you want to create an effective demand for other things you had better burn them too."

That sounded very wise to the Chief, so he ordered everything burned; but before the order could be carried out there was a revolution; and Pa Lee Khan's cousin, Pa Lee Cy, became Dictator. Pa Lee Cy was both a scientific scholar and a practical politician so he

put the Chief and Pa Lee Khan in jail. They remained there arguing for twenty years; and when they died they left a large manuscript entitled, *The History and Cause of Business Cycles*, which no one has ever been able to translate so as to make any sense out of it—so it has always been regarded as a work of profound wisdom.

During this twenty years, however, the Dictator of the Herdsmen had made peace with the Dictator of the Plowmen by marrying their children and creating a Royal Family, which then established a Planned Economy. This was a very simple recovery program under which all the surpluses which either Tribe produced were delivered to the Royal Family. In this way Pa Lee Cy, who was the master brain of the Royal Family, practically ended the business cycle.

The people were never allowed to accumulate a surplus and they came to regard a continuing moderate Depression as the natural condition of a modern, well governed state. The overbuilding of toll bridges stopped because the Royal Family took charge of all roads and bridges as "public utilities" and, after the people had paid for building them, they were required to pay the Royal Family perpetual tolls for using them. This stopped excessive bridge building and eliminated all unfair competition.

It is probable that the planned economy of Pa Lee Cy would never have been changed if the old Royal Family had not petered out after a few generations of high living. It was succeeded by a Family of Cliff Dwellers, who called themselves Bankers, and claimed to be illegitimate progeny of the original Pa Lee Cy.

They tried to improve on the Planned Economy which had merely transferred the surpluses of production to the support of the Royal Family. First, they put in Efficiency Experts who doubled all the production of the farms and factories. That gave the Bankers such enormous surpluses that they could only use them by employing more Efficiency Experts and operating more farms and factories.

This brought on the Biggest Depression of all, when the surpluses were piled

up so high around the Bankers' houses that the Bankers starved to death inside and the ragged individualists starved outside, until along came a man with a New Deal who said: "Let's not have any more Royal Families. We'll have a new planned economy and the plan will be to have the people either absorb their own surpluses or stop producing surpluses. Doesn't that sound like commonsense?"

Thereupon all the ragged individualists cheered loud and long and the New Dealer went home feeling very happy. But that evening he ate mince pie and had a nightmare in which old Pa Lee Khan appeared scowling at the foot of the bed, and pointed a long bony finger at him and said: "Have you read *The History and Cause of Business Cycles*?"

"I have read it," said the New Dealer,

"and it's just a lot of words. It doesn't mean a thing."

"It means," replied old Pa Lee Khan, "that as long as ragged individualism is the pride and glory of Dunderland you will always have business cycles. It means that when you mortgage tomorrow you don't eat tomorrow—that every credit has its debit—and every boom must have its bust."

"We are going to have a new kind of planned economy," protested the New Dealer. "No boom, no bust. We are planning to feed and clothe all our ragged individualists by democratic co-operation."

"Socialism," whispered Pa Lee Khan.

"Communism," whispered Pa Lee Khan.

"Fascism," whispered Pa Lee Khan.

"You don't explain anything," said the

New Dealer, "you only call names and prove nothing, in a very scientific manner. What is wrong with the New Deal?"

"It won't work," whispered Pa Lee Khan.

"Why not?"

"I can't tell you why; but I am sure that it won't work."

"What would you do?"

"I wouldn't do anything," whispered Pa Lee Khan.

And then he disappeared very suddenly in a fog which he apparently had brought in with him, which lingered just long enough to cover his retreat.

That is where the fable ends. And that is where the New Deal begins.—Extract from a speech before the Annual Meeting of the Employers' Association of Western Massachusetts on January 18, 1934, at Springfield, Massachusetts.

Group Study and Faculty Meetings

AN ARTICLE with the title "The Principal and His Faculty Meetings," written by F. A. Boggess, University Hill School, Boulder, Colorado, is published in the January 1934 issue of *Educational Administration and Supervision*. It is well worth reading. In this article, Principal Boggess discusses the following points:

[1] No school can be operated at its best without frequent meetings of its teachers on a regular schedule with a definitely planned program.

[2] Planning, preparing for, and conducting faculty meetings is very largely the work of the principal and we must assume responsibility for their success.

[3] In teachers meetings the time devoted to routine matters should be minimized and broad general principles dwelt upon.

[4] A school's faculty meetings should constitute a practical, fundamental course in growth in service with local applications always made of everything discussed.

In commenting on the last point, Mr. Boggess says: "All phases of educational progress are discussed at the meetings [of University Hill School], based on striking magazine articles, books, or addresses. The economic problems of the nation and the world find a place in discussions as well as great moral questions, while community affairs are by no means neglected. The standards and ideals of the school are continually reiterated, so that every teacher is thoroly conversant with them and comes to believe in them."

Because the school year is nearing its close and teachers have additional re-

sponsibilities, we suggest that one faculty meeting in this month be based entirely on the contents of this JOURNAL. It has enough variety in the addresses from the Cleveland convention and other material to form the basis for a live professional meeting and can be easily planned. Short quotations—a paragraph or a few sentences in length—could be selected from this JOURNAL, mimeographed, and each one assigned to a different teacher for discussion, with the request that the discussion apply to your own school or community. Paragraphs like the following might be selected [figures refer to JOURNAL pages]:

"Vacation time leisure presents too big a challenge to be safely ignored or to be treated lightly by those who have any relation whatever to the destiny of young human life." [109]

"A system of county parks should be connected directly with the school systems of the county and the different cities." [113]

"The term kindergarten has outworn its usefulness and is no longer an appropriate designation for the first year of schooling." [114]

"The influence of housing upon health, tastes, and attitudes of family members can scarcely be measured." [120]

"Every major depression in the history of this country has been followed by a period of unusual educational progress. The decade just ahead will probably offer the best opportunity for substantial educational advance, which will occur in this generation." [103]

"We must learn the fine art of creating public opinion and of guiding educational legislation in the states and in the nation." [106]

"If we are to work for a better social order, our children must be taught to know what is wrong with the existing social order. Its defi-

ciencies must be uncovered, its shortcomings exposed, fairly, frankly, without passion or bias but without understatement, subterfuge, or apologetics." [97]

"There has been for some months past an almost hysterical excitement among a small group of radical educators for a kind of social instruction which regards itself as competent to settle all the problems of government and industry in accordance with extreme views regarding the future of the social order." [104]

"The time is here when student discussion of conditions of problems of our modern life should lead to individual, social, and civic betterment. Only thru courage, initiative, and leadership of our young people will changes be effected." [102]

Another way of using this JOURNAL is to prepare a list of questions, somewhat like the following [figures refer to JOURNAL pages]:

Name two types of sales tax. [110]

Who is Francis Zuill? [120]

What influence does housing have on health? [120]

Who is John K. Norton? [103] E. E. Oberholtzer? [101]

Do you find any ideas in the article on "Vacation Time for School Children" which can be used in your school and community? [107]

What are the two purposes of the project described on page 116? Could you adapt this project to your elementary school? [116]

Is it wise to teach children the problems of modern life, when those they will meet as adults will probably be different ones? [97]

Does Norton give satisfactory evidence that the decade just ahead will probably offer the best opportunity for educational advance? [103]

How much acreage in your state is in state parks? In county parks? [112]

Where will the 1934 convention of the NEA be held? [111]



Drawing by Morgan Dennis

Courtesy, The Parents' Magazine

New Values in Home Economics

IT WILL soon be fifty years since home economics was first introduced into the public schools, and it is interesting to observe the developments in this field of work during those years. In progressive schools the nature of home economics has changed, and it is important that the meaning of a modern program in home economics should be more generally understood. Economic and social forces have effected rather startling changes in the functions of the family and in the nature of the home during this time, and consequently education for homemaking has been adapted to the needs of the modern family.

Home economics was once a technical subject dealing mainly with the preparation and use of household commodities and with the care and operation of household equipment, but the philosophy which devoted major emphasis to prac-

tical skills is no longer in harmony with present modes of living. New values have been introduced into homemaking as many of the former functions of the family have been taken over by industry and other agencies in the community.

With the introduction of new types of housing and ingenious devices for heating, ventilating, and labor saving, methods of work have changed and the need for some types of household skills has been eliminated. With the production of an unlimited variety of commercially prepared food products of good standard, moderately priced, the need for a variety of skills in food preparation has been lessened considerably. Since the ready-to-wear industry has produced every type of clothing at prices which compare favorably with garments made at home, needlework skills have become less essential. Industry, in fact, has made

the homemaker more a *consumer* than a *producer* of household commodities. Altho the final preparation of commercial products for consumption does involve some skills and many problems in management of time and work, as well as good taste, family likes and dislikes, the homemaker's chief problem comes in intelligent selection of goods. Such changes illustrate why the emphasis in home economics courses has shifted from production of household commodities to the wise consumption of household commodities.

Much has been said about the necessity of educating the consumer, and home economics is one of a very few agencies that has devoted its energies to the education of the consumer. Ability to evaluate goods for personal and family use is probably the chief economic function of the homemaker and the fac-

tors that complicate her problem are very familiar. Never have we had a more perfect example of the need for a knowledge of nutrition principles, markets, fluctuating food prices, and food combinations as a basis for wise purchasing of food than we have in public relief at the moment. During the entire depression period the need for a knowledge of foods and nutrition has been demonstrated in the planning of food budgets on the small allowances available. The relation of nutrition to health is well established, and whether these limited low-cost diets have been selected so as to prevent malnutrition in children, only time will tell. The eagerness with which adults have sought assistance in dealing with these small allowances argues for a broader educational program along this line including training for both boys and girls and a wider range of age groups.

Since manufacturers and retailers of textile materials do not make available to consumers the type of information that is essential to wise choice of goods, home economics has included this type of training in its program. Informative labels giving facts in regard to grades, qualities, and materials are not provided for the household buyer and consequently the need for education in this field is emphasized. Most of the retail codes contain items of direct interest to the consumer, but interestingly enough, they are all sadly lacking in provisions requiring that facts be given to consumers about qualities or grades of goods. Some of the codes do stipulate that labels or advertising designed to deceive the consumer may not be used but they make no provision for giving information to the consumer. The codes are written for the industry, not for the consumer. Since consumers are an unorganized group, their information is their only safeguard in buying goods. Emphasis upon consumers' problems is one of the new values in home economics.

The influence of housing upon health, tastes, and attitudes of family members can scarcely be measured. Since the home provides the immediate environment, it too is an important responsibility for the household consumer. The complicated nature of the housing problem is exemplified by the great variety of building materials, new types of heating, lighting, ventilating, new designs in furnishings, as well as the numberless devices for eliminating household labor. Providing the type of housing at reasonable cost that best suits the needs of the family and at the same time serves as a

suitable background for the development of the group is no simple problem. Both the social and economic aspects of housing are given attention in progressive courses in home economics, in order that boys and girls may have some appreciation of the housing problems of the family and of the community.

Because our daily life in the family is so tied up with economic problems and our satisfaction and contentment so closely related to our choice of goods, it seems exceedingly important to learn to spend wisely. With decreased incomes and a trend toward higher prices in all common household commodities, the problem of readjusting the standard of living becomes more and more difficult. A higher value has been placed upon a "sense of security" in recent days, and only thru planning for saving and spending is security likely to be obtained. In the past family finance has been a pretty dull subject, but in the last two or three years money has influenced the lives of boys and girls in so many intimate ways that it has become one of the most dynamic subjects in home economics courses.

However important the economic function of the family may appear to be, it is certainly no more important than the social or psychological functions of the family. The trends toward urban life and toward smaller families not only changed the nature and amount of work to be done in the home, but actually changed relationships between members of the family group, the early education of children in the home, and the leisure-time activities of the family. The entrance of women into remunerative occupations and into public affairs brought changes in social relationships in the family that were even more fundamental than those that came as a result of in-

dustrial developments. As the number of wage-earning women has increased, homemaking has tended to become a joint enterprise rather than women's work alone. The changing status of women has developed a more liberal attitude toward both men's and women's responsibilities in the home and has broadened our ideas in regard to the most important values in family life.

Progressive courses in home economics consider problems in family relationships, personal development, and other important factors in family stability. Certain phases of the mental and social development of children are included, as well as the physical care of children. Young people need training for the complicated problems that they face in setting up a home and establishing a family. They need to know the responsibilities that they assume when they undertake family life. The factors that distinguish the successful family from the unsuccessful one are factors they should recognize. The compensations of successful family life are important points to be appreciated. With increased leisure for the average worker so near at hand, the problem of utilizing that leisure in home activities which are worthwhile, recreational, and inexpensive, is a very insistent one. These are some of the social values that are given an important place in the newer home economics programs.

There is an increasing tendency to organize home economics subjectmatter around the important functions of the family, rather than by the traditional method of organizing content around food, clothing, and shelter. Inasmuch as the primary purpose of home economics is to enable boys and girls to perform effectively the functions of the family in modern society, this seems a more logical approach to the problem of education for the home. The trend toward this organization is shown by the emphasis which progressive courses place upon such new values as social and family relationships, satisfactory home environment, individual and group development, intelligent consumption, financial management, and leisure-time activities.

This type of education is valuable for everyone, and it is encouraging to find that these newer phases of home economics are being incorporated in many different school subjects for all age groups. The integrated program makes this training available to everyone.—**Frances Zuill**, head, Home Economics Department, State University of Iowa.



Sixty Educational Books of 1933

THIS LIST is prepared annually for the American Library Association and THE JOURNAL of the National Education Association in the Educational Department of the Enoch Pratt Free Library in Baltimore.

Instead of the difficulty experienced in former years of choosing sixty books from a large group of worthy candidates, this year the problem has been to secure sixty qualified titles. There has been no great dearth of educational books, but unfortunately for this list, which aims to help the classroom teacher, worthwhile titles have been written mainly for students of education or specialists. Methods of teaching the various subjects have been represented by very few titles except for art and music. In this field, beside those listed, there are: Eakright and Young, *Adventuring with Toys*; Littlejohns, *Training of Taste in the Arts and Crafts*; McCauley, *A Professional Study of Public School Music*; McConathy and others, *Music in Rural Education*; Music Teachers National Association, *Proceedings, 1932*; Perry, *Art Adventures with Discarded Materials*; Ruckmick, *Studies in the Psychology of Art*; Russell and others, *Art Training thru Home Problems*; Thompson, *Fundamentals of Rhythm*.

It is hoped that in 1934 a larger number of successful teachers may be persuaded to publish the results of their methods, as for example, in this year's book *On the Teaching of English* by Seely. The hundreds of specialists who cooperate in the preparation of this list will then have a better opportunity for selecting the best titles in each group. Rural education is still neglected. For several years a scarcity of practical methods for the rural-school teacher has existed. Perhaps in the coming year, some helpful and desired contributions for this field may also be forthcoming.

As usual, revised editions not completely rewritten, have been omitted. Among the excellent revisions this year were: Cubberley, *An Introduction to the Study of Education*; Frazier and Armentrout, *Introduction to Education*; Murchison, *Handbook of Child Psychology*; Norsworthy and Whitley, *Psychology of Childhood*; Benson, *Psychology for Teachers*; Dewey, *How We Think*; Jordon, *Educational Psychology*; and Fargo, *The Library in the School*.

Attention should also be called to the twenty-eight monographs resulting from the three-year National Survey of Secondary Education conducted by the U. S. Commissioner of Education and a board of consultants—available from the U. S. Office of Education. A few titles particularly useful to teachers are: *Instruction in English* by D. V. Smith; *Social Studies* by W. G. Kimmel; *Science* by W. L. Beauchamp; *Foreign Languages* by H. M. Eddy.

A unique feature of this year's list is the inclusion of three important sets: Charters' Motion Pictures and Youth, The Century Childhood Library, and the University of Chicago Survey of its work.

Those books considered especially useful have been starred.

All teachers and students of education who are doing intensive research in any subject



THE CENTRAL HALL of the Enoch Pratt Free Library, Baltimore. In this library the "double purpose of beautiful design and sensible convenience" has been successfully achieved.

should consult the complete list of titles appearing in *School and Society* for March 24, 1934, and the similar comprehensive annual lists that have appeared in *School and Society* since 1927.

Education for the New Social Order

*JUDD, C. H. Problems of education in the United States. 214p. 1933. McGraw-Hill. \$2.50.

This is one of the most important books in the outstanding series of reports, *Recent Social Trends in the U. S.* A wise and forward-looking treatment of the new status of children, "incoördination" of the different units in the school system, problems of instruction, school administration, finance, and adult education. Stresses the need for scientific studies of these problems.

WOELFEL, NORMAN. Molders of the American mind, a critical review of the social attitudes of seventeen leaders in American education. 304p. 1933. Columbia Univ. Press. \$3.

Its subtitle suggests the importance of this book. Chap. 1—Studies the implications of social change for education. Chap. 2 and 3—Analyze and interpret viewpoints of seventeen educators. Chap. 4—Presents "suggestive, strategic considerations for American educators." Especially valuable for students who need to clarify their ideas concerning current educational ideas and the men who influence them. Excellent bibliographies.

History, Principles, and Philosophy of Education

BUTTERWECK, J. S., and SEEGER, J. C. An orientation course in education. 392p. 1933. Houghton. \$2.

That the students shall be oriented in not merely a field of subjectmatter, but in an entire field of thought is the objective of this book. It attempts to acquaint the beginner with fundamental problems and stimulate him to further efforts along these lines. Organized on the unit plan, the major problems of curriculum, teaching, administration, and research are well-developed.

*KANDEL, I. L. Comparative education. 922p. 1933. Houghton. \$4.

A systematically arranged philosophical interpretation by our most eminent authority on comparative education. Discusses the organization, administration, scope, and curriculums of the school systems in England, France, Germany, Italy, Russia, and the U. S. Elementary and secondary education are treated in the light of political, social, and cultural influences that determine the character of national systems of education.

*KILPATRICK, W. H., and others. The educational frontier. 325p. 1933. Appleton-Century. \$2.50. [Published also as: Yearbook No. 21 of the National Society of College Teachers of Education. Univ. of Chicago Press. \$1.50, paper.]

When educational leaders such as Kilpatrick, Bode, Dewey, and others express their ideas, people are sure to take notice. In this book, they analyze changes in American life and outline a "program for an education which would fit pupils to understand the life of which they are a part and prepare them to plan and reconstruct their social economic institutions."

Administration and Finance

*ALMACK, J. E., ed. Modern school administration: its problems and progress. 892p. 1933. Houghton. \$2.50.

Twelve specialists contribute their interpretations of important educational principles, in a memorial volume to E. P. Cubberley. Chapters include timely topics such as school finance and business management, school properties and schoolhouse construction, "the superintendent and the board of education," and state and county administration. The book is a modern and practical resumé of the fundamentals of administration as they are applied in leading school systems.

EDWARDS, NEWTON. The courts and the public schools; the legal basis of school organization and administration [Social science studies, No. 28]. 591p. 1933. Univ. of Chicago Press. \$5.

A sound, authoritative treatment of the legal basis of school organization and administration. Court decisions have been selected, analyzed, and explained so as to make them accessible and understood. Discusses school money, liability of schoolboards and school officers, employment and dismissal of teachers, and the like. Especially timely and valuable to school leaders because of present social and economic conditions.

Supervision

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERINTENDENCE. Eleventh yearbook: educational leadership; progress and possibilities. 528p. 1933. The Association. \$2.

A contribution to the science of supervision advocating a genuinely cooperative relationship as the only effective technic of supervision. Seeks to reconcile the scientific method with a democratic conception of supervision having for its fundamental pur-

pose the fullest possible release of the capacities of individual group welfare, the supervisor becoming the educational leader. Should be stimulating to all teachers and supervisors.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. Sixth yearbook: effective instructional leadership; a study of the problem of integration. 183p. 1933. Teachers College, Columbia. \$2.

Styled "a philosophy of democratized supervision," data for this yearbook was gathered by questionnaires attempting to determine how conflicts in supervisory practices were settled. These replies were analyzed according to various conceptions of supervision. Stresses the point that effective procedure must be flexible for a thinking teacher and a changing child. It fulfills the aim; namely, to stimulate thought and discussion of integrated supervision.

Conduct and Character Formation

HEATON, K. L. The character emphasis in education: a collection of materials and methods. 415p. 1933. Univ. of Chicago Press. \$3.

A few minutes devoted daily to character-building stories will achieve only slight results in character education, for the subject cannot be isolated in the curriculum. The author recognizes this fact and in his book presents many types of procedures that have been used successfully in various schools. Here is a wealth of illustrative material and suggestive methods with splendid references and bibliographies.

Psychology of Childhood and Youth

CHARTERS, W. W., and others. Motion pictures and youth; the Payne Fund studies. 13 monographs bound in 9 vols. 1933. Macmillan. Sold separately: prices vary.

These monographs present the technical reports of the Payne Fund studies which investigated the influence of motion pictures upon the attitudes, health, emotions, and conduct of children. Scientific form and data may repel casual readers but will prove most convincing to teachers familiar with research techniques. *Charter's Motion Pictures and Youth: a Summary*, Dale's *How to Appreciate Motion Pictures*, and Blumer's *Movies and Conduct* are the titles which will be most useful to classroom teachers. See note under Forman, *Our Movie-made Children*.

GRUENBERG, S. M., and GRUENBERG, B. C. Parents, children and money; learning to spend, save and earn. 219 p. 1933. Viking Press. \$1.75.

"If the child is to learn to handle money, he must have money to handle." From this assumption the authors show how the child thru his allowance acquires practical technic in purchasing, saving, earning. Cooperation between parent and child in the realm of home finances is discussed as leading to an ideal living plan. Handy guide for parents, teachers, or social-workers.

JERSILD, A. T. Child psychology. 462p. 1933. Prentice-Hall. \$3.

A text for normal schools and teachers at large, bringing child psychology up to date by its illustrations and observations on many research studies—some not yet published. States what is known today about the emotions, learning, development of language, and social behavior of the infant. "Presents sound scientific investigations in such a way that they are clear, accurately reported, and distinctly interesting."

SMITHIES, E. M. Case studies of normal adolescent girls. 284p. 1933. Appleton-Century. \$2.

A very readable explanation of the technic of case work. The detailed cases of eleven normal girls, socially and educationally maladjusted, are described and results recorded. The illustrations selected emphasize the normal rather than the abnormal and are representative of typical problems met in school and home. Has wide appeal but will be especially interesting to the classroom teacher.

Educational Psychology

HOLLINGWORTH, H. L. Educational psychology. 540p. 1933. Appleton-Century. \$3.

THIS LIST is one of the outstanding annual services of THE JOURNAL. Each year it grows in favor among JOURNAL readers. For preparing this list, we are indebted to Mary Rebecca Lingenfelter and Rea J. Steele, Head and First Assistant in the Department of Education, Philosophy, and Religion of the Enoch Pratt Free Library of Baltimore, and the hundreds of experts thruout the country who cooperate with them each year. This is the tenth time THE JOURNAL has presented this feature.

Well-planned text having a definite viewpoint, presenting in an untraditional way the fundamental psychological principles, and applying them to the art and science of teaching. Excellent treatment of transfer of learning, mental discipline, and the author's "cue reduction" theory of learning. A refreshing interpretation in the field of school subjects and technics.

POWERS, F. F., and UHL, W. L. Psychological principles of education. 510p. 1933. Appleton-Century. \$2.50.

A new book in elementary educational psychology which pleasingly avoids the use of technical terms. Designed for beginning students, it will be useful to teachers and administrators as well. Some topics well handled are the discussions of the bases of conduct, the integration of educational psychology in the curriculum, and the relation of the teacher to pupils of varied capacities.

***PRESSEY, S. L.** Psychology and the new education. 594p. 1933. Harper. \$2.25.

A Scientific Book Club selection, chosen to fill the "need for a closer linkage of scientific knowledge and educational practice." Incorporates the results of a ten-year program which went beyond the usual methods of experimentation to an intensive study of the child himself. An inspiring book for teachers and general readers.

Educational Tests and Measurements

GARRETT, H. E., and SCHNECK, M. R. Psychological tests, methods, and results. 235p. 1933. Harper. \$2.75.

Intended as a textbook and laboratory manual, this volume covers very completely the subject of psychological tests. It describes innumerable tests, giving their purposes, materials necessary for administering and scoring, as well as the use and validity of each test. Part II, which concerns the measurement of complex functions such as personality and temperament, general intelligence, and mental ability tests, is available as a separate book.

Special Education and Exceptional Children

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. COMMITTEE ON PHYSICALLY AND MENTALLY HANDICAPPED. The handicapped child; report, W. J. Ellis, chairman. 452p. 1933. Appleton-Century. \$3.

A complete picture of the extent and nature of the problems presented by handicapped children. Gives a comprehensive discussion of the various kinds of handicaps, their treatment, and suggestions and recommendations for their educational and vocational adjustment. "The need for closer cooperation between medical, social, health, educational, and employing agencies is clearly shown."

Educational Research

ABELSON, H. H. The art of educational research; its problems and procedures. 332p. 1933. World Book Co. \$2.

Altho for graduate students and research workers, this book should also find a place in the hands of the practical schoolman because it suggests methods for selecting significant research problems, handles the successful outlining of solutions, describes the uses of research technics, and the kinds and functions of working tools. An orderly treatment with selected bibliographies.

Teachers and Teaching Methods

***BREED, F. S.** Classroom organization and management [Measurement and adjustment series, ed. by L. M. Terman]. 472p. 1933. World Book Co. \$2.

One of this year's books which has very practical value for the teacher in her classroom work. Classroom management is defined as dealing with problems, factors, conditions externally related to class instruction and includes such topics as testing, grouping of pupils, individual systems of instruction, supervised study, class size, marks, new-type examinations, and the like.

BROWN, E. J. Everyday problems in classroom management: a case and problem book. 306p. 1933. Houghton. \$1.80.

A radical departure from the usual text in classroom management in that the case and problem method is followed. Over 170 questions "wide in scope, clear and lively in presentation" illustrate the everyday workings of the ordinary classroom. These problems have been developed and used in the author's own classes with student teachers.

COOKE, D. H. Problems of the teaching personnel. 384p. 1933. Longmans. \$3.

Business-like administration of the teaching personnel is one of the important duties of the superintendent. Therefore, school executives will find the author's treatment of professional teaching and administrative problems of significant value. The book is almost entirely a compilation of objective studies in each field, based on wide experience of principals and superintendents. Of particular import to classroom teachers.

GARRISON, N. L. The technique and administration of teaching. 593p. 1933. American Book Co. \$2.50.

Here is definitely prescribed a threefold program: proper study and work technic, control and use of needed content, ability in getting things done. In acquiring these—learning, teaching, and supervision constitute the fundamental agencies of education. The author clearly provides for methods of developing and unifying these principles, so as to achieve correct learning activities and desired pupil growth.

HISSONG, CLYDE, and HISSONG, MARY. An introduction to the principles of teaching. 260p. 1933. Winston. \$2.

Reviews, in clear and readable style, the basic principles of teaching and traces the effect of theories advocated by many famous educators, notably Locke, Rousseau, Herbart, Thorndike, Watson, Dewey, and others. Emphasizes the importance of flexible teaching procedures which permit an intelligent approach and adjustment to each new teaching problem.

Preschool, Kindergarten, and Elementary Schools

LANGDON, GRACE. Similarities and differences in teaching in nursery school, kindergarten, and first grade. 392p. 1933. Day. \$2.95.

Scientific and technical treatment of teaching methods in nursery school, kindergarten, and first grade. It surveys current practice in an attempt to determine need for unification in these grades. Data used in the survey provided by checklist of specific acts performed by teachers. Valuable suggestions for training courses endeavoring to achieve continuity in the educational program.

RETAN, G. A. Management and teaching technique in the elementary school. 370p. 1933. Prentice-Hall. \$2.

Addressed to the beginning teacher in small and one-room schools. Major distinctions are its indorsement of the Gestalt viewpoint in psychology, and the attempt to apply educational sociology to school management and technic. Emphasis on management, with discussions of such topics as: the unit, activities, drill, home work, community relations, discipline.

Curriculum

*WEBB, L. W., and others, eds. High school curriculum reorganization. 395p. 1933. North Central Assn. of Colleges and Secondary Schools, The Ann Arbor Press. \$1.50.

The North Central Association presents the results of fifteen years of work on the reorganization of secondary school curriculums, emphasizing "the primacy of the life-career motive" as a determining factor. The chapters are reports, uneven in quality and completeness, but important and highly valuable in that they give concrete illustrations of how to use educational objectives as criteria for selecting the content of the various subjects taught.

Secondary Education

*BRIGGS, T. H. Secondary education. 557p. 1933. Macmillan. \$2.50.

A challenging contribution giving the high school teacher a vision of what secondary education should seek to achieve in its pupils. The issues raised are real, based on pertinent live facts that need solution. There is a survey of secondary education in other countries, a brief history of its evolution in America, and a discussion of the conflicts of theory and practice inherent in our high school teaching. A forceful and outstanding contribution to secondary education.

*RICE, G. A., CONRAD, C. C., and FLEMING, PAUL. The administration of public high schools through their personnel. 723p. 1933. Macmillan. \$2.75.

A careful consideration of the duties of each administrative office, based on sound theory and offering practical advice for specific situations. What he should do and how he should do it are clearly shown to the principal, vice-principal, dean, department head, teacher, librarian, and in fact, each member of the staff. The book is evenly written and single portions of it may be profitably read.

School Libraries

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Twelfth yearbook: the elementary school libraries. 576p. 1933. The Association. \$2.

The enriched activity program has forced out the single textbook method and created necessity for "more, better, and handier books." With this change, elementary-school libraries have appeared and consequently techniques for their use and administration must be developed. Herein are worthwhile articles on library relationships, classroom integration, the librarian, supervision, booklists, and reading interests. Chapters on rural and state libraries.

Reading, Writing, and Languages

GRAY, W. S., and WHIPPLE, GERT-RUDE. Improving instruction in reading: an experimental study [Supplementary educ. monographs, No. 40]. 226p. 1933. Univ. of Chicago. Dept. of Educ. \$1.75.

To improve the teaching of reading in harmony with the results of scientific study is an important objective of this monograph. It is written at the elementary-school level but has broad applications for the secondary school and college. Administrative and supervisory difficulties are considered and underlying principles of good procedure are investigated.

*SEELY, H. F. On teaching English. 391p. 1933. American Book Co. \$2.

In a delightfully informal style, the author discloses his philosophy of teaching fundamentals, oral composition, and written composition. A rich personal experience lends authority to his statements while samples of his students' work prove the effectiveness of the methods which he advocates. Excellent chapter summaries facilitate intensive study of the book.

TROMMER, C. J., and REGAN, T. A. Directing language power in the elementary school child through story, dramatization, and poetry. 497p. 1933. Macmillan. \$2.

"Excellent book for any elementary teacher because material included is fresh, stimulating, practical, and well-suited to intelligent adaptation." Offers the teacher suggestions in vitalizing her use of the story, poetry, and drama. Covers a wide field including playmaking, puppet shows, shadow pictures, poetry, and folk lore. Numerous examples, illustrations, and problems in each section.

Mathematics and Science

BRESLICH, E. R. The administration of mathematics in secondary schools. 407p. 1933. Univ. of Chicago Press. \$3.

Describes problems of principals, supervisors, and those in charge of departments of mathematics in directing and improving the teaching of the subject. The author places a high value on the use of tests and provisions for individual differences. Discusses the need for reforms in the mathematics curriculum to adapt it to changes in the social order.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Eighth yearbook: the teaching of mathematics in the secondary school. 264p. 1933. Teachers College, Columbia. \$1.75.

A distinct service is rendered to administrators and teachers of mathematics by this yearly publication of practical material. A wide variety of topics is discussed by the six contributors. The valuable suggestions on concrete aids in teaching mathematics make this decidedly worthwhile.

Geography and Social Studies

NATIONAL COUNCIL FOR THE SOCIAL STUDIES. Supervision in the social studies: Yearbook, Vol. III. 260p. 1933. McKinley Pub. Co. \$2.

A canvass of teachers and supervisors revealed that a study of this sort was urgently needed. Here, then, are assembled supervisory programs as developed in various school systems. Intelligent supervision directed towards educational leadership is urged. Teacher and supervisor are brought into closer contact and supervisory problems clearly illustrated.

*NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The teaching of geography; ed. by G. M. Whipple. 615p. 1933. Public-School Publishing Co. \$4.50, cloth; \$3, paper.

Covers the program in geography from the lower grades thru college. There is an interesting introductory characterization of old geography texts followed by discussions on the place of geography in the curriculum, the science and technic of teaching, and an analysis of eighty-two surveys and studies on this subject. Gives some illustrative units for elementary grades and high school. Reflects the best of current opinion and practice among prominent persons in the field.

PIERCE, B. L. Citizen's organizations and the civic training of youth [Amer. Historical Assn. Commission on the social studies. Report, Pt. III]. 428p. 1933. Scribner. \$2.

A painstaking, comprehensive study of the activities of more than two hundred non-school organizations which are trying to train youth in civic virtues. Policies of labor, military, peace, fraternal, religious, social, and prohibition groups are investigated and explained without bias. Not social science teachers alone, but curriculum makers and administrators will welcome this reference book appropriate for the "new social order."

SWINDLER, R. E. Social studies instruction in the secondary schools; with particular reference to the curriculum, the library, the objectives, and the unit system. 348p. 1933. Prentice-Hall. \$2.50.

Does not attempt to discuss all aspects of social studies but emphasizes some of the more recent methods and classroom practices. Teachers will find much that can be put to use in their daily activities, e.g., a clearer understanding of the unit system, an improved basis for selecting reading material and the motivation of its use. Two carefully selected booklists on American history are included. The book is practical rather than theoretical.

Art, Music, and Drama

KLAR, W. H., WINSLOW, L. L., and KIRBY, C. V. Art education in principle and practice. 512p. 1933. Milton Bradley Co. \$2.50.

Deals with the social and historical background of art education, the art supervisor and his department, the selection of objectives and organization of subject matter, provisions for talented pupils, and administrative problems which include up-to-date information on publicity. Written for grade teachers, student teachers, art teachers and supervisors, principals, and superintendents of schools.

TODD, JESSIE, and GALE, A. VanN. Enjoyment and use of art in the elementary school. 134p. 1933. Univ. of Chicago Press. \$1.50.

Stimulating art instruction for the alert elementary teacher. It incorporates two important aims; namely, enjoyment—to satisfy the children's "just for fun" aspects, and use—to encourage the development of a more enlightened "art-minded" youth. Filled with original suggestions and illustrations. Teachers will appreciate the discussions of clay-modeling, design, color, figure-work, and history of art.

Vocational, Business, and Industrial Education

EASTERN COMMERCIAL TEACHERS' ASSOCIATION. Sixth yearbook; teaching devices and classroom equipment. 422p. 1933. The Association. \$2.50.

Teachers throughout the country have contributed their ideas and experiences to the compilation of this practical yearbook. The subject is commercial classroom equipment for schools with both large and small budgets. There is a valuable section on teaching devices for bookkeeping, commercial arithmetic, law, shorthand, and the like. Private business schools figure in the discussions.

*NICHOLS, F. G. Commercial education in the high school [Century vocational series]. 514p. 1933. Appleton-Century. \$3.

A valuable and comprehensive treatment of the whole range of business education. Evaluates commercial education, diagnoses the failure of the present scheme and sets forth many problems that have arisen in recent years. "The keynote of the author's philosophy is that business education should be essentially and distinctively vocational in its objective."

Guidance and Personnel Service

ALLEN, R. D. Common problems in group guidance. 186p. 1933. Inor Pub. Co. \$1.95.

ALLEN, R. D. Case-conference problems in group guidance. 151p. 1933. Inor Pub. Co. \$1.55.

Real contributions to the literature on guidance in secondary schools. The first analyzes sixty problems in terms of pupil objectives, giving helpful bibliographies and an appendix of sample units from a group-guidance curriculum. The second volume describes typical life situations intended for instruction thru group discussions. Urges the necessity of teachers assuming the role of conference leaders.

BENNETT, M. E. College and life. 456p. 1933. McGraw-Hill. \$2.75.

Altho this has been prepared as a college text in orientation courses, it will be useful for secondary teachers and those engaged in educational guidance work. Problems covering life-planning, self-development, social development, and mental hygiene are adequately analyzed. The author presents a comprehensive system of group guidance, combining it at the same time with effective individual counseling.

Health and Physical Education

ANDERSON, J. E. ed. Century childhood library. 1933. Appleton-Century. Happy childhood: the development and guidance of children and youth. 321p. \$2.50. FOSTER, J. C. Busy childhood: guidance through play and activity. 303p. \$2.50. STUART, H. C. Healthy

childhood: guidance for physical care. 393p. \$2.50.

A series of books on child study making much of the White House Conference material available in compact and readable form. *Healthy Childhood* treats the principles of nutrition, rest, and activity giving practical problems arising in the physical care of the child. *Happy Childhood* discusses the child's control over himself and his environment. *Busy Childhood* emphasizes the importance of occupation and play in developing personality and character. In non-technical terms, this series shows how to apply effectively the most important present scientific knowledge to improve the health and welfare of American children.

***NATIONAL RECREATION ASSOCIATION.** The new leisure challenges the schools; shall recreation enrich or impoverish life? Based on a study made by E. T. Lies. 326p. 1933. The Association. \$1.50, paper; \$2, cloth.

A challenging account of what is being done in our schools to encourage a wiser use of leisure time. Gives the bad as well as the good examples of the direction of physical education, dramatics, after-school activities. Filled with practical material for those concerned with the cultural and recreational future of the U. S.

Rural Education

LANDIS, B. Y., and WILLARD, J. D. Rural adult education. 229p. 1933. Macmillan. \$1.75.

An account of the contribution of many social and governmental agencies to our rural adult educational program. Not merely a report, but a survey with a purpose, putting forward a program of future development. Gives an interpretation of rural America, surveys the entire field of rural adult education, and suggests possibilities for improvement; namely, that co-operative and purposeful activities be set up around the school as a unit rather than to treat rural adult education as a separate enterprise.

Higher Education

CONFERENCE OF UNIVERSITIES, NEW YORK, 1932. Obligation of universities to the social order, prepared under the editorial supervision of H. P. Fairchild. 503p. 1933. N. Y. Univ. Press. \$2.

In keeping with these disorganized times, this centennial conference of the most eminent university administrators and students of this country and Great Britain, takes as its theme the responsibility of universities in preparing the minds of students for this changing world. The university is discussed in terms of its aims, spiritual value, economic and governmental changes.

GRAY, W. S., ed. Needed readjustments in higher education (Proceedings of Institute for Administrative Officers of Higher Institutions, 1933, Vol. V). 283p. 1933. Univ. of Chicago Press. \$2.

A series of challenging problems facing institutions of higher education due to changing social needs of today. An illuminating picture of the present emergency, readjustments affecting organization, instruction, and student life, as well as sources of revenue and financial readjustments, are discussed.

JONES, E. S. Comprehensive examinations in American colleges. 436p. 1933. Macmillan. \$2.50.

Primarily concerned with the origin and philosophy of comprehensive examinations and with systems of honor courses and tutorial schemes that serve as devices to develop more scholarly attitudes in students. Presents a vast amount of authoritative information for college teachers and should prove helpful to all who are seeking suggestions for the construction of better questions for all types of examinations.

REEVES, F. W., director, with ten associates. University of Chicago survey. 12 vols. Univ. of Chicago Press. 1933. \$30 a set, or sold separately.

Report of a three-year selfsurvey financed mainly by the General Education Board, which shows the inner workings and evolution of this great institution. The twelve volumes range in size from 126 to 455 pages and cover university growth, organization and administration, faculty, instructional problems, admission and retention of students, college alumni, li-

braries, extension service, plant, student problems, class size and costs, and the Oriental institute. Altho facts and findings relate to a unique university situation, the study has value and interest for anyone concerned with higher education. Outstanding titles of general interest are: Vol. II—The organization and administration of the university. Vol. IV—Instructional problems in the university. Vol. XI—Class size and university costs.

Ways This List Is Used

INDIVIDUAL teachers use it to discover the professional books of the year which they should examine, read, or buy.

[2] Instructors in teachers colleges refer their students to these annual lists to encourage free reading.

[3] Persons in charge of professional libraries for teachers use it as a checklist in making up purchase orders.

[4] Librarians in public libraries use it as a buying list for their teachers room.

[5] Librarians in teachers colleges check their last year's purchases with it.

[6] Librarians in foreign countries and instructors of foreign students in America use it to keep in contact with educational writings in this country.

[7] Directors of extension courses for teachers study these lists to discover new material for reading courses.

[8] Editors use it to seek new ideas for their magazines.

Adult Education

BITTNER, W. S., and MALLORY, H. F. University teaching by mail; a survey of correspondence instruction conducted by American universities. [Studies in adult educ.] 355p. 1933. Macmillan. \$2.50.

A comprehensive survey of the problems, history, methods, and results of correspondence instruction in American universities. Gives a sociological interpretation of the influences of adult education programs and agencies which carry on rural education activities.

KOTINSKY, RUTH. Adult education and the social scene; with a foreword by W. H. Kilpatrick. 208p. 1933. Appleton-Century. \$2.

A well-balanced treatment of the American movement for adult education. Attention is given to the vast and difficult task of making the ordinary daily environment more educative, and the "eternal" differences between youth and adult life. Suggests some wise general principles for redirecting present trends in the light of our changing social order.

Visual and Radio Education

DEVEREUX, F. L. The educational talking picture. 222p. 1933. Univ. of Chicago Press. \$2.

Half of this volume is devoted to the following topics: methods of producing talking pictures, available research as to their educational value, uses at various school levels, and the equipment necessary. Remainder treats practical problems involved in utilizing the film effectively for educational purposes. Reflects the author's experience and clearly presents the possibilities of this new instrument.

*FORMAN, H. J. Our movie-made children. 288p. 1933. Macmillan. \$2.50.

One of the most widely discussed books of the year. Summarizes, in popular style, results of thirteen studies made for the Motion Picture Research Council which show effects—good and bad—of movies on children's health, conduct, and morals. Helpful as an

introduction to the series of technical books resulting from the investigation that has been published in 1933 under the title—*Motion Pictures and Youth*.

*MAC LATCHY, J. H., ed. Education on the air: fourth yearbook of the Institute for Education by Radio. 380p. 1933. Ohio State Univ., Bur. of Educ. Research. \$3.

Part I.—Proceedings of the Institute include: 1. National aspects, 2. Broadcasting technique, 3. School broadcasting, 4. Research and measurement, 5. Educational stations and programs. Part II.—Research in radio education covers trends in research and reports of the studies of the cooperative group. Nationally known leaders participated in the discussions reported here.

TYSON, LEVERING, ed. Radio and education: proceedings of the 1933 annual assembly of the National Advisory Council on Radio in Education. 203p. 1933. Univ. of Chicago Press. \$2.50.

General topic of the assembly was "The Future of Educational Broadcasting in the United States." Papers, reports, and discussions, which are given in full, summarize what has been accomplished by the council during 1933 and present plans and aims for the future. Effect of present conditions on educational broadcasting fully treated.

Addresses of Publishers Mentioned in this List

McGraw-Hill Book Co., Inc., 330 W. 42d St., New York City
Columbia University Press, 2960 Broadway, New York City
Houghton Mifflin Co., 2 Park St., Boston, Mass.
D. Appleton-Century Co., Inc., 35 W. 32d St., New York City
University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.
National Education Association, 1201 16th Street, N. W., Washington, D. C.
The Macmillan Co., 60 5th Ave., New York City
Viking Press Inc., 18 E. 48th St., New York City
Prentice-Hall, Inc., 70 5th Ave., New York City
Harper & Bros., 49 E. 33d St., New York City
World Book Co., 333 Park Hill Ave., Yonkers-on-Hudson, New York
Longmans, Green & Co., 55 5th Ave., New York City
American Book Co., 88 Lexington Ave., New York City
John C. Winston Co., 1006-1016 Arch St., Philadelphia, Pa.
John Day Co., Inc., 386 4th Ave., New York City
The Ann Arbor Press, Ann Arbor, Mich.
University of Chicago, Department of Education, Chicago, Ill.
Teachers College, Columbia University, 525 W. 120th St., New York City
McKinley Publishing Co., 1021 Filbert St., Philadelphia, Pa.
Public School Publishing Co., 509 N. East Street, Bloomington, Ill.
Charles Scribner's Sons, 597 5th Ave., New York City
Milton Bradley Co., 74 Park St., Springfield, Mass.
Eastern Commercial Teachers Association, 1200 Walnut Street, Philadelphia, Pa.
Inor Publishing Co., Inc., 30 Irving Place, New York City
New York University Press, 32 Waverly St., New York City
Ohio State University, University Press, Columbus, Ohio
National Recreation Association, 315 4th Ave., New York City.

The Opportunities of Business Education

PAUL S. LOMAX

Professor of Education, New York University

PRESIDENT ROOSEVELT in a radio talk last October 22 explained that in the national program of recovery we are constructing "a temple dedicated to and maintained for a greater social justice, a greater welfare for America—the habitation of a sound economic life." This national objective has served to emphasize the social character and responsibility of business. A business man or woman has a right to conduct a business establishment only as long as that right is exercised in the best interests of the customers. The food sold at a grocery store, the clothing at a drygoods or specialty store, the medicine at a drug store, the household goods at a furniture store, and so on thru the long list of things which people need—should represent economic goods and services to promote the health, happiness, and general welfare of every man, woman, and child. "Let the seller beware" must increasingly replace "Let the buyer beware" as the twentieth-century social standard of business. To accomplish this result, business men and women in general must become more and more intelligent about the social-economic nature and obligations of business, and must be thoroughly imbued with those ideals of business conduct that will make for the common good.

The recovery program as an educational program—It is obvious to all thinking citizens that the vast recovery program of the federal government must be essentially a far-reaching educational program if wise and permanent reconstruction is to ensue. To serve the republic in the fulfilment of such an educational program, we have the most extensive and significant public-school system in all history, and one dedicated to the democratic ideals of promoting the civic intelligence and vocational competency of each and every citizen, regardless of race, creed, or social status.

In constructing "the habitation of a sound economic life," business education should occupy a key position in the American school system, consistent with the functions, opportunities, and obligations of business itself as a basic social institution closely and intricately tied up with our whole modern life. "It may well be," suggests Dean W. B. Donham of the

Harvard Graduate School of Business Administration, "that upon the wisdom of future American business policies will rest the responsibility for the continuance of Western civilization.

The social-economic nature of business should be stressed—Business education, so viewed, planned, and administered, must become comprehensively articulated with the entire range of business-economic affairs as typified in problems of production, marketing, finance, management, and consumption. Such a business education represents vastly more than the relatively minor technics of bookkeeping, shorthand, and typewriting, in which subjects the great majority of secondary-school commercial pupils are enrolled. The center of emphasis should be a study of the functional life of business itself so that every youth as he prepares for, and participates in, the rights and responsibilities of democratic citizenship may gain at least a rudimentary understanding and a proper appreciation of the vital tasks of business management in providing people with want-gratifying goods and services.

It is always a fascinating story to trace the journey of a commodity like cotton from the world centers where it is grown, thru factories of many lands where it is converted into useful articles, thru numerous agencies of distribution or marketing, until at last millions of ultimate consumers buy the articles at retailing establishments and thus satisfy many of their needs. As with cotton, so with other leading commercial commodities of our vast and varied economic existence. Thus each school child learns how a dynamic, living business system, founded on the science of economics, basically conditions the whole social wellbeing and advancement of American civilization.

The business system, as organized and operated in this country, is mostly based on the profit-making motive. Those who work within the business system as owners, executives, office clerks, salespeople, secretaries, accountants, or what not, should be men and women possessed of those higher qualities of thinking and conduct which will tend to make profit-making function on a plane con-

ducive to human welfare. One way to help insure this desirable type of business practice is to educate the masses of ultimate buyers of business goods and services in the nature and obligations of business as a primary social institution in a democracy. Make bank depositors more intelligent about the services which banks should render their depositors, and the bankers themselves will tend to rise to a new level of social performance. As with banking, so with all other phases of the business system. Thus business education, in the learning and life experiences of its pupils, will become essentially a process of growth in the realization of a better business life to aid in the achievement of material welfare, intellectual power, and spiritual values.

Possible units of business teaching materials—What are possible subjects or large units of instruction by which there may be achieved this democratic ideal of enlightened business intelligence and conduct on the part of every man, woman, and child as buyers and consumers of business goods and services, and on the part of those men and women who are workers *within* the business system? Such possibilities are suggested in the chart on the following page.

Some of the principal considerations upon which such a program of instruction is based are the following:

[1] Business transactions, as the buying of bread at the bakery, the purchase of shoes at the shoe shop, and so on, are made a living experience upon which the educational plan is built. A business transaction is a functional unit of structure of the business system even as a cell is a functional unit of structure of living matter.

[2] From the viewpoint of every citizen who deals with business as a consumer, as well as that of every person who works at a vocation within business, it is an obligation of a democratic school system to insist that every pupil acquire an intelligent understanding of the basic functions of production, marketing, finance, management, and consumption in the planning, construction, and upbuilding of the business-economic life of the nation. To fulfill this obliga-

tion is the purpose of the general introductory course of Group A units of teaching material for grades nine and ten. [See chart.] For later grades this introductory course should be further specialized into differentiated phases of business functions and relationships, which specialization is designed especially for those who select vocational careers within the business system.

[3] A democratic school system should give every pupil an intelligent understanding and skilful possession of the most important business technics and procedures involved in the wise handling of business transactions, as those of retailing, banking, transportation, insurance, investments, and the like, which are more or less a part of the business life of every family of this country. To fulfill this obligation is the purpose of the general introductory course of Group B units of teaching material for grades nine and ten. For later grades this elementary course is also specialized into differentiated phases for the development of occupational expertness on the part of those who select vocational careers within the business system. In the future it appears most likely that such vocational specialization will be increasingly extended into the semi-professional and professional levels of

collegiate education for business. Alongside such work in the fulltime public and private schools, of course parttime day and evening schools also have important contributions to make.

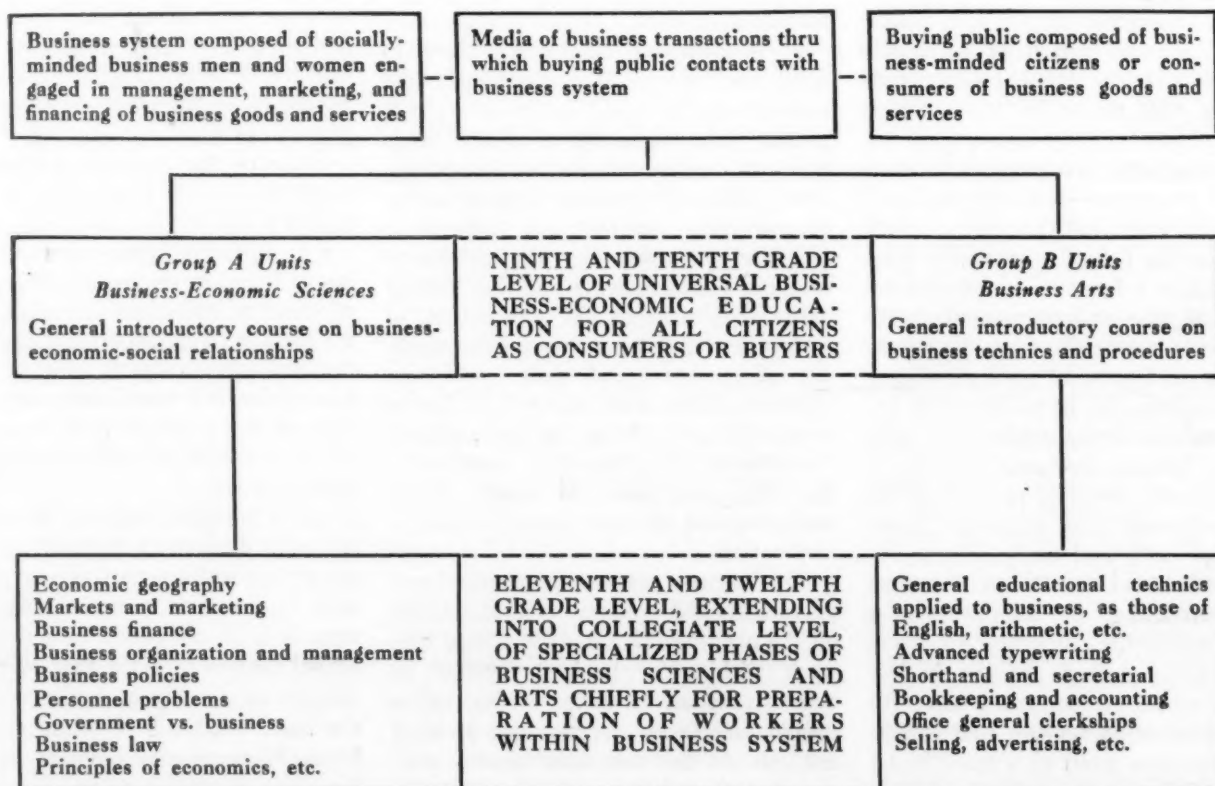
[4] It should be emphasized that Groups A and B are *functionally one*, since technics and procedures become the instruments of control in wise management of business activities on the part both of buyers who deal with business and of vocationalists who work within business. This is indicated in the chart by the horizontal broken lines. By stressing the unitary nature of business relationships and technics, as indeed that of all subjects of the curriculum, the tendency should be definitely toward integration of units of instruction into fewer formal subjects.

[5] The reader should understand that the chart presents numerous specialized phases of business sciences and arts to illustrate possibilities and not with the expectation that on the high-school level all these phases would be so many different subjects. It is entirely possible and desirable to combine the elementary treatment of these phases in a few subjects consistent with curriculum limitations. Only on the collegiate level—junior college, senior college, and graduate school—will such phases be

carried into highly specialized semi-professional and professional degrees of expertness.

[6] Along with the emphasis on business-economic-social relationships and on business technics and procedures, there should be inculcated in the students' learning, high standards of business conduct. Probably nowhere in life are sterling character qualities put to a more acid test than in the business lives of people, either as buyers or as sellers. Ordinarily the most severe test of honesty is the *business* test of honesty.

[7] Universal education in this democracy for the rank and file of the people, as a way of lifting them to living at a higher level of cultural values, can be well built only upon the enduring rock of security in the material needs of human existence. "Our economic system," in the words of former President Hoover, "is but an instrument of the social advancement of the American people. It is an instrument by which we add to the security of the richness of life of every individual. It by no means comprises the whole purpose of life, but it is the foundation upon which can be built the finer things of the spirit." Here we have the supreme opportunity and obligation of business and of business education in a democracy.



A program of possible units of instruction in business-economic education based on a conception of a democracy composed of business-minded consumers or buyers and of socially-minded business owners, managers, and employees.

A MODERN SCIENCE PROGRAM



For the grades

CRAIG PATHWAYS IN SCIENCE

Six attractive books, with accompanying teachers' manuals, provide a skillfully organized and integrated program that meets fully the requirements of modern courses of study in elementary science. Already, this new series is revolutionizing science-teaching in the grades everywhere. *Circular #695*

For junior high school

POWERS-NEUNER-BRUNER A SURVEY OF SCIENCE

A new three-book series makes the science course in the junior high school an integral part of the modern elementary-secondary science program, thus meeting the specific recommendations of the Thirty-First Yearbook. The first book, "The World Around Us", is now available. The second book, "Our Changing World", will follow shortly. The third book, "Man's Control of His Environment", is in preparation. *Circular #666*

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco

Builders of Our Profession

SIGNIFICANT FACTS ABOUT THE 1933 MEMBERSHIP OF THE NATIONAL EDUCATION ASSOCIATION

The total membership for the year was 189,173.

This was 22 times that of 1917 and nearly 38 times that of 1907, but approximately 9 percent below the 1932 total, 207,418, and 14 percent below the 1931 total, 220,149.

Pennsylvania again won first place for largest total [27,770].

Ohio stood second [18,446]; California, third [18,361]; New York, fourth [12,756]; Illinois, fifth [11,045]; New Jersey, sixth [9,744]; Michigan, seventh [6,889].

Eight states made increases ranging from 13 to 1818.

Two states made increases of more than a thousand each—Wisconsin [1818] and Illinois [1203].

Wisconsin and Illinois also made the largest percent of increase over 1932.

States having more than 40 percent of their teachers enroled were: Hawaii [88 percent]; Delaware [65 percent]; Alaska [57 percent]; Nevada [57 percent]; Arizona [55 percent]; Utah [46 percent]; California [45 percent]; Ohio [43 percent]; Pennsylvania [43 percent]; District of Columbia [41 percent].

Cities having more than 2000 members were: Philadelphia [5119]; Los Angeles [4511]; Chicago [3174]; St. Louis [2687]; Milwaukee [2650]; Cleveland [2588]; Minneapolis [2210]; New York [2184]; Detroit [2084]; Pittsburgh [2022].

States having 100 percent counties were: Pennsylvania [3]; Ohio [2]; Utah [2]; Maryland [2]; Delaware [1]; Tennessee [1].

New Life Enlistments

THE NUMBER of life members enroled in the National Education Association on March 1 was 5185. The teaching force of Colorado Springs, Colorado, recently presented its superintendent, Hobart Munson Corning, with a life membership in the NEA, as an expression of its appreciation of his service.

CALIFORNIA—M. Ruth Dickey.
COLORADO—Hobart Munson Corning.
LOUISIANA—Marguerite C. Fehrenbach.
MINNESOTA—Bess June Knox.
MISSOURI—Pauline A. Humphreys.
NEW YORK—Marion P. Dana, Alden T. Stuart.
TEXAS—Edith Johnston, Edward Tyler Robbins, Virginia Simmons.
VIRGINIA—Mrs. Mary W. Jewell.

Completed Enrolments

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association since the list was published in the March JOURNAL. Many of these schools are also working on the problems of the profession thru regular faculty meetings for vitalized group study. The list includes schools which have reported

Sixteen Years

CALIFORNIA—Stockton, Lafayette.
MISSOURI—St. Joseph, St. Joseph Public Schools, Bartlett High, Benton Junior-Senior High, Blair, Bliss Junior High, Central High, Douglass, Thomas A. Edison, Everett, Eugene Field, Floyd, Hall, Hosea, Humboldt, Hyde, Junior College, Lafayette Junior-Senior High, Lincoln, Charles A. Lindbergh, Longfellow, McKinley, Musser, Neely, Noyes, J. J. Pershing, Roosevelt Junior High, Sherwood, South Park, Special Teachers and Supervisors, Washington, Webster.

Fourteen Years

MISSOURI—St. Louis, Simmons.
PENNSYLVANIA—Pittsburgh, Knoxville Junior High.
TEXAS—Beaumont, Junker.

Twelve Years

CALIFORNIA—Glendale, Magnolia.
IOWA—Burlington, Prospect Hill.
MISSOURI—Kansas City, Scarritt.
NEW JERSEY—Kearny, Nathan Hale.

Eleven Years

CALIFORNIA—Stockton, Monroe Primary.
INDIANA—Huntington, Huntington Public Schools, Central, High, Lincoln, Horace Mann, Riley, State Street, John Tipton.
OREGON—Hood River, Junior High, Park Street.

Ten Years

FLORIDA—Palm Beach County, Northboro.
MICHIGAN—Grand Rapids, Coit.
NEW JERSEY—Trenton, Girard.
NEW MEXICO—Albuquerque, Fourth Ward.
OHIO—Findlay, Washington; Niles, Lincoln.



AT THE general session of the Pennsylvania State Education Association convention, the Schoolmen's Club of Philadelphia dedicated this bronze tablet to mark the site of the home of Enoch Flower, the first schoolmaster officially appointed in Pennsylvania. The dedication was a fitting climax to the first episode of a pageant entitled "Dramatic Episodes in the Development of Free Public Schools in Pennsylvania," which was presented by Philadelphia junior highschool pupils.

TENNESSEE—Shelby County, Shelby County Public Schools, Arlington, Bartlett Elementary, Bartlett Senior High, Bolton Elementary, Bolton Senior High, Brunswick, Capleville, Cheerfield, Coleman, Collierville Elementary, Collierville High, Cordova, Ellendale, Forest Hill, Frayser, Gragg, Industrial, George R. James, E. E. Jeter, Kerrville, Levi, Lucy, Millington Elementary, Millington High, Oakville, Rosemark, Whitehaven Elementary, Whitehaven Senior High, White Station, M. C. Williams Elementary, M. C. Williams High.

UTAH—Jordan District, Jordan District Public Schools, Bingham Central, Bingham High, Bluffdale, Butler, Copperton, Crescent, Draper Junior High and Elementary, Granite, Herriman, Highland Boy, Jordan High, Lark, Midvale Junior High and Elementary, Riverton Junior High and Elementary, Sandy Junior High and Elementary, South Jordan, Union Junior High and Elementary, Upper Bingham, West Jordan Junior High and Elementary.
WYOMING—Midwest, Grade.

Nine Years

CALIFORNIA—Glendale, Cerritos, Franklin, Horace Mann, Marshall, John Muir, Verdugo Woodlands.
COLORADO—Fort Lupton, Fort Lupton Public Schools, Grade, High.

[Continued on page A-39]

"MY SCHOOL"—It was the first day of school. A small five-year-old boy was tugging determinedly at the hand of a half-amused, half-bewildered man, quite evidently his father, whom he was leading toward a point of vantage from which a good view of the schoolhouse was to be had. Having reached the point, the small boy released his father's hand, and squaring himself, he pointed with no concealment of pride or satisfaction, and almost shouted: "Look, Dad! MY school!" ¶ Father and son stood for some moments in silent contemplation before that schoolhouse—generations old—that this same father had passed times without number without a thought or a glance. Involuntarily, I turned, too. Before the father or I realized it we had removed our hats, and were standing silently—almost reverently—beside a five-year-old boy who, at the end of his first day of school, could neither rest nor be content until he had taken his father and showed him "MY school!" ¶ More than thirty years ago, I stood with a pride almost equal to that of the small boy before a little frame box on a windswept prairie, ready to teach my first term of school. Ten or twelve boys and girls from scattered farms, and representing all grades, soon appeared; all thoughts of the unattractive building were instantly forgotten. These few boys and girls, eager to learn, friendly, lovable, and loyal to the core—"MY school!" In an hour we were hard at work. ¶ Parents came with their baskets of food for the picnic dinner—we recited and sang and played. The "head men" talked about "Our school," and warmed the hearts of all of us by praise and compliments of our poor accomplishments. ¶ Somehow this morning as I face grave problems and baffling perplexities, I am heartened and encouraged by the smile on the face of that youngster of long ago who dragged his puzzled father down a dusty street; and, standing before a somewhat sorry structure, glorified it in the eyes of all of us, with his childish but significant, "Look, Dad! MY school!"—J. A. Sexson, superintendent of schools, Pasadena, California.

DISTINCTIVE!

NEW!

SIMPLY WRITTEN!

BEAUTIFULLY ILLUSTRATED!

THE IROQUOIS HISTORY SERIES

By

Gertrude Van Duyn Southworth and John Van Duyn Southworth

THE STORY OF LONG AGO. This book introduces pupils to the study of history. It begins with the myths of the Greeks and the Norsemen, then presents the story of early man and Old World history to the fall of Rome. The style is charming. Pupils will enjoy this book. *Just Published.*

THE STORY OF THE MIDDLE AGES. From the fall of Rome, this book carries our Old World background through the Middle Ages to the end of the period of exploration. The simple, appealing style and a wealth of anecdote make the characters of this period live in the pupils' minds. *In Press.*

THE STORY OF THE COLONIES. Opening with a complete survey of the period of exploration, this book presents the story of each of the thirteen original colonies and the Inter-colonial Wars. *In Preparation.*

AMERICAN HISTORY, COMPLETE EDITION. This is a most complete textbook in elementary American history for the upper grammar grades, beginning with the period of exploration and continuing down to the present day. *Recently Published.*

1. Are you using the **IROQUOIS GEOGRAPHY SERIES?** These books have set a new standard. Unless you already have them, you will want to consider these unusual texts in selecting geographies for your classes.
2. Are you using the **IROQUOIS ARITHMETICS?** They, too, have set a new standard. They have proved satisfactory wherever used. They require no teachers' manuals or additional work books, but include permanent work books bound in the texts themselves. Your arithmetic problem is solved by using these books as basal texts.

IROQUOIS PUBLISHING COMPANY, Inc.

HOME OFFICE: SYRACUSE, NEW YORK

NEW YORK

CHICAGO

ATLANTA

DALLAS

FLORIDA—Daytona Beach, Seabreeze High; Palm Beach County, Palm Beach Grade.
ILLINOIS—Cicero, Sherlock; East St. Louis, Longfellow; Sherrard, Community High.
MAINE—Dover-Foxcroft, Grammar.
MISSOURI—Kansas City, Central Junior High.
NEVADA—White Pine County, East Ely Public Schools.
NEW JERSEY—Maywood, Maywood Public Schools.
PENNSYLVANIA—Berks County, Bechtelsville Township.
UTAH—Salt Lake City, Uintah.
WASHINGTON—Seattle, John B. Allen.

Eight Years

HAWAII—Oahu, Washington Intermediate.
ILLINOIS—Cicero, Burnham.
IOWA—Sioux City, Hobson.
MASSACHUSETTS—Lynn, Euclid Avenue.
MICHIGAN—Dearborn, Garrison, Southwestern; Detroit, Peter Vetel; Pontiac, Crofoot.
MINNESOTA—Minneapolis, Willard.

Seven Years

ALABAMA—Birmingham, Barker.
CALIFORNIA—Glendale, Jefferson.
FLORIDA—Palm Beach County, Palm Beach County

Public Schools, Belle Glade, Boca Raton, Boynton, Canal Point, Conniston, Delray, Green Acres, Jupiter, Kelsey City, Lake Worth Junior-Senior High, Lake Worth North Grade, Lake Worth South Grade, Lake Worth West Grade, Lantana, Northboro, Pahokee, Palm Beach Grade, Palm Beach High, Palmetto, Riviera, South Bay, South Palm Beach, West Gate, West Palm Beach Central Elementary, West Palm Beach Central Junior High.
MASSACHUSETTS—Pittsfield, Briggs.
MICHIGAN—Dearborn, Senior High, Whitmore-Bolles.
MINNESOTA—Minneapolis, Audubon.
MISSOURI—Kansas City, McCoy, Teachers College of Kansas City.
NEW JERSEY—Vineland and Landis Township, Magnolia Road.
OHIO—Cincinnati, Kennedy-Silverton.
PENNSYLVANIA—Montgomery County, North Wales Borough.

Six Years

ALABAMA—Birmingham, Martin.
ILLINOIS—Cicero, Roosevelt; East St. Louis, Harding; Gurnee, Warren Township High.
KANSAS—Wichita, Washington.
MAINE—Waterville, Grove Street.

MICHIGAN—Dearborn, Dearborn Public Schools, Garrison, Lindbergh, Oxford, Senior High, Southwestern, Whitmore-Bolles.
NEW JERSEY—Montclair, George Inness Junior High; Pitman, Grant Avenue, Washington Avenue.
UTAH—Box Elder County, Thatcher.

Five Years

ILLINOIS—Harvey, Harvey Public Schools, Bryant, Holmes, Lowell-Longfellow, Whittier; Springfield, Dubois.
MICHIGAN—Saginaw, Continuation.
MINNESOTA—Minneapolis, McKinley.
OHIO—Columbus, Open Air.

Four Years

CALIFORNIA—Fresno, Jane Adams, Morris E. Dailey, Emerson, John C. Fremont, Rowell, Snyder Continuation High; Glendale, Balboa; National City, National City Public Schools, Central, Highland Avenue, Lincoln Acres, Sixth Avenue, Sixteenth Street; Stockton, Jackson.
FLORIDA—St. Petersburg, Childs Park.
ILLINOIS—Cicero, Cicero, Drexel, Goodwin, Grant, Jones; Evanston, Evanston Township High; Kenilworth, Joseph Sears. [Continued on page A-41]

SUMMER WORK

that gets off the beaten path

IF WE were offering just the conventional Summer selling work, we wouldn't expect you to be interested. The glamour of a delightful summer, seeing new places and new faces, loses much appeal if the position *doesn't pay real money.*

Candidly, we offer you this: A chance not only to sell THE WORLD BOOK ENCYCLOPEDIA, but a possible opportunity to take over county rights for its sale during the Summer. Hundreds of teachers, principals, and superintendents who are now with us permanently discovered after one or two summers' experience that they were fitted for a bigger field of service and income.

THE WORLD BOOK ENCYCLOPEDIA fills an educational need, comparable with text books. Through our national and radio advertising we have created a demand for our encyclopedia in every community. It is readily acclaimed—recognized everywhere as an indispensable educational tool by teacher and parent alike. It is accepted everywhere for what it is—the finest home and school encyclopedia that money can buy.

Naturally, the positions we have available will not go begging.

If you have a pleasing personality, enjoy meeting people, and are between 25 and 40 years of age, and have had 5 years' or more teaching experience, then we suggest you write us immediately, giving complete particulars about yourself.

Positions will be assigned without undue delay.

W. F. QUARRIE & COMPANY, Publishers
THE WORLD BOOK ENCYCLOPEDIA
 Dept. N.E. 154 East Erie Street, Chicago

THE ART INSTITUTE OF CHICAGO SUMMER COURSES FOR TEACHERS

Include Drawing, Painting, Illustration, Sculpture, Landscape Painting, Teaching Methods, Crafts, Weaving, Interior Decoration, Advertising and Industrial Design.

SIX WEEKS, JUNE 25—AUGUST 3

Again in 1934 The Art Institute of Chicago is designated as the Fine Arts Department of A Century of Progress Exposition and will present a superb exhibition of masterpieces selected from famous European and American collections. An intensive History of Art course based on this wealth of material will be offered.

For catalog, address Associate Dean
THE ART INSTITUTE OF CHICAGO
 School of Fine and Industrial Art

117 So. Michigan Avenue

Chicago

Perry Kindergarten Normal School

Founded 1898 by Annie Moseley Perry

3-year course for high school graduates desiring to become nursery school, kindergarten, primary and playground teachers. Limited enrollment insures personal attention. Supervised practice teaching. University credits. Send for booklet "Training Children."

HARRIOT HAMBLETON JONES, Principal,
 25 Huntington Ave., Room 316, Boston, Mass.

BLISS ELECTRICAL

One year course in engineering theory and practice. For high school boys not going to college. Supervised study, homelike surroundings. Graduates enter every branch of electrical work. Approved by educators, endorsed by industry. 42d year. Dormitories, dining hall, shops.

SCHOOL Catalog. 141 Takoma Avenue,
 Washington, D. C.

NATIONAL COLLEGE

48th Year of Education

Spend a profitable 6 weeks' summer session on the shores of Lake Michigan. New inspiration, fresh impetus, likely advance. Preliminary and advanced classes for teachers in Kindergarten and Elementary grades. Also cultural subjects, including History, Literature and Art—socialized activities. Unusual observation opportunities—demonstration school. College Dormitory. June 23-August 3. Two weeks' special courses June 11-22. Write for catalog. Edna Dean Baker, President, Dept. 16-D, Evanston, Ill.

Help Education Recover— Manifest Your Support



We are beginning the year with a new outlook, a new faith in our educational institutions. We are entering a new era during which the educational birthright of every child will be secure. By universal cooperation, President Roosevelt is bringing the country out of the throes of the worst depression of all time. The teaching profession must cooperate in the same whole-hearted fashion as all citizens are cooperating with the President. By enrolling as a life member, you indicate your permanent interest in the profession and it places you solidly back of the program of the N. E. A. We need you. Enlist now, if at all possible.

We cannot recall the past year, but we can make amends for some of the thoughtless mistakes and see that the child is not

deprived of his rightful heritage. Financial debts can be paid later, but you cannot repay a year or even six months of a child's life. We, of this generation, are enjoying a great heritage of public conveniences and social institutions, including our educational system, which our forefathers gave us and we are under deep obligation to pass these along with all possible improvements to the next generation.

We are dealing with citizens of to-morrow. If leaders are to be created, let us look now to our schools. Life membership dividends never fail, but increase in value every year. Manifest your interest in the youth of the land by enrolling as a life member.

LIFE MEMBERSHIP IN THE N. E. A.

Mr. J. W. CRABTREE, Secretary, National Education Association,
 1201 Sixteenth Street, N. W., Washington, D. C.

Dear Mr. Crabtree:

I wish to do my part by becoming a life member, making my first payment May 1, 1934. I understand the entire amount of \$100 can be paid in equal annual instalments of \$10 each, and that membership dues already paid for the current year may be applied on the first payment.

Name.....
 Position.....
 Address.....
 City and State.....



INDIANA—Indianapolis, Charity Dye Number 27.
 KANSAS—Wichita, Fairmount.
 MINNESOTA—Minneapolis, Greeley, Tuttle.
 MISSOURI—Kansas City, W. W. Yates.
 NEVADA—White Pine County, White Pine County
 High Number 2, McGill Public Schools, Ruth.
 NEW JERSEY—Millville, T. D. Sensor.
 OHIO—Sandusky County, Green Springs Village,
 Townsend Township.
 PENNSYLVANIA—Bucks County, Morrisville Public
 Schools, High; Philadelphia, Pennypacker.
 TEXAS—Texarkana, Central.
 VERMONT—Ludlow, Black River Academy.

Three Years

CALIFORNIA—Fresno, Franklin; Ventura County, Del
 Mar, Mound.
 COLORADO—Mount Harris, Mount Harris Public
 Schools.
 ILLINOIS—Cicero, Abraham Lincoln; Highland, High-
 land Public Schools, Grade.
 IOWA—Burlington, Horace Mann Junior High.
 MAINE—Belfast, Peirce.
 MASSACHUSETTS—East Saugus, Mansfield.
 MICHIGAN—Dearborn, Edison.
 MINNESOTA—Minneapolis, Calhoun, Nathan Hale,
 Lyndale, Riley.
 MISSOURI—Independence, Girls' Parental; Kansas
 City, Franklin, Jane Hayes Gates Institute, Jack-
 son Opportunity, Jefferson, D. M. Pinkerton, E. F.
 Swinney, Whittier, Woodland.
 NEW YORK—Poughkeepsie, Warring; Solvay, Boyd,
 Prospect.
 PENNSYLVANIA—Ford City, Ford City Public Schools.
 VIRGINIA—Richmond, Bellevue, John B. Cary, Chim-
 borazo, Ruffner.
 WISCONSIN—Milwaukee, Thirty-eighth Street.

Two Years

CALIFORNIA—Bakersfield, Indian; Fresno, Einstein,
 John Muir.
 ILLINOIS—Freeport, East Side.
 INDIANA—Indianapolis, Public Number 38.
 KENTUCKY—Louisville, Alex G. Barret Junior High.
 MARYLAND—Baltimore, Public Number 124.
 MASSACHUSETTS—Holden, Jefferson.
 MINNESOTA—Minneapolis, Monroe.
 MISSOURI—Kansas City, Faxon, Hamilton, Man-
 chester, Martin, Norman.
 NEVADA—Clark County, Boulder City Public Schools.
 NEW HAMPSHIRE—Hampton Falls, East.
 PENNSYLVANIA—Montgomery County, Green Lane
 Borough and Marlborough Township, Hatboro
 Borough, Lower Pottsgrove Township, New Han-
 over Township, Salford Township, Skippack Town-
 ship, Trappe Borough, Upper Hanover Township,
 Upper Pottsgrove Township, Upper Providence
 Township, Upper Salford Township, West Pott-
 sgrove Township, Whitmarsh Township.
 TENNESSEE—Hamilton County, Red Bank Junior
 High; Shelby County, Island Forty Elementary,
 Oakville Sanitorium.
 TEXAS—Amarillo, San Jacinto.
 WEST VIRGINIA—Widemouth, Piedmont Grade.
 WISCONSIN—Milwaukee, Cass Street Rotary, Green
 Bay Avenue, Greenfield, Hartford Avenue, Mary
 Hill, Thomas Jefferson, Lapham Park, Maryland
 Avenue, William McKinley, Mound Street.

Current Year

ALABAMA—Alpine, Winterboro Junior High.
 ARIZONA—Rillito, Langhorn Number 7.
 CALIFORNIA—Auberry, Big Sandy; Broderick, Wash-
 ington; Fresno, John Burroughs, Lafayette, Web-
 ster; Glendale, Field, Lincoln; Los Angeles, Loma
 Vista Avenue; Trinity County, Trinity County
 High; Turlock, Hawthorne, Lowell.
 COLORADO—Grover, Public District Number 89;
 Hereford, Public District Number 89; Sterling,
 Franklin, Lincoln.
 CONNECTICUT—Central Village, Central Village
 Grammar; Stamford, Cloonan; Waterbury, Bunker
 Hill.
 DELAWARE—Kenton, Kenton.
 DISTRICT OF COLUMBIA—Washington, John F. Cook.
 FLORIDA—Coral Gables, Coral Gables Elementary;
 Dade County, Alapattah, Andrew Jackson Junior
 High, Robert E. Lee, Orange Glade, Perrine, South-
 side; Miami, Miramar, Shennandoah.
 GEORGIA—Veazey, Veazey.
 ILLINOIS—Aurora, Oak Park; Cicero, Woodbine;
 Danville, Collett; East St. Louis, Bluff View, Edge-
 mont, Eighty-first Street; Galesburg, Galesburg
 Public Schools, Central Junior High, Senior High;
 Mount Morris, Elementary; Peoria, Garfield.
 INDIANA—Indianapolis, Public Number 60.
 KENTUCKY—Maysville, Maysville Public Schools,
 Center, First District, Forest Avenue, Junior High,
 Senior High, Sixth Ward; Paris, Paris Public
 Schools, Elementary, Junior High, Senior High.
 LOUISIANA—Lecompte, Lecompte.
 MAINE—Augusta, Smith; Monson, Monson Public
 Schools.
 MASSACHUSETTS—Fall River, Coughlin; Melrose,
 Calvin Coolidge; South Natick, Eliot.
 MICHIGAN—Detroit, Supervisory Group of Board of
 Education; Owosso, Central, Roosevelt.
 MISSOURI—Joplin, Longfellow; Kansas City, Dunbar,
 Fairmont, Madison.
 MONTANA—Larivia, High; Savage, Savage.
 NEVADA—White Pine County, Consolidated Number 4,
 Consolidated Number 1, White Pine County High
 [Continued on page A-42]



Vacation

~without a care!

With all the accidents that spoil vacation time for so many Teachers every summer, you can understand with what a feeling of relief the Teacher with T. C. U. Protection leaves for vacation. Why not play safe? Let the long arm of the T. C. U. follow you this year—everywhere—on the road—in the wilderness—in camps, hotels or on trains—even abroad—and

Protect Against Accident—Also Sickness

Careful as one may be, there can be no assurance of safety. The very best one can do is to exercise the greatest caution—and be prepared for the accident or distressing illness away from home.

That's what the T. C. U. will do for you. This Organization of Teachers for Teachers stands ready to share the risk of financial loss of time due to Sick-
 ness, Accident or Quarantine.

Learn the T. C. U. Plan by Sending the Coupon

Just send your name and address for complete information as to how we protect you. Your inquiry will place you under no obligation.

Teachers Casualty Underwriters
 641 T. C. U. Bldg. Lincoln, Nebr.

FREE

This Identification Tag for Your Traveling Bag

Has space for name and address, with transparent cover. We have only a limited number, but they are free to teachers as long as they last.



SEND
 THE
 COUPON

FREE INFORMATION COUPON

To the T. C. U. 641 T. C. U. Bldg.,
 Lincoln, Nebraska

I am a teacher in _____ School.
 I am interested in knowing about your Protective
 Benefits. Send me the whole story and booklet of
 testimonials.
 My Name is _____
 My Address is _____
 (This coupon places the sender under no obligation).

EUROPE

INCLUDING
 OBERAMMERGAU \$387
 RUSSIAN SEMINAR 345
 OLD MEXICO 295
 ORIENT 765

Japan, China, Hawaii,
 Korea, Manchukuo

Send For Booklets



BUREAU OF UNIVERSITY TRAVEL
 56 Boyd St. Newton, Mass.

Just Published!

The StoryTelling HOUR

Edited for the New York Story League
 By Carolyn S. Bailey

A complete guide, with examples, to all types of stories, their uses and how to tell them. Meets the need of every story-teller, from pre-school to adult groups. 18 stories included. 700 tested references. 252 pages \$2.00

DODD MEAD & COMPANY
 449 Fourth Avenue New York

**SO DIFFERENT!
SO THRILLING!
SO INEXPENSIVE!**



FOREIGN LANDS—AND ALL AMERICA!

See them this summer on
these round trips to
CALIFORNIA

SPEND three weeks...or three months...seeing fascinating foreign ports, visiting the wonderlands of the West, on this round trip to California—one way overland, one way via Havana and the Panama Canal.

The S. S. *Pennsylvania*, S. S. *California*, S. S. *Virginia*, largest in coast-to-coast service, offer acres of breeze-swept decks; two open-air pools; air-conditioned dining salons and modern cabin ventilation.

See picturesque Havana; the Panama Canal; the tropic cities of Panama and Balboa. Visit Hollywood, Yosemite, the Big Trees—all the famous playgrounds of San Diego, Los Angeles and San Francisco.

Amazingly Low Fares

You'll be agreeably surprised at the extremely reasonable fares covering the one way water, one way rail round trips for both First Class and Tourist Class accommodations on the steamer. And the fares include meals and all necessary expenses aboard ship and rail fares overland. Liberal stop-over privileges to see Grand Canyon, Yellowstone and all National Parks.

A reduction of 25% for round trips by sea makes the fare even more pleasing to your purse.

See your local agent. His services are free

PANAMA PACIFIC LINE

INTERNATIONAL MERCANTILE MARINE COMPANY
Main Office: No. 1 Broadway, New York City

I am interested in coast-to-coast round trip.
Please send me details.
One way water, one way rail . . . ()
Round trip by sea . . . ()
Name.....
Address.....
City.....

Number 3, Kimberly Public Schools, Lund Public Schools, Manhattan Public Schools, Preston, Round Mountain.

NEW JERSEY—Long Branch, West End; Pitman, Pitman Public Schools, Special Teachers and Supervisors, Summit Avenue.

NEW MEXICO—Chico, Wheatland.

NEW YORK—West Danby, West Danby.

OHIO—Akron, Crosby, Howe, Mason, Seiberling; Youngstown, Haselton.

OKLAHOMA—Chaney, Chaney.

OREGON—Hood River, Central Vale.

PENNSYLVANIA—Bucks County, Hilltown High, Richboro High; Montgomery County, Lower Providence Township, West Telford Borough; Wilkesburg, Allison, Kelly, McNair, Semple, Turner.

TENNESSEE—Calderwood, Calderwood; Knoxville, Giffin; Shelby County, Crippled Children's Hospital Elementary School.

TEXAS—Beaumont, Pennsylvania.

VIRGINIA—Lynchburg, Robert E. Lee Junior High.

WISCONSIN—Milwaukee, Humboldt Park, Lee, Thirty-first Street, Thirty-sixth Street.

NOTES and ANNOUNCEMENTS

Federal aid—The following persons spoke in behalf of federal emergency aid for the schools, at the hearings before the Committee on Education of the House of Representatives. [See page 105.]

James H. Richmond, state superintendent of public instruction, Kentucky; *A. F. Harman*, state superintendent of public instruction, Alabama; *Mrs. James Fitts Hill*, president, Alabama Congress of Parents and Teachers; *J. E. Bryan*, president, Alabama Education Association; *D. D. Glover*, U. S. Representative from 6th district, Arkansas; *John H. Hoepfel*, U. S. Representative from 12th district, California; *Theodora Carroll*, teacher, Springfield, Massachusetts; *Howard A. Dawson*, director of research, state department of education, Arkansas; *Paul R. Mort*, director, school of education, Teachers College, Columbia University, New York; *Jed Johnson*, U. S. Representative from 6th district, Oklahoma; *Fletcher B. Swank*, U. S. Representative from 5th district, Oklahoma; *George A. Dondero*, U. S. Representative from 17th district, Michigan; *Charles R. Mann*, director, American Council on Education; *James N. Rule*, state superintendent of public instruction, Pennsylvania; *M. D. Collins*, state superintendent of schools, Georgia; *W. F. Bond*, state superintendent of education, Mississippi; *A. T. Allen*, state superintendent of public instruction, North Carolina; *L. V. Cavins*, in charge of educational research, state department of education, West Virginia; *Robert L. Bynum*, supervisor of civilian rehabilitation, state department of education, Tennessee; *H. F. Alves*, director of research and accounting, state department of education, Texas; *Miles C. Allgood*, U. S. Representative from 5th district, Alabama; *Selma Borchardt*, representing American Federation of Teachers and American Federation of Labor; *Mrs. William T. Bannerman*, legislative chairman, National Congress of Parents and Teachers; *Helen Atwater*, editor, "Journal of Home Economics," representing American Home Economics Association; *Elizabeth Eastman*, representing National Board of the Young Women's Christian Associations; *Mrs. Alexander Wolfe*, representing National Council of Jewish Women; *Mrs. Dorothy J. Dunn*, representing National Federation of Business and Professional Women's Clubs; *Mrs. Mildred Gordon*, representing National Women's Trade Union League; *Robert C. Keenan*, representing Chicago division of the Illinois State Teachers Association; *Floyd I. McMurray*, state superintendent of public instruction, Indiana.

never a better year
for the

Santa Fe Southwest

Living cost is still
low in all that won-
derfully varied vaca-
tion land - from the
high cool mountains
of

COLORADO NEW MEXICO ARIZONA

to the broad beaches of

California

Transportation cost — major
item in any travel budget —
is the lowest in a generation.

Santa Fe has cut basic fares
west of Chicago 16⅓% to
44⅓%; some summer fares will
be lower still.

Santa Fe has cut sleeping car
charges 33⅓%; and lowered
dining car prices.

Santa Fe has cut the cost of
shipping private motors, to en-
joy at destination, by 50%.

HELPFUL SAVINGS —
These deep Santa Fe cuts mean
much in financing a western
vacation. They will fully cover
an **Indian-detour** in northern
New Mexico; or a **Grand Can-
yon** stopover — frequently both
together. They will pay for extra
days in the Colorado mountains;
at a dude ranch; or in California.

NEW COMFORT —
this summer, too, the
Santa Fe will air-
condition certain
cars on every one
of its limited trains.



Mail this ↓

W. J. BLACK, P. T. M., Santa Fe System Lines
1241 Railway Exchange, Chicago, Illinois
Send Picture Folders and new low Santa Fe Fares.

Name.....
Address.....

The Officers of the Department of Superintendence for 1934-35 are:

President, *E. E. Oberholtzer*, superintendent of schools, Houston Texas
 First vicepresident, *Paul C. Stetson*, superintendent of schools, Indianapolis, Indiana
 Second vicepresident, *A. J. Staddard*, superintendent of schools, Providence, Rhode Island
 Executive committee:
George C. Bush, superintendent of schools, South Pasadena, California
Ben G. Graham, superintendent of schools, Pittsburgh, Pennsylvania
Carroll R. Reed, superintendent of schools, Minneapolis, Minnesota
Charles S. Meek, superintendent of schools, Toledo, Ohio.

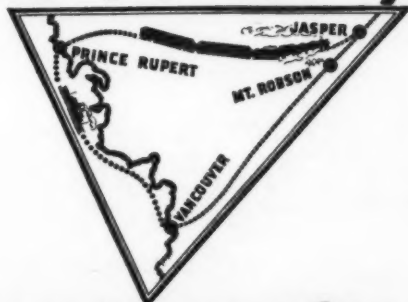
Suggestions for the 1934 graduation program—A Special Commencement Packet prepared by the Division of Publications of the National Education Association is proving to be an excellent if not a "best" seller. It is distributed at the cost price of 50¢. The demand indicates that thousands of schools intend to make the graduation season count in interpreting the schools to the people. The packet contains summaries of twenty-five of the best 1933 programs, the actual text of one outstanding junior highschool program and one excellent senior highschool program, as well as timely articles, references, and other valuable materials. Order yours today from the Division of Publications, NEA, 1201 16th St., N. W., Washington, D. C. Cash must accompany all orders for \$1 or less.

They will appreciate it—Take the address by Rabbi Silver [pages 97-99] to your local editor, pastor, or some other citizen who will make public use of it. Use it in the school paper. Have it read in civics classes and assemblies. Put it on school bulletin boards. You can make a valuable scrapbook civics reader from these carefully selected articles in *THE JOURNAL*. They will continue.

The official report covering the Cleveland convention, which the Department of Superintendence has sent to its members, is unusually rich in food for thought. If you are not a member of the Department, order a copy for \$1 from S. D. Shankland, 1201 16th St., N. W., Washington, D. C.

The seventeenth annual meeting of the School Masters' Rotary luncheon under the presidency of Superintendent Ben G. Graham of Pittsburgh was an outstanding event at the Cleveland meeting of the Department of Superintendence. It was held jointly with the Cleveland Rotary Club. Dr. Charles H. Judd made a stirring address on "Education and Prosperity." [Cont. on page A-45]

the "triangle tour"



GIVES ALL THREE SIDES OF

CANADA'S ROCKIES



THE Triangle Tour crams the high spots of the Canadian Rockies into one short memorable vacation.

A never-ending succession of thrills. Huge peaks. Jewelled lakes. Dark canyons and pine forests. The Skeena, the Bulkley, the Thompson and Fraser Rivers. Kitwanga, with its Indian totems. Mt. Robson, highest of Canada's Rockies. Jasper Park with its sports, motor drives and delightful accommodations . . .

And 2 days of sea air as you cruise through the Inside Passage of the North Pacific with smooth water and mountain scenery all the way.

This 4½ day Triangle Tour plus a stop-over at Jasper Park Lodge is the perfect Canadian Rockies' vacation. From the East it costs no extra rail fare if you follow the cool Jasper Route across the continent. Stop in or write for details. Ask, too, about Alaska and vacations in Eastern Canada.

1

1400 miles by rail through ruggedly beautiful British Columbia and 2 close-ups of Mt. Robson.

2

A vacation stop-over at beautiful Jasper National Park in the heart of the mighty Canadian Rockies.

3

A 600-mile cruise of two days through the mountain-guarded Inside Passage of the North Pacific.

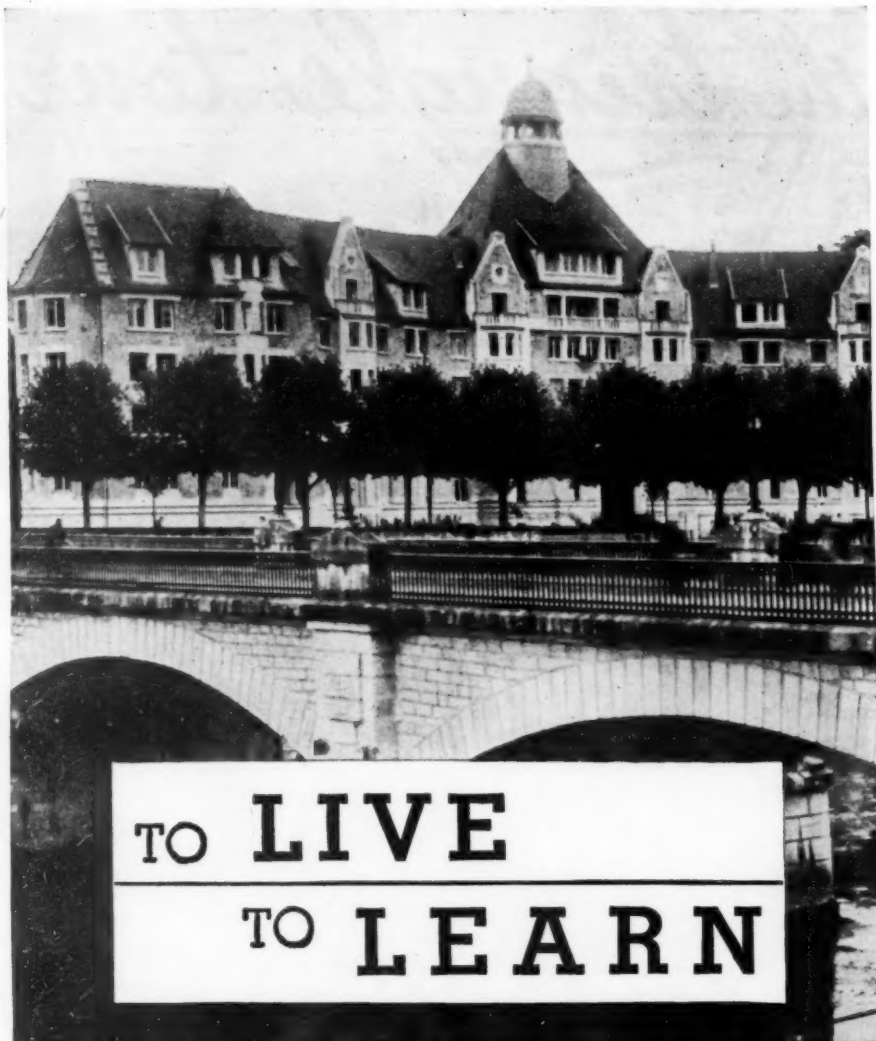
CANADIAN NATIONAL

To Everywhere in Canada

BOSTON 186 Tremont St.	DETROIT 1523 Washington Blvd.	MINNEAPOLIS 634 Marquette Ave.	PORTLAND, ME. Grand Trunk Ry. Sta.	SEATTLE 1329 Fourth Ave.
BUFFALO 420 Main St.	DULUTH 428 W. Superior St.	NEW YORK 673 Fifth Avenue	ST. LOUIS 314 No. Broadway	WASHINGTON, D.C. 922 15th St. N.W.
CHICAGO 4 So. Michigan Blvd.	KANSAS CITY 705 Walnut St.	PHILADELPHIA 1422 Chestnut St.	ST. PAUL 83 East Fifth St.	LONDON, ENG. 17-19 Cockspur St.
CINCINNATI 49 E. Fourth St.	LOS ANGELES 607 So. Grand Ave.	PITTSBURGH 355 Fifth Ave.	SAN FRANCISCO 648 Market St.	PARIS, FRANCE 1 rue Scribe

Mention *THE JOURNAL* when writing our advertisers

COME TO FRANCE THIS SUMMER



TO LIVE
TO LEARN

Old Universitaire of the University of Besançon

THINK of what it would mean to your future to hold a certificate from a French University. . . . Think of what it would mean to you now to enjoy a grand vacation abroad!

That's the beauty of a summer course in France. You learn, yes. But you also live . . . as fully and freely and actively as you like. Several of the famous French Universities have their summer schools at the seashore or mountains. There are sports, recreation, tours to places of interest. Your schooldays are holidays!

Living expenses, moreover, are low. As little as \$75 a month, at current rates of exchange, covers everything . . . including tuition. You may take practical and cultural French courses (as short as two weeks, or as long as four and a half months) from July to the end of October. For those who are planning to study in France next winter, these summer courses are the ideal preparation.

French Line

PARIS (Enlarged, Redecorated Tourist Accommodations), April 7 and 28, May 19, June 9 • ILE DE FRANCE, April 14, May 5 and 26 • CHAMPLAIN, April 21, May 12, June 2 • LAFAYETTE, May 16, June 13

Your best introduction to France, of course, is to board a French Line ship in New York. Here you'll find the famous food and wines . . . the pleasant companionship . . . the comfortable surroundings . . . the staunch Breton seamanship of France-Afloat. What's more, you can brush up your French *en route*. (And fall back on your English any time, for the officers and stewards speak both languages.)

Tourist Class cabins on the *S. S. Paris* are newly enlarged and redecored. . . . Rates are moderate, and expenses aboard adjusted to the value of the dollar. Your travel agent will be glad to help you plan a French Line trip, without charge. . . . For further information about courses of study, send for the free booklet, "Summer Courses in France." . . . Address the Educational Department, French Line, *Maison Française*, Rockefeller Centre, New York City; or 19 State Street, New York City.

Mention THE JOURNAL
when writing our advertisers

The Ship is yours

AT TOURIST CLASS FARES TO EUROPE

HOW pleased your pocketbook will be when you sail in the finest accommodations on these large Red Star liners . . . and pay no more than the Tourist Class fare. Tourist Class is top class; the best of everything on the ship is yours. To Southampton, Havre and Antwerp. Minimum fares—Tourist Class \$117.50 One Way, \$212 Round Trip; Third Class \$82 One Way, \$144.50 Round Trip.

S. S. MINNEWASKA
S. S. MINNETONKA
S. S. PENNLAND
S. S. WESTERLAND

See your local agent. His services are free

RED STAR LINE

International Mercantile
Marine Company

No. 1 Broadway, New York
Agents Everywhere



Your Trip to the SOVIET UNION

The Soviet Union grows in interest as the contrasts with our society deepen. Travel comforts have increased amazingly. Travel services purchased in America before sailing cost no more than before the dollar went off gold. This is a good year to visit Soviet Russia.

The Open Road offers special facilities in the Soviet Union based on years of experience, resident representation and friendly relations with key individuals and institutions. Service to groups and those traveling on their own.

Details on Application

THE OPEN ROAD

56 West 45th Street, New York
(Soviet Travel Dept.)

Chicago Representative:
S. JESMER, 203 South Dearborn Street

Cooperating with Intourist



[Continued from page A-43]

White Pine County, Nevada, with an area of more than 12,000 square miles, a territory larger than the states of Connecticut and Rhode Island combined, with a total of ninety-one teachers some of whom teach in lonely ranch schools as much as fifty miles from the nearest neighbor, has enrolled 100 percent in membership in state and national education associations. This has been accomplished in spite of the fact that many of the rural teachers are receiving extremely low salaries and every teacher in the county has received one or more salary reductions during the past two years. This unusual record has been achieved under the direction of C. L. Galbraith, county director.

Overworked textbooks — Recent reports from 728 cities of all sizes show that school systems in these cities are spending 33.6 percent less for school-books and 30.3 percent less for supplies in 1933-34 than they did in 1930-31. Expenditures for books and supplies in these 728 cities have fallen off \$3,900,000 in a period when 150,000 pupils have been added to their schools. These trends in expenditures for school books and supplies are presented in the Educational Research Service Circular of the Department of Superintendence and Research Division of the National Education Association dated February 1934 [price 50¢]. This means that thousands of pupils are using books which are no longer fit to be used.

The use of unfit books is becoming acute from the viewpoint of children as indicated by a conference on "over-worked" textbooks called by the United States Office of Education January 10, 1934. The report of this conference includes the following statement:

One unhappy result of reduced expenditures for educational purposes is that thousands of children are using textbooks which have become not only unsightly but also unsanitary. . . . The useful life of an elementary school textbook, it was pointed out, is approximately three years. Due to lack of funds, this usage is being extended considerably. Often these over-worked books have pages missing and not a few are out of date. . . . The conference urged that the relatively small outlay for textbooks and other materials handled by children should not be reduced and that facilities for cleanliness of school children should be made ample.

Life membership presented — Westchester County, New York, teachers presented W. Howard Pillsbury with a life membership in the National Education Association at the end of his two years' presidency [Cont. on page A-46]



ALL EXPENSE

Tours that top the Peaks!

and fit

your **POCKETBOOK**

BANFF SPRINGS HOTEL—CHATEAU LAKE LOUISE
—EMERALD LAKE CHALET—
IN THE HEART OF THE CANADIAN ROCKIES

TREAT yourself to a brand new sensation on the roof garden of the world—at Banff the Magnificent, Lake Louise the Lovely, Emerald Lake the Beautiful!... With motoring that gives a whole new meaning to the word—scenery in jade and diamond—hotels like dream castles—mile-high golf, swimming in warm sulphur and fresh water pools—trout fishing in a rainbow river—Indians, cowboys, "Mounties"—ponies to ride and peaks to climb... Regal living—marvelous menus—with rates as wonderful... Your opportunity never so good as this year!



Add Rail Fare from starting point. All tours originate at Banff or Field.

Purchasers of any of these All-Expense Tours may extend Stop-Overs on payment of following for Room, Meals per day—Banff Springs Hotel—\$9.00; Chateau Lake Louise—\$8.00; Emerald Lake Chalet—\$7.00. Hotels open June 22 to September 10.

Low Summer Round Trip Rail Fares to Banff, North Pacific Coast, California, Alaska.

Canadian Pacific Hotels

See Local Travel Agents—or Canadian Pacific Offices in all Large Cities including—

344 Madison Ave. NEW YORK	405 Boylston St. BOSTON	Liberty Bk. Bldg. BUFFALO	1500 Locust St. PHILADELPHIA	14th & N.Y. Ave. N.W. WASHINGTON, D. C.	228 Sixth Ave. PITTSBURGH
C. & S. Nat. Bank Bldg. ATLANTA	1010 Chester Ave. CLEVELAND	Dixie Term'l Bldg. CINCINNATI	71 E. Jackson Blvd. CHICAGO	412 Locust St. ST. LOUIS	1231 Washington Blvd. DETROIT
Merchants Bk. Bldg. INDIANAPOLIS	108 E. Wisconsin Ave. MILWAUKEE	611 2nd Ave. So. MINNEAPOLIS	709 Walnut St. KANSAS CITY	Fourth & Cedar ST. PAUL	803 W. O. W. Bldg. OMAHA
1212 Kirby Bldg. DALLAS	621 So. Grand Ave. LOS ANGELES	152 Geary St. SAN FRANCISCO	626 S. W. Broadway PORTLAND, Ore.	1320 Fourth Ave. SEATTLE	1113 Pacific Ave. TACOMA

Reservations, rates, information also, from Manager, Banff Springs Hotel, BANFF, Alberta.

Include an All-Expense Tour on your way to No. Pacific Coast, California, Alaska



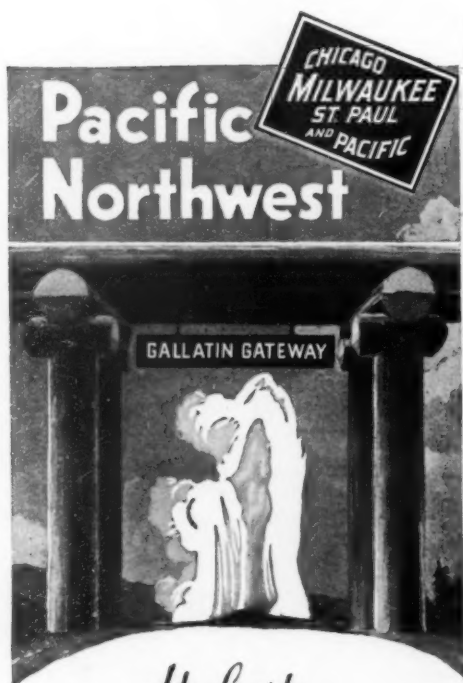
6 Wonderful Days—Hotels, Meals, Rooms, Motor Transport—Sightseeing. 2 days each Banff Springs Hotel, Chateau Lake Louise, Emerald Lake Chalet. 126 miles motoring, including general drive Banff; to Moraine Lake in Valley of the Ten Peaks and Transfers. Reverse trip Eastbound. **ALL-EXPENSE . . . \$70**



5 Glorious Days—Hotels, Meals, Rooms, Motor Transport—Sightseeing. 1 day Banff Springs Hotel. 2 days each Chateau Lake Louise, Emerald Lake Chalet. 126 miles motoring including general drive Banff; to Moraine Lake and Transfers. Reverse trip Eastbound. **ALL-EXPENSE . . . \$60**



4 Colorful Days—Hotels, Meals, Rooms, Motor Transport—Sightseeing. 1 day each Banff Springs Hotel, Emerald Lake Chalet. 2 at Chateau Lake Louise. 126 miles motoring, including general drive Banff; to Moraine Lake and Transfers. Reverse trip Eastbound. **ALL-EXPENSE . . . \$50**



At Last YELLOWSTONE at Popular Prices!

THIS is the year you've waited for. Rail fares, berth rates and park tour costs are down—way down!

Enter through historic new Gallatin Gateway—170 extra mountain miles of motoring without additional cost.

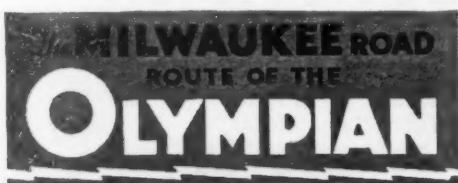
From Yellowstone you may continue on to Mt. Rainier, the Olympic Peninsula, Mt. Baker, and the many other attractions of the Puget Sound country. Return via Colorado, California or the Canadian Rockies.

Steamship sailings from Seattle for Alaska.

Lowest fares apply via the roller bearing OLYMPIAN to Gallatin Gateway and the Pacific Northwest over America's Longest Electrified Railroad. Travel independently or with escorted all-expense tours.

For Yellowstone folder and information, write

Passenger Traffic Department
The Milwaukee Road
Room 401, Union Station, Chicago, Ill.



A-46

[Continued from page A-45]

of the New York State Teachers Association, November 1933.

"Applying the Good Neighbor Policy" has been selected as the theme for World Goodwill Day, which will be observed by the schools of this and other nations on Friday, May 18. This celebration commemorates the opening of the first Peace Conference at the Hague which took place on May 18, 1899.

To assist the schools with the celebration this year, the National Education Association with the collaboration of the World Federation of Education Associations has prepared a special packet of materials now available at the cost price of 50¢. Included in this packet are such items as dramas, special messages, suggested programs, timely articles, and posters. Orders for this packet may be forwarded to the Division of Publications, NEA, 1201 16th St., N. W., Washington, D. C. Cash must accompany all orders for \$1 or less.

Teaching the school to the pupils—A series of articles is being planned to appear in THE JOURNAL of the National Education Association for next year on this topic. If the pupils gain an appreciation of the significance of free public schools while they are in school, there will be less misunderstanding of the schools on their part when they become adult citizens and taxpayers. Will you not send to the editor of THE JOURNAL any units or courses which you have developed along this line for possible use in planning this series of articles?

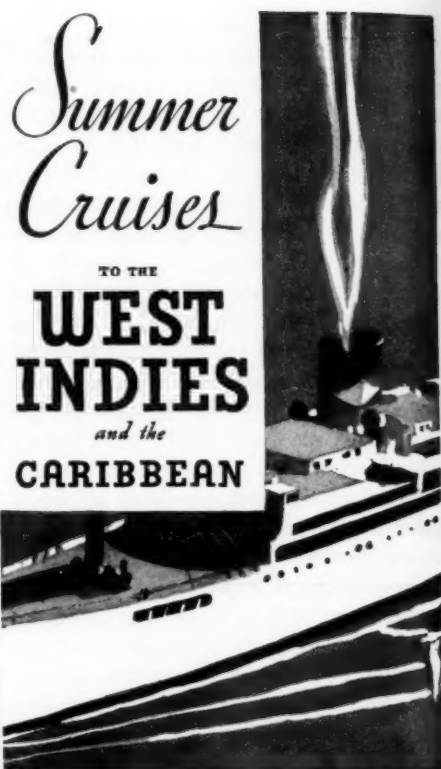
Our attention has been called to the fact that *Man and Metals* by T. A. Rickard, published by the McGraw-Hill Book Company, was incorrectly listed in the November 1933 JOURNAL as costing \$3. The price of this book is \$10.

Dorothy Canfield Fisher on "Enrichment of Adult Life"—With the inclusion in its activities of drawing, painting, sculpture, music, and handicraft of all kinds, the movement began to divine that its name should not be 'adult education,' because that last word is tied to the narrow notion of 'acquiring information in your youth'; but should rather be something like the fine title chosen . . . by the National Education Association—"The Commission for the Enrichment of Adult Life." If you haven't come across any of their excellent publications, you are missing something worth your while."—*New York Times*, March 4, 1934.

Why not try this in your school?

—R. S. Hicks [superintendent of schools,

Mention THE JOURNAL
when writing our advertisers



on famous liners of the GREAT WHITE FLEET

THIS summer cruise as a guest among friends . . . on a fleet built for tropical waters and led by six new snowy liners! Shore trips. Intelligent shore staffs. Outdoor swimming pools—all rooms outside—a cuisine for the most exacting—brilliant ship entertainment.

from NEW YORK—Cruises of 10 to 20 days (some "all expense")—variously to HAVANA, JAMAICA, PANAMA CANAL ZONE, COLOMBIA, COSTA RICA, GUATEMALA, HONDURAS. From \$95 to \$200 minimum. Sailings Thursdays and Saturdays.

from NEW ORLEANS—Cruises of 8, 9 or 16 days—variously to HAVANA, GUATEMALA, HONDURAS, PANAMA. From \$75, \$90 and \$115 minimum. Sailings Wednesdays and Saturdays.

Similar "Guest Cruises" from Los Angeles and San Francisco.

No passports required
Optional shore excursions at all ports

TO AND FROM **CALIFORNIA**

FIRST CLASS—between New York and California \$180 up; between New Orleans and California \$180 up.

For information, literature or reservations, apply any Authorized Travel Agency, or United Fruit Company, Pier 3, North River, or 332 Fifth Avenue, New York.



The Journal of the National Education Association

[Continued from page A-46]

Casper] asked his teachers to cut out the most worthwhile articles from *THE JOURNALS* and paste on heavy construction paper; then send them home for the parents to read. I did this and now the children ask for the articles for their parents. We have the parents sign each article after they read it. We call it our "circulating library."—Maurine M. Tilley, teacher, Casper, Wyoming.

The next issue of *THE JOURNAL*—As noted on the contents page, the next number of *THE JOURNAL* will be the final issue of the year. It will appear the middle of May. Members may take pride in the fact that the Association has kept its budget in balance and has been able to maintain a much higher level of service than most organizations during the last few years.

Important—Postal rules make it essential that your address on our records be complete and correct. Members are requested to report promptly change of address, giving old address as well as new address, to the National Education Association, 1201 16th St., N. W., Washington, D. C.

Let no young citizen grow up with the idea that his duty begins and ends with voting. Election day is harvest day and the nominations, wire pullings, and deals that have preceded it must be watched and followed up by an alert public and, if necessary, an independent ticket put in the field. A farmer who had neither planted nor hoed all summer could get up mighty little interest if he asked the boys to help harvest a crop of Canada thistles and ragweed.—Richard Welling in *Civics as it Should be Taught*.

Dates to be remembered—

April 13—Pan-American Day. Helpful material for planning the programs may be obtained by writing to the Division of Publications of the National Education Association.

May 1—Child Health Day.

June 25-28—Fifteenth Annual Meeting of the American Federation of Organizations for the Hard of Hearing will be held in Washington, D. C. at the Mayflower Hotel.

June 20-July 6—Convention of the National Education Association, Washington, D. C.

Many teachers will wish to interest themselves in the old age pension legislation which is now before Congress. Write to your representatives in Congress urging that they support the old age pension cause.

BENNETT'S EGGERS, RANCH COLORADO

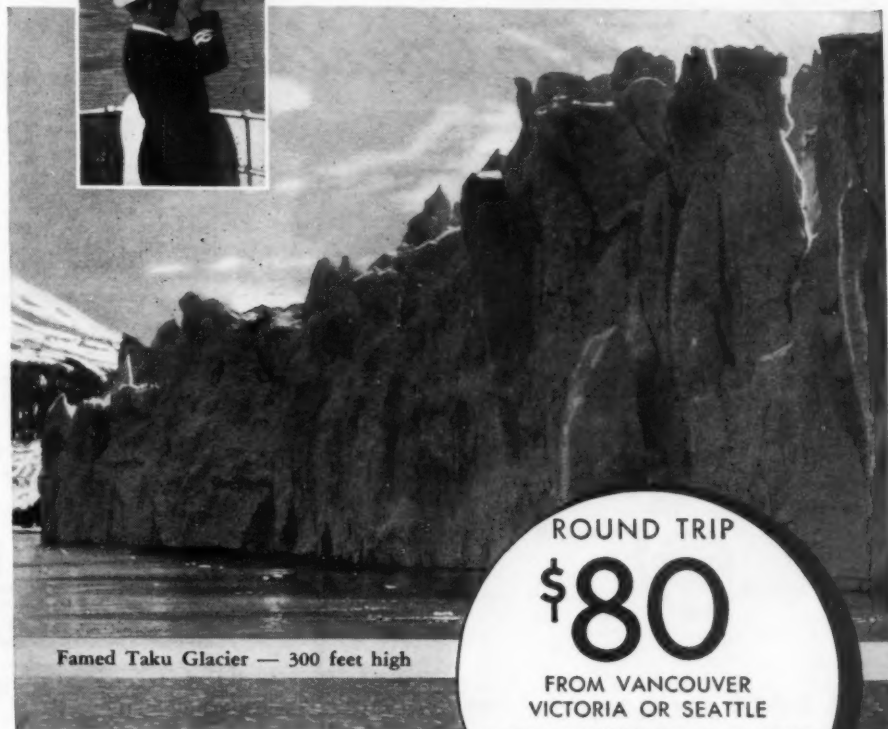
AN IDEAL PLACE FOR TEACHERS

Moderate rates in Comanche Lodge or furnished cabins. Fishing and Saddle Horses.

Write for Booklet

T. P. BENNETT & SON, Eggers, Colorado

Cruise to ALASKA this summer



Famed Taku Glacier — 300 feet high

ROUND TRIP
\$80
FROM VANCOUVER
VICTORIA OR SEATTLE
LOW SUMMER RAIL FARES
MEALS AND BERTH
ON BOAT INCLUDED
(except at SKAGWAY)

HERE'S the perfect cruise vacation. All the rest and relaxation of an ocean voyage. 9 days of scenic wonders and smooth water, too—for your Alaska-bound steamer follows the sheltered Inside Passage of the North Pacific into a world of contrasts.

Here snow-crowned mountains dip down to the water's edge. Glaciers sparkle and crackle in the dazzling Arctic sunlight and flowers grow to double their normal size.

Here, too, are colorful ports of call. Indian villages whose history is told in fascinating totem poles. Juneau with its famous mines and the nearby Mendenhall Glacier. Skagway where the romance of

Gold Rush days still lingers and the "Trail of '98" leads on into the heart of Alaska itself. (Even if returning by the same boat you can arrange to take the trip over the mountains, across Dead Horse Gulch and the White Pass to Lake Bennett!)

Two sailings each week from Vancouver. Write for booklets. Find out, too, how easy it is to combine a trip through the Canadian Rockies with this thrilling Alaska cruise.

CANADIAN PACIFIC CANADIAN NATIONAL

MONTREAL—Windsor Station
NEW YORK—Madison Ave. at 44th Street
PHILADELPHIA—1500 Locust Street
BOSTON—405 Boylston Street
CHICAGO—71 East Jackson Boulevard
SAN FRANCISCO—152 Geary Street
LOS ANGELES—621 South Grand Ave.



MONTREAL—360 McGill Street
NEW YORK—673 Fifth Avenue
PHILADELPHIA—1422 Chestnut Street
BOSTON—186 Tremont Street
CHICAGO—4 South Michigan Blvd.
SAN FRANCISCO—648 Market Street
LOS ANGELES—607 South Grand Ave.

And Offices and Agencies throughout the United States

Editing a new kind
of summer vacation

2nd SOUTH SEAS Exploration Cruise



NUKAHIVA • TAHITI • RAROTONGA

44 DAYS over 12,000 miles! from \$400
Entertainment and shore excursions included!

from San Francisco June 27 Returns August 10
from Los Angeles June 28 Returns August 9

No text-bookishness about this vacation volume. Brilliant chapters of romance with color illustrations of high adventure. Thrilling pages salty with the tang of the sea, or languorously fragrant with tropical scents borne by cool trade winds.

The great liner, "City of Los Angeles", hatches battened on ballast of youth and gaiety, sails with a merry crew of nomads to the sea-rover's Eldorado, off the well-worn trails of travel. Intimacy with the South Seas charting the course, experience in Cruise Conducting piloting the adventure at amazingly low cost. Plan to sail with her into a new kind of summer vacation. But plan now, for the time is near at hand. See your travel agent for information and brochure, or write

MATSON LINE
Agents for **LASSCO LINE**

New York: 535 Fifth Avenue • Chicago:
230 No. Michigan Avenue • San Francisco:
215 Market Street • Los Angeles: 730 South
Broadway • Seattle: 814 Second Avenue
Portland: 327 Southwest Pine Street



Demands That You Be PREPARED

Only those who have kept step with educational advancement can expect to move forward to better positions. Education holds a New Deal for you who are prepared.

The University of Minnesota Summer Session leads in the presentation of a well-rounded program . . . a faculty of 250 selected educators from the regular University staff and from other Universities . . . over 600 courses leading to baccalaureate or advanced degrees . . . a cosmopolitan student body in a metropolitan environment, ideal for summer study, yet near America's great vacation land. Special lectures, recitals, plays and excursions. Moderate fees and living expenses.

Courses in the Graduate School and the Colleges of Science, Literature and the Arts, Engineering and Architecture, Agriculture, Forestry and Home Economics, Medicine, Dentistry, Chemistry, Library Training, Business Administration, Physical Education and Child Welfare.

First Term: June 18 to July 28.

Second Term: July 28 to September 1.

WRITE FOR COMPLETE BULLETIN

BOX D

SUMMER SESSION

MINNEAPOLIS,
MINNESOTA

UNIVERSITY OF MINNESOTA

Economies—

TO HAVE your printing handled intelligently—that is economy in time.

TO HAVE your printing handled expertly—that is economy in cost of getting results.

TO HAVE your presswork handled on a properly planned production basis—that is economy in actual outlay for the job.

GET ALL your printing where facilities make economies.

Consult us—any size job interests
the "Master Printer"

JUDD & DETWEILER
INCORPORATED

ECKINGTON PLACE AND FLORIDA AVENUE
WASHINGTON, D. C.

UNIVERSITY of MARYLAND

SUMMER SESSION, 1934

June 27 to August 7

Eight miles from Washington.
Suburban district.
Graduate courses.
Undergraduate courses.
Courses for Teachers of all
grades.
Expenses for tuition and living
are low.

For Bulletin, Address the
Director of the Summer Session
University of Maryland,
College Park, Maryland.

OLD LOVES REVIVED

Bring to life again the book-friends you
have loved . . . from King Arthur to the
Forsytes. Tour literary England and Scot-
land under the direction of five educational
leaders. Fifty days, including a week at
the Malvern Dramatic Festival . . . only
\$660. Write for booklet "F" of Univer-
sity Tours.

COOK'S THOS. COOK & SON
WAGONS-LITS INC.
587 FIFTH AVENUE, NEW YORK
and branches



DIRECT to the EDUCATIONAL CONFERENCE

in SOUTH AFRICA, Capetown, July 2-13,
Johannesburg, July 15-27. M. S. "CITY
OF NEW YORK" sails May 1st; Cabin
ship S. S. "WEST ISLETA" sails May 31st.

A RARE OPPORTUNITY!

Special rates to educators and students at-
tending the Conference. 22-day Fair Weather
Voyage — every comfort and convenience
— Fascinating trips arranged at minimum
expense — prompt reservations suggested.

Department J
Please send me full details about the Conference,
together with description of trips and rates.

Name _____
Address _____
City _____ State _____

AMERICAN SOUTH AFRICAN LINE, Inc.
26 Beaver Street New York

Under the American flag, carrying U. S. Mails, Freight and Passengers



Smart, smiling, deft . . .
this bell-boy typifies
Anchor Line service.

Anchor Line starts
you right . . . in mod-
ern liners generous
with space, luxury,
good times . . . with
service that has 82
years of tradition
behind it! You get
eight days of this . . .
First Class for only
\$147, Cabin \$139,
Tourist \$107!

Even then the
economy of this
Europe route has only begun. For
you land in the British Isles . . . where
living and travel are cheap . . . where the
exchange rate stands almost at par! It's
Europe with no premium to pay, with
no foreign language to hinder you.

What's more, you land in northern
Ireland or at Glasgow on the beauti-
ful Firth of Clyde . . . all the wonders
of Britain lie before you on a one-way,
money-saving route that leads directly
to London and the Continent.

13-DAY SUMMER CRUISES

Canadian North Capes and Bermuda

Sailing direct from New York and Boston every Saturday
and Sunday throughout the summer . . . in the Anchor
Liners *Transylvania* and *California* . . . visiting Gut of
Canso, Gulf of St. Lawrence, Saguenay River, Capes
Trinity and Eternity, St. Lawrence River, Quebec, Murray
Bay, Gaspé Coast . . . plus a 2-day visit in Bermuda!

First Class Rate \$110 up. Under auspices of
THE NATIONAL TOURS, 561 Fifth Ave., New York

ANCHOR

Literature and information from your Local
Agent or Anchor Line, 25 Broadway, New York.

FIRST CLASS • CABIN • TOURIST



Masculine, old-English comfort, sea air and sunshine,
make this typical smoke room a haunt of happy hours.

**FIRST CLASS \$147 UP • CABIN \$139 UP
TOURIST \$107 UP**

First Class: New York to London-
derry, Glasgow: *Caledonia*, Apr. 21,
May 19†; *Transylvania*, June 16*.
To Belfast, Glasgow: *Caledonia*, June
9†, July 7*.

Cabin: New York to Belfast, Glas-
gow: *Cameronia*, Apr. 7; *California*,
Apr. 28, May 26; *Tuscania*, May 12,
June 23*. To Londonderry, Glasgow:
Cameronia, May 5†, June 2†, June 30†*.

Tourist Class on all sailings.

*Summer rates: First Class \$155 up, Cabin \$146 up,
Tourist \$112.50 up. †Calls at Boston.



Silks, flowers, rich and spacious com-
fort . . . these are thoroughly modern
staterooms . . . made to be lived in.

LINE

Mention THE JOURNAL
when writing our advertisers

Kisk AGENCY CHICAGO

TEACHERS OUR SERVICE IS NATIONWIDE
Experienced placement advisers offer you dependable service. Every type of school in every state is carefully analyzed. Executives are seeking teachers with excellent qualifications. We also maintain departments for librarians, institutional managers, secretaries, and nurses—in fact, we have outstanding registrants for every type of position connected with schools. Address 1200 Steger Bldg., 28 E. Jackson Blvd., Chicago, Ill.

**ALBERT
TEACHERS AGENCY**
25 E Jackson Blvd., Chicago
535-5th Ave. New York
415 Hyde Bldg. Spokane

48th Year—In favored communities financial resources for schools are much improved. From these schools we receive many vacancies. Salaries higher.
Write today for Bulletin



CONTINENTAL DIVIDE—Seen on Student Tours

THE UNIVERSITY OF COLORADO, in the foothills of the Rockies, offers you unsurpassed opportunities for combining summer study with recreation. Organized hikes and week-end outings; visits to glaciers; automobile excursions to Rocky Mountain National Park; mountain climbing; mountain camp maintained for summer students. Altitude of one mile, within sight of perpetual snow, gives unexcelled climate & stimulating atmosphere.

First Term, June 18 to July 20
Second Term, July 23 to Aug. 24

Courses in Arts and Sciences, Medicine, Law, Education, Business Administration, Journalism, Art, and Music. Field courses in Geology and Biology. Maison Française, Casa Española. University Theater with special instruction in Dramatic Production. Many special courses for teachers, supervisors and administrators. Special opportunities for graduate work in all departments. Excellent library; laboratories. Organ recitals and public lectures.

Vacation Railroad Rates
Boulder Common Point from
Eastern States

University of Colorado
Boulder, Colorado

SEND TODAY for Complete Information

DEAN of the SUMMER QUARTER (DEPT. S)
University of Colorado, Boulder, Colo.

Please send me the bulletins checked below:

Summer Quarter Catalogue—
Summer Recreation Bulletin—
Field Courses in Geology and Biology—
Graduate School Bulletin—

NAME _____

Street and No. _____

City and State _____

WASHINGTON UNIVERSITY SAINT LOUIS

SUMMER SESSION, 1934

June 18 to July 28

Graduate Courses

Undergraduate Courses

Special Courses for Teachers

Also Courses in

*Business, Journalism, Social
Work, Engineering, Art,
Music, Law, Medicine,
Nursing*

For Bulletin of the Summer Session, address ISIDOR LOEB, Director of Summer Session, Room 204, Duncker Hall, Washington University, St. Louis.

Summer Session

July 5 to
August 15

UNIVERSITY OF

VERMONT

Burlington-on-Lake-Champlain

Courses affording superior opportunities for self-improvement, for teachers desiring certification credit, graduate students and undergraduates. City conveniences and unsurpassed recreational advantages. Lake Champlain and Green Mountain and Adirondack excursions, trips to Montreal and Quebec, under University direction. Enrollment limited to 1,000.

Write for Illustrated Catalog

BENNETT C. DOUGLASS, Director
Burlington, Vermont



Aids to Meet the Emergency

The National Education Association through the Joint Commission on the Emergency in Education has published several important and useful pamphlets as aids in solving the problems arising in the emergency.

**Report of
National Conference
on the
Financing of Education**

78 pages \$25 each

Ways and means of financing education in this emergency.

**Evaluating
the Public School**

48 pages \$15

A manual for use by conference groups discussing problems of public education.

This up-to-date and useful report is invaluable in our drive to save the schools.

**Essentials of
Taxation**

By Harley L. Lutz and William G. Carr
16 pages \$15 each

A series of articles reprinted from the Journal of the National Education Association. They are so comprehensive and simply written that they may be considered a primer on taxation.

**Emergency Federal
Aid for Education
Imperative**

8 pages \$15 each

A plea for aid for education in the crisis.

ORDER NOW

All orders amounting to less than \$1.00 should be accompanied by funds.
Discount on quantities of same book.

National Education Association
1201 Sixteenth Street
Washington, D. C.