

MAY 14 1934

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

JOURNAL

The *of the*

NATIONAL EDUCATION ASSOCIATION

•
A Message to the
1934 Graduate

•
The War Makers
William E. Borah

•
Secondary Educa-
tion for the New
Day

•
This Age of Plenty
Stuart Chase

•
Hygienic Hand-
washing in Schools
Thomas D. Wood

•
The Washington
Convention

•
See page A-53 for
complete Table of
Contents



•
MAY
VOLUME 23

1934
NUMBER 5

A New Course All Students Like

They like it because they learn so many things about business that broaden their outlook on life, that equip them to fit successfully into the economic community, that help in the selection of the right vocation. . . . And this course in

General Business Science

by

Jones-Bertschi-Holtscaw

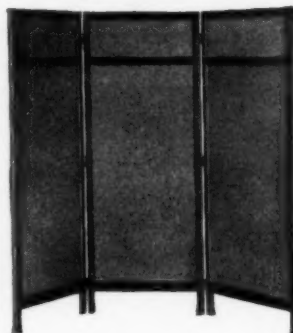
is as interesting to teach as it is interesting to study. Results are apparent from day to day and there is encouragement to work toward a definite goal. There need be no dull moments for the teacher who realizes the possibilities of General Business Science.

Write for free monograph

*"Penetrating the Fog Surrounding
'Junior Business Training.'"*

The Gregg Publishing Company

New York Chicago Boston San Francisco
Toronto London Sydney



—doubly useful is this **GAYLORD SCREEN BULLETIN BOARD**

This attractive and serviceable Screen is designed for use as a Bulletin Board, a Screen, or both. It stands firmly, for it is strongly

built, yet it is light enough to be moved about easily.

While designed for use in Libraries particularly, it is often used for special displays in school room, corridor, office, or wherever publicity material is displayed.

The posting surfaces are made of a brown cork-like material. The frames are quarter-sawed white oak in light or dark finish. The Screen is 55¼ in. high. The display panels are all 19 in. wide. The large panels being 39½ in. high—the small panels 7 in. high.

Moderately priced at \$19.50 freight paid.



GAYLORD BROS. Inc.
Library Furniture and Supplies
Stockton, Calif. Syracuse, N. Y.



JUST COME FROM PRESS

OUR INDUSTRIAL WORLD

By J. Russell Smith, Ph.D., Sc.D.

In vital content, logical organization, sound method, and fascinating style, **OUR INDUSTRIAL WORLD** is the fitting climax to the new Smith geography series. It builds upon the geographic facts already learned, and gives them new and enriched significance. It is organized by industries and trades, rather than by countries, to develop a true world viewpoint. 500 illustrations.

THE SERIES

HOME FOLKS • WORLD FOLKS
AMERICAN LANDS AND PEOPLES
FOREIGN LANDS AND PEOPLES
OUR INDUSTRIAL WORLD

WRITE FOR FULL INFORMATION

THE JOHN C. WINSTON COMPANY

PHILADELPHIA CHICAGO ATLANTA DALLAS SAN FRANCISCO

THE STORY BOOK SERIES

Maud and Miska
PETERSHAM

"In Cleveland at the Convention of the National Education Association, the Petersham book, as it is familiarly called, created more interest than any other children's book."—Joan Greeves, Radio Literary Critic.

THE STORY BOOK OF
TRANSPORTATION
THE STORY BOOK OF
HOUSES
THE STORY BOOK OF
CLOTHES
THE STORY BOOK OF
FOOD

Ideal supplementary readers for grades 1-3. Printed in 5 colors; a picture on every page. Only 60 cents each, less school discount.

THE ELSON-GRAY
ENRICHED
FIRST-GRADE READING
PROGRAM



ELSON BASIC READERS—Available for all Grades
CURRICULUM FOUNDATION SERIES—Grades
1 to 3. Books now ready: *Number Stories I & II*; *Art
Stories I*; *Science Stories I*; *Health Stories I & II*.

Write for Detailed Information

SCOTT, FORESMAN AND COMPANY
CHICAGO ATLANTA DALLAS NEW YORK

for
successful testing

**METROPOLITAN
ACHIEVEMENT
TESTS**

Send for description of this new series of
batteries which give complete, dependable
measures in grades 1 through 8, invaluable in
supervisory, instructional, and administrative
activities.

ready for spring use
Form B

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago

BOSTON ATLANTA DALLAS SAN FRANCISCO PORTLAND

CHEWING GUM *like play* IS GOOD FOR CHILDREN

Chewing Gum does for children's teeth what
running and playing do for their legs . . . There's
a reason, a time and a place for enjoying gum



It is very difficult for
children to give their teeth enough
exercise at mealtime because most
of their food is so soft. For this reason
many dentists are recommending
chewing gum 5 to 10 minutes after 2
meals a day (preferably after break-
fast and supper) as it helps keep both
gums and teeth in condition. Teeth
can't play tag or other games which
exercise arms and legs and, without
a sufficient amount of exercise, are
apt to crowd and overlap—injurious
to health and detrimental to looks.

Forward Looking business groups
shun extravagant statements. . . . They call
upon great Universities to make impartial in-
vestigations 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

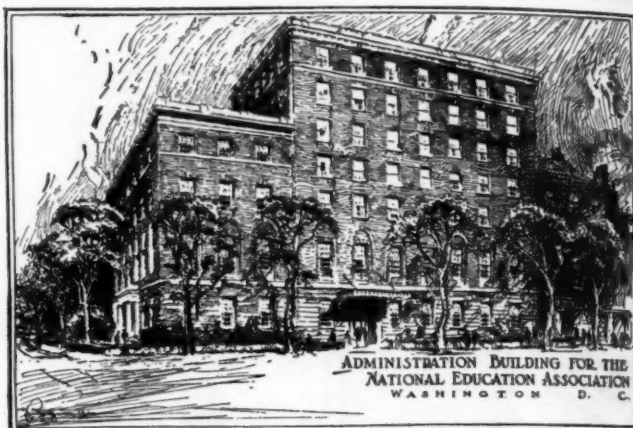
FOUR FACTORS TOWARDS GOOD TEETH ARE RIGHT FOOD, DENTAL CARE, PERSONAL CARE AND PLENTY OF CHEWING EXERCISE

The Washington Convention

of the

National Education Association

June 30-July 6, 1934



The Seventy-Second Annual Meeting of the National Education Association will be held in Washington June 30-July 6, 1934. Washington is a popular convention city. Attendance may be combined with visits to the many points of interest within the Nation's Capital.

Reduced Railroad Rates are obtainable for members of the Association. These rates provide for one and one-third fare round trip with return limit of thirty days. Diverse routing is permitted. Identification certificates to be used when railroad tickets are purchased may be obtained from Secretary J. W. Crabtree, 1201 Sixteenth Street, N. W., Washington, D. C. Fares via bus lines also are low. Travel by automobile will be pleasant and economical for many.

The Convention Opens with a general session Saturday evening, June 30th. The final session will be held on Friday morning, July 6th. Representative assemblies, general sessions and department meetings will be held throughout the entire period, except that the afternoon and evening of Wednesday, July 4th, will be left free for local trips and entertainment.

Convention Headquarters will be at the Washington Auditorium. This building will house the general sessions, representative assemblies, exhibits, registration and other convention activities. *State Headquarters*, in a majority of cases, will be located at the Mayflower Hotel, at which many of the convention social affairs will be held. *The N. E. A. Building* will be in active use during the convention, particularly for official committee meetings. All members are invited to visit the Association's home.

Hotel Arrangements. Requests for hotel accommodations may be forwarded directly to the hotel selected. If the hotel cannot meet the request, it will be referred promptly to Mr. A. H. Gumpert, Chairman Housing Committee, 1730 H Street, N. W., Washington, and Mr. Gumpert will advise promptly of the name and location of another hotel in which a reservation has been made for the applicant. The applicant may then accept this reservation or apply elsewhere as he may choose. In applying for hotel reservations state your requirements exactly, giving the names of the persons for whom required, the price per day it is desired to pay and the dates of arrival and leaving. Please bear in mind that it may not be possible for hotels to make reservations at the minimum rates for all who apply.

HOTEL RATES FOR MEETING OF THE NATIONAL EDUCATION ASSOCIATION, JUNE 30-JULY 6, 1934

Following rates have been quoted by member hotels of the Hotel Association of Washington.

Name	Address	Number of rooms	Rate per day for room with bath accommodating one person	Rate per day for room with bath accommodating two persons	Suite with bath
Ambassador Hotel	14th & K Streets, N. W.	470	\$3.00 to 4.00*	\$5.00 to 6.00*	\$8.00 to 10.00
Annapolis Hotel	11th & H Streets, N. W.	400	2.50 to 4.00	4.00 to 5.50	
Benedick, The	1808 I Street, N. W.	20	2.00	4.00	
Blackstone Hotel	1016-17th Street, N. W.	100	2.50 to 3.00	4.00 to 4.50	
Broadmoor, The	3601 Connecticut Ave., N. W.	100	3.00	5.00	
Cairo Hotel	16th & Q Streets, N. W.	275	2.50 to 3.00*	3.00 to 4.00*	
Capitol Park Hotel	N. Capitol & E Streets	150	2.50 to 3.00*	3.50 to 6.00*	
Carlton Hotel	16th & K Streets, N. W.	260	4.00 to 7.00	6.00 to 10.00	10.00 up
Colonial Hotel	15th & M Streets, N. W.	200	3.00 to 3.50*	4.00 to 5.00*	
Commodore Hotel	N. Capitol & F Streets	154	2.00 to 3.50	3.00 to 5.00	
Continental Hotel	N. Capitol bet. D & E Streets	265	2.50 to 5.00*	4.00 to 7.00*	
Dodge Hotel	N. Capitol & E Streets	300	2.50 to 4.00*	4.50 to 7.00*	
Ebbitt Hotel	1000 H Street, N. W.	150	2.00 to 3.00	3.00 to 5.00	
Hamilton Hotel	14th & K Streets, N. W.	300	3.00 up	5.00 up	
Harrington Hotel	11th & E Streets, N. W.	300	2.50 to 4.00*	3.50 to 7.00*	
Hay-Adams House	800-16th Street, N. W.	200	3.00 to 4.50	4.50 up	
Houston Hotel	9th & E Streets, N. W.	120	2.50	3.50	
LaFayette Hotel	16th & I Streets, N. W.	200	3.00 to 4.00*	5.00 to 6.00*	
Lee House	15th & L Streets, N. W.	210	3.00 to 4.00	4.00 to 7.00	
Martinique Hotel	1211-16th Street, N. W.	100	3.00 to 4.50	5.00 to 7.00	
Mayflower Hotel	Connecticut Ave. & DeSales St., N. W.	650	3.00 to 5.00	5.50 to 8.00	8.00 to 16.00
Plaza Hotel	331 First Street, N. E.	80	2.50*	3.50*	
Powhatan Hotel	18th & Pennsylvania Ave., N. W.	300	3.00 to 3.50	5.00 to 5.50	8.50 to 12.00
Raleigh Hotel	12th & Pennsylvania Ave., N. W.	460	3.00 to 5.00*	4.50 to 9.00*	10.00 to 14.00
Roosevelt Hotel	16th & V Streets, N. W.	150	2.50	4.00 to 5.00	7.00 to 8.00
Shoreham Hotel	Connecticut Ave. & Calvert St., N. W.	300	4.00 to 5.00	7.00 to 8.00	
Wardman Park Hotel	Connecticut Ave. & Woodley Rd., N. W.	400	4.00 to 5.00	6.00 to 8.00	
Washington Hotel	15th & Pennsylvania Ave., N. W.	400	4.00 to 6.00	5.00 to 10.00	18.00 to 25.00
Willard Hotel	14th & Pennsylvania Ave., N. W.	475	4.00 to 7.00	5.00 to 10.00	12.00 to 20.00

*Rooms without bath at lower rates also are available.

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

May, 1934 Vol. 23, No. 5

In This Issue

A Message to the 1934 Graduate.....	127
Editorial	
Self-Preparation for New Leadership.....	128
Teaching Nutrition to Boys and Girls.....	129
Mary Swartz Rose	
An Evening with the Magazines.....	132
School Costs and Economic Stability.....	133
John K. Norton	
The War Makers.....	134
William E. Borah	
Secondary Education for the New Day.....	135
Lyle W. Ashby	
The Widening Path of Education.....	136
Secondary Schools of Tomorrow.....	137
Fundamental Issues.....	138
The Rural Problem.....	139
The Teacher's Professional Growth.....	140
New Standards for Secondary Schools.....	141
Charles H. Judd	
American Education Week 1934.....	143
A Rural High School's Service.....	144
J. Stanley Castell	
Efficient Tax Administration.....	146
Harley L. Lutz and William G. Carr	
This Age of Plenty.....	147
Stuart Chase	
The Credit Union Movement.....	148
Agnes Winn	
Hygienic Handwashing in Schools.....	149
Thomas D. Wood	
How Big Business Heads Pay Themselves.....	152
The Washington Cathedral.....	153
Washington Convention.....	154
Belmont Farley	
The Nationwide School Printing Project.....	156
Federal Emergency Aid for Education.....	157
James H. Richmond	
Builders of Our Profession.....	158
Notes and Announcements.....	A-56

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

THIS ISSUE combines the May and June numbers of THE JOURNAL, following the practise of 1933. We hope that improvements in income and membership will make this combination unnecessary another year. As this school year draws toward its close, we look forward to the next. 1934-35 is certain to be a year of great significance. THE JOURNAL with its trained staff located in the national capital will give a continuing interpretation of important trends and point out their educational significance.

ENCOURAGING—The comments which teachers have made in their letters to the editor suggest that there has been more growth in the intellectual outlook of teachers during the past year than in any five years before.

A FINE RECORD—Twenty-five state commissioners or superintendents of education are life members of the National Education Association.

PERHAPS *the thing that would help us all most would be if we could make it fashionable to be rested. There is still among us too much of the old-fashioned idea that to be completely tired out is highly praiseworthy and is an indication of having devoted oneself whole-heartedly to one's work. If we could only realize that the rested parent, teacher, worker, child, was the efficient one, that one accomplishes far more work of better quality in short periods when one is rested than in long periods when one is tired, we should all have the good sense perhaps to find out when we needed rest and to take it most effectively.*—Lillian M. Gilbreth.



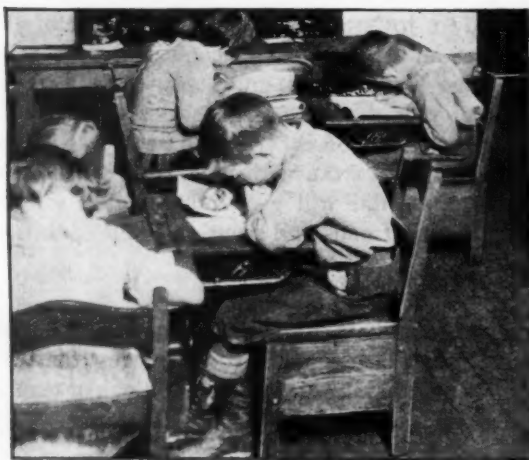
The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL. The payment of \$5 instead of \$2 entitles an active member, in addition to the 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.

LOOK AT THE DIFFERENCE GOOD SEATING MAKES



● Group study desk work with "American" Universal Desks in table formation. Grand Rapids, Michigan, Public School.



● Group study desk work with old type chair desks, Rural School, Midwestern state. An example of unavoidable bad posture and eyestrain.



● A rural school illustration sent in by a teacher. A pathetic example of bad sizing, unavoidable bad posture and dangerous eyestrain.



● Classroom work with "American" Henderson-Universal Sight-Saving Desks, Horace Mann School, Columbia University, New York City.

● Below—Classroom study group using "American" Universal Desks, University School, University of Chicago.



● Another view of classroom work with "American" Henderson-Universal Sight-Saving Desks, Horace Mann School, Columbia University, New York City.

GOOD POSTURE IS INHERENT IN ALL AMERICAN SEATING COMPANY PRODUCTS

FREE Classroom Posture Poster and Seating Booklets

We will mail free to school officials and teachers, a classroom posture poster in colors, which encourages children to sit erect. It contains no advertising. With it, too, we will mail interesting posture booklets. (Not suitable for teaching or study use.) Address Dept. NEA5

American Seating Company

Makers of Dependable Seating for Schools,
Churches and Public Auditoriums

General Offices: GRAND RAPIDS, MICHIGAN

Branches in all Principal Cities and Accredited
Distributors in all Trade Areas



A Message to the 1934 Graduate

YOU OF THE GRADUATING CLASS of 1934—and there are millions of you—go out into a world of confusion

and paradox. You are leaving a world which probably comes nearer to being a civilization than anything else that exists in America. In the school you have purpose, you have order, you have worthy activities, you have cooperation, beauty, a love of truth, and a respect for each other and the finer things of life.

You are going out into a world filled with confusion and uncertainty. It will be easy to find things wrong with the world about you. The possibility of war is real and menacing. There is not enough work to go around. Too few people have too much of the wealth. Gigantic corporations have become more interested in dominating government for their selfish ends than in serving the people. There is too little careful and farsighted planning, and even the best plans that have been made so far would, if carried out, still leave a large margin of chronic unemployment.

If this picture seems dark and discouraging at first, remember that humanity is always at its best in the face of difficulty. All the great victories of American life have been won amid hardship and sacrifice and endurance almost beyond belief. The following extract from the diary of a pioneer who helped to open up the Oregon country is typical:

"November 18, 1847. . . . My husband is sick. It rains and snows. We start this morning around the falls with our wagon. We have five miles to go. I carry my baby and lead, or rather carry, another thru the snow, mud, and water almost to my knees. It is the worst road that a team could possibly travel. I went ahead with my children and I was afraid to look behind me for fear of seeing the wagons turn over into the mud and water with everything in them. . . . We started this morning at sunrise and did not get to camp until after dark, and there was not one dry thread on one of us—

not even my babe. I had carried my babe and I was so fatigued I could hardly speak or step. When I got here, I found my husband lying in Welch's wagon, very sick. We had to stay up

AN AGE of speedy change is a time of unprecedented opportunity. The world now is receptive to ideas. No longer stagnant and static, it is molten and fluid, running into the new molds that men shape for it. Our very danger is therefore our finest chance. The swift changes that threaten us also summon us. The world is waiting for our message if we have any. It is alive and needs live men to lead it. Let us not moan like the nerveless Hamlet: "The world is out of joint; O cursed spite, That ever I was born to see it right," but rather cry with Rupert Brooke, as he sailed to the hard campaign in Gallipoli: "Now God be thanked, who hath matched us with this hour."—President Faunce, Brown University.

all night tonight for our wagons are left half way back. I have not told half we suffered. I am not adequate to the task."

✓ The human organism is wonderful. It has resources almost beyond belief. Perhaps few of us at any time actually use more than a tenth of the power which we might develop.

✓ Then, too, the picture is not all dark. There are all about us evidences of strength and resourcefulness and new purpose. The great energy and hopefulness with which the country is taking hold of our national problems reveal the vitality and flexibility of democracy. There is ground for faith in the patience and intelligence of the American people

in the face of disaster. Perhaps the most hopeful fact of all is in the new leadership which is fast coming to the front.

As a young citizen, you should seek with all the intelligence you have to understand this strange new world into which you have come. You should learn to use your own eyes, to observe what goes on, to read newspapers and books with discrimination, to go to the roots of things in the light of your own commonsense.

Perhaps at this moment you are thinking, "But my immediate personal problem demands that I do more than merely analyze what is wrong with, or hopeful about, society. I want to know: *What shall I do with myself now that my school days are over?*"

First and foremost, do not expect too much, and do not lose confidence in yourself because you cannot get a job immediately or because you cannot begin where your parents left off or because you cannot keep pace with someone around you who is better situated. Do the best you can each day. Do all you can to improve yourself. Train yourself to observe, to think, to speak, to write, to be natural and agreeable in conversation, to play a musical instrument, to enjoy wholesome games, to love and understand the outdoors.

Second, as you cast about for a vocation into which you can fit, think more of your own growth and happiness than of the money you can make. There are too many salesmen trying to sell people things they neither want nor need. There are far too many people in the parasitic industries trying to make a living regardless of the effect on other human beings. But there are not enough people in the creative services. All around us there are tasks that need to be done, services that might be performed if we had the creative imagination to see them,

SIGH as we may for the status quo, the profound conviction has been borne in upon most of us that we are living in a world where there is no status, and very little quo. We are like sailors on a ship driving before a gale on a stormy sea. We may regret the safe harbor, but the tempest hurries us on. We must navigate in the gale, not spend our time wishing for sunlight and a calm sea.—From a radio address by Chancellor Harry Woodburn Chase, New York University.

the intelligence to organize them, and the persuasive skill to arouse others to give their support to them. For example, it took generations of heroic missionary work to make people realize the improvement that could be made in human life thru the school. Today a million people serve as teachers and school officers.

The whole field of adult education is largely untouched. The surface has not been scratched in the field of recreation, which has come to be a major phase of education. Libraries are understaffed and underfinanced, reaching but a small fraction of the people who should desire and use their services. A nation that can spend 250 million dollars a year to finance the playing of bridge ought to be able to spend at least a similar amount to supply the library service by which its people could be informed and intelligent. Is there not a dearth of the kind of people who can go into a community or appear before a budget committee to develop the understanding which will support a library?

Third, if you cannot find or make a job that will pay you enough to live on in spite of your best efforts, do not be ashamed to fall back upon your family

or upon the relief agencies of the community. There is much that one can do within the home to make his contribution to its beauty, happiness, and well-being. You may be able to do volunteer service in the church, in the school, in the care of the parks, or in some office or occupation where you would learn worthwhile skills and yet not interfere with the job of someone employed for pay. It is better to remain in your own community than to become a wanderer.

Fourth, form a few carefully selected friends among people who are older and wiser than you. Feel free to go to these older heads with their wider experience and their deeper understanding of life.

Fifth, map out some systematic line of study. If you cannot afford further schooling, you can at small cost continue the improvement of your mind.

A sixth possibility is that of organization. Supposing you and others of your own age and situation were to take advantage of the free time which comes to you to study your community as a group, and use your organization as an instrument for presenting your problems to the responsible people in that community—to its editors, its school officers,

its ministers, the men who manage its business and commercial enterprises. Would it not be possible for you to awaken them to a new understanding of their obligation to assume some responsibility for helping the community to work out its problems, so that there would be opportunities for all?

And finally, remember that the outcome depends on yourself. No matter how bad or how difficult conditions may be, it will do no good to whine. You will need all the health, all the goodwill, and all the determination you have. You cannot afford to sap your strength with bitterness or with habits that undermine your health. Whether we shall go forward into a new order, a larger justice, and a higher happiness and excellence of life, must in the end depend upon ourselves—our intelligence, our skill, our initiative, our foresight, our self-discipline, and character. We shall have the kind of country in 1950 that we deserve to have. And the kind of country we shall have in 1950 depends on the kind of men and women which the youth of today are determined in their hearts to be. Civilization can rise no higher than its source.—Joy Elmer Morgan.

Self-Preparation for New Leadership

WHEN confusion becomes general, as it has today in practically every civilized country, it is necessary to make a choice between two methods of working out of the confusion into a new order of life. The first is the method of force. The second is the method of teaching. If America's action during the decade that lies ahead is true to the great traditions of her historic past, she will take the method of teaching and she will find a better solution than those nations which choose the path of force. The teacher, who by virtue of his position holds a place of intellectual leadership in the community, is the most logical person to lead in the study of the new conditions. To give this leadership, the teacher must prepare himself by sustained and careful study and be able to make the necessary applications to his own community and people.

Having in mind these needs, the editor of THE JOURNAL has prepared the following list of books. They are a response to requests from teachers and citizens. In these times of reduced budgets, there are many teachers who would have traveled or gone to summer school, but who now feel that they cannot afford to do so. For

a fraction of what a trip or a session of summer school will cost, these books can be made a part of one's own personal library. The cost can be reduced where two or more congenial friends divide the list and exchange with each other, each buying part of the books. The turning point in one's mental growth really begins when he develops the habit of buying carefully selected books to nourish his mind with somewhat the same regularity that he buys food for his body.

A Fundamental Point of View

**Constructive Citizenship* by L. P. Jacks. Harper, 1928. \$1.

A Broad Survey of the Social and Economic Factors

The Work, Wealth and Happiness of Mankind by H. G. Wells. 2 Vol. Doubleday, 1931. \$7.50.

The Technological Forces

**The Great Technology* by Harold Rugg. Day, 1933. \$2.50.

The Power Age by Walter N. Polakov. Covici, Friede, 1933. \$2.

Understanding Our American Background

The Rise of American Civilization by Charles A. and Mary Beard. Macmillan, 1933. \$3.50.

A Century of Progress edited by Charles A. Beard. Harper, 1933. \$3.

What About Russia?

The Great Offensive by Maurice G. Hindus. Smith and Haas, 1933. \$3.

The Soviet Challenge to America by George S. Counts. Day, 1931. \$4.

Fundamental Ideas

A History of Freedom of Thought by J. B. Bury. Holt, 1913. \$1.

The Idea of Progress by J. B. Bury. Macmillan, 1932. \$2.50.

How People Are Exploited

**Other People's Money* by L. D. Brandeis. Jacket Library, Washington, D. C. 15c.

Our Movie Made Children by Henry James Forman. Macmillan, 1933. \$2.50.

100,000,000 Guinea Pigs by Arthur Kallet and F. J. Schlink. Vanguard, 1933. \$2.

Our Public Utilities, A Major Problem

The Power Fight by Stephen Raushenbush. New Republic, 1932. \$1.

Valuation and Regulation of Public Utilities by J. H. Gray and Jack Levin. Harper. \$1.

Some Prophetic Outlooks for America

**Social Economic Goals for America*. National Education Association, Washington, D. C. Single copies 15c. Discounts for quantities.

**The Future Comes* by Charles A. Beard and George H. E. Smith. Macmillan, 1933. \$1.75.

The Economy of Abundance by Stuart Chase. Macmillan, 1934. \$2.50.

The New Exploration by Benton MacKaye. Harcourt, 1928. \$3.

**We Move in New Directions* by H. A. Overstreet. Norton, 1933. \$3.

A Planned Society by George Soule. Macmillan, \$2.

The Industrial Discipline and the Governmental Arts by Rexford G. Tugwell. Columbia University Press, 1933. \$2.50.

The Choice Before Us by Norman Thomas. Macmillan. \$2.50.

*[For a shorter list, use starred items.]

Teaching Nutrition to Boys and Girls

MARY SWARTZ ROSE

Professor of Nutrition, Teachers College, Columbia University, New York City

It is Friday afternoon in a big elementary school in Newark, New Jersey. Room 33, of the seventh grade of the Avon Avenue School is responsible for the special assembly program of the week. The children of Miss Ohea's room are ushering parents and friends into reserved seats in the big auditorium. The school band begins to play. A dozen children take their places on the platform, and their leader rises to explain that as representatives of their class they are going to tell what they have learned in the past two months about nutrition. It is a subject in which this is their first adventure. Harry is introduced by Doris, the chairman, and steps forward to tell about "Things that go and what makes them go." At a signal, two boys who are operating the lantern throw on the screen a slide of their own making, which depicts a great ocean liner looming on her course, going because of the oil she burns; a boy on a galloping horse, both going together because of the food they have had; a team of girls in the excitement of a basketball game. "Food is the fuel for our bodies."

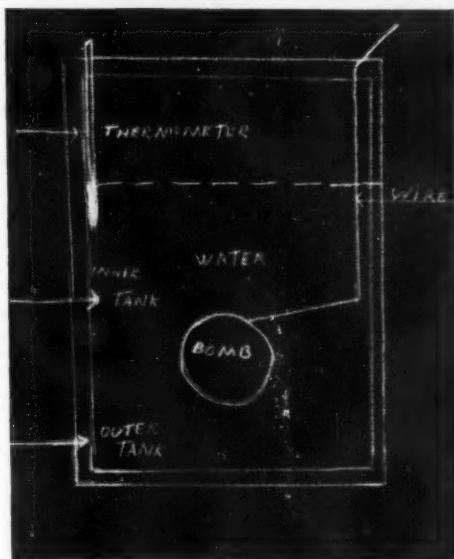
Harry retires to his place and Frances undertakes to tell us "How foods are measured." She says the class has learned a new measure for food—the calorie—"a measure of the food we need for our activities," and tells how a committee from the class was chosen to go to a certain neighboring highschool laboratory to see the machine that measures the calories in food, called a calorimeter. Again sketches made by one of the committee are thrown on the screen to make clear to everybody the construction of the calorimeter.

When Frances takes her seat, Irving proceeds to display a model of the calorimeter made by two members of the committee after their visit to the laboratory. "This is a calorimeter which Eugene and I made."

After explaining its construction in detail he takes from his pocket a notebook and reads the changes which the committee observed in the temperature of the water surrounding the bomb in which the food was ignited, "65.4°, 67.5°, 68.5°, 69.4°." When it would go no higher, all the food was burned, and as a rise of one degree equalled one



A LANTERN SLIDE made by a seventh-grade boy to illustrate "spending calories".



A LANTERN SLIDE made by a seventh-grade boy to show the construction of a bomb calorimeter

calorie, the total number of calories from the food burned was four."

"How we spend calories" was Peggy's topic. She explained that spending calories was the same as burning fuel. "We spend them all our lives, even when we sleep." She called one of the boys to her aid, seated him in a chair, and said, "Altho John is sitting still, he is spending calories because he is breathing and his heart is beating." Then she bade John spend more calories, which he did by first walking, then by running across the stage. "Whenever we move," she explained, "we spend some calories."

"How I measure my breakfast" was Grace's topic. She explained that for a seventh-grade girl 8 times her weight in pounds would tell how many calories she needed for breakfast. Then she showed a

chart with her problem neatly figured out and produced a tray of food, saying, "This breakfast fits my breakfast measure." For each food there was a neat placard giving the number of calories it furnished. Alice is small and so is her breakfast. Sigmund is the largest boy in the class. Everyone smiled when he showed his "breakfast measure" [$109 \times 8 = 872$ calories]. He too had his tray of foods, with the calories supplied by each clearly marked. Finally the chairman closed the meeting by inviting the school to bring to Room 33 any questions about measuring their breakfasts. The next day the principal appeared and asked the class to make a breakfast to fit him. This was indeed a problem, for neither teacher nor pupils knew how to get the measure for a grownup man. Their nutrition supervisor had not told them. So they had to wait until her next visit when they learned that while seventh-grade boys and girls would need 8 calories per pound, their principal would need only about half as many.

Here is a unit of nutrition study in which teacher and pupils have taken the liveliest pleasure. It has opened up opportunities for many interesting activities closely related to the children's daily lives and it has given them a new concept of the place of food in life. One of the aims of modern education is to teach children to do better the things they are now doing, to help them to live wisely in this complex world and improve it for the next generation. What subject could better subserve this purpose than nutrition? Each boy's breakfast must *fit him*. When a cup of coffee comes to be compared with a cup of milk there is no room for argument; no calories at all in the coffee, 160 in the milk, out of a possible 800 needed. If the breakfast is too small, there is danger of feeling tired before noon. But many children take their physical states for granted; if they have not a positive pain anywhere, they think they "feel all right." So nutrition, like every other phase of health teaching, must do more than teach interesting facts. It must develop the emotional drive to make them function in daily life. How shall we make children realize that food really does make a difference?

Here is what one sixth-grade class has



A MODEL of a bomb calorimeter made by these boys after a visit to a technical laboratory to see how the calories in food are measured.

been doing, as described to me in a letter recently: "The sixth grade of the Middleburgh Central School wished to carry on a rat-feeding experiment. Miss G. brought six white rats about one month of age to the schoolhouse and weighed them on the laboratory scales. She showed the nutrition committee how to weigh them and after that the committee of the sixth

grade weighed them. Two of the boys on the nutrition committee made three cages for the rats.

"Amos [a 35-gram rat] and Andy [a 40-gram rat] were placed in Cage 1 together and fed on oatmeal, milk, and lettuce. Johnny [a 35-gram rat] and Dicky [a 40-gram rat] were placed in Cage 2 together and fed on meat and



A LICE's "breakfast measure" is 512 calories [8 times her weight in pounds]. The foods on the tray furnish a breakfast which fits Jane's breakfast measure.

bread. Jacky [a 35-gram rat] and Jimmy [a 40-gram rat] were placed in a cage together and fed on meat and potatoes.

"The six rats were weighed weekly and the weight graphs were made. You can see the improvements on the weight graph. This experiment proved to us that living on meat, bread, and potatoes will not make little rats grow properly. Neither will such a diet make boys and girls grow into strong men and women."

There is no need to ask children who have had such experiences whether food makes a difference. Their conviction is strong. As one boy wrote, "I have told my mother everything you have taught us. It has not made any difference in my family yet, but I hope some day it will." Another has been more successful. She says, "Since you came, there have been many changes of diets. Mother used to bring in milk only when she was going to make a pie or cake or such. Now I urge her to bring it in frequently and she consents. She is eating more vegetables."

Most parents as well as teachers, having grown up before this new science of nutrition was sufficiently developed for immediate practical application in daily life, are often entirely unaware of the possibilities it offers for greater health, happiness, and efficiency for the children.

In the kindergarten and early primary grades, food lessons are largely for the development of attitudes which shall help the home in maintaining good food habits. Close cooperation with the home is essential to success. The teacher must know what habits and attitudes the home is establishing and direct her efforts accordingly. Good nutrition cannot be trusted to instinct. We have evidence, in experimental work carried on thru many generations of animals, similar in nutritional needs to ourselves, that a diet which is good enough to enable an adult to grow to maturity is not necessarily good enough to enable a mother to rear healthy young or for either father or mother to withstand infection, which always lies in wait, and come to a vigorous and long deferred old age. On the other hand, the persistent use of a diet rich in all the factors known to influence health and growth has resulted in better development, a longer period of active adult life, and a much delayed old age, with greater resistance of the body to those infections which make subtle inroads on health. If we can only apply what we now know to the lives of our school children, we shall have a new generation taller and stronger than their parents. Homes do

not have this knowledge. Parents had to grow up as best they could. If the present generation of children is to get benefit from it, the school must teach it.

The teaching of nutrition in the early primary grades is simplified by our new understanding of the protective value of certain staple foods. It helps us to know where to put the first emphasis. There is abundant evidence that a regular and liberal supply of milk is the first safeguard of child nutrition. The teachers of little children in the midmorning lunch at school have opportunity to create favorable attitudes to milk in all sorts of ways and to help children who for any reason develop unfavorable attitudes to overcome them. The approval of the teacher and the fact that she drinks milk, too, the attractive cup in which the milk is served, the privilege of pouring one's own glass, the sharing in a group activity, all help in creating a favorable state of mind toward something which means good growth. "Tasting parties" are perennially popular and can be easily made delightful for any food which will improve the child's diet. Miss Eleanor Green, health supervisor in the Baldwin, Long Island, public schools, has originated a bunny party, which offers many opportunities for child activities.

There are carrots to be washed and put thru a food chopper, carrot tops to be cut fine with scissors, lettuce leaves to be cleaned, an apple to be chopped, too, and the mixed carrots and apple to be rolled in a lettuce leaf and fastened with a toothpick. Sometimes the teachers have the children make masks with long ears to make them feel like real bunnies. Who wouldn't want to be a guest at such a party? And what child will not go home and "tell mother"?

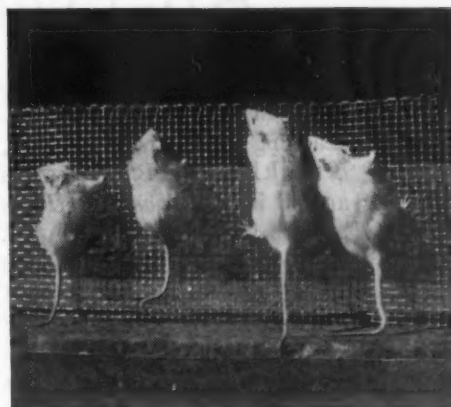
For intelligent living, children need to learn gradually in the upper primary grades how such an important food as milk is marketed, how it is protected from harmful bacteria, the value of Pasteurization, the economy and safety of evaporated milk, so that they may use this valuable food most advantageously. In teaching the child control over his environment as regards food, milk has the advantage of needing no cooking or other preparation, as well as of being a good money investment. Children should be led gradually, thru carefully directed experiences, to see that the rule, a glass of milk for every meal, is not to be broken without danger of lessened fitness.

By the fifth or sixth grade, the boys and girls should know not only the value of milk, but what cereals are, which contribute most to growth, and which each can get for himself when occasion arises.

They should also have learned that many vegetables are worth eating and can be palatable if one knows how to make them so. They are then ready to begin to learn, one at a time, the essentials of an adequate diet. They find vitamin A, for instance, to be a real substance; learn where it is stored in the plants which produce it; how it is transferred by the cow that eats it, to her milk and not to her muscles; and how it affects health and growth. Thus they are enabled to select with intelligence born of interesting experience "vitamin A breakfasts" [or lunches or dinners] which shall fit their tastes and pocketbooks as well as their nutritional needs. "Diet" becomes an adventure in wise selection, and not a restriction. Whatever the children learn must be based on accurate scientific knowledge, seasoned with resourcefulness in making the necessary foods desirable, but above all it must grow out of the children's own experience and be convincing to them.

Some sources of helpful suggestions—

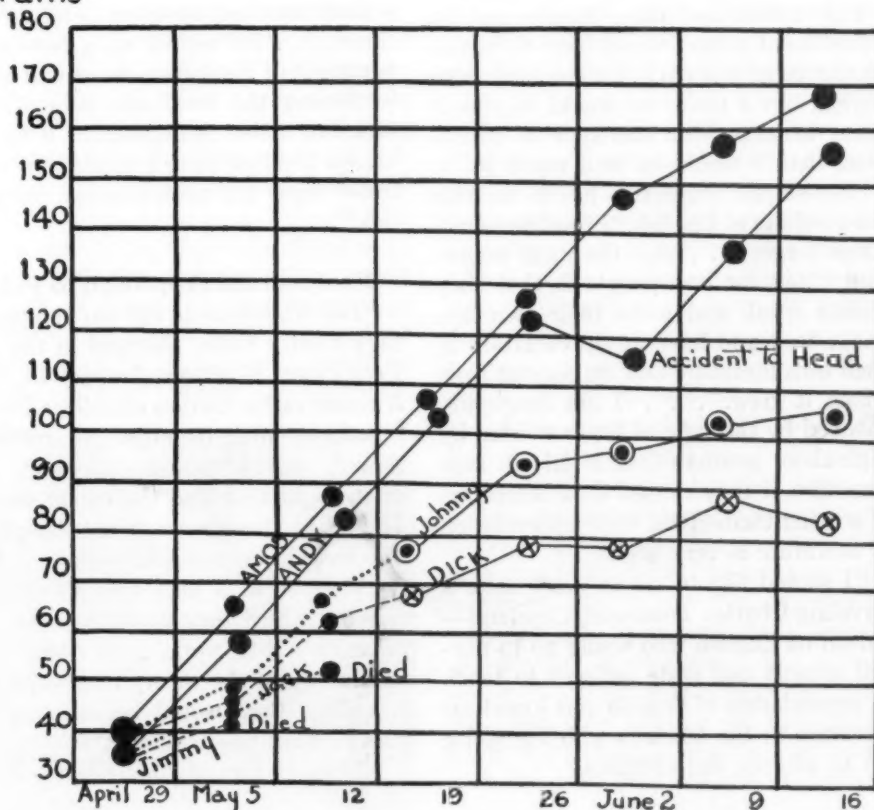
- [1] Roberts. *Nutrition Work with Children*. Chicago: University of Chicago Press, 1927.
- [2] White House Conference on Child Health and Protection. *Nutrition Service in the Field*. Section I, Medical Service, Committee on Medical Care for Children. Century, 1932.
- [3] Report of the Joint Committee on Health Problems in Education. *Health Education—A Program for Public Schools and Teacher Training Institutions*. Washington, D. C.: National Education Association, Revised ed., 1930.



AMOS AND ANDY [right] were fed oatmeal, milk, and lettuce. Johnny [next] was fed meat and bread at first, then meat, bread, and potatoes. Dick [extreme left] was fed meat and potatoes at first, then meat, bread, and potatoes. Their weight record is shown in the chart below.

- [4] Reeves, G. G., Trilling, M. B.; and Williams, Florence. *Girls' Problems in Home Economics*. Philadelphia; 1931. 666p.
- [5] Strang, R. M. *Subject Matter in Health Education*. New York: Teachers College.
- [6] Wood, Thomas and Lerrigo, M. O. *Health Behavior*. Bloomington, Illinois: Public School Publishing Co., 1927. 150p.
- [7] Rose, Mary Swartz. *Teaching Nutrition to Boys and Girls*. New York: Macmillan, 1932.
- [8] Winchell, F. E. *Food Facts for Every Day*. Philadelphia: J. P. Lippincott Co., 1924.
- [9] Lummis, Jessie I. and Schawe, William. *Guide for a Health Program*. Yonkers-on-Hudson: World Book Co., 1929. 196p.
- [10] Pfaffmann, Mary and Stern, Frances. *Food and Your Body*. Boston: Barrows, 1932.

Grams



An Evening with the Magazines

MRS. ROOSEVELT'S PAGE—School-teaching is the theme of Mrs. Franklin D. Roosevelt's monthly article in the *Woman's Home Companion* both in March and in April. Education is "the one subject that we cannot afford to neglect no matter what happens to public and private finances." Mrs. Roosevelt, in her March article, insists on this viewpoint. She tells of the increase in school enrolments, the reduction in number of teachers, the scarcity of schoolbooks, the inadequate salaries paid to teachers, and the teachers who are working while forty million dollars is due them in back pay. She comments:

"It speaks volumes for the ideals of this profession and the devotion to their work and to the welfare of the children that our public schools are functioning during this period as well as they are."

In her page for April, on "Learning to Teach," Mrs. Roosevelt says "It has long been a pet theory of mine that the basis of all real education is the contact of youth with a personality which will stimulate not only work but thought."

Mrs. Roosevelt makes two concrete suggestions for the better education of prospective teachers. First, she urges that teachers in training should be required to spend their summers in supervised travel, including travel abroad. "This would cost more money and an exceptional person would have to be put in charge of this part of a teacher's education, but I think we would reap such great benefits from this type of education, that it would be well worth it."

Her second suggestion has to do with the teaching of English. "I think we sometimes forget . . . that the most important thing for any people is that they should speak and write their own language well and have an appreciation of their own literature and the sources from which it grew. . . . I am frequently shocked by the type of letter written by highschool graduates. It is fair to suppose that if they cannot do a better job of writing themselves, their appreciation of literature is very slight."

"I should like to see in every state a traveling Charles Townsend Copeland—a dean of English who would go to normal schools and state colleges to teach an appreciation of English and American literature to the teachers who are going out to educate our children."

A Fair Deal for Education—"Education, which deals with the future of American citizens, has reached its present grave crisis with no national program of recovery. As some one has tersely put it, children are not getting a new deal, they are getting a raw deal." Dr. John Dewey thus summarizes what has happened to the schools during the last four years. *Good Housekeeping* for April 1934 publishes an interview with Dr. Dewey, under the heading "Tomorrow May Be Too Late," in which this philosopher points out the fallacy in "saving" on the very parts of school work which have been added to meet the needs of modern life.

A national program of recovery for the schools can not go forward until we face the question of their plan of support, says Dr. Dewey. "Equal opportunity for an education for the children of this nation rests upon the fortuitous circumstance of the kind of taxation that state or community may have. . . ."

"The time seems ripe to urge again a federal Department of Education with a Secretary of Education in the President's cabinet. . . . A federal Department of Education would not mean, as many seem to fear, a standardized system of education any more than the Department of Agriculture means standardized farming, unsuited to local conditions. . . . By setting up a federal Department of Education we would not be weakening the local educational structure, but rather strengthening it by having for the first time a machinery which could wipe out undemocratic inequalities."

Professional Approach to Politics—"Politics begins to stir our campuses," says Eunice Fuller Barnard in the *New York Times Magazine*, January 28, 1934. A conservative faction of college liberals "combines with its ardor for reform a slower, more studious approach and what might be called the career motive. These are those new young Americans who would like to begin while in college the practise of a high type of political activity, which they would hope to continue as a life work. . . . Along with their study of the theory of government in college they would become apprentices in local politics. . . ."

"Down at Emory University in Geor-

gia, for instance, a group of eight campus leaders, on their own initiative, have organized to take a working part in county politics. Their program includes a gamut of reforms, from the short ballot and the consolidation of two counties to a modern sewage system for a certain section."

Which Horn of the Dilemma?—"Current discussion of education has become in amazing measure a discussion of needed changes in economic assumptions and teachings within the schools. Nothing is more prophetic of a shift in our civilization than this newly-dawning educational consciousness." But teachers may not be aware, continues an editorial in *World Tomorrow*, March 29, 1934, that the decision of what to teach involves a problem of acute personal concern.

"A dilemma confronts us. Shall teachers be induced by their present desperation to back up still further the economic system that has failed them, or shall they, by revealing to pupils the unvarnished truth, turn the rising generation against this system and towards a better one? This dilemma is a painful one, but it is inescapable."

"It is an instance of what William James called a forced option. It is painful because the choice of either horn involves great risks. To choose the second alternative is to make the bold assumption that money shall not control culture, but culture, money; and this assumption has to be made in the face of a money-power that can stop such teaching. But to choose the other alternative is to commit oneself to an illusory culture, and to an economically insecure school system at that."

Stories of Schoolmasters—*Just Plain Larnin'* by James M. Shields [New York: Coward-McCann, Inc. 344 p. \$2] describes an American school system where educational ideals are frustrated by reactionary and selfish interests.

By way of contrast read "Good-Bye, Mr. Chips!" a short novel by James Hilton in the April 1934 *Atlantic Monthly*. It tells a tranquil and sunny story of a long life spent in satisfying service to a boys' school in England.

—Prepared for THE JOURNAL by the Educational Research Service.

School Costs and Economic Stability

JOHN K. NORTON

Chairman, Joint Commission on the Emergency in Education

AT THE recent Cleveland meeting the governing boards of the Department of Superintendence and the National Education Association instructed the Joint Commission to broaden its work to include a fundamental appraisal of the educational situation. This appraisal is to include the drafting of the outlines of a comprehensive plan for educational recovery and reconstruction.

Must this plan be one which anticipates continued financial retrenchment, or should it assume growing and increasingly adequate support for education during the decades which lie ahead?

There is one feature of the depression which is of particular pertinence to this question. This is the increasing acceptance of the theory that, under present economic organization, business, industrial, and agricultural prosperity are not lessened, but are increased by a substantial and properly regulated expenditure for education and other cultural services. A growing school of economic thought is insisting that thru such regulation a proper balance between production and consumption can be achieved, and the demand for consumers' goods, which gives value to all economic goods, can be maintained.

A host of writers who support this theory might be cited. William Trufant Foster recently argued that a national economic plan is essential if we are to avoid future major depressions. As one feature of this plan, he suggests the adoption of various means of sustaining consumer purchasing power, such as the provision of adequate educational facilities for all future citizens of the nation.

David Cushman Coyle concludes that business stability depends upon proper provision for various public enterprises. He argues that expanded expenditures for public services, such as education, are in reality necessities and offer a valuable vehicle for the proper distribution and stabilization of the buying power on which industrial prosperity depends.

Henry Kittredge Norton, in a recent economic prescription, states that business recovery and stability require a material enlargement of expenditures for public purposes and specifies that education should be greatly extended.

Five years ago this was a relatively

novel doctrine. Today it is widely accepted. Let us consider it more fully.

There is ample evidence that the economic resources of America are already sufficient to produce a degree of material prosperity considerably higher than any yet achieved. The principal problem is not one of creating more factories, farms, and other instruments of production, but of making more effective use of those already in our possession. The depression is a functional, rather than an organic, economic disorder.

Current business stagnation is the result of the fact that modern means for the production of goods have outrun modern ability—at least under existing methods of distribution—to use the goods produced.

The current economic chaos is not due to putting too little money into machinery and too few people in factories and on farms. The opposite is the case. It is the production side which has been over expanded.

The over-capacity of modern industry is of tremendous significance to educational planning and reconstruction. It constitutes a warning against repeating again the blind policy of pouring unneeded billions into the production side of our economic system. Rather, we must create means for the distribution and intelligent consumption of the goods produced.

The allocation of increased sums of money and the assignment of larger numbers of people to the development and perfection of educational institutions will be a step in this direction. It will be a step away from the mad policy of pouring

more money and human energy into an economic system already topheavy on the production side, and a step toward securing better distribution of what we can produce and intelligent consumption of what we do produce.

The public school and college and the provision of suitable educational facilities for adults are society's means par excellence for the education of intelligent consumers. Only the literate person can read advertisements. The girl who completes a properly developed course in household arts is not satisfied with the broom when vacuum cleaners are available, or with an ice-chest when mechanical refrigeration is obtainable. The boy who acquires a taste for good reading will buy good books. Every consideration aimed at economic stability and individual and social wellbeing argues for increased emphasis in the coming decades upon agencies such as public education.

Prediction is a hazardous pastime. I do not hesitate to predict, however, that when the formula is developed which lessens the swings of the economic cycle, and which resolves the paradox of poverty amid plenty, that one of its elements will be greatly increased, properly regulated public expenditure for education.

The factor which might invalidate this prediction is not the basic inability of our economic system to produce the goods and services which are requisite to the support of education, but rather a failure on the part of educational leadership to present attractively the advantages of selecting education as one of the services whereby sufficient consumer demand may be maintained.

Can we afford education? Is it practical to outline a program of educational reconstruction which involves larger expenditures and the employment of an increased personnel? The answers which an increasingly articulate school of economic thought is giving to these questions should encourage those working in the field of education. Yes, we can afford education. We must afford education, not only because we fear to face the consequences of ignorance in a complex democratic society, but also because increased expenditures for such consumer goods as education are requisite to economic stability and prosperity.



The War Makers

THE CELEBRATION on May 18 of World Goodwill Day should bring a recognition to all teachers, students, and citizens that world amity and accord will never be achieved as long as the power and influence of munition manufacturers in fomenting discord and in building up armaments is not curbed. In an address before the Senate on March 5, 1934, Senator William A. Borah of Idaho pointed out that "no treaty, no law made by man or God controls munition manufacturers."

The following is quoted from Senator Borah's address:

SO LONG as the munition manufacturers exercise the influence which they now wield with governments we shall make little progress in reducing armaments. . . .

I have reached the conclusion that it would be about as absurd to turn the War Department or the Navy Department over to private interests as it is to leave the manufacture and sale of the instrumentalities of warfare in the hands of private interests. The influence of these interests is so very great that they can directly shape and dominate the policy of a nation toward war and away from peace.

Let us survey some of the facts with reference to the armament manufacturers and the influence they exert upon the expenditures which the people are called upon to make for navies and armies, and the influence which they exert in breaking down disarmament conferences, in blocking all efforts to bring about peace and a better understanding among the nations of the world. . . .

During the period of depression, while millions of men and women walk the streets ill-clad and half-starved, while governments have been unable to pay their debts, while educational institutions have been starved of funds, it is a fact that the munition manufacturers have been realizing profits of 12 and 20 and 30 percent during the entire period of the

depression. While the world was struggling to get from under the catastrophe of the great World War and to relieve

THE THOUGHT of making profits out of war, of building fortunes out of the misery and the sorrows of the maimed, the broken in health, and the insane is revolting enough to anyone who has left in him a spark of human sympathy or a sense of decency. But to foment discord and to spread false and sordid statements, to engender bitterness and suspicion and hate and fear among nations, all that such profits may be made and enlarged, reaches the dead level of human depravity. There is nothing lower in the scale of human avarice.—Senator William A. Borah.

itself of the untold and immeasurable burdens which it imposed, these manufacturers have been engaged in disseminating the news which brings another world war. *I know of no way to restrain or control them except for the government to take from them the power to manufacture, to take it over by the government, or to take it under license so that they can put out only the amount which the government itself determines they shall put out.*

In an article which appears in the March *Fortune*, I read:

According to the best accountancy figures, it cost about \$25,000 to kill a soldier during the World War. There is one class of big business men in Europe that never rose up to denounce the extravagance of the government in this regard, to point out that when death is left unhampered as an enterprise for the individual initiative of gangsters, the cost of a single killing seldom exceeds \$100. The reason for the silence of these big business men is quite simple: The killing is their business; armaments are

their stock and trade; governments are their customers; the ultimate consumers of their products are, historically, almost as often their compatriots as their enemies. That does not matter. The important point is that every time a burst-shell fragment finds its way into the brain, the heart, or the intestines of a man in the front line, a great part of the \$25,000, much of it profits, find its way into the pocket of the armament makers. . . .

The munition makers break down laws; they break down governments; they kill human beings; they trample upon everything which gets in their way, human or divine; and they do it for gain—nothing but sordid gain. . . .

Capone, Dillinger on the highway, are not more heartless and bloodthirsty than the man who builds up armaments in another nation for the purpose of sending his own people to the front that they may furnish the means by which to murder them.

This magazine [*Fortune*] . . . gives a list of the different munitions manufacturers—the Krupp people in Germany, the Bethlehem Steel Company in this country—and on that subject says:

We have . . . our Colt's Patent Firearms Manufacturing Company, which supplies machine guns as well as squirrel rifles, which declared an extra dividend in 1933; our Remington Arms Co. . . . whose output of firearms and ammunition together is one third of United States production. And we have our Bethlehem Steel Co. . . . In the official listing of Bethlehem's products. . . . you will find armor plate, projectiles, gun and shell forgings, battleships, battle cruisers, scout cruisers, destroyers, submarines, and airplane carriers. . . .

Great opportunity to disarm! No wonder the disarmament conference and disarmament have come to be a kind of an organized piece of hypocrisy. There is lying back of it, constantly in operation, the influences which work against anything in the nature of disarmament. It is not to their interest to see disarmament. . . . There is the influence which in some way or other men must control before we will secure any success in disarmament; and secondly, before we will have any real assurance of amity among the nations of the world.

OUR ENCYCLOPAEDIA [of armaments] might give figures of so perfect a piece of mechanism as a modern submarine, and over against it photographs of the equipment of a one-roomed slum "home" in which heirs to our civilization have been born and are being reared. That home is what it is because neither labor nor material can be obtained to make it better. The home is subject to all the restrictions of private production for private property; the submarine is evoked by the collective buying of the community. Our schools wait; this ugly tribute starves our schools. The modern state "economizes" on schools; on submarines it dare not economize.—H. G. Wells in *The Work, Wealth and Happiness of Mankind*, p670.

SECONDARY EDUCATION FOR THE NEW DAY



FIVE outstanding characteristics of modern life are [1] science, [2] leisure, [3] change, [4] collective action, and [5] declining birthrates. The first four of these are discussed with reference to education in general in *Evaluating the Public Schools*. [See p140.]

What are the implications of these characteristics for secondary education?

Science—The growth of tested thought, or science, and its application to human affairs distinguishes the modern world from previous periods. The transformation of human living thru science creates new problems in education. The area of secondary education is most affected. It is the most advanced school unit which reaches a majority of the people. It is the key point at which to work, if education is to help mankind "reap the rewards of an abundant living which the machine has placed within our grasp."

One implication of science for secondary education is the vast army of unemployed youth. It is estimated that at least 3,000,000 young people under the age of 18 are neither in school nor gainfully employed. They have no employment because of the inroads of the machine upon the world's labor.

Second is the constant curriculum growth and revision required because of the extension of knowledge. Coupled with this is the decline of authoritarianism. Youth has imbibed the scientific spirit and no longer accepts textbook or teacher without question.

Third, secondary education is an opportunity to help solve the problems of technological unemployment. As has frequently been pointed out, society must, because of the development of machine power, place more and more energy into human services rather than in the production of goods. Where is there a greater opportunity to expand services than the area of secondary education with a potential enrolment of 10,000,000 youth? This would provide places for hundreds of thousands of teachers, for millions of idle youth, and render a service of tremendous social worth.

Leisure—Power has released men from much laborious toil. It has made leisure possible for all. Each year finds men working at occupations fewer hours per day, fewer days per week, and fewer years in a lifetime.

The first implication of leisure for secondary education is increasing enrolment. Industry no longer has a place for youth of secondary-school age. The present enrolment of 5,000,000 is only slightly more than half the population of secondary-school age. The time is near at hand when society must provide every youth with satisfactory and continuous educational opportunities to the age of 18 or higher.

Second, the curriculum must increasingly direct itself toward education for *living*. Leisure time is either an opportunity or a threat, depending on how it is used. It provides the potentialities for such a flowering of human life as has never before been witnessed. To prepare citizens for the making of such a period is one of the secondary school's greatest responsibilities.

Third, as the proportion of youth enroled in secondary schools rises, the curriculum will be dominated less by the colleges. An increasing proportion of pupils will find in some phase of secondary education the termination of their formal educational careers.

Fourth, since adults of all ages will have increasing leisure, the secondary school must adapt its plant and its staff for use in a vastly extended adult education program, which will make the secondary school a greater force in community life.

Change—Rapid social changes chronicled in *Recent Social Trends* mean that secondary schools must develop the qualities of initiative and selfreliance which will enable the youth in his later life to adapt himself to a changing world. This is the great task of secondary education. According to James Truslow Adams, teachers "should open the pupil's mind to a realization of society as it is, with all its inequalities and maladjustments; in a word, state the problem." The life problems of the children in school today cannot be solved for them. In a social scene changing with kaleidoscopic rapidity and complexity, the specific problems they will be called upon to solve in later life are not known today, much less teachable.

Collective action—Principally because of rapid scientific advance, industry has grown apace. Specialization has followed. Interdependence of one group upon another increases. "Rugged individualism" has been found wanting. Cooperative action is imperative—and, if democracy is to endure, it must be enlightened cooperation.

The highschool age is the level at which the significance of this characteristic of our modern civilization can best be presented to any large proportion of our population.

Declining birthrate—For the first time in the history of the United States, the 1930 Federal Census showed a decline in the number of persons below five years of age. There were fewer children in this age group than in 1920. In spite of a much larger population there were fewer births in 1930 than in 1910. For several years the elementary-school population has been essentially stationary. Now this trend is reaching the secondary school. No longer will secondary-school enrolments increase because there are more young people at the secondary age level. The increase will come, rather, because a larger proportion of youth will be enroled. Larger enrolments appear certain since society has no other alternative for profitable employment of the time of this vast group of young people who have not yet found their way into the secondary school.

With the birth rate reducing enrolments on the lower levels and economic pressure increasing it on the higher levels, significant changes in the organization of both elementary and secondary education must be made.

★ ★ ★ ★ ★

THERE COULD be no more fitting observation of the Tercentenary of the American high school in 1935 than the determination of every school to adapt itself to the pressing needs of the community around it. To serve those who wish to undertake this great task is the purpose of this feature on the high school, which has been prepared by Lyle W. Ashby of THE JOURNAL staff with the aid of several score persons thruout the country who have generously made suggestions.

American Education Week will be observed November 5-11, 1934. See p143 for preliminary announcement. Secondary schools will find these pages useful in planning for their observance of this occasion.

THE WIDENING PATH OF EDUCATION



WERE ONE to set down the five or six major contributions of America to human progress, one would include at the head of the list the development of universal free education. Within that major advance one would include the extension of free highschool opportunity to all the people as one of the most unique and significant achievements in the world's history.

The story of free public secondary education in America is one of struggle. The battles on some of the critical issues have had to be fought over and over. Even today the battle against tuition charges in public high schools has to be waged again in some communities.

The secondary schools of America are a fitting monument to the faith of the people in education as society's best school of citizenship. This great movement, which the people themselves developed, is not without its imperfections. Altho torn by many powerful forces in a new and rapidly changing social scene, it ranks well in effectiveness with other important social-economic agencies. No human institution is perfect. The problem in education, as in other fields, is to build, not destroy. Those who destructively criticize secondary education do a disservice to the people by shaking their confidence in an institution which, clearly indispensable in the past, must be given even greater emphasis in the new social order.

To those who have studied thoughtfully the development of American secondary education thru the Latin grammar school, the academy, the four-year free public high school, and more recently the upward and downward extension of the high school into an eight-year period—one fact stands out above all others. *That fact is the ever-widening path of educational opportunity.*

There is no parallel in the world's history. Koos has aptly phrased this unique development in an address before the Convocation of the University of the State of New York, October 1933.

The first secondary school with us was not more than a short and narrow isthmus between the elementary school of the day and the college above. Thru the academy and the four-year public high school this isthmus has been gradually broadened and recently vertical extensions of the high school have added territory to lengthen it. In the secondary school now emerging we shall have an educational mainland broad enough and long enough to accommodate all the population of appropriate ages.

Decade by decade since 1890 the enrolment in the secondary schools has approximately doubled until today it comprises a vast army of 5,000,000 youths. Since 1920 approximately 3,000,000 of this number have been added. The powerful forces which generated this tremendous influx during the past 14 years may be expected to operate even more strongly in the decade that lies ahead.

In the past, secondary education has been a privilege—free and open to all—but nevertheless reaching only a fraction of its potential numbers. For the remainder there were places in industry. Even today the enrolment is only slightly over 50 percent of the total population of secondary-school age.

But the old order is dying. We have entered upon a new and vastly different social-economic order. Each year sees

the number of places for youth under 20 in industry decreasing. The time cannot be far distant when society must provide continuous educational opportunity for all youth at least to the age of eighteen. This will doubtless add at least 3,000,000 more pupils to the secondary schools in the next decade.

And so the path of secondary educational opportunity in America widens to accept an ever-increasing proportion of youth. But it has widened not alone to accept greater numbers. Within the gates of secondary education there are ever-widening opportunities so that each individual pupil finds something of value *regardless of his interests or his capacity*. Superintendent Harold G. Campbell of New York City, in a recent address, challenged the highschool teachers of that city as follows:

Never let it be said that when called upon to solve the educational problem of any boy or girl that we threw up our hands and cried "It can't be done. This child doesn't want to learn. He can't learn. He doesn't belong in school!" There is no such child. Every child belongs in school and there is something we can do for every one of them if we have but the determination and the will to discover the chord to which he responds.

The 50 percent of the students now enrolled in the secondary schools consists largely of those who are academically most able. The coming influx of the other 50 percent will broaden still further the type of population in the secondary school. For this latter group there must be provided a new kind of secondary schools which will offer a combination program of work and play which will grip their imagination, arouse their interest, meet their needs, and prepare them to participate intelligently in the new and changing social-economic order.

Such a greatly diversified program will mean the development of secondary schools unlike any we have had. This program will cost heavily. It may even require the maintenance of those who cannot be supported otherwise. But the cost will be far less than that of idleness or of caring for these young people in such projects as the Civilian Conservation Corps. The problem of unemployed youth, so far as industry is concerned, is not temporary. America must come to grips with it as a permanent continuing issue. An enriched and expanded secondary-school program appears to offer the easiest and most effective adjustment which can be made.

If America is to be true to the whole trend of her great history she will continue to widen the path of educational opportunity. The path will be widened to accept *all* youth and for *each* youth there will be opportunities in keeping with his talents.

★ ★ ★ ★ ★

WE ARE at the beginning of an era. New inventions, new discoveries, new thoughts, new experiences, and new hopes have already been woven into the warp and woof of society. Education must come to terms with industrial civilization and discover its tasks in the new age. . . . Our secondary school has already responded in many ways to those profound changes which have transformed the social order. During the past generation the public high school has modified its program—if not fundamentally, at least with great rapidity. . . . Thru it the impulses of a new civilization are surging; thru it the aspirations of a new society are seeking expression.—George S. Counts, in Secondary Education and Industrialism.

WHILE no one knows definitely what the future holds for secondary education, there are certain trends which appear inevitable.

Curriculum

Trend toward integration—The isolated subjectmatter compartment type of curriculum is rapidly losing ground. In its place is being substituted an integrated [correlated, fused, articulated] curriculum in which the plan of work for the pupil cuts across subjectmatter lines. The primary objective is the substitution of "pupil goals" for "subjectmatter goals." In achieving the former all subjectmatter fields which have a contribution to make are called upon. This is a momentous shift of emphasis. No more significant change has ever been attempted in the secondary schools.

Integration solves one set of problems but raises others which are vitally important. It completely changes the pattern of secondary-school instruction. A major problem becomes the determination of the goals of instruction and learning. Teaching in the various subjectmatter fields in the past, with all its weaknesses, was at least a fairly safe procedure; the results sought were definitely known. Under the integration plan, subjectmatter as such becomes a means to an end, the goal being an understanding, an appreciation, or a skill. The question of objectives of learning becomes a paramount issue.

A second difficulty in making this adjustment grows out of the fact that the faculty is composed largely of specialists. The principal is a specialist in administration, and too often his time is largely absorbed with administrative detail. Each teacher is a specialist in one or two subjects. *There is need for more people who will make themselves masters of secondary education as a whole*, not only from the organization standpoint, but from the point of view of the total content of its teaching. H. G. Wells has made an attempt at such an integration in his *Outline of History*, *The Science of Life*, and *The Work, Wealth and Happiness of Mankind*.

Emphasis upon social studies—More and more emphasis will be placed upon the social studies. And within the social studies there will be greater application, less memorization. Facts will be desired, but they must be significant when applied by the student to his own situation.

According to the *Fourth Yearbook* of the National Council for the Social Studies [the Department of Social Studies of the National Education Association], three definite trends in the social studies are current: [1] the wide extension of the field drawing upon materials from economics, practical politics, sociology, human geography, and literature; [2] the organization of curriculum materials in instructional

* * * * *

THE ONLY possible ultimate way out is thru (1) sending the children to school until they are fully educated; (2) releasing old age, not as a matter of superannuation but of worthy and dignified retirement; (3) maintaining a larger proportion of leisure during the working years. Thus can we cash in on the products of our machine slaves. And so I think the facts all point one way, and that way the absorption of much of the excess labor hours in school attendance, so that not 80 percent but nearly 100 percent of all children between 5 and 18 will be in school and thence upwards to age 19, age 20, perhaps age 21.—Henry C. Morrison in *The Evolving Common School*.

Volume 23, Number 5; May 1934

★ SECONDARY SCHOOLS OF TOMORROW

units; [3] integration as discussed above. "The most significant controversy," says the editor, Howard E. Wilson, "is the question of indoctrination. . . . The problem of to what extent and in what directions we shall indoctrinate pupils has not been solved, and perhaps cannot be." [McKinley Publishing Co., Philadelphia, 1933. Price \$2.]

Emphasis upon pupil needs—With all the progress that has been made in the adaptation of instruction to individual needs, this remains the outstanding problem of the secondary schools. Pupil needs—not college entrance requirements, marks, credits, units—must increasingly be made the prime motive in secondary instruction.

The type of population now entering the secondary schools demands instruction vastly different from the college preparatory type. From the standpoint of the safety of the state itself it is imperative that this great segment of youth which formerly found places in industry be provided thru the secondary schools with activities which are challenging and satisfying. These young people cannot be left idle. An academic curriculum will not meet their needs. The problem of meeting the *individual* needs of this vast body of youth is one of the major challenges to secondary education in the next decade.

Expansion of curriculum—The secondary-school curriculum must inevitably expand in two directions [1] to take care of the new type population now entering and [2] to include new types of content material which changing conditions demand. Examples of the latter type are courses or projects in radio and photoplay appreciation. In many cases the new content material will replace the old.

Development of adult education is imperative, not only for the benefit of the adult population, an ever-growing problem, but for the welfare of the entire public-school system. H. G. Wells writes:

One may easily become unjustly impatient with the school teacher. The school teacher cannot outrun public opinion. If he does so, he loses his job, and there is an end to the matter. The first battles for the New Education of our new world must be fought in the adult mind.

Comprehensive programs of adult education will make possible a more complete use of plant facilities at little extra cost. The further development of the secondary-school faculty to serve the needs of adult education will greatly strengthen the teaching of the entire school. And as such programs are developed thru the secondary schools it will be possible to teach *at the proper time* those learnings in which the factor of timeliness runs high. Examples are the study of child care and home management. Instruction in these fields would be far more profitable and effective if undertaken as young women actually come into these responsibilities rather than during their regular highschool careers.

Organization

School organization must change to meet new needs. Present social-economic trends appear to be such as to soon require at least 14 years of formal schooling. This may mean that the 6-3-3 type of organization will be generally supplanted by a 6-4-4 plan, as it has been in some communities.

FUNDAMENTAL ISSUES

CARDINAL PRINCIPLES OF SECONDARY EDUCATION [the work of an NEA Committee, 1918] has had more positive influence in the reorganization of secondary education than any bulletin ever published. Much has happened since 1918. With the completion of the National Survey of Secondary Education, the problems can be approached in a more scientific manner than before. I believe this is a logical time to begin a reconsideration of these objectives in the light of recent progress."

Thus was worded the resolution, presented in February 1932 by Jesse B. Davis of Boston University, which led to the organization of the Committee on the Orientation of Secondary Education of the Department of Secondary School Principals of the National Education Association.

Thomas H. Briggs in his preliminary report as chairman of this committee at Minneapolis in February 1933 said:

Secondary education has not yet found itself, has not yet adapted itself to the new frontiers of civilization. Being a lusty and expensive youth, it has received and is receiving more criticism than any other part of our educational system. But, it should be added, this criticism tho to a large extent justified is caused not from an unwillingness of administrators and teachers to make desirable adjustments. It is caused by an ignorance, shared with economists, industrialists, and leaders in other fields, of what the new phenomena of civilization demand. . . . Secondary education cannot be made adequate until the characteristics and needs of society are understood. But there are adjustments that can and should be made to conditions and demands that are obvious, and provision can be made for longterm planning as researches and reflection reveal the plans that are necessary for the whole of our civilization.

In view of current criticism and of changed conditions, and because of the abundance of factual material made available by the National Survey of Secondary Education, the work of this committee was undertaken. Among the duties the committee set for itself were the following:

To formulate the issues that are inherent in secondary education at the present time.

To define the special functions of secondary education in the United States.

To consider all the facts assembled by the National Survey of Secondary Education and utilize them, along with results of study of the two items above, in formulating a practical program for advancing secondary education.

To discover what additional facts are necessary and to stimulate their collection.

To propose means of popularizing the program with the profession and the public.

In the opposite column is the tentative list of issues in secondary education presented by the committee at the Cleveland meeting of the Department in February 1934.

★ ★ ★ ★ ★

ACCORDING to figures, covering 36 states and the District of Columbia, issued by Dr. J. C. Wright, assistant commissioner for vocational education, U. S. Office of Education, 105,979 new destitute transients were registered in these states during January 1934. For the state of Georgia where complete figures are available, more than 10 percent were under 16 years of age. The percentage would be much greater if the age limit of 18 or 20 were used. Society must maintain these people wherever they are but in the long run would it not be far more economical to bring them into the schools where they could be adapted to new conditions rather than to continue to maintain them as destitutes?

*"This crisis can be met,
but not in a day or a year, and
education is a vital factor—"*

F.D.R. 

A part of the cover design of Evaluating the Public Schools. See p140.

[1] Shall secondary education be provided at public expense for all normal adolescents or only for a limited number?

[2] Shall secondary education continue at public expense for all adolescents as long as they elect to attend school or be limited at the discretion of school authorities?

[3] Shall secondary education be concerned only with the welfare and progress of the individual or with these as they promise a profitable contribution to the supporting social and political organization—i.e., school district, county, or state?

[4] Shall secondary education provide a common curriculum for all or differentiated offerings?

[5] Shall secondary education provide vocational training or only general education.

[6] Shall secondary education primarily have in mind preparation for advanced studies or be primarily concerned with the value of its own courses regardless of a student's future academic aspirations?

[7] Shall secondary education consist of unit courses, usually of one year or of one semester in length, each with its terminal examination, or of interwoven courses, with periodic comprehensive examinations covering cumulative interrelated knowledge and the ability to apply it?

[8] Shall secondary education seek merely adjustments of students to common life practises or the improvement of these practises?

[9] Shall secondary education present merely organized knowledge or also assume responsibility for attitudes and ideals?

[10] Shall secondary education be merely a part of a "gradual, continuous, unitary process" or a distinct and closely articulating part of the entire educational program with peculiarly emphasized functions of its own?

Let each faculty apply these issues to the local community. Let the issues be restated in terms of specific community problems. Such questions as these will occur:

What proportion of young people of secondary-school age are enroled?

How many of the young people not enroled are idle?

Does the school provide adequate means of human accounting?

Do the people understand the need for expanding secondary education to meet a changing social-economic order?

The application of these general issues to a specific situation provides an opportunity for an excellent project in educational interpretation. Opposing arguments on each issue may be developed by committees and used as a series of newspaper articles. Or they may be used as the basis of discussion in parent-teacher and civic club magazines.



Studying a community problem firsthand

TWO GREAT FORCES have played upon the rural life of America. One, the folk, or common school, was an expression of the pioneer desire to improve the quality and character of life. The other force has been the movement for scientific agriculture which has centered largely in the United States Department and the institutions associated with it. Thru county extension work and boys' and girls' clubs this Department has pushed into rural communities from without.

No one can estimate the increased power and effectiveness which would have come to both these institutions could they have been coordinated from the beginning so that the whole force of the Department of Agriculture would have been directed toward building up an effective selfgoverning educational system for both children and adults within each of the counties. The effort to build a narrow adult education program upon a weak and disjointed system of rural schools has proved expensive and largely ineffective as compared with the results which might have been obtained by bringing about the needed reforms within the elementary and high schools of the community.

There are within the rural schools and within the Department of Agriculture many admirably trained workers of proved loyalty, devotion, and efficiency who might easily become the nucleus for a unified system of rural education of tremendous effectiveness.

During the last decade the movement from country to city has ceased. Indeed, in recent years the trend has been reversed. The youth who lives in rural areas can no longer look forward to leaving his home and finding better opportunities in the city. With city conveniences now available in the country the rural community can be made the most wholesome, satisfying place in which to live. With the development of communication and transportation facilities, rural communities are no longer isolated. The truth of Russell Conway's *Acres of Diamonds* may be applied in that the best opportunity for rural people in the future lies in the development of the natural, and particularly the human, resources of the local community. The trend toward the decentralization of industry, bringing to the country the advantages of industrial occupation, is giving to rural life in increasing measure the advantages of such employment.

Toward Better Rural Schools

Interpretation—The primary need in rural education is to interpret to the people the potential contributions of the rural secondary school to a richer, more abundant country life. Give the people a vision of what can be done and they will work unceasingly for better schools.

THE RURAL PROBLEM

A higher quality of teaching is urgent. There is need for more comprehensive training of teachers, including provision for interne training and a continuous, dynamic program of inservice training. Because of the need for coordination of the rural secondary school with the problems of agriculture and of community life there should be a larger proportion of men teachers. And among all rural teachers ways must be found to give *permanency* to their positions rather than to allow the element of *transiency* to dominate. Better salaries, tenure, and retirement advantages will help to lift the rural secondary school from mediocrity to higher levels of effectiveness.

Reorganization of administrative units is essential. Proper interpretation of need will help to bring about the enlargement of local units which is making headway, but very slowly. Larger units make possible more nearly adequate finance, better teachers, and greater educational opportunities for rural boys and girls. The development of statewide school finance programs is providing needed financial assistance to rural schools in many states.

Enrichment of the small secondary-school curriculum — Since the movement toward consolidation is slow, often inadequate to provide a greatly enriched program after being accomplished, and in many places not possible, great significance is attached to experimentation having as its objective the enrichment of the small secondary-school curriculum. Much can be done to make the average small high school more effective. Many small schools are doing outstanding work. By the application of similar methods every school can do as well. There is need, therefore, for [1] the dissemination of the best technics now available for the enrichment of the small secondary-school curriculum and [2] continuous experimentation in the development of further technics for this purpose.

The development of curriculum materials out of the problems of community life is important. After all else is done, the test of the worthwhileness of the rural school lies in the total effect it has upon the student and the community. While the rural secondary school must make use of textbooks and of the work of specialists in the universities, in teachers colleges, and in state departments of education, the effective school will do so by first giving attention to local community needs and then drawing upon outside sources for the help they offer toward the meeting of local problems.

★ ★ ★ ★ ★

EVERY WORKER in the field of rural secondary education should own these five recent, low-priced publications:

Economical Enrichment of the Small Secondary School Curriculum. February 1934, Yearbook of the N. E. A. Department of Rural Education, 94p. 25c. Washington, D. C.: National Education Association.

The Smaller Secondary Schools. United States Office of Education Bulletin, 1933, No. 17. Monograph No. 6, National Survey of Secondary Education. 236p. 15c. Washington, D. C.: Government Printing Office.

High School Instruction by Mail. United States Office of Education Bulletin, 1933, No. 13. 69p. 10c. Washington, D. C.: Government Printing Office.

The Outlook for Rural Education. N. E. A. Research Bulletin, September 1931. 72p. 25c. Washington, D. C.: National Education Association.

Essentials of Taxation. A 16-page reprint of articles appearing in THE JOURNAL of the National Education Association for 1933-34. 15c. Washington, D. C.: National Education Association.

THE TEACHER'S PROFESSIONAL GROWTH



TEACHERS have courageously maintained their morale in the past few years despite the many discouragements and handicaps under which they have worked. While the past few years have undoubtedly had some adverse effects upon the profession, it is not unlikely that the personal and professional growth of teachers during this period has shown greater gains than ever. Under the stimulus of necessity and encouraged by farreaching changes in society and industry, the profession is attacking its problems with a new vigor. In the years ahead the teacher who does not live and study broadly and deeply will be untrue, not only to himself, but to society which is expecting a new leadership from him. On the other hand, society must be brought to understand the imperative need for such teachers.

Wide reading, professional study in summer sessions and during sabbatical leaves, broader social contacts, and travel must all become a part of the consciously planned life programs of teachers.

Are These in Your Library?

One of the great collections is the list of titles under the classification Secondary Education which have appeared in the lists of "Sixty Educational Books" published in *THE JOURNAL* annually since 1925.

The Inglis Lectures published by the Harvard University Press since 1925 provide a broad background in secondary education by the foremost authorities in the field.

The 28 monographs of the National Survey of Secondary Education furnish the greatest body of factual material ever made available on the high school. No worker in the field of secondary education can afford to be unfamiliar with them. Running from 50 to 425 pages each, the price ranges from 10¢ to 40¢ each. A complete set costs only \$3.80. A list of titles and authors may be secured by writing to the United States Office of Education, Washington, D. C.

The Enriched Teaching Series for highschool subjects published by Teachers College, Columbia University, lists free and low cost material useful in illustrating and enriching the various highschool subjects.

During the past few years the Editorial Division of the United States Office of Education has rendered a significant service by finding and listing in *School Life* the productions of United States government agencies of interest and value to teachers such as publications, posters, films, and maps. The subscription is only 50¢ per year.

A Directory of National Deliberative Committees in Education, to be published by the National Education Association, will be available June 1 at 25 cents per copy. Many of the studies listed deal specifically with problems of secondary education.

A number of agencies have recently begun the publication of much needed units-of-study material. These include the American Library Association series "Exploring the Times"; the Teachers College, Columbia University "National Crisis Series"; the "Achievements of Civilization" series of the Committee on Materials of Instruction of the American Council on Education at 5835 Kimbark Avenue, Chicago; and the

"Modern Problems Series" of the American Education Press, Columbus, Ohio.

Some school systems are experimenting with the development of their own unit materials. The Pittsburgh, Pennsylvania schools have just issued a fourth pamphlet in a series of this type entitled *The Menace of Crime*. R. O. Hughes, director, Department of Curriculum Studies, writes:

All pupils from the ninth grade up take part in a series of conferences for the consideration of this topic. . . . By this means [Current Problems Series Leaflets] we are hoping to help our pupils to understand the problems of community and national life and to have an intelligent basis for their thinking about them. It is our intention to continue this series. . . . We feel that much good has been accomplished by this means.

Aside from the unit learning materials every school should receive one of the better periodical publications for young people dealing with current American and world affairs, such as the *American Observer*, 744 Jackson Place, N. W., Washington, D. C.

There are a number of excellent periodicals in the field of secondary education, some dealing with the general field and others with particular subjectmatter fields.

With reference to the two preceding paragraphs, a classified list of all educational periodicals published in the United States may be secured by writing the Educational Press Association of America, 1201 16th St., N. W., Washington, D. C.

The National Education Association serves as the greatest clearinghouse of educational literature and information in America. The Department of Secondary Education and the Department of Secondary School Principals both issue regular publications in the general field of secondary education. Other departments such as those of Business Education, Rural Education, Social Studies, and Visual Instruction publish materials in their respective fields. The series of Yearbooks on the curriculum published by the Department of Superintendence, especially those for 1926, 1927, and 1928 under the respective titles *The Nation at Work on the Public School Curriculum*, *The Junior High School Curriculum*, and *The Development of the High School Curriculum*, have been of profound significance in the movement to keep the curriculum abreast of changing social-economic conditions.

National Education Association committees likewise issue outstanding reports of interest to highschool teachers. Current illustrations are the Report of the Committee on Social-Economic Goals for America [published in full in the January *JOURNAL*] and *Evaluating the Public Schools* published by Phi Delta Kappa, professional fraternity, for the Joint Commission on the Emergency in Education of the National Education Association and the Department of Superintendence.

Aside from professional literature, teachers find it increasingly essential to keep well oriented in broad social and economic trends. A suggestive list of books for this purpose is presented on p128.

★ ★ ★ ★ ★

GROWTH IN ACTION—Teachers grow in ability to serve youth not only thru reading and study but thru their own daily experience. It has been suggested that every secondary school devote at least 10 per cent of its time and resources to experimentation. [See *JOURNAL* editorial for March 1932, "The High School of Tomorrow."] Every teacher as well as principal will strengthen, or confirm, his professional activity by a rigid application to his own work of the criteria proposed by Dr. Judd on the following page.

The Journal of the National Education Association

WHEN the North Central Association of Colleges and Secondary Schools was organized in 1895, one of the first questions which the Association attempted to answer was the same as that which we are assembled to discuss at this meeting. After due consideration the Association formulated a definition of a well-organized high school. The items which entered into this definition came later to be called standards. The list of standards has in the course of time been greatly enlarged. Agencies such as the Carnegie Foundation and numerous regional associations have contributed new standards and many so-called interpretations have been agreed upon until now a formidable array of requirements confronts any secondary school which asks to be recognized as worthy of approval.

The dean of a school of education who is called on to state his views as to the direction in which any movement toward a new plan of standardization should trend will, of course, be largely influenced by his desire to see the secondary schools of the country organize their activities in accordance with the results of scientific study of education. One broad, general statement which can be made as clearly indicating the point of view of a dean of a school of education is that nothing can be justified in a secondary school merely on the ground that it is now there. Tradition is a natural guide but very frequently a wholly unsafe guide. That secondary school which complacently continues year after year to follow the same curriculum, to proceed in its classrooms by the same methods, to regulate the conduct of its pupils by the same rules of discipline is not a good school.

In order to make the import of the foregoing statements clear by means of a definite, concrete recommendation I may say that if I were compelled to judge secondary schools on the basis of a single standard I should set up that standard in somewhat the following form:

From the principal of each secondary school applying for approval is required a report indicating some particular in which experimental modification has been undertaken during the past year in the curriculum, class organization, methods of dealing with the public or the pupils, or in some other phase of school work. This report shall include a clear description of the plan of the experiment undertaken and an evaluation of the results obtained by the experiment.

In case a principal reported that no experiment had been undertaken in his school during the past year, I should not have the slightest hesitation in putting the school on probation. If a similar condition of stagnation were reported a second time, I should have no hesitation in removing the school from the approved list. It has been one of the most disastrous consequences of the standardizing practises of the

★ ★ ★ ★ ★

NEW STANDARDS FOR SECONDARY SCHOOLS



*CHARLES H. JUDD

University of Chicago

past that they have tolerated stagnation. They have allowed schools to regard themselves as good in comparison with a series of minimum requirements derived from the average of a group. They have not compelled schools to compare themselves with themselves and to show progress as an essential evidence of approvable vitality.

The second standard which I should stress would be a standard relating to personnel work with pupils. Concretely, the standard would be as follows:

Report six cases in which pupils showing signs of maladjustment in their courses or in their general social relations were fully readjusted thru special attention given them by the school staff. Describe the way in which these cases were discovered, the way in which they were treated, and present the evidence that the treatment was successful.

The reason why the foregoing standard calls for six cases only is that this number is sufficient to provide a sample of what the school is doing. If each efficient principal of a secondary school described six cases of effective readjustment of pupils each year, educational literature would be enriched to the point where it would become really stimulating.

The third standard pertaining to independent work by pupils may be stated as follows:

The principal of the school shall cause to be transmitted to the inspector one or more statements from committees of the faculty with regard to plans which they have matured during the year for the cultivation in the pupils of the school habits of reading or independent effort wholly outside the assignments of any course. Lists of books read or of constructive activities undertaken or of excursions organized and carried to successful completion should be submitted as a part of each statement.

This third standard emphasizes the view that no school is a good school which is limited in its influence on its pupils to classroom exercises. It is a curious fact about the conventional standards used in times past that they call for descriptions of static qualities and deal very little with evidences of effective influence. It can be readily shown that a static quality is no virtue.

The three standards suggested up to this point may be classified as standards relating to symptoms of vitality. I should require each school on the approved list to report on these three standards each year. Reports on these standards will show whether the operations of the school are vigorous and aggressive. I draw a sharp distinction between these standards and those which refer to characteristics of the school which have to do with certain less variable traits. Lest I should be misunderstood, let me pause to say with all emphasis that the distinction which I am trying to draw

THESE TWO PAGES constitute the major portion of an address by Charles H. Judd, dean, School of Education, University of Chicago, during the recent Cleveland convention of the Department of Superintendence before a joint meeting of the National Association of High School Inspectors and Supervisors, the National Education Association Department of Secondary Education, the National Education Association Department of Secondary School Principals, and the Association of Teachers in Technical High Schools and Institutes. How does your high school rate on the standards proposed by Dr. Judd?

is not a distinction which deals with comparative importances, but is a distinction which deals with aspects or characteristics that differ in nature. A comparatively permanent aspect of a secondary school is its curriculum or the training of its staff. A more permanent aspect is its building equipment. The building probably does not need to be made a matter of examination more than once in every six or eight years. When the building has been inspected and made a subject of report, it can be assumed from that time on for a number of years. The only question which needs to be raised is the question of the way in which the building is cared for and used. Similarly the staff and the curriculum will change slowly. The gradual changes in the curriculum will be reported when they occur as a part of the program of experimentation called for under the first standard recommended in an earlier section of this paper. Reports on new members of the staff might be required every two years. I judge that there ought to be a report on the curriculum as a whole at least every three years.

I should like to suggest the form of the curriculum standard which may be thought of as standard number four in my proposed list:

The principal shall give an account of the kinds of population which surrounds the school, the kinds of positions to which graduates of the school go, the available resources of the community for the support of schools. Against the background of the foregoing statements, the principal shall give a description of the curriculum administered by the school, describing the reasons for each course included.

The suggested standard four seems to me to represent a view regarding standards which is worthy of careful consideration. Each school is here thought of as an agency functioning in a community. To be sure, the community must not be narrowly conceived. The reason why attention is called to the positions to which graduates go is that the larger community must be constantly kept in mind. The curriculum is, however, a community service, not a relic of historical pasts brought down from communities which lived totally different lives from those lived by the present generation. The curriculum is an evolving service. Its units do not fluctuate from day to day, but they should change in a tempo which comports with the tempo of social change in the community around the school. If civilization brings to the surface new obligations which arise from new complex forms of industrial or economic organization, the school must change its curriculum service.

★ ★ ★ ★ ★

THE NATIONAL EDUCATION ASSOCIATION is a pioneering organization. Generations of the ablest school men and women have poured their best into the development of its activities and policies. It is the most progressive organization of its kind in the world. It has pioneered the improvement of instruction, the education of teachers, the development of school administration, better relations between high schools and colleges, curriculum revision, the objectives of education, educational research, the interpretation of education, and American Education Week. It now has many great departments and committees working on the basic problems of our time. Included among these are the Joint Commission on the Emergency in Education which is now turning its attention to the program of educational recovery; the Legislative Commission which has been the heart of the movement for federal aid; and the Committee on Social-Economic Goals of America, whose first report was published in the January JOURNAL as one of the outstanding documents of the year. The National Education Association which brings together local, state, and national educational forces into one comprehensive, participating, cooperative organization is the greatest clearinghouse of education in the world.—Joy Elmer Morgan.

The order in which standards have been presented is not an indication of their comparative importance. Perhaps the curriculum standard should be thought of as the most important standard in the whole list. It is so important that it should certainly not be allowed to continue to be formulated in the terms in which it has commonly been expressed by the conventional standardizing agencies. *The curriculum of secondary schools has not only tended to remain static in the past; it has been compelled to remain static by the standards enforced by colleges and regional associations.* Particular subjects have been specifically mentioned and artificially maintained in the curriculum by highly detailed standards. Suppose that a school should arrive at the advanced stage of intelligence where it decided to let pupils do some of their English as independent reading. Should not the curriculum standard permit the school to adopt a new quantification of its English? Suppose that a way can be found of teaching the useful concepts of mathematics without encumbering the pupils' programs with the trash which scholastic tradition has embedded in the conventional courses in algebra and demonstrative geometry. Should a school be outlawed for improving its treatment of this important subject? There should certainly be a curriculum standard, but not a subject-program which is fixed and universally enforced.

Perhaps enough has been said to make clear the way in which a dean of a school of education would operate in setting up new standards for secondary schools. The sample standards do not fully cover the ground, but they indicate the direction in which reform should move.

I would that standards and modes of accrediting schools might be devised which make the inspector a consultant rather than a jailer. I would that the major attention of our regional associations might be devoted to the collection and distribution of fine statements of best practices rather than to the exposure of the lame, the halt, and the blind.

I may be misled by my desires but I think not. I feel confident that the old standards have had their day. They did their service nobly at a time when secondary schools were emerging out of the darkness. The new standards will have to be different, because the whole social situation is different. We are today in possession of scientific instruments of evaluation and we can find on every hand stimulating examples of progress. We have a new concept of public education. We are outliving formalism and petty regard for trivialities. We have learned to think in terms of function rather than in terms of structure.

American Education Week 1934

THE THEME of the fourteenth annual American Education Week November 5-11, 1934, is *Educating for Tomorrow*. The observance will be a step in the adaptation of education to the future conditions of this country. It is time for the American people to state more clearly the goals toward which they are moving, and to teach these goals to their children, upon whom rests the future of selfgovernment.

Education is a powerful social force. The kind of education we offer children today will largely determine the character of our national life tomorrow. Altho teachers will naturally take the lead in the revision of American education, the duty is so momentous as to call for the help of every citizen.

American Education Week brings parents and other citizens together with teachers to formulate the objectives and appraise the results of education. Citizens are invited to visit and inspect the work of the schools so that they may participate intelligently in important decisions related to educational and social progress. More than half a million adults in one large city were in attendance at school meetings during American Education Week 1933.

Recent critical developments in national life make participation in the observance of American Education Week 1934 a paramount duty of good citizenship. It is expected that no less than 15,000,000 people will take part next November in this celebration, devoted to planning the future of education.

The coming American Education Week programs will be sponsored as usual by the National Education Association, the United States Office of Education, and the American Legion. Other national organizations whose memberships total millions will cooperate. The Joint Commission on the Emergency in Education, which has recently been made a great clearinghouse for proposals to revitalize American education, will take an active part in shaping the programs recommended for the occasion, and thru its board of 800 consultants, representing all parts of the nation, will give great impetus to the celebration in states and communities. Each community will adapt the observance to its own needs. Topics suggested for the day-by-day programs follow:

Monday, November 5—Planning for Tomorrow

Let every community, every school, and every organization ask itself these questions: What kind of a life do we desire for ourselves in our homes, our schools, our churches, our neighborhoods, and our industries? What steps have been taken nationally and locally to bring about this kind of life, and how can they be furthered? Emphasize the importance of co-operation and farsighted planning. Let the social and economic goals for the nation as a whole be considered carefully in their application to the state and the community. Let us dedicate ourselves anew to the ideals of democracy.

Tuesday, November 6—Developing New Types of Schooling

Discuss the adaptation of the regular school curriculum to the needs of changing social conditions. Show how restrictions on child labor and the decreased length of the wage-earning period of life make expansions in highschool education and the development of the junior college necessary. Show how these recent movements affect the senior college and the university. Consider the new responsibility educational institutions must assume in vocational education when children are no longer permitted to learn occupations in business and industry. Point out the increasing emphasis now being placed upon the nursery school and the tendency to provide for the handicapped child and adult.

Wednesday, November 7—Continuing Education thruout Life

Show how the decreasing hours adults spend in earning a living make necessary greater opportunities for enrichment of adult life. Show how a planned existence depends more largely upon intelligent participation of individuals than does a policy of economic and social drift over which man tries to exercise little control. Point out the part which evening and continuation schools, libraries, study clubs, extension courses, and other forms of adult education must play in orderly social advance.

Thursday, November 8—Financing Our Schools

Emphasize equality of educational opportunity as the basis of democratic government. Point out the widespread inequalities in the ability to support education among the school districts within your state. Show how the same variation in ability to provide education exists between states. Show how the growing revenue program of the federal government deprives states of sources of tax money for support of schools and other local enterprises. Show how the emergency has greatly increased the claim of the states upon the federal government for aid to education similar to that given to industry, banking, road building, and agriculture. Make the point that the recovery program is nationwide and that education, an indispensable part of that program, must have nationwide support.

Friday, November 9—Quickening the Sense of Civic Responsibility

[School observance of Armistice Day]

Stress the fact that a good citizen does more than respect the law and honor the flag; he keeps himself informed about current happenings and their significance. On this day let the schools place primary emphasis on good citizen-

ship and Americanism as a part of the Armistice Day program in cooperation with the American Legion. Clear the way for more active participation of teachers in public affairs. Tie school and community in a study of such local activities as better care of the poor, clean streets and alleys, wholesome recreation, more adequate libraries, and pure water supply.

Saturday, November 10—Preparing for New Kinds of Service

Recall the continuing effect of the machine in driving people from employment in many presentday occupations. Point out needed services in which there are now few people engaged because these services do not minister to our time-worn ideal of money profit. Show how the performance of such services as reforestation, beautification of cities, eradication of insect pests, prevention of disease thru sanitation, will give employment to thousands who cannot be absorbed in industry and business, and who will still be doing work essential to the advance of civilization. Discuss the responsibilities of the schools in preparing youth for these services.

Sunday, November 11—Enriching Character thru Education

On this day churches will place primary emphasis upon character as the foundation of citizenship, in keeping with the patriotic spirit of Armistice Day. The American Legion, the church, school, and home will cooperate in planning programs for the enrichment of character. Point out the increased importance of strengthening character in times of rapid change in the social structure, in order that the good things achieved in the past may not be swept away merely because they are old, or new ideals refused a trial merely because they have no precedent.

Helps for American Education Week—Write to the Division of Publications of the NEA for the following, available Sept. 1, 1934:

For every teacher—

*American Education Week Handbook 1934—*a manual of suggestions and facts. Outlines a practical plan of procedure based on thirteen years of experience in observing the Week. Makes the work of the busy teacher in interpreting education easier and more effective.

For every classroom—

A set of messages for the bulletin board each day of the Week. Graphic and attractive. Important for interpreting education to students.

For every home—

An American Education Week Message emphasizing the significance of education for tomorrow. Write for free sample of this leaflet.

For every editor—

A package of suggestions for news stories, feature articles, editorials, and cartoons.

For every pupil—

A lapel button to be worn during the Week.

For every letter—

Gummed stickers in beautiful colors. A half million were used last year.

For special uses—

Combination packets of materials for all needs at small cost. Special packets for kindergarten and primary schools, for upper grades and high schools, for churches, for citizens, and for rural schools.

A Rural High School's Service

J. STANLEY CASTELL

Principal,

Scott High School, Howe, Indiana

THE PRESENT EMERGENCY has brought trying times to schools of every type; but it has brought the most serious problems to schools in rural districts. This article describes what was done by the teachers of a typical small rural consolidated school—Scott High School in LaGrange County, Indiana—to improve the educational opportunity of rural children in a district of 36 square miles. The enrolment from grades 1 to 12 is 224. There was practically no cost to the taxpayers in the addition of these improvements to school services.

Medical examinations—There was no money available to employ a school physician. The principal with the help of the county nurse arranged with the local physicians to come to the school and examine every child from grades 1 to 12. The results of the examination were re-

corded on the permanent, cumulative record sheet for each child. In every case where the physicians found that a child had a physical defect which needed medical attention, a report was sent to the parents of the child, recommending that the parents take the child to the family physician for an examination. For two years this plan has been in operation. The percent of corrections has been high. Several corrections were made with funds from the local Red Cross.

Home visiting—There were no funds to employ a visiting teacher. Yet the teachers and principal realized the need for knowledge of the home conditions of each child, so that instruction in school could be adapted to his needs.

Home survey blanks were prepared on the school hectograph. Each of the six teachers and the principal visited the homes represented in school along one

bus route. Then a conference was held between the teacher concerned and the principal to consider the effect of home conditions on the work in school of each pupil.

Hot lunches—The results of the medical examination, the observation of the teachers in the various rooms, and the knowledge gained from the home visiting program, showed that several of the children were undernourished. Due to the depression there was no money to provide food. The local parent-teacher association, under the leadership of an energetic president, undertook to solve the problem. To gain funds the organization produced an amateur play. With the money secured in that way, milk was bought and given to the undernourished children. The association also put in operation a plan to provide hot lunches at school. Supplies were donated by the



Every student's home is visited by his teacher



The home economics class serves hot lunches—supplies donated by patrons

citizens of the community. Some of the parents with the help of the home economics class prepared the food.

Lengthened period—The old 45-minute recitation period was abolished in grades 7 to 12 in favor of the lengthened period, one hour long. This made possible supervised study and led to better study habits. It allowed a more flexible type of class exercise, drama, discussion, laboratory method of study, and it simplified, almost eliminated, disciplinary problems. It made easier pupil diagnosis by the teacher and made possible individual instruction by the teacher. While this plan required extra work on the part of principal and teachers, it cost the taxpayers nothing extra, and improved the educational opportunity of the children.

Improved reports to parents—The old system of numerical or letter grades was discarded in favor of the individual note from teacher to parents, expressed in plain English, which the parents could understand. These reports attempted to indicate the quality of the pupil's work in the classroom, his social and individual character, and his personality. Indications were made as to how the parents could help the child to do better work in school. This new plan of reports to parents required the teachers to make a careful study of each child. It resulted in work better adapted to each child.

Testing program—An intimate knowledge of the ability and achievement of each pupil is necessary to effective instruction but at Scott High School there was no money to employ a special testing and research force. The principal and teachers worked out a plan to supply

case. Most important is the cumulative record card. On this card is recorded personal information, record of attendance and grades by semesters, record of physical examination by years with note of corrections made, record of the results of intelligence tests, of achievement tests, and general notes on personality, character, and activities. Also in the folder are filed profiles of achievement test results, notes to and from parents, and any other documents which apply to the case. These records make it easier for the teacher to understand each pupil and adjust instruction to him.

Pupil participation in school government—It is commonly agreed that schools should teach not only the integrating subjects but also the many social contacts which make an active, participating citizen. A plan was begun at Scott School to teach these social factors. It



The Student Health Board continues the health program



Time for individual instruction and supervised study

was a slow process, for the pupils had to be interested in the idea first. In three years much progress has been made. The student council, composed of elected representatives of each class, regulates hall traffic, assembly programs, athletic activities, clubs, health program, safety patrol, bulletin board, lost and found. As the pupils acquire more experience and ability, more duties and opportunities are turned over to them.

All these enterprises—medical examinations, home visiting, hot lunches, the lengthened period, improved reports to parents, testing program, cumulative records, pupil participation in school government—have greatly improved the educational opportunities of the children.

this information without extra expense. Intelligence tests are given to each child in school in alternate years. The teachers administer and score these tests. An achievement test is given at the end of each year. Promotions are based on the results of the two types of tests. The only added expense to the taxpayers in this case was the actual cost of the test booklets.

Cumulative records—A complete, cumulative history of the progress of each pupil thru school is essential to best instruction. But there was no money at Scott School to employ clerical help to make up the records. The principal and teachers took on this added duty. A folder for each pupil is kept on file in the office of the principal. In this folder are kept all documents which relate to his



Every day can be field day for the agriculture class

Efficient Tax Administration

THERE ARE several hundred thousand different tax-collecting jurisdictions in the United States. In addition to the federal government and the forty-eight state governments, there are more than 16,500 incorporated villages, towns, and cities, 127,000 school districts, 3500 counties, and thousands of township, town, and special districts. New York State alone contains almost 14,000 separate taxing units; Ohio has more than 4000; and Indiana more than 2500. With so complicated a series of overlapping, and often competing or conflicting units, it is not surprising that taxes are expensive to collect, that governmental functions are handled by too many different officials resulting in duplications in costs, and that much waste and inefficiency therefore occur. When it is further remembered that many of the local tax-levying officers give only incidental attention to their work as public officials, that few of them have any technical knowledge of the problems of taxation, and that most of the positions are held under conditions of strict political election, appointment, and control, the wonder grows, not that the system works badly, but that it works at all.

Consolidation—The first step in administrative reform is clearly the abolition and consolidation of many of the smaller taxing districts and the erection of tax administration districts capable of operating efficiently. We may illustrate this process by reference to what has already been accomplished in the consolidation of school districts. Maryland, with a land area of about ten thousand square miles, has only twenty-four school districts. Connecticut, with half of Maryland's area, has seven times as many school units. Utah, with 82,000 square miles of territory, operates only forty school tax units. Its neighbor, Wyoming, with but little more area, has ten times as many school districts. Louisiana has only sixty-six school districts; Arkansas and Oklahoma, less than 50 percent larger in area, have, respectively, forty-nine and seventy-five times as many school districts as Louisiana. Of course, conditions are not identical in the states that have just been compared, but tradition and custom explain the existence of hundreds of small school districts in most of the states of the union. As with schools, so also with other functions. The

creation of larger local units of tax administration will promote greater uniformity of taxation, increase the efficiency of administrators, and lessen the costs. The county is frequently recommended as the smallest unit that is consistent with efficient tax administration.

Professionalization—A second needed reform in the handling of taxes is to free the tax officials, local and state, from partisan alliances and controls. The formation of broad policies with respect to taxation will probably remain for some time a political decision. But while this must be true, the great proportion of the actual work of assessing and collecting taxes is not political; on the contrary, considerable technical knowledge is required for its efficient performance. Those who do this work should be skilled workers, with high professional standards. Larger administration units will permit the introduction of higher standards. Some assessors today are not capable of doing even the clerical work which their office involves.

The principal state tax officials should be especially qualified for their work, which includes the supervision of local tax assessments, central assessment of certain special types of property such as that of public utilities, and central administration of taxes other than those on property. State tax commissions of three members appointed by the Governor are generally favored. Such is also the common practise in the states, altho fourteen states have only one commissioner; two states have four; three states have five; and one state has six. A commission of more than three members is apt to be unwieldy. Members should hold office for an indefinite period or for relatively long, overlapping terms. They should be protected against removal for partisan political reasons.

State tax commissioners should have the ability and the opportunity to exercise leadership in tax matters within the state. They should collect statistics and conduct research to determine the effectiveness and needed development of their tax systems. They should be the first persons called upon by state legislatures to act in an advisory capacity with regard to projected tax legislation.

Coordination—A third essential to efficient tax administration is the elimination of overlapping and conflicting tax

jurisdictions. The conflicting interests of different states and of different sections often impose double burdens upon the taxpayer.

For instance, one state may tax the income from all sources, of its residents. Another may tax non-residents also, on that part of their income that is derived from within the state. The situation is even more complicated with respect to business income taxation. The determination of what part of the income of a corporation, doing an interstate business, is taxable in each state forms one of the knottiest problems of state tax administration. The National Tax Association has recommended an equitable formula for making this apportionment.

A few years ago the interstate rivalries in inheritance taxation produced a vast amount of duplicate or multiple taxation of estates, but the leadership and influence of the National Tax Association have resulted in a general acceptance of the principle of reciprocity, with wholesome results.

In a federal state the tax problem is further complicated by the necessity of providing revenues for both the federal and the state governments. In the United States certain constitutional restrictions must be observed. Thus, the states cannot tax imports; all taxes on exports are prohibited; federal direct taxes must be apportioned according to population; state taxes must not burden interstate commerce, and so on. Aside from such restrictions the tax field is open. The pressure to increase revenues has induced both federal and state governments to tax the same object in numerous cases. The taxes on incomes, gasoline, and tobacco are illustrative.

This practise is often inaccurately called double taxation. A condition of double taxation exists when two states or two nations tax the same object, or when a government levies two similar taxes on the same object. It is impossible to avoid the levy of taxes on certain objects by more than one authority. This has always been true of the property tax, which is collected for school, municipal, county, and states purposes. The collection of federal and state taxes on incomes is no different, in principle, from the collection of two taxes on property by state and local authorities. Double taxation is objectionable only if it is discriminatory, or if the total resulting tax burden is excessive. There is no discrimination merely because a state taxes an object already taxed by the federal government.

However, both federal and state taxing authorities may properly be criticized because they have proceeded as if their respective needs were paramount and as if no other agencies were concerned with the collection of taxes from certain classes of taxpayers. Both sides have ignored the essential nature of our governmental structure, which includes a group of states and a federal government over all. The basic remedy for such difficulties lies in a fair regard, on the part of each taxing authority, of the revenue needs and the limitations on the taxing power of the other.

—Harley L. Lutz, Princeton University, and William G. Carr, Research Division, NEA.

This Age of Plenty

STUART CHASE

ASSUMING that the abundance pattern will prevail, what are the terms upon which it will function? Obviously in the *mêlée* of transition it can function only by fits and starts. Perhaps it is possible concretely to specify the terms. An abundance economy demands:

[1] Capacity operation of its plant, on the balanced load principle.

[2] An unhampered flow of goods to consumers, involving the right to a minimum standard of living, regardless of work performed—if *no work is available*. Distribution must replace exchange. This imperative is practical, not idealistic, arising from the necessity of keeping the plant in operation.

[3] The elimination of waste, restriction, and private monopoly, as methods of maintaining prices.

[4] The conservation of natural resources to the degree which, consistent with existing technical knowledge, will maintain adequate supplies of raw materials for the calculable future. Neglect of this imperative may cripple the whole productive mechanism thru the failure of one resource—say copper or oil.

[5] The employment of a decreasing number of man hours in direct production.

[6] The encouragement of research, new invention, and a fairly high obsolescence rate for plant and processes. No more suppressed inventions; no corporate patent monopolies.

[7] The production of capital goods to grow only as technological improvement, mass purchasing power, or mass demand requires it. No reliance on this sector, as heretofore, as an automatic distributor of purchasing power.

[8] A one-to-one relationship between the growth of physical production and the growth of debt. In the long run, no debt can be serviced which compounds faster than physical production. This rule operates to disallow the bulk of capital claims now outstanding in the United States and in many other nations.

[9] A sharp distinction between use property and industrial fixed assets. The latter must be socially controlled in that the units are no longer independent enterprises, but interlock one with another.

[10] Economic decentralization. . . . The liquidation of the distinction between city man and country man.

[11] The industrialization of most agricultural staples, on a quantity production basis, and a declining number of man hours in farming.

[12] Shorter working hours for all.

[13] A wide extension of social services and public works to absorb those inevitably to be displaced from industry, agriculture, and the parasitic trades.

[14] The continuation of industrial specialization—tho decentralization may be expected to simplify it somewhat. The final form in the calculable future seems to be one flexible, far-flung electrical machine.

[15] No narrow economic nationalism. The plant demands essential raw materials on a reasonable exchange basis from all over the world.

[16] Revised and simplified political forms. The scrapping of outworn political boundaries and of constitutional checks and balances where the issues involved are technical.

[17] Centralization of government; the overhead planning and control of economic activity. In North America such planning to satisfy technology should be continental rather than national. In Europe technology will not tolerate national boundaries indefinitely. A working dictatorship over industry is indicated if the plant is to be efficiently operated. Technical performance cannot be subject to popular vote, but the administrative group from time to time might well be. Remember that pecuniary graft has no point with more than enough to go round; but the very human lust for power remains unimpaired.

[18] Finally, and exceedingly important, abundance demands no compromise. It will not operate at half speed. It will not allow retreat to an earlier level and stabilization there. Pharaoh did not tell the Nile what to do; the Nile told Pharaoh what to do. The industrial discipline must be accepted—all of it—or it must be renounced. The only retreat is back one hundred years to the economy of scarcity.

Such, substantially, are the terms upon which the economy of abundance will function; such the mold to which new social habits, new institutions must conform. This is the way, and I think the only way, that a high-energy culture will function in the long run. Some of the imperatives may be subject to modification in detail; other imperatives may

arise; but the basic mold is set. This is the direction in which Mr. Roosevelt is now being forced. Underneath political smokescreens, and the alarms of stage-coach champions, those of us who have eyes to see can detect the glacier advancing into Sweden, England, Italy, South America, Canada, Australasia. In Russia the march is luminous.

Do these terms violate human nature; are they inconsistent with normal behavior? Already many have been incorporated into our daily lives. . . . What they do violate is a set of institutions largely developed in eighteenth century, which in turn displaced an earlier culture complex based on feudalism, which in turn displaced its predecessor, and so on back to Mesopotamia. Men talk as tho the gold standard had been laid down by God, side by side with the law of gravitation. The universal gold standard is not so old as Mr. Roosevelt.

It is not to be gainsaid that these terms carry implications of substantial moral shock to many persons, especially to large owners of property hitherto vendible. The terms are now being bitterly fought, and will continue to be for years to come. Habit complexes do not change overnight. If it requires at least a decade to modify the psychology of stolid Russian peasants, it may require twice as long to modify the psychology of Wall Street.

Technological imperative is impersonal, amoral, and non-ethical. Like the Nile, it sets the boundaries within which a given culture must operate. The terms imposed by the machine age were onerous to the point of often violating human nature; the terms of the electric motor and the photoelectric cell are more generous. *Fortunate and perhaps fortuitous is the fact that the modern imperative is straight in the direction of an economic system based on serviceability and security. . . .*

Any conscious plan for the new society, any revision of the structure of government, any program for social control, any valid political movement, must square with these imperatives. This is the bed we have made—it matters not how—and we must lie on it.—From *The Economy of Abundance* [Macmillan]. Copyright by the author and used with his courteous permission.

The Credit Union Movement

TEACHERS, like other groups with moderate incomes, need access to credit facilities at a reasonable cost. No matter how carefully the teacher may budget his income, there is likely to come a time when borrowing will be necessary to tide him over a temporary financial crisis. This has been especially true during the last two or three years. Money may be needed for the payment of a doctor's bill, hospital fees, taxes, or for summer school expenses. The amount may not be large and the period of time for which it is required may not be long, but while the need exists it is often pressing. Such emergencies should be met, if possible, without jeopardizing the borrower's future financial welfare by requiring him to pay the excessive rates of interest charged by most private financing agencies. To assist in meeting situations of this kind a number of teachers associations have established loan and relief funds and more and more these groups are becoming interested in credit unions.

Purposes—What is a credit union? It is a cooperative savings and loan society organized usually in accordance with provisions of a state law and under the supervision of the state department of banking. In some states which have no permissive legislation a credit union may be organized under provisions worked out locally. Such a society has three primary purposes:

[a] to promote thrift among the members thru a system of savings which specializes in small units of saving and which encourages regular deposits each week; [b] to educate the members in matters pertaining to the investment and care of their savings; [c] to use the funds thus accrued for the benefit of members by creating credit for provident purposes at legitimate rates of interest.

[For further information on this subject see the Sixth Yearbook of the Department of Classroom Teachers, *The Economic Welfare of Teachers*, National Education Association].

History—The earliest development of credit unions occurred in Germany in response to a need for relief from usurious money lending. The movement gradually spread to other nations. The first one to be established in this country was in New Hampshire in 1908, and shortly after that the Massachusetts Credit Union League was organized. In 1921 the Credit Union National Extension Bureau was established and continues to be financed by Edward A. Filene, Boston merchant and philanthropist.

Growth—The growth of the movement has been remarkable. Fifteen years ago about 50 credit unions were in existence with assets amounting to only \$500,000. Today there are more than 2000 unions with a membership of 425,000 and with assets totaling nearly \$50,000,000. Credit union laws are on the statute books of 38 states and the District of Columbia. At present 40 percent of the unions are in industrial groups, 30 percent in government agencies, and the remaining 30 percent in other groups including teachers.

Size—Most state laws require that a credit union be organized within a group, the members of which have some common bond. Size is not a major factor in determining its success but there should be a possibility of at least fifty members. Both large and small organizations have their advantages. One telephone company union has a membership of 5000 while a number of successful ones have only fifty members.

Establishment—In organizing a credit union under the state laws a petition for a charter is filed with the state department in control and an investigation is made. Upon receipt of a favorable report, bylaws are adopted and officers are elected. The state department of banks usually has the authority to grant a charter and to supervise the business. The union is administered thru a board of directors, a credit committee, and a supervisory committee, all chosen by and from the membership of the group. The directors elect a president, vice-president, treasurer, and clerk.

Membership—Membership is granted only upon subscription to at least one share of stock, and requires the payment of the first instalment on this share, plus a small entrance fee. Each member has one vote in the meetings of the group, irrespective of the number of shares he holds.

Issuance of shares—The par value of shares should be small in order that the greatest possible number of eligible persons may enjoy the advantages of membership in the union. A par value of \$5 is recommended. Members should be encouraged to purchase as many shares as they can afford from time to time and should be permitted to pay for them in weekly or monthly instalments, as such a provision encourages regular savings and furnishes a steady increase in the

amount of money available for loans. It is preferable that shares shall not be transferable but the bylaws may provide for their transfer from one member to another upon payment of a fee. They should also be withdrawable upon proper notice.

Savings deposits—In addition to selling shares a credit union may accept savings deposits for two reasons:

[1] to permit members to save on a preferred or slightly safer basis than when shares are purchased, and at a slightly higher rate of interest than that paid by banks; and [2] to accumulate additional funds for making loans to members.

Amount of loans—Usually loans under \$50 require no security but larger loans must be secured by collateral satisfactory to the credit committee, or by endorsements. All applications should be made in writing and state specifically the purpose for which the loan is desired. In most states no limit is placed on the size of the loan, provided there is sufficient money on hand but no member should be allowed to borrow a larger sum than his income will allow him to repay in the time allowed. A loan may be renewed and may be repaid in instalments. One percent a month is considered a fair interest rate.

Profits—Profits from the business are used to pay interest on deposits, dividends on shares, and usually about 25 percent is set aside as a reserve fund for the protection of investors.

Movement among teachers—Within the last seven or eight years the credit union idea has begun to find favor among teachers organizations. The number of credit unions among teachers is still small in comparison to other groups, but most of those now in operation are flourishing and give promise of continued success. According to recent reports there are 45 such unions established among teachers, and others are being planned.

Conclusion—Credit unions are not an experiment. The past few years have demonstrated their safety and worth. They have come thru the depression with a splendid record in the face of the uncertainty of the banking situation. In 37 of the 38 states not one credit union was closed and only six unions asked for a loan. This is the finest record ever established by any form of banking under similar conditions.—**Agnes Winn**, director, Division of Classroom Service, National Education Association.

Hygienic Handwashing in Schools

THOMAS D. WOOD, M. D.

Professor Emeritus of Health Education, Teachers College, Columbia University; Chairman, Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association

EVERY SCHOOL CHILD should wash his or her hands at least twice during each day in school. This is necessary for health, for safety, for decency, and for good manners. This handwashing is also essential to one of the most important things that any child can learn in school, to establish the sure foundation for the permanent habit of washing the hands at the right time throughout his life.

Cleanliness not only is an evidence and proof of decency and good manners, but since early periods in human history cleanliness has been associated with spiritual wellbeing and identified in many customs and ceremonies with religious teaching and rituals.

No single act or habit is more definitely linked by scientific proof to the prevention of avoidable disease and death than handwashing, when handwashing is needed. Eminent medical and health authorities agree in the belief and conviction that the practise of human beings, which would be relatively most effective in the control and prevention of the serious, often deadly, transmissible diseases, is washing the hands at least each time before food is taken. Unfortunately it is not possible to make any accurate or even approximate estimate of the number of cases of preventable disease and death that result from the conveying of disease germs to the mouths of people by unclean hands. However, vital statistics show definitely that in one year more than 20 percent of all deaths in the United States were caused by communicable diseases, and that more than 90 percent of these deaths were due to disease germs that gain entrance to the body thru the nose or mouth. These germs may be conveyed by contaminated food or water, by unclean utensils, by spray from nose or mouth of another person, or by unclean hands. Cleanliness is the keynote in the solution of this problem of disease prevention.

It is essential that before food goes into the mouth it should not have been contaminated by anything harmful to health from unclean containers or utensils in the factories, dairy farms, markets, stores, or kitchens. However, it is significant that methods for safeguard-

ing cleanliness of foods by the use of hygienically clean containers, by covering foods from dirt and insects, and by improved ways of handling foods in factories, stores, and markets are being developed more generally and rapidly than are the facilities and practises of handwashing in schools. While consistent cleanliness of the hands is one of the fundamental conditions for the prevention and control of communicable disease, it is apparently one of the latest achievements in a civilized refined society.

Three types or standards of clean hands should be clearly recognized and understood:

Socially clean hands—First, are the socially clean hands of good manners, of nice social deportment; the hands that look clean whether they have just previously been washed or not.

Surgically clean hands—The second type of clean hands are those that are surgically clean, so clean that they will not infect, or convey harmful germs to, open tissue in surgical operations, to open wounds, or to anything that may come in contact with such wounds when they must be dressed. To get the hands surgically clean it is necessary for the surgeon or physician to wash the hands several times thoroly with hot water and strong soap, with the vigorous use of the nail brush. For surgical operations or for the dressing of serious wounds the hands are then washed in strong chemical solutions; and finally as a last precaution sterilized rubber gloves are drawn on over the hands and fingers.

Hygienically clean hands—The third type or standard of clean hands is the one which has special and practical interest for us in relation to schools. Hygienic cleanliness of the hands requires that just before food is handled and eaten the hands should be washed thoroly with hot, or warm, water and soap. It is well, also, frequently to scrub them with a nail brush. Then the hands should be rinsed in clean water and dried on an individual, hygienically clean towel. The finger nails also should be thoroly clean. This hygienic handwashing does not remove all possible germs from the hands but it does make them safe and satisfactory for the handling of food and all other usual activities.

For the handwashing in schools to be sanitary and effective, soap and towels must be continuously supplied. Let it be said seriously, even in a time of great economic difficulty, that, measured against the immediate and ultimate benefits of the handwashing program in schools, the combined cost of good soap and paper towels, added to the cost of installation and upkeep of satisfactory

equipment for handwashing, is really negligible. It is as economic an investment for health essentials as any community can make.

Carefully conducted experiments in various schools show definitely that good soap and paper towels can be supplied for at least two handwashings a day, for an average school year of 170 days, at a cost of not more than 45 to 50 cents per pupil. This makes the cost of the needed material consumed by a child for hygienic handwashing about one-tenth of a cent. This is hardly more than one-tenth of the cost of a decent piece of candy and only slightly more than one-tenth of the cost of a stick of gum. Can any sensible person, from comparison of values related to child health, draw a conclusion unfavorable to expenditure of community funds for hygienically clean hands in school?

What is involved in the handwashing program in schools? Every child in school should wash the hands always after going to the toilet and just before eating. If the child eats lunch at school, this means that every child should wash his hands with soap at least two or three times each day during school hours.

Adequate provisions for securing 100 percent accomplishment in the handwashing program in schools—and nothing less than this is acceptable, respectable, or decent—involve the following as minimum essentials:

First in logical order are the facilities and equipment in the actual physical conditions in the school to furnish the opportunity for handwashing for every pupil at the proper time. This act should be performed with reasonable convenience in time and effort in the schedule of the school and with corresponding satisfaction to the pupil. The child's intrinsic satisfaction is absolutely essential to the complete success of this simple yet most significant performance.

The fundamental requisites in schools for handwashing are running water [with provision for hot or warm water], soap and towels of sanitary type, with of course the fixed equipment in washrooms, plumbing fixtures, wash bowls, or other facilities; all of which should be made not only thoroly sanitary but as convenient, pleasing, and attractive as skillful planning and reasonable cost can provide.

Experimental use and study of handwashing facilities have demonstrated the distinct advantages of such features as



Thru home-life projects, children learn that good manners as well as hygienic standards demand that the hands be washed before meals

York, Pennsylvania, Schools

serves as sink. The children dry their hands on individual towels—often no more than clean rags—which they bring from home."

Has handwashing any particular educational significance or value? Handwashing at school provides an admirable practical experience, a perfect pedagogical situation for the learning of a skill and the establishment of a habit of great fundamental importance in the health education of the child. In fact, the first manual habit in the health education of the child, in time and importance, for which the individual child is responsible, is handwashing.

The claim may be made quite logically that every child should have acquired the habit of hygienic hand-

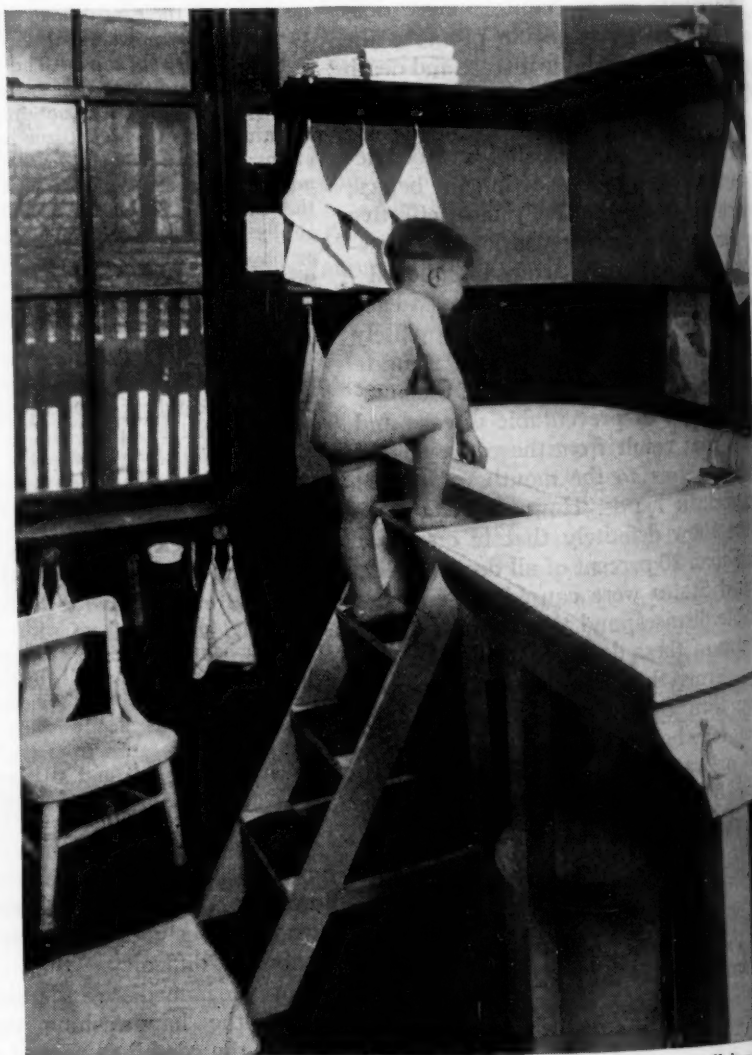
[1] location of such facilities so as to be easily accessible to toilet rooms, classrooms, and lunchrooms; [2] placing of water, soap, and drying equipment in such relation to each other as to permit quick and convenient use without congestion or confusion; [3] provision for handwashing under running water; [4] adjustment of facilities according to ages and heights of children; [5] stagger use of equipment by small groups according to available facilities; [6] regular time in the schedule for each group; [7] supervision of handwashing period for younger pupils by a teacher or janitor sympathetically interested in the program, and supervision for older children by a pupil monitor representing a self-governing student organization; [8] in some schools water pipes and basins are arranged so that five to ten pupils may wash at one time.

Prerequisite to the installation of facilities and the carrying out of a successful handwashing program, is the intelligent appreciation by school authorities of the importance of such a program and the definite conviction regarding its practical value. It has been well said that

"a school organization which makes handwashing effective depends first of all upon the interest of teachers and administrators in making handwashing a universal and consistent practise after going to the toilet and before eating.

"So true is this, that even in schools which lack facilities, handwashing takes place when teachers and principals are convinced of its value and are eager to have it practised. If equipment is lacking, special ingenuity and special ways of raising funds may be required. Under such circumstances hundreds of schools all over the country are promoting handwashing and are finding it worthwhile despite handicaps that must be overcome.

"For example, in a rural district so poor that continuing the teacher's salary is a constant problem, that enthusiastic young woman has instituted a fine handwashing system with makeshift equipment. She had the local hardware dealer weld a funnel to the lip of an ordinary gallon measure. A water supply for the unique faucet is heated on top of the ancient stove. Here also a solution is made out of scraps of soap the children bring from home. This school-made liquid soap one child dispenses from a milk bottle. Another pours the warm water from the gallon measure over the soap-lathered hands of the children who are washing. A galvanized pail on the floor

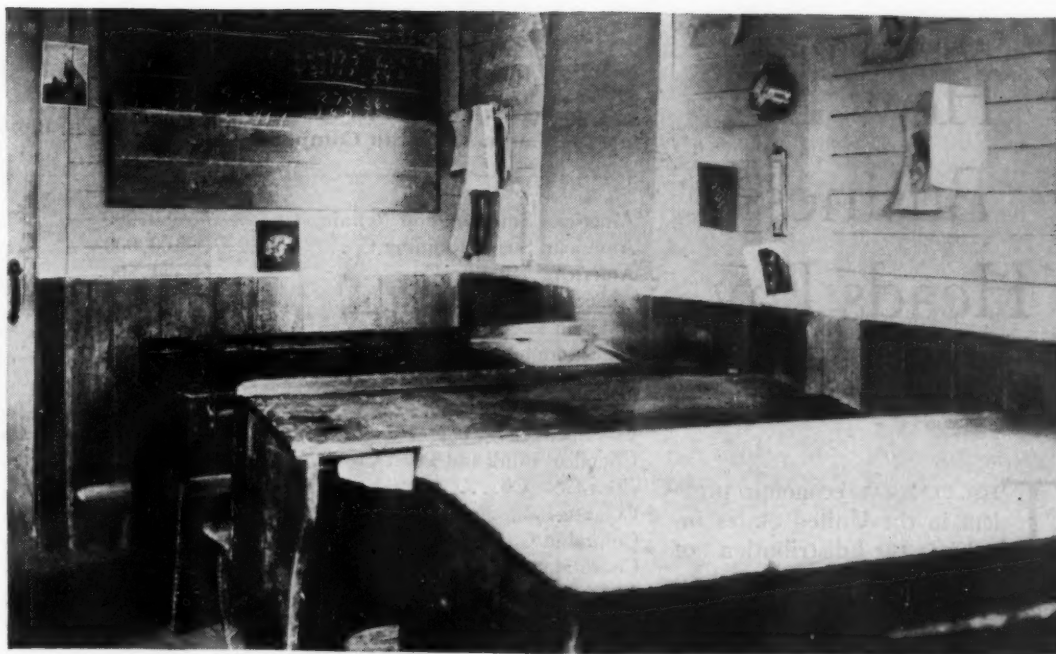


Habits of cleanliness are instilled in nursery-school children, to whom bathtime is a delight

Samantha Hanna Nursery School, Western Reserve University

washing at home before school life begins. The fact remains that the number of children who acquire this fundamental health habit in the preschool age is so small as to give greater emphasis to the practical necessity that the school should accept the opportunity and responsibility for teaching handwashing as the practical keynote of the whole program of cleanliness. The successful teaching of handwashing with the rest of the cleanliness program is a complex problem beset with many difficulties.

There is no inherited or in-born impulse to cleanliness in the child. Only in rare instances does the child become uncomfortable enough thru ordinary lack of cleanliness,



Even in as crude a school building as this, a resourceful teacher can provide handwashing facilities thru makeshift equipment



Technical High School Library, Oakland, California

Every student should realize the importance of having the hands clean when handling books

mild or extreme, to try spontaneously to correct this condition. The habit of handwashing, if acquired, must be learned, must be established in the face of many difficulties and by overcoming many obstacles in the nature and interests of the child in varied conditions of environment.

Prominent among the factors which prove effective in the establishment of habits of cleanliness are [1] the esthetic satisfaction in the feeling of being clean at the right time, and [2] social approval of associates when one is clean. It is extremely important that fictitious motives and rewards should *not* be used as *inducements* to secure handwashing and cleanliness, in place of rational and sound *incentives* which are essential to real success, as in other phases of instruction. If unsound motives and inducements for handwashing are used, a boy may wash his hands, under supervision and discipline, every day in school and eat with dirty hands at home, on holidays, or all thru vacation.

Summary—A completely successful handwashing program in schools will furnish affirmative answers to the following questions:

[1] Are the members of the school staff—teachers, principal, and janitor—so interested in handwashing and convinced of its practical value that they are effectively helpful in the program?

[2] Are the responsible school officials intelligently, appreciative of the beneficial results of handwashing so that the school buildings have satisfactory equipment and supplies?

[3] Does every child in school wash his hands in a hygienic manner, always just before eating and after going to the toilet?

[4] Do the school facilities for this hygienic and social rite enable the child to realize satisfaction from handwashing and dissatisfaction from failure to perform it?

[5] Do the children, in the health education experiences involved in handwashing in school, with the associated learnings, acquire the skill, the habit, the attitudes, and the knowledge of scientific reasons for hygienic handwashing and general cleanliness, so that they will be apt to wash their hands at proper times outside of school, at home and elsewhere, on holidays and during vacations, and will possess an enduring habit of handwashing for later life?

How Big Business Heads Pay Themselves

THE CENTRAL economic problem in the United States involves the distribution of wealth. Wealth has become so highly concentrated that it is breaking down the entire economic machinery, spreading poverty, destroying the small community, and denying youth an opportunity to make a start in life. Only in proportion as we put people before profits and bring about the better distribution of wealth, are we on the road to recovery and advance.

The tide is all set the other way. The rich are richer today and the poor are poorer than they were a year ago, and the fundamental practises which bring this about have not been substantially changed.

The table on this page, quoted from recent salary investigations made by the Federal Trade Commission, the Federal Reserve Board, and the Interstate Commerce Commission, in response to a Senate resolution, shows the huge salaries paid by widely known companies to the chief executive—whether acting as president, director, chairman of the board, or combinations of these offices. Salaries of life insurance presidents are quoted from the 1932 report of the New York Superintendent of Insurance.

In an article entitled "Our Hidden Tax Bills," in *Ohio Schools* for April 1934 the editor asks:

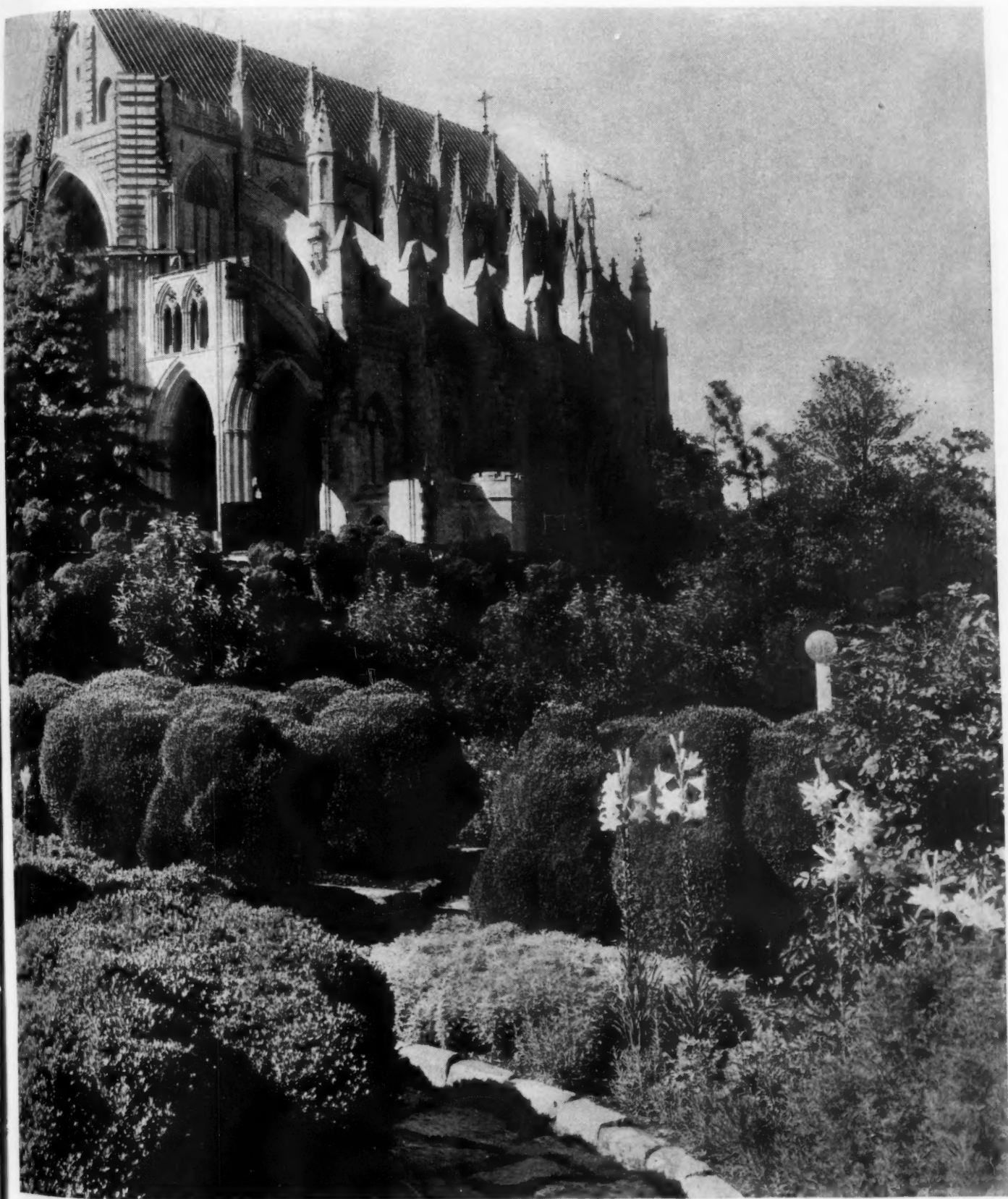
How does the service we get for the hidden tax bill which business imposes upon us, compare with the service our public-school system gives us? The newspapers report that the three Warner brothers of motion picture production fame drew \$10,000 a week for six years. For the same annual expenditure we are educating between 15,000 and 20,000 children. Which outlay offers the most service to society? . . .

Let the public understand that someone has to provide for corporation and department store executives—someone has to build their houses, furnish them their limousines, feed and clothe them luxuriously, pay their club dues, foot their recreation bills, and so on. These are not manna from Heaven, but are created by society. The executive gets them, and the people are just as surely taxed for these

outlays as they are for the public schools. While we grope feverishly for adequate tax revenues to keep schools open, we cannot tolerate the opposition of those interests which lay their own excessive imposts upon us. . . . The hidden tax bills are the ones we must begin to reduce. The taxes for schools are the ones we must begin to increase. The schools keep civilization alive.

Compensation to Chief Executive of 50 Large American Companies	Salary 1929	Bonus 1929	Salary 1932	Bonus 1932
American Smelting and Refining Co.	\$60,000	\$3,866	\$100,600	
American Sugar Refining Co.	100,000		79,200	\$410
American Tobacco Co.	144,500	461,113	120,000	705,607
Anaconda Copper Mining Co.	345,000	3,610	249,232	
Baldwin Locomotive Works.	102,250	1,400	90,000	1,110
Baltimore and Ohio Railroad.	125,000		120,000††	
Bethlehem Steel Corp.	150,000		250,000	
Chase National Bank of N. Y. City.			151,744‡	1,760‡
Chesapeake and Ohio Railway Co.	100,000		90,000††	
Chemical Bank and Trust Co. of N. Y. City.			125,000‡	
Coca-Cola Co.	100,000	60,000	120,000	
Colgate-Palmolive-Peet Co.	60,000	60,000	60,000**	43,910**
Columbia Gas and Electric Corp.	99,999	151,335	99,999**	79,738**
Consolidated Cigar Corp.	100,000		81,249	
Consolidated Oil Corp.	80,000	374	107,387	399
Corn Products Refining Co.	100,000	175,096	112,500	56,000
Curtis Publishing Co.	160,239		142,500	
E. I. Du Pont De Nemours & Co.	99,999	600	84,750	240
Eastman Kodak Co. of New Jersey.	100,000	14,425	94,615	16,875
Electric Bond and Share Co. of New York.	106,250	121,780	102,500	1,750
Equitable Life Assurance Co.	75,000		96,875**	
General Foods Corp.	75,000	131,324	69,375	1,320
International Harvester Co.	50,000	362,860	66,053	795
International Telephone & Telegraph Corp.	75,000	360	51,258	120
Liggett & Myers Tobacco Co.	50,000	220,671	50,000*	246,192*
Manufacturers Trust Co. of N. Y. City.			125,000‡	
Metropolitan Life Insurance Co.	175,000		200,000**	
Mutual Life Insurance Co.	100,000		125,000**	
National Cash Register Co.	144,000		104,000	
National City Bank of N. Y. City.			125,000‡	5,550‡
New York Life Insurance Co.	125,000		117,000**	
Pacific Gas and Electric Co.	130,520		72,777	
Paramount Publix Corp.	130,000	757,500	96,031	
Pennsylvania Railroad.	150,000		121,500††	
Procter & Gamble Co.	50,000	300,000	50,000*	191,375*
Prudential Life Insurance Co.	125,000		125,000**	
Public Service Corp. of New Jersey.	24,999	100,295	97,000	190
Radio Corporation of America.	105,000	103,693	92,625	2,240
Sears, Roebuck and Co.	100,320	150,000	83,688	
Southern Pacific Transportation System.	150,000		135,000††	
Standard Oil Co. of California.	100,000		150,000	
Standard Oil Co. of New Jersey.	110,000	93,214	105,000	
Standard Oil Co. of New York.	120,000		126,667	
Union Trust Co. of Pittsburgh.			165,000‡	
United Aircraft and Transportation Corp.	100,001	320,664	192,500	1,290
United States Steel Corp.	150,000	110,061	56,667	99,971
Westinghouse Elec. & Manufacturing Co.	91,666	1,371	66,790	2,550
F. W. Woolworth Co.		726,957		637,170
William Wrigley Jr. Co.	100,000		16,666	
Youngstown Sheet and Tube Co.	100,000		91,666**	100,000**

* Figures for 1930 ** Figures for 1931 ‡ July 1, 1932 to June 30, 1933 †† As of March 1, 1932



© National Cathedral Association

WASHINGTON CATHEDRAL AS SEEN FROM THE BISHOP'S GARDEN—The vesper service of the 72nd annual convention of the National Education Association will be held in the Washington Cathedral on Mt. St. Alban. This picture indicates the great beauty of this magnificent piece of architecture and its surroundings. The Bishop's Garden is terraced on the warm southern slope below the towering structures. Old English boxwood, yew, thorn, holly, ivy, cedars of Lebanon, ancient stone, and rare Norman and Gothic carvings suggest an atmosphere of antiquity in connection with a building still unfinished. The Cathedral grounds contain nearly 68 acres, most of it now landscaped with the same care which characterizes the construction of the Cathedral itself.



© Harris & Ewing

THE FOLGER LIBRARY—This newcomer among Washington's institutions is the greatest memorial which has ever been erected anywhere to the world's best-known poet.

THE HALO of romance and greatness which hung over European capitals for centuries has shifted to Washington. When the members of the National Education Association pack their bags to attend the 72nd annual convention of their organization, which will be held in Washington June 30-July 6, they will begin a journey to one of the major capitals of the world. The eyes of all peoples are turned toward the federal city. Every minute of the day wires and cables carry the story of the government's activities to every country of the world where newspapers are printed. While the swiftly moving scene in Washington is of interest to every nation, it is of particular concern to our own citizens. It is not unusual for a hundred representatives of the press to attend a single hearing of a Congressional Committee. *The New York Times* alone has twenty-seven men gathering news in Washington.

At no time has a visit to the capital meant so much. On the principal streets of the city, among buildings revered for their historic significance, are rising new homes for the departments of government, so beautiful in line and material that they have been called poems in stone. The most frequent visitor to Washington sees something new each time he comes.

The central motif of this planned city is the group of buildings in the Mall which will, when completed, house countless activities of the government for the welfare of the people. This federal triangle will include the Department of Commerce, National Archives, Department of Justice, Internal Revenue Bureau, Post-office Department, Interstate Commerce Commission, Department of Labor, and others. From the time the convention delegates step upon the \$10,000,000 plaza which lies between the Union



© Buckingham Studio, Inc.

THE PAN AMERICAN UNION—This reminder of the fraternity of New World nations is one of the most beautiful buildings in the capital.

Washington

Station and the United States Capitol until they take their departure, they may see the approaching realization of Pierre L'Enfant's dream of a city which would typify the wealth, power, dignity, and artistic taste of a great people.

Educators will be interested in the treasures of learning which have for many years been gathered into such depositories as the Smithsonian Institution, the Congressional Library, and the new Folger Library which has just taken its place among the institutions of Washington. The Folger Library is called by architects one of the most beautiful buildings in the world. Its marble walls protect priceless first editions of the great bard's works.

The Lincoln Memorial and Washington Monument are shrines for patriotic pilgrimages. Across the Potomac is the Memorial Bridge which connects the Lincoln Memorial with Arlington, the home of Robert E. Lee, symbolizing in granite the firmly established union of north and south. Beyond this new bridge stretches the gray ribbon of the Mount Vernon Highway, extending for fifteen and a half miles along a route skirting the Potomac River to the historic estate of our first president. Midway, visitors pass thru the city of Alexandria, Washington's own home town, his market place, his postoffice, and his

Convention

voting place. The church of which he was a vestryman is still standing there.

There are a hundred libraries in Washington, but the Library of Congress is best known to teachers. No other library in the world exceeds it in size of the building or in the number of books, prints, manuscripts, or documents available. Its interior is one of the most spectacular achievements in the history of architecture. In the ornate central pavilion are preserved the original copies of the Declaration of Independence, the Constitution of the United States, and the Gutenberg Bible—all three priceless treasures under eternal guard. The Gutenberg Bible was obtained in 1930 from the Abbey of St. Paul in Carinthia, Austria. The three vellum-bound volumes were printed about 1450 on the world's first printing presses using movable type.

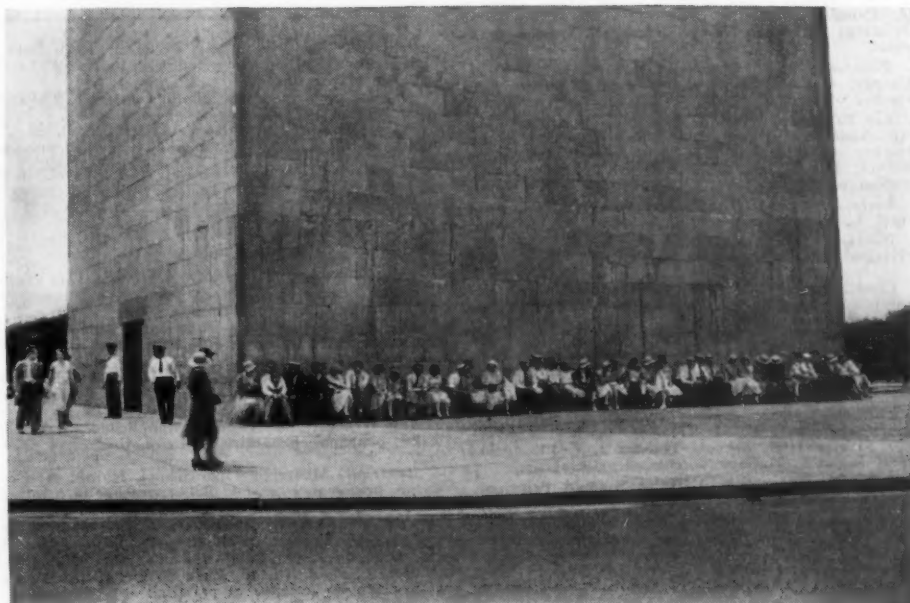
The annual vesper service of the convention will be held in the Episcopal Cathedral of Saints Peter and Paul. [See p153.] This is one of the finest cathedrals in the world. Following the tradition of the abbeys and cathedrals of the Old World, in its crypts will rest some of the nation's greatest heroes. Admiral George Dewey and Woodrow Wilson are among those buried there.

On the afternoon of July 4, the convention will adjourn in honor of the national holiday. Visitors may wish to enjoy the magnificent expanses of Washington's parks, of which there are 666 with a total area of 4880 acres. The National Zoological Park will attract some delegates. Golf, polo, and other outdoor games will be available for entertainment for others. In the evening a display of fireworks will attract thousands of visitors to the Mall.

The convention general sessions, the meetings of the Representative Assembly, exhibits of school equipment and supplies, and registration of delegates will be held in the Washington Auditorium, close to the heart of the new architectural developments in the federal city. Departmental sessions will be held in the auditoriums of government buildings, meeting places of George Washington University, and the ballrooms of the capital's magnificent hotels. State headquarters will be in the Mayflower Hotel. Important meetings of committees and NEA officials will be held in the headquarters building of the Asso-



© Harris & Ewing



THE LINCOLN MEMORIAL—From the top of the Washington Monument the visitor looks down upon a long sweep of the Potomac flanked with parks and woodlands as a setting for magnificent memorials and historic buildings. **THE WASHINGTON MONUMENT**—You may walk up or ride up. These visitors are waiting for the elevator.

ciation. This seven-story building is the pride of the profession. Every delegate will wish to inspect it, and is invited to make the building his personal headquarters during the convention.

A rich and varied convention program is now being completed by President Jessie Gray. General sessions will begin Saturday evening, when delegates will hear a special message wirelessly to the convention auditorium from Admiral Richard Evelyn Byrd, the famous explorer, from his isolated hut in the frozen wastes of the Antarctic. The message from Admiral Byrd will be fol-

lowed by sound motion pictures of his previous expedition, giving a touch of realism to one of the most novel features ever prepared for an NEA convention.

Among convention speakers are Newton D. Baker, Robert M. Hutchins, and Daniel A. Poling. The Sunday afternoon vesper service includes singing by the Cathedral Great Choir. Music for other sessions will be provided by the Army, the Marine, and the Navy bands. The Washington convention is an opportunity for intellectual enrichment, vacation recreation, and professional growth. —Belmont Farley.

The Nationwide School Printing Project

THE STATEMENT "Helping Your School" proved to be popular with the schools participating in the project for 1933-34. As THE JOURNAL went to press entries had been received from more than 60 cities. Many of the schools printed sufficient copies for distribution thruout the classrooms.

Two copies of each poster from each school are being taken from the files and gathered into two large identical volumes, beautifully bound in library buckram. These volumes will be kept on display at the headquarters office of the National Education Association. An exhibit of these posters was held in connection with Printing Education Week in February. *The American Printer* ran an article on this project in one of its spring numbers.

The posters submitted in this project are examples of splendid craftsmanship. The schools whose posters are listed below deserve special mention.

CALIFORNIA—*Alhambra*, High School, George E. Bettinger, principal, William A. Schwindt, teacher of printing.

Dinuba, Union High School, Walter Hellbaum, principal, C. H. Freeman, teacher of printing.

Los Angeles, Frank Wiggins Trade School, Howard A. Campion, principal, John M. Murray, teacher of printing; *Riis* High School, Homer K. Watson, principal.

Pasadena, John Marshall Junior High School, George Hetzel, principal, Vernon Elmer Sayre, teacher of printing.

San Francisco, Presidio Junior High School, Carl A. Anderson, principal, Walter Edward Brock, teacher of printing; *San Francisco Continuation School*, H. G. Hansell, principal, M. D. Coats, teacher of printing.

Santa Barbara, High School, Harvey J. Holt, principal, L. L. Ingraham, teacher of printing.

Ventura, Junior High School, M. E. Mushlitz, principal, H. G. Thompson, teacher of printing.

CONNECTICUT—*Litchfield*, Connecticut Junior Republic, James T. Laidlaw, principal, Frank A. Chromee, teacher of printing.

DISTRICT OF COLUMBIA—*Washington*, Central High School, Harvey A. Smith, principal, Harold G. Crankshaw, teacher of printing.

ILLINOIS—*Chicago*, Crane Technical School, H. H. Hagen, principal, W. M. Kreamer, teacher of printing; *Manley High School*, Thomas J. Crofts, principal, Julian F. McCabe, teacher of printing.

Evanston, Haven School, Helen Sanford, principal, F. L. Richardson, teacher of printing.

Rockford, Rockford Senior High School, James E. Blue, principal, George A. Berg, teacher of printing.

INDIANA—*New Albany*, Senior High School, C. C. Katterjohn, principal, Albert Gehlbach, teacher of printing.

IOWA—*Sioux City*, Central High School, A. G. Heitman, principal, E. W. Fischer, teacher of printing.

KANSAS—*Chanute*, Chanute Trade School, J. V. Hamilton, principal, E. K. Whitesitt, teacher of printing.

Winfield, Winfield High School, Herbert C. Hawk, principal, R. H. Roberts, teacher of printing.

KENTUCKY—*Covington*, Holmes High School, H. H. Mills, principal, Henry A. Breucker, teacher of printing.

Helping Your School

YOUR school is your larger self. You and your associates influence each other. You develop an atmosphere; you set standards for each other; you arouse interests and stimulate ideals. In your school you form the associations of a lifetime. From among your schoolmates you are likely to select your wife or your husband and in later years your business or political associates. If your school has a good name you share in that name. If you and your fellow students take pride in reflecting honor upon your school, the standing of your school will be a source of strength in your life. Your school is what you make it. If during your school days you stand for the best things in your own life and among your associates—talk about them, dream about them, think about them, plan for them—that school will be a power in the making of your mind.

MICHIGAN—*Detroit*, Cass Technical High School, Benjamin F. Comfort, principal, Ralph W. Polk, teacher of printing.

Lansing, Central High School, Charles E. LeFurge, principal, J. H. Cigard, teacher of printing.

River Rouge, River Rouge High School, H. M. Rosa, principal, R. H. Carrington, teacher of printing.

NEBRASKA—*Omaha*, Technical High School, D. E. Porter, principal, W. S. Crichton, teacher of printing.

NEW HAMPSHIRE—*Berlin*, Berlin High School, D. W. MacLean, principal, J. D. O'Connor, teacher of printing.

NEW JERSEY—*Atlantic City*, Atlantic City Trade School, Frank R. Flower, principal, Samuel W. Whitner, teacher of printing.

Bayonne, Junior High-Vocational School, Edward Berman, principal, Edward J. Porr, teacher of printing.

Camden, Hatch Junior High School, C. Arthur Dennis, principal, Stanley E. Griffith, teacher of printing.

East Orange, East Orange High School, Ralph E. Files, principal, Frederick R. Price, teacher of printing.

Montclair, Montclair High School, Harold A. Ferguson, principal, Frank A. Baker, teacher of printing.

Newark, Hawthorne Avenue School, R. A. MacDonald, principal, David Daniels, teacher of printing.

Paterson, Central High School, School No. 4, H. R. Cornish, principal, Walter Smith, teacher of printing; *School No. 10*, Earl W. Barnes, principal, Henry Bissett, teacher of printing.

Perth Amboy, Perth Amboy High School, Will W. Ramsey, principal, Niels Hanson, teacher of printing.

Trenton, Central Senior High School, William A. Wetzel, principal, Joseph W. Hills, teacher of printing.

NEW YORK—*Brooklyn*, Brooklyn Industrial High School for Boys, James H. Allen, principal, Louis W. Werner, teacher of printing.

Elmira, Southside High School, C. F. McNaught, principal, R. D. Palmer, teacher of printing.

Floral Park, Sewanhaka High School, A. T. Stanforth, principal, Hugh Flaherty, teacher of printing.

Ithaca, Ithaca High School, F. R. Bliss, principal, Walter J. Sykes, teacher of printing.

Maspeth, Junior High School No. 73, Selma Ober, acting principal, P. Langsam, teacher of printing.

Mount Vernon, Nichols Junior High School, A. S. Townsend, principal, W. T. Tweedell, teacher of printing.

Solvay, Solvay Junior-Senior High School, Clinton H. Atwood, principal, Grove C. Hutchings, teacher of printing.

Syracuse, Eastwood High School, C. F. Todd, principal, B. J. Hess, teacher of printing; *Nottingham High School*, Fred J. Pierce, principal, C. F. Eichberg, teacher of printing.

Utica, Utica Free Academy, E. S. Babcock, principal, C. M. Vaeth, teacher of printing.

OHIO—*Akron*, Central High School, J. Ray Stine, principal, Rupert Jones, teacher of printing; *East High School*, O. C. Hatton, principal, L. V. Kelley, teacher of printing; *Garfield High School*, A. D. Ladd, principal, M. A. Clark, teacher of printing; *Hower Trade School*, H. M. Jellison, principal, Rupert Jones, teacher of printing; *North High School*, Hugh R. Smith, principal, Thomas E. Cutler, teacher of printing; *South High School*, Charles E. Bryant, principal, Lytle W. Cole, teacher of printing; *West High School*, J. W. Flood, principal, H. A. Sargent, teacher of printing.

Ashland, Ashland High School, J. E. Bohn, principal, J. E. Gates, teacher of printing.

Barberton, Central High School, H. A. Pieffer, principal, W. G. Clippinger, jr., teacher of printing.

Canton, McKinley High School, J. L. G. Pafford, principal, Chester A. Lyle, teacher of printing.

Steubenville, Harding Junior High School, O. W. Schaefer, principal, Everett Reiter, teacher of printing.

Youngstown, Chaney High School, C. W. Ricksecker, principal, S. W. Rawson, teacher of printing.

OKLAHOMA—*Okmulgee*, Okmulgee High School, Guy B. Blakey, principal, Ted Shearer, teacher of printing.

PENNSYLVANIA—*Erie*, Erie Technical High School, J. F. Jeffery, principal, William Byrd, teacher of printing.

Lebanon, Senior High School, Harold M. Downes, principal, Arthur F. Warfel, teacher of printing.

Philadelphia, McCall Vocational School, Margaret T. Maguire, principal, R. A. L. Granzow, teacher of printing.

Pittsburgh, Arsenal Junior High School, R. H. Henderson, principal, R. Randolph Karch, teacher of printing.

Williamsport, Thaddeus Stevens Junior High School, H. E. Stabler, principal, C. A. Weaver, teacher of printing.

TEXAS—*El Paso*, Vocational High School, J. T. Reynolds, principal, W. Van Gasbeck, teacher of printing.

VIRGINIA—*Roanoke*, Jefferson Senior High School, W. E. Parsons, principal, William H. Wright, teacher of printing.

WASHINGTON—*Spokane*, North Central High School, F. G. Kennedy, principal, Ernest E. Green, teacher of printing.

WEST VIRGINIA—*Wheeling*, McKinley School, L. E. Kay, principal, H. E. Otto, teacher of printing.

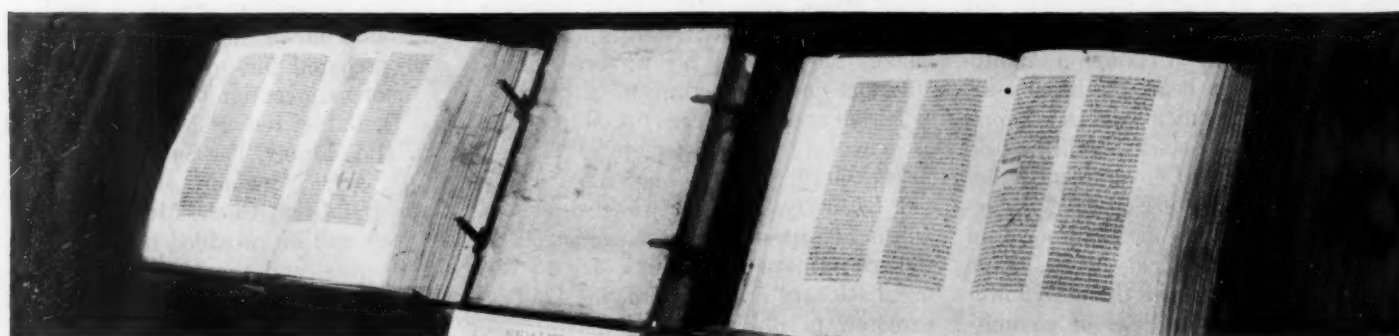
WISCONSIN—*Beaver Dam*, Vocational School, H. C. Ahrensbrak, principal, O. A. Paciotti, teacher of printing.

Kenosha, Central High School, G. N. Tremper, principal, Harvard C. Smith, teacher of printing.

Sheboygan, Sheboygan High School, William Urban, principal, Adolph Toftey, teacher of printing.

Superior, Central High School, C. G. Wade, principal, H. L. Mahnke, teacher of printing.

West Allis, Horace Mann Junior High School, E. C. Ossman, principal, Thomas Jungck, teacher of printing; *West Allis High School*, R. O. West, principal, R. Sturm, teacher of printing.



The Gutenberg Bible, seen in the Library of Congress, is the most famous and most valuable book in the world.

Federal Emergency Aid for Education

JAMES H. RICHMOND

Chairman, National Committee for Federal Emergency Aid for Education

AS THE school situation in the various states has grown more and more serious with each passing month, it has become increasingly apparent that the only hope of rescue lies in federal emergency aid for education.

Never has the federal government contributed so much for the relief of our people and the maintenance of our institutions as during the past twelve months. Millions of men and women have worked at jobs made possible by federal funds. Food and clothing have been furnished the needy. Billions of dollars have gone into public works and billions more in the form of loans to banks and railroads. *It appears that there has been money enough to meet the basic needs of practically every social and industrial agency except the schools.*

The schools were not among the first to ask for federal aid nor did they do so until it became apparent that there was no other way out. After careful study, they presented the six-point program. [See THE JOURNAL for April 1934, p105.] Various officials and Congressional committees have considered the conditions and needs of the schools, and the case is now before the President. Thus far, no definite aid has been granted except upon a relief basis thru the Federal Emergency Relief Administration which has allocated some \$15,000,000 for extension of school terms and other educational activities. This money has kept open thousands of schools which would have been compelled to reduce their normal terms by one or more months. It is to be regretted, however, that most of the teachers who were able to continue their work, as a result of this aid, were paid starvation wages, and the manner of distribution adopted did not permit, in every case, allotment of funds according to need.

A careful observation of the school situation in Washington inevitably leads to the conclusion that many people who are genuinely interested in the schools have erroneous and misguided views regarding the character of their administration. One person, high in authority at Washington, is reported to have said that only in a church camp meeting can one find more politics than in the administration of a local school district.

You will find no school leader worthy of the name who will not admit that some schools are inefficiently managed.



JAMES W. CAMMACK, JR., first assistant to James H. Richmond, chairman of the National Committee for Federal Emergency Aid for Education. Mr. Cammack has labored continuously in Washington since the creation of the National Committee. Much credit is due Mr. Cammack for his effective work.

Those responsible for the operation of our public schools have openly and candidly admitted the short-comings of the school system and have sought to correct them. They have welcomed investigation because they know that no agency of government has rendered a better account of its stewardship than the public schools. In this connection, it is well to recall the moral of the "mote in thy brother's eye." It is an old political trick for Harry to talk about Tom's short-comings in order that there may be no time to discuss his own.

One hears a great deal about "planning" and "surveys" in official Washington. In some quarters, these terms seem to have been invested with magical properties and are treated with as much reverence as was accorded them by schoolmasters and university professors more than a decade ago. These same schoolmasters, thru long experience, have learned that surveys are helpful in find-

ing and solving difficult problems but that they are not, of themselves, safe administrative devices. An honest effort has been made to present the case for the schools to the proper officials.

Measures have now been introduced in Congress covering all phases of the six-point program of federal emergency aid for schools.

On April 4, Congressman Gregory, of Kentucky, introduced H.R. 8955 designed to make available for school sites and buildings at least 10 percent of any funds appropriated by this Congress to the PWA. Under this measure which, in all probability, will be considered as an amendment to the PWA Act, grants up to 100 percent may be made.

On the same date, Congressman Gregory also introduced H.R. 8956 which provides for a sum of \$30,000,000 to be made available by the RFC to aid worthy needy college students for 1934-35. Students may be paid up to \$30 a month for work under an approved plan or may secure loans up to that amount.

The enactment of these measures and of others which have already been considered by Congressional committees would be of great assistance to the schools. If these measures are not acted upon favorably, school conditions will be much worse in some areas next year than they are now. Without some measure of federal emergency aid, thousands of schools cannot open their doors next fall.

Those who have been charged with the responsibility of presenting this program to Congress have enjoyed the wholehearted cooperation and support of the National Education Association thru its committees, departments, and staff agencies and have been ably assisted by other national organizations. The program has likewise been supported by professional associations and lay groups in the various states which have dove-tailed the national program with their own state programs. The teachers of America should be proud of their efficient national and state organizations. They should continue to support these professional agencies in every possible way. They must continue to work to bring about a closer relationship between the people and their schools.

The officials of our state and national governments must be made to realize that, without an educated citizenry, a better social and economic order cannot be built.

Education, not legislation, will bring success to the New Deal.

Builders of Our Profession

CAN THERE BE any final reason why the profession, in groups either large or small, should not bring its organized weight to bear on crucial issues in modern social, economic, and political life? Perhaps things may not then be so quiet or run so smoothly as now, but it is possible that things will in that day be constructively alive. The great deterrent is lack of vision. Nothing can long stop a group of wise people with an uplifting and impelling vision.—R. B. Raup, in *The Illinois Teacher*.

New Life Enlistments

THE FOLLOWING life members have been reported since the list was published in the April JOURNAL.

CALIFORNIA—Elwyn Gilmore Gallagher, Lelia Ann Taggart.
 GEORGIA—F. E. Hankinson.
 ILLINOIS—Kenneth Andrew Schaaf.
 NEW MEXICO—Mrs. Bertha E. Ewing.
 OHIO—Elizabeth Aufderheide, Cara Curtis Townsend.
 PENNSYLVANIA—Ada Johnson, Francis Shoemaker.
 TENNESSEE—Edward Hargraves.
 TEXAS—Charles O. Rogers.
 WASHINGTON—W. C. Ryan.

Completed Enrolments

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

Fifteen Years

COLORADO—Greeley, Washington.

Thirteen Years

CALIFORNIA—Berkeley, Hillside.
 CONNECTICUT—East Hartford, Burnside.
 ILLINOIS—Chicago, Pullman; Waukegan, Township High.
 OHIO—Sciencetown, High.

Twelve Years

CALIFORNIA—Berkeley, Washington.
 IOWA—Burlington, Senior High and Junior College.
 WISCONSIN—Wausau, Irving.

Eleven Years

CALIFORNIA—Berkeley, University Elementary.
 PENNSYLVANIA—Erie, Garfield.

Ten Years

CALIFORNIA—Berkeley, Columbus.
 COLORADO—Pueblo, District Number 1, Bradford, Hinsdale, Irving, Park View, Riverside, Somerlid, Thatcher.
 HAWAII—Hilo, Hilo Intermediate.
 INDIANA—South Bend, Oliver.



—Herblock in Miami Daily News
 When we again can afford to build statues

MASSACHUSETTS—Revere, Theodore Roosevelt.
 NEW HAMPSHIRE—Claremont, West Terrace.
 OHIO—Findlay, Adams, Bigelow, Detwiler, Firmin, Huber, McKee; Logan County, Logan County Public Schools, Harrison Rural, Lake Rural, Stokes Rural, West Liberty Village.
 PENNSYLVANIA—Steelton, Steelton Public Schools, Major Bent, East End, Felton, Fothergill, Hygienic, Steelton High, West Side.
 WEST VIRGINIA—Sistersville, Main Street.
 WISCONSIN—Wausau, Central, G. D. Jones, Junior High, Lincoln.

Nine Years

ALABAMA—Birmingham, Henley.
 CALIFORNIA—Los Angeles, Rowan Avenue; San Francisco, Franklin.
 COLORADO—Pueblo, District Number 1, District Number 1 Public Schools, Bradford, Centennial High, Fountain, Hinsdale, Irving, Park Hill Junior High, Park View, Riverside, Somerlid, Thatcher.
 HAWAII—Kailua, Kailua; Kihei, Kihei; Wailuku, Wailuku Elementary.
 MAINE—Dover-Foxcroft, Pleasant Street.
 MICHIGAN—Grand Rapids, Auxiliary.
 MINNESOTA—Minneapolis, Whitney.
 NEW JERSEY—Middlesex County, Raritan Township, Sand Hills.
 OHIO—Columbus, Avondale; Wood County, Bloomdale, Henry Township, Lake Township, Millbury.
 PENNSYLVANIA—Berks County, Cumru Township; Bradford County, Rome Township Consolidated, South Waverly Borough; Chester, Harvey, Thurlow.
 WASHINGTON—Spokane, John R. Rogers High.
 WISCONSIN—Madison, Draper.

Eight Years

FLORIDA—Dade County, Kinlock Park.
 HAWAII—Honolulu, Alaie; Lahaina, Honokowai; Kauai, Mana.

ILLINOIS—Cicero, Woodrow Wilson.
 MISSOURI—Kansas City, George B. Longan.
 NEW JERSEY—West Deptford Township, Red Bank.
 NEW YORK—New Rochelle, Mayflower.
 OHIO—Ashtabula, Columbus Grade; Lakewood, Garfield.
 PENNSYLVANIA—Chester, Booker T. Washington; Clairton, Clairton Public Schools, Fifth Street Junior High, Fifth Street Elementary, High, Miller Avenue, Shaw Avenue, Short Street, Walnut Avenue Elementary, Walnut Avenue Junior High; Pittsburgh, Sunnyside.
 UTAH—Alpine District, Alpine District Public Schools, Alpine, American Fork Grammar, American Fork High, American Fork Junior High, Cedar Valley, Lakeview, Lehi Grammar, Lehi High, Lehi Junior High, Lehi Primary, Lincoln Grammar, Lincoln High, Lincoln Junior High, Lindon, Page, Pleasant Grove Grammar, Pleasant Grove High, Pleasant Grove Junior High, Sharon, Spencer, Vineyard.

Seven Years

CALIFORNIA—Alameda, Everett, Mastick, Washington.
 FLORIDA—Daytona Beach, North Seabreeze.
 HAWAII—Lanai City, Intermediate; Puukoli, Puukoli.
 KANSAS—Lawrence, Lincoln, Quincy.
 KENTUCKY—Ashland, Crabbe.
 MASSACHUSETTS—Melrose, Ripley.
 MICHIGAN—Detroit, Guest.
 NEBRASKA—Omaha, Mason.
 NEW JERSEY—Absecon, Absecon Public Schools.
 VIRGINIA—Richmond, Powhattan.

Six Years

COLORADO—Hayden, Union High.
 INDIANA—Indianapolis, Public Number 47.
 KANSAS—Wichita, Lowell.
 MICHIGAN—Detroit, McEwen.
 OHIO—Akron, Teachers College, University of Akron; East Cleveland, Rozelle; Galion, South; Marion County, La Rue.
 PENNSYLVANIA—Williamsport, Daniel Webster.
 TENNESSEE—Hamilton County, Tyner Junior-Senior High.
 UTAH—Nebo District, Nebo District Public Schools, Benjamin, Clinton, Dividend, Genola, Goshen, Grant, Jefferson, Lake Shore, Leland, Lincoln, Mapleton, Payson Central, Payson Junior High, Payson Senior High, Petetneet, Rees, Salem, Santaquin, Spanish Fork Central, Spanish Fork Junior High, Spanish Fork Senior High, Spring Lake, Springville Junior-Senior High, Taylor, Thistle, Thurber, Washington.

Five Years

CALIFORNIA—Alameda, Versailles.
 COLORADO—Canon City, McKinley.
 CONNECTICUT—East Hartford, South Burnside.
 DELAWARE—Elsmere, Oak Grove.
 HAWAII—Kealia, Anahola; Elele, Elele; Hilo, Hilo Union; Honoum, Honoum; Honokaa, Kaapaha; Hilo, Kaiwika; Pahoa, Kalapana; Hilo, Kapiolani; Kapoho, Kapoho; Lihue, Kauai High; Kaunana, Kaunana; Kilauea, Koolau; Kurtistown, Kurtistown; Lihue, Lihue; Kapaa, Oloheua; Paanilo, Paanilo; Pahoa, Pahoa; Pepeekeo, Pepeekeo; Waialeale, Waialeale; Hilo, Waialeale; Waimea, Intermediate.
 ILLINOIS—Bellwood, Bellwood Public Schools, Grant, Lincoln, McKinley, Roosevelt; Lombard, Lombard Public Schools, Green Valley, William Hamerschmidt, Lincoln.
 OHIO—East Cleveland, Superior.
 PENNSYLVANIA—Pittsburgh, Gladstone Junior High; Williamsport, Benjamin Franklin, George Washington. [Continued in Notes and Announcements]

Fulltime Secretaries of State Education Associations



B. A. Fowler
Utah



W. P. King
Kentucky



M. P. Moe
Montana



F. E. Harrington
Connecticut



O. H. Plenzke
Wisconsin



Vernon O. Tolle
New Mexico

The photos of all the state secretaries were used in a special one-page feature, November 1929. The pictures above are of secretaries appointed since that date. Photos of three of the secretaries appointed since that time have already appeared in THE JOURNAL. The photographs of J. W. Kuykendall, Arkansas, and G. O. Houston, Louisiana, were not received in time to be included with this feature.

The Astounding Success of The Iroquois Geography Series

in its first year since publication would not have been possible in these trying times if this series did not possess unusual merit. **ALREADY 2897 SCHOOL SYSTEMS HAVE ADOPTED THIS SERIES IN WHOLE OR IN PART.**

Geography has finally taken its proper place in the curriculum, and recent scientific research has resulted in important changes, both in methods and in textbooks.

We are at the threshold of a new era in the teaching of geography. The Iroquois Geography Series is leading the way in this new era. It abounds in distinctive features. It rides no particular hobby, but it embodies the sound principles of modern research.

You will want to know these modern, scientific, attractive, and thoroughly teachable books.

Send for Circular #216X which shows how completely the Iroquois Geography Series is linked with the recommendations of the Thirty-Second Yearbook, which is devoted exclusively to the teaching of geography. This Yearbook sets up the best standards we have today, as it represents, as nearly as possible, the convictions of the leading teachers of geography throughout the country.

THE IROQUOIS PUBLISHING COMPANY, Inc.

Home Office: Syracuse, New York

New York

Chicago

Atlanta

Dallas

ALASKA

-the wonder cruise



ROUND TRIP
\$80
FROM VANCOUVER
VICTORIA OR SEATTLE
LOW SUMMER RAIL
FARES
MEALS AND BERTH
ON BOAT INCLUDED
(except at
SKAGWAY)

NINE days of smooth sailing — and scenery all the way! Sky-piercing mountains. Wooded islands. The thrilling glaciers that line the northern waters of the Inside Passage of the Pacific. The entire trip from Vancouver to Skagway is a never-ending procession of scenic wonders and fascinating ports of call.

You stop at villages rich in Indian folklore. See the most famous

of Alaska's fantastic totem poles. Sail on to Juneau, the capital of Alaska, where you can visit mines and curio shops and take the unforgettable drive to the Mendenhall Glacier. Then on to Skagway, historic town of Gold Rush days. Here you can board the train and follow the "Trail of '98" yourself over the mountains and on to Lake Bennett and the Yukon.

Find out now about this wonder cruise. Two sailings weekly from Vancouver. Write for illustrated booklets . . . and for an added treat include in your itinerary the majestic Canadian Rockies.

CANADIAN NATIONAL

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.



CANADIAN PACIFIC

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.

And Offices and Agencies throughout the United States

NOTES and ANNOUNCEMENTS

THE WONDERFUL WORLD

Great, wide, beautiful, wonderful World,
With the wonderful water around you curled,
And the wonderful grass upon your breast,
World, you are beautifully dressed.

The wonderful air is over me,
And the wonderful wind is shaking the tree—
It walks on the water, and whirls the mills,
And talks to itself on the top of the hills.

You friendly Earth, how far do you go,
With the wheat-fields that nod and the rivers
that flow,
With cities and gardens and cliffs and isles,
And the people upon you for thousands of
miles?

Ah! you are so great, and I am so small,
I hardly can think of you, World, at all;
And yet, when I said my prayers today,
My mother kissed me, and said, quite gay,

"If the wonderful World is great to you,
And great to father and mother, too,
You are more than the Earth, tho you are
such a dot!

You can love and think, and the Earth can-
not!"

—William Brighty Rands.

Proposed changes in bylaws—The following amendments to the Association bylaws have been proposed and will be acted upon at the Washington convention.

Amend Article I by amending Section 2 as follows:

The Representative Assembly shall be composed of the president, the twelve vice-presidents, the secretary and treasurer of the National Education Association, of the United States, the United States Commissioner of Education, and delegates elected from the various affiliated state and local associations, as provided by the bylaws.

Amend Article II, Section 9, to read:

The president, the twelve vicepresidents, the secretary and treasurer of the National Education Association, and the United States Commissioner of Education shall be ex-officio delegates of the Representative Assembly.

President Gray honored—Jessie Gray, president of the National Education Association, is the recipient of a gold key awarded by the *School Press Review*, official publication of the Columbia Scholastic Press Association for her service as adviser to school publications. Miss Gray was one of the fifteen advisers of school papers, magazines, annuals, and other school publications who received the honor this year.

National Association of Student Government Officers—This organization, which was sponsored by Superintendent Willis A. Sutton during his

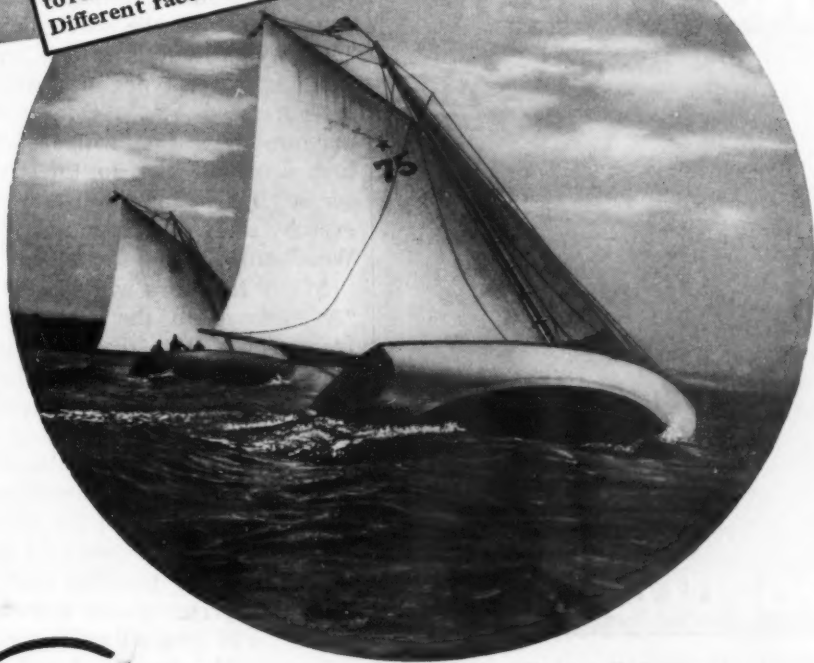
presidency of the National Education Association, is attempting to encourage the movement described by its name. Its officers believe that young people now in school will learn to be leaders by taking part and assuming some responsibility for themselves during their school years. There will be a meeting of the Association in connection with the Washington convention of the NEA. Membership in the organization is by schools, the annual dues being \$2.50. Interested schools should send these dues with the name of the student president, the faculty sponsor, and information about the plan of student government used in the school to Mr. Warren E. Schuell, executive secretary, National Association of Student Government Officers, Sapulpa, Oklahoma.

There is no place in the schools for periodicals which carry advertising of liquor, tobacco, or other narcotics.

Our Public Schools—There is no more stirring chapter in American history than that which deals with the rise and development of the public school. Yet we have, until the past few years, neglected to interpret this great social institution to students in the schools or to parents and citizens generally. One reason for this has been the lack of interpretative material written from the layman's point of view, which would present the needs and aims of the school in a simple, authoritative way. To meet this need, the National Congress of Parents and Teachers is publishing a book entitled *Our Public Schools*, edited by Charl Williams, field secretary of the National Education Association and fifth vicepresident of the Congress. This volume written by recognized leaders gives an invaluable description of the educational plans and policies of America in the light of their historic background. Teachers will wish to bring the book to the attention of local editors, ministers, and other civic leaders of their communities. Order this book after May 15 from the National Congress of Parents and Teachers, 1201 16th St., N. W., Washington, D. C. Quantity prices for groups; single copy, 50¢.

The decade on which we are now entering is, in my judgment, critical for the state universities. Under the influence of the new social philosophy of America toward higher education, they are confronted by a definite choice. Either they must accept the challenge which the public interest in higher education has thrown to them, and do their utmost to deal with [Cont. on page A-58]

WANTED: A new place to spend a vacation. Real outdoor sports. Convenient to reach. Different air. Different scenes. Different faces. No fancy prices.



Come across the border to EASTERN CANADA

WRITE your own vacation want ad. Then find out how little it costs to make it come true in Eastern Canada.

Here is a great unspoiled vacation-land with every form of summer sport: Golf, fishing, swimming, canoeing, riding, tennis. Every type of accommodation, too . . . from forest cabin to the gay luxury of Ottawa's Chateau Laurier.

Sunbathed beaches in the Maritimes. Scenic Cape Breton. The peaceful countryside of Prince Edward Island. Montreal and Quebec with their Old World atmosphere. The popular resorts of the Laurentians and the Lower St. Lawrence. Lakes and camps in the fragrant forests of Ontario.

Stop in and find out which place best fits your wants and your budget. Ask, too, about Minaki, the Canadian Rockies and Alaska. Or write for illustrated booklets.



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

CHICAGO
MILWAUKEE
ST. PAUL
AND PACIFIC

Pacific Northwest



This year .. at
POPULAR PRICES

THE all-star vacation show—America's Northwest Wonderland—at lowest prices.

See it! Mountains with their heads in the sky, the forest primeval. Hear it! The roar of the Pacific, the song of the cowboy. Feel it! The exhilaration of mountain ozone, the tang of the sea. And it's only the beginning, folks, only the beginning.

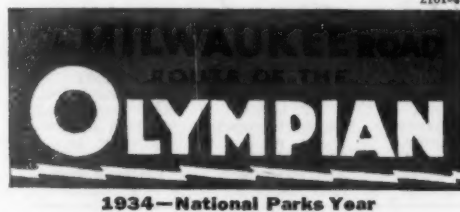
Yellowstone, thru new thrilling Gallatin Gateway—Dude Ranches—Spokane, the Inland Empire—Glacier cloaked Mt. Rainier—The Olympic Peninsula—Mt. Baker—Puget Sound—Alaska.

Go via America's Longest Electrified Railroad. The famous roller bearing OLYMPIAN makes the trip a memorable part of your vacation. New! This summer, air conditioned club-observation and dining cars.

Return via California—Colorado or the Canadian Rockies. Travel independently; or with all-expense tours.

Vacation trips planned to suit you.

For illustrated folders write
Geo. B. Haynes, Passenger Traffic Manager
The Milwaukee Road
Room 410, Union Station, Chicago, Ill.



[Cont. from page A-57] the vast and complex problem of popular higher education, or they will retreat from reality into an academic world that sighs for simpler problems and less varied tasks, that manifests impatience with all but superior students and traditional ideas, only to waken to the hard fact, when it is too late, that the public demand for higher education is strong enough to build up other types of institutions to meet its needs. . . . Our mission is to our own civilization, with its own needs and demands, not to the civilization served by the medieval university or even by those of Europe today.—Harry Woodburn Chase.

Many teachers will wish to pass on "A Message to the 1934 Graduate" [see page 127] to the young people in their classes or to youthful friends.

H. M. Corning, superintendent of the Colorado Springs, Colorado, schools, and a member of the National Education Association for twenty-three years, is now a life member of the Association. This distinction was conferred upon him recently by the teaching staff of the Colorado Springs public schools as an expression of goodwill and appreciation.

Among the hundreds of schools which are now interpreting education by radio are the schools of the Parker District, Greenville, South Carolina, which have for five months over a local station broadcast a series entitled "What the Schools of Today Are Attempting." No direct teaching is being done on the Parker School District program. The purpose is to inform the public of the needs of the schools. The broadcasts are being carried out under the direction of Superintendent L. P. Hollis and Mendel S. Fletcher.

World Goodwill Day—"Applying the Good Neighbor Policy" has been selected as the theme for World Goodwill Day, May 18. This celebration commemorates the opening of the first Peace Conference at The Hague, May 18, 1899. To assist the schools with the celebration, the National Education Association, in collaboration with the World Federation of Education Associations, has prepared a special packet of materials, available at the cost price of 50¢. Orders for this packet may be forwarded to the Division of Publications, NEA, 1201 16th St., N. W., Washington, D. C.

A World Goodwill Day project—Read "The War Makers" [page 134] to your classes or have it read in assembly. Have pupils write letters to their representatives in Congress urging that the

A FOREIGN TONGUE



ANOTHER WORLD



—AND ALL AMERICA!

*Discover
them at little
cost on these round trips to*

CALIFORNIA

JUST picture a deck game out under the sky . . . a quaint winding street in a gay, tropic town . . . a rugged peak of the real Wild West—they're yours, all yours! And so inexpensively this year on these remarkable round trips to California via a huge Panama Pacific liner.

How you'll enjoy these giant liners of the "Big Three" . . . 5,500 miles of cruising while you rest . . . and play . . . and dance . . . and swim on the largest ships in coast-to-coast service. Step ashore in gay, famous Havana; sail between mighty mountains on the Panama Canal; wander through Balboa and Panama; get off at San Diego and visit Tia Juana and Agua Caliente before your ship goes on to Los Angeles and San Francisco.

Air-Conditioned Dining Salons

The huge size of these Panama Pacific liners gives you every ocean luxury—broad decks; two open-air pools on deck; large and beautiful public rooms; roomy cabins; delicious cuisine served in air-conditioned dining salons.

If you love a smooth sea voyage, make the round trip by sea on the *California*, *Virginia*, or *Pennsylvania*. There's a 25% reduction for round trip by steamer.

Amazingly Low Fares

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

See your local agent. His services are free.

PANAMA PACIFIC LINE

INTERNATIONAL MERCANTILE MARINE CO.

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

profits be taken out of munitions making.

Rockford, Illinois—Nine new subjects will be added to the Senior High School curriculum when the 1934-35 school year opens next semester. Contemporary literature, world literature, physiography, retail selling, business organization and management, aeronautics, machine trade drawing, and home engineering for girls will be the new courses added. Eleventh-grade girls interested in understanding the selection, care, and maintenance of home equipment and appliances may enrol in home engineering. Subjects which will be studied will include electrical equipment, finishing and care of finished surfaces, selection and care of automobiles, architecture, and selection and care of furniture, and refrigeration.

An apparent decline in Rockford's birth rate since 1921 has been realized by an analysis of the 1934 school census completed by the CWA workers employed by the Rockford public-school system. The census reveals that there are only 855 children one year old in the city, compared with 1450 who are thirteen years old.

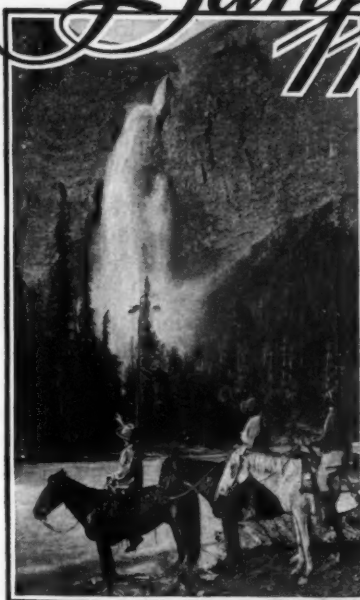
Memoirs of Mary D. Bradford—There is need in the literature of American life for more books by or about the work of teachers. A recent book which comes within this field is written by Mary D. Bradford, a teacher in Wisconsin and one of the first women school superintendents in America. The book is published by The Antes Press, Evansville, Wis. Mrs. Bradford says:

My first act of a really professional sort was to attend the meeting of the National Education Association, held in 1884 in Madison. It was a new experience and left a deep impression. Altho I did not realize it at the time, that Madison meeting was a notable one; for the first time in the history of the Association, women received signal recognition.

Conferences on Finance and on Teacher Education—Two conferences for delegates planning to attend the Washington convention will be held at the George Washington University, June 26-29. One credit may be secured from each course. Speakers will include outstanding educators. Further information regarding the conferences may be secured from the School of Education, George Washington University, Washington, D. C.

Group study and faculty meetings—There are advantages in making plans now for faculty meetings for next school years: *First*, [Cont. on page A-60]

Banff and the CANADIAN ROCKIES



TAKAKKAW FALLS—YOHO

SWIMMING POOL—LAKE LOUISE



BANFF SPRINGS HOTEL

All-Expense Tours

TOURS that FIT YOUR POCKETBOOK! At Banff the Magnificent — at Lake Louise the Lovely — at Emerald Lake, as colorful as its name! . . . 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—cowboy guides for the trails, "Mounties"—ponies to ride and peaks to climb . . . Regal living—marvelous menus—with rates as wonderful . . . Indian Days, August 17, 18, 19 . . . Your opportunity never so good as this year!

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 (Return limit Oct. 31). Also *Special Short-Limit Round Trip Fares*. Include an All-Expense Tour on your way to North Pacific Coast, California, Alaska.

ITINERARIES

Each Tour includes 126 miles motoring . . . also Hotels, Meals, Rooms, Motor Transport.

6 DAYS . . . 2 days at Banff, 2 days Lake Louise, 2 days at Emerald Lake. *All Expenses* **\$70**

5 DAYS . . . 1 day at Banff, 2 days at Lake Louise, 2 days at Emerald Lake. *All Expenses* **\$60**

4 DAYS . . . 1 day Banff and Emerald Lake; 2 days Lake Louise. Or 2 Banff; 1 day each other. *All Expenses* **\$50**

Tours begin at Banff or Field. Add Rail Fare to Banff (or Field)

CANADIAN PACIFIC HOTELS

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

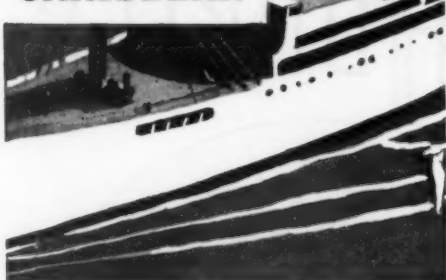
844 Madison Ave. NEW YORK	405 Boylston St. BOSTON	Cor. Court & Pearl Sts. BUFFALO	1500 Locust St. PHILADELPHIA	14th & N. Y. Ave. N. W. WASHINGTON, D. C.	444 Seventh Ave. PITTSBURGH
C. & S. Nat. Bank Bldg. ATLANTA	1010 Chester Ave. CLEVELAND	Dixie Terr. 1 Bldg. CINCINNATI	71 E. Jackson Blvd. CHICAGO	413 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	808 W. O. W. Bldg. OMAHA
1212 Kirby Bldg. DALLAS	621 So. Grand Ave. LOS ANGELES	182 Geary St. SAN FRANCISCO	636 S. W. Broadway PORTLAND, Ore.	1320 Fourth Ave. SEATTLE	1118 Pacific Ave. TACOMA

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

Mention THE JOURNAL when writing our advertisers

Summer Cruises

TO THE
WEST INDIES
and the
CARIBBEAN



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.



[Cont. from page A-59] it is easier to revise plans than to begin with no plans in the busy days of next September. Second, advance planning and revision later will give better results than last-minute, hurried decisions. A checklist of topics for next year's meetings might be prepared by a committee, the principal, or superintendent. All teachers could be given an opportunity to select a definite number of these topics and add others of interest. Two questions might be asked: What feature of 1933-34 meetings was most helpful? What changes can you suggest for 1934-35? Preferences as to leaders, time, frequency, and length of meetings could be given. Teacher participation in planning professional meetings is comparable to pupil activity in school work. Other points to be considered in planning: the improvement of instruction and community conditions, as a result of meetings; vital, current problems as the basis of discussion. THE JOURNAL of the National Education Association for 1934-35 will contain excellent material for group study and professional meetings. Note the contents of this issue for that purpose: secondary education, school costs and taxes, the credit union, the causes of war, federal aid to schools, handwashing in schools, the 1934 graduate. For individual study and professional growth, see pages 128 and 140 in this issue.

The Washington convention of the National Education Association—Those members of the Association who are planning to attend the summer convention and who wish additional announcements about it, should write Secretary J. W. Crabtree, 1201 16th St., N. W., Washington, D. C., about June 1.

The graduation season is near at hand, but there is still time to secure a special packet of helpful aids prepared by the Division of Publications. This packet contains summaries of twenty-five of the best 1933 programs, the actual text of one junior and one senior high-school program, as well as timely articles, references, and other valuable materials. More than 1500 orders have been filled, indicating the increasing interest in this type of program thruout the country. If you wish one of these packets, send 50¢—to cover the cost—to the Division of Publications, National Education Association, 1201 16th Street, N. W., Washington, D. C. Cash must accompany all orders for \$1 or less.

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

Editing a new kind
of summer vacation

2nd SOUTH SEAS Exploration Cruise



NUKAHIVA • TAHITI

44 DAYS over 12,000 miles!
FARES from **\$400**
including
ENTERTAINMENT AND SHORE EXCURSIONS

Sailing from
San Francisco June 27 • Returns Aug. 10
Los Angeles June 28 • Returns Aug. 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 El Dorado, 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: 535-5th Ave.; Chicago: 230 N. Michigan Ave.; San Francisco: 215 Market St.; Los Angeles: 730 S. Broadway; Seattle: 814 2nd Ave.; Portland: 327 S. W. Pine St.



new. Report to the National Education Association, 1201 16th Street, N. W., Washington, D. C.

Teacher and Public: A Handbook of Interpretation for Teachers

Have you purchased your copy of the *Eighth Yearbook* of the Department of Classroom Teachers? The cost is \$1. Order from this Department, National Education Association, 1201 16th St., N. W., Washington, D. C.

Citizens of Cherokee, Iowa, may well be proud of the excellent record of their public schools. The Board of Education has adopted the Code for Schools, thus expressing publicly its attitude toward the future of the school system. The school term has not been shortened, or a single department discontinued. Altho salaries were cut, teachers have maintained one hundred percent membership in local, state, and national education associations. They have also contributed generously to the Associated Charities of their community.

Dates to be remembered—

May 6-13—Annual Music Week.

June 14—Flag Day. For information in regard to celebrating Flag Day, write William T. Kerr, 524 Arbor Road, Yeadon-Lansdowne, Pennsylvania.

June 30-July 6—Washington convention of the National Education Association.

July 10-30—Ninth annual seminar in Mexico. Further information may be obtained from Hubert C. Herring, 112 East 19th Street, New York.

July—Second Russian seminar. Address inquiries to William M. Barber, 11 Bond Street, Newton, Massachusetts.

Student codes wanted—Many schools are following the practise of having students work out codes to govern school relationships and as a training in cooperation and citizenship. If your school has a code, THE JOURNAL would appreciate receiving a copy.

Reports from various points thruout the country suggest a growing tendency toward restoring the salaries of teachers, thus following a leadership the national government has set in restoring part of the pay of federal workers.

The Department of Supervisors and Directors of Instruction of the NEA has selected "Materials of Instruction" as the theme of its 1935 yearbook.

Education in Turkey—A recent order was sent out giving teachers' salaries precedence over all other items in the provincial budget. This means in actual practise that the governor of the province cannot draw his own salary until the most obscure village school teacher has been paid.

[Cont. on page A-63]

How long
has it been since
YOU'VE
had a real
vacation?

Four years, probably. And right now you feel like "cutting loose". You've got confidence in the future... you're in a mood to go places. Everything but money.

You don't need the whole sum in cash! The Cunard Deferred Payment Plan is offered this year just because a lot of people feel the way you do. Now, through this arrangement by Cunard and affiliated Lines in co-operation with certain Morris Plan Banks and Companies, a small down payment will send you off to Europe or south or north on the cruise of your choice. A special payment plan for teachers sailing after June 15th defers the first payment until October 1st.

Get the facts on this... from your local agent or any Cunard office. It means a real vacation now, when you need it... but on next year's budget!

CUNARD

*Deferred
Payment
Plan*

CUNARD LINE, 25 Broadway, N. Y.

Please send full information on your Deferred Payment Plan. I am planning a ^{cruise} trip to _____

Name _____

Address _____

MAIL THIS COUPON NOW →

NE-5

Mention THE JOURNAL
when writing our advertisers

Make yourself
AT HOME
in this cabin...to Europe
\$113 ONE WAY
\$204 ROUND TRIP

Tourist Class
**AMERICAN
STYLE**



HERE, on the greatest ships ever built in America, is the greatest advance in Tourist Class luxury ever made by Americans!

On these great, new, fast liners, the *Manhattan* and *Washington*, you enjoy in Tourist Class broad decks, high up in the ship; large, beautiful public rooms; large tiled indoor swimming pool; air-conditioned dining salon, where you are served truly delicious meals; talking pictures, orchestra; cabins for one, two or more

passengers, with *real beds*, hot and cold running water, modern ventilation throughout. The *Manhattan* and *Washington* are the world's fastest Cabin liners. With their running mates, the *President Harding* and *President Roosevelt*, they offer a weekly service to Cobb, Plymouth, Havre and Hamburg. Low fares in Cabin, Tourist and Third Class.

For full information and reservations apply to your local agent.

**To England or Ireland—Fares on June 20 and July 5 sailings \$119 one way; \$215 round trip. Slightly higher to Continental Ports.*

New S.S. **MANHATTAN**
April 25, May 23, June 20
S.S. **PRESIDENT ROOSEVELT**
May 2, May 30, June 27



New S.S. **WASHINGTON**
May 9, June 6, July 4
S.S. **PRESIDENT HARDING**
May 16, June 13, July 11

UNITED STATES LINES

ROOSEVELT STEAMSHIP COMPANY, INC., GENERAL AGENTS
No. 1 Broadway, New York 216 No. Michigan Ave., Chicago 687 Market St., San Francisco

Get the best
of things
**TOP CLASS AT
TOURIST FARES**
to Europe via Red Star

You'll be sitting on top of the world, sailing in the finest cabins on the ship...and paying only the low Tourist Class fare when you sail on these four large Red Star liners. Tourist Class is top class. Regular sailings to and from Southampton, Havre, Antwerp. Minimum fares—Tourist Class \$117.50 One Way, \$212 Round Trip; Third Class \$82 One Way, \$144.50 Round Trip.

S.S. **MINNEWASKA** 22,000 gross tons
S.S. **PENNLAND** 16,500 gross tons
S.S. **MINNETONKA**
S.S. **WESTERLAND**

See your local agent. His services are free.

RED STAR LINE
International Mercantile Marine Co.
No. 1 B'way, N.Y. Agents Everywhere



**EXPERT GUIDANCE
IN THE
SOVIET
UNION**

LOUIS FISCHER leads a SEMINAR TOUR of 41 days in U. S. S. R. Round trip from New York \$761.

ANNA LOUISE STRONG leads a tour of 32 days in U. S. S. R. studying MINORITY NATIONALITIES. Round trip from New York \$653.

JULIEN BRYAN leads a tour of 31 days in U. S. S. R. emphasizing PEASANT LIFE. Round trip from New York \$654.

Shorter tours from \$288

Services to those traveling on their own



THE OPEN ROAD

56 West 45th Street, New York
Russian Division
Chicago Representative: St. Joesmer, 209 So. Dearborn St.
Cooperating with Intourist

Mention THE JOURNAL
when writing our advertisers

EUROPE

INCLUDING
OBERAMMERGAU \$387
RUSSIAN SEMINAR 345
OLD MEXICO 295
ORIENT Japan, China, Hawaii, Korea, Manchukuo 765

Send For Booklets



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

OVER THE HORIZON!

THRILLS, fun, interest, education, are just a few of the many things you'll enjoy when you travel over the rim. The Sunny South, majestic West, or favorite camping spots wait for you... See them the New Way. **GILKIE Camp Trailers** are Your "Vacation Home," safe, comfortable, economical—roomy, convenient in camp—very compact on the road.



GILKIE TRAILERS
1334 Wabash, Terre Haute, Ind.

STAPLES RANCH

Ranch Resort in the scenic Big Horn. Reasonable rates include meals, cabin, saddle horse and guide. Special entertainment offered. Write for booklet.

H. G. STAPLES

STORY WYOMING

**THE WASHINGTON CONVENTION
of the**

NATIONAL EDUCATION ASSOCIATION
June 30—July 6, 1934

See Page A-52 for information regarding travel and hotel rates.

Bausch & Lomb Balopticons

Simple, Effective Projectors for all Still Picture Instruction with Lantern Slides, Strip Films and Opaque Objects.

Write for Catalog Today.

BAUSCH & LOMB OPTICAL CO.
684 St. Paul St., Rochester, N. Y.



**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

[Cont. from page A-61]

The Ellwood and Helen Cubberley Trust Fund of nearly \$400,000—a unique gift to Stanford University—has been established by Ellwood P. Cubberley. This represents Dean Cubberley's lifetime earnings largely in the field of authorship in education.

Milwaukee's excellent record—Of the 2446 regularly appointed teachers, principals, and superintendents in Milwaukee, 2078 are members of the National Education Association.

The schools of Pontiac, Michigan, have achieved a unique position as community centers. Nearly 27,000 persons—14,650 more than the school enrollment—are making use of the schools each week for all types of educational, recreational, and vocational projects.

Relief Administrator Hopkins says that, while improved employment conditions are taking many families off relief, other families that have held out for five years are being forced onto the rolls. He estimates that an April 1 some 2,700,000 families were on direct relief, 2,000,000 on FERA pay rolls. This is 100,000 more than a year ago.

[Cont. from page 158]

Four Years

CALIFORNIA—Alameda, Sadler.
CONNECTICUT—East Hartford, Columbus Street.
DELAWARE—Eastern New Castle County, Eastern New Castle County Public Schools, Arden Number 3, Delaware City Number 52.
HAWAII—Haena, Haena; Hana, Hana; Hanalei, Hanalei; Honaunau, Honaunau; Pahala, Kapapala; Kealahou, Kona, Waena High and Grammar; Mountain View, Mountain View; Naalehu, Naalehu; Napoohoo, Napoohoo; Ookala, Ookala; Paauhau, Paauhau; Pahala, Pahala.
ILLINOIS—Lake Forest, Lake Forest Public Schools, Everett, Gorton, Halsey.
NEW JERSEY—Bergenfield, Harding, Jefferson, Washington; Millville, R. M. Bacon.
NORTH DAKOTA—Fargo, Agassiz Junior High, Roosevelt Junior High.

Three Years

HAWAII—Holualoa, Honokohau; Kailua, Keauhou; Makawao, Makawao; Opihikao, Opihikao; Puunene, Puunene.
INDIANA—Indianapolis, Public Number 72.
KANSAS—Lawrence, New York.
MASSACHUSETTS—Brookfield, Junior-Senior High.
MISSOURI—Kansas City, J. S. Chick, Garfield, Mount Washington.
NEW HAMPSHIRE—Portsmouth, Haven.
OHIO—Wood County, Portage Village.
PENNSYLVANIA—Benton, Joint; Cranestown, High; Rankin, Rankin Public Schools, Hawkins, High; McCrady, Public Number 1, Public Number 2, Special Teachers and Supervisors.
UTAH—Salt Lake City, McKinley.
WYOMING—Superior, Superior Public Schools.

Two Years

HAWAII—Hilo, Pihonus.
ILLINOIS—Bellwood, Wilson; Cicero, Cicero Public Schools, Morton Park, Woodbine; Lake Bluff, Lake Bluff; Riverside, Riverside-Brookfield High; Springfield, Sunshine.
MARYLAND—Hughesville, High.
MASSACHUSETTS—Paxton, Center.
MISSOURI—Kansas City, Clay.
NEW JERSEY—Westfield, Franklin, Grant.
NEW YORK—Rochester, Samuel A. Lattimer Number 11; Watervliet, Public Number 3.
OHIO—Youngstown, East High.
PENNSYLVANIA—Pittsburgh, Gladstone Elementary; Williamsport, Andrew Curtin Junior High, William Penn.
TEXAS—Texarkana, Highland Park.
WEST VIRGINIA—Pageton, Pageton.
WISCONSIN—Milwaukee, Walter Allen, North Bartlett Avenue, West Brown Street, Luther Burbank, Clarke Street, Elm, Benjamin Franklin, Garfield.

[Cont. on page A-65]

WHEN I WAS IN FRANCE . . .

How much brighter the story hour or the geography lesson will be when you can draw on your own memories of a summer abroad!

You owe it to yourself, for your professional advancement, to go this year. And it need not be expensive, as any travel agent will be glad to prove.

For instance . . . you take a French Line ship from New York, and land in Plymouth, in the very harbor from which the Pilgrim Fathers set sail three hundred years ago. See Devonshire, Salisbury and the Shakespeare country by bus, on your way to historic London . . . and then . . . France! Rouen and Normandy, Amiens and Picardy, Chartres, Blois and the chateaux of the Loire. Paris, a living pageant of history, art and culture.

Before you sail back to New York, you can attend courses in one of the summer schools conducted by French universities. Many of them are located at seaside or mountain resorts. Every grade from elementary to graduate. Tuition and living expenses at these summer sessions are as low as \$75 a

Grille and Cathedral at Nancy

month, at current exchange, and if your time is limited, you can stay as little as two weeks.

French Line there and back, of course, because it means two weeks more of France. English-speaking service, but you'll be glad of the chance to brush up your French. Famous food and wines . . . and the security of Breton seamanship. All the luxury of France-Afloat . . . and it costs no more!

Let your travel agent plan for you an inexpensive trip to France. His services cost you nothing. And let us mail you the new French Line booklet "Summer Courses in France." . . . French Line, Educational Dept., Maison Francaise, Rockefeller Centre, New York; or 19 State St., New York.

French Line

PARIS (Enlarged, Redecorated Tourist Accommodations), May 19, June 9 and 30, July 21, August 11 • ILE DE FRANCE, May 26, June 16, July 7 and 28, August 18 • LAFAYETTE, May 16, June 13, July 3 • CHAMPLAIN, May 12, June 2 and 23, July 15, August 4

Mention THE JOURNAL
when writing our advertisers

Volume 23, Number 5; May 1934

A-63

The Summer Sessions of
The George Washington University
announce three Special Educational Conferences:

On School Finance, June 26-29
On the National Survey of Teacher Education, June 26-29
On Educational and Vocational Guidance, July 9-13

The University offers to all members of the National Education Association the privilege of attending these conferences without payment of tuition fee, if no course credits are received. The University registration fee is \$4.00.

Courses in the Nine Weeks' Term begin June 11; in the Six Weeks' Term, July 2.

Inquiries are invited and may be addressed to the Dean of Summer Sessions, George Washington University, Washington, D. C.

YOUR ASSOCIATION DEPENDS ON YOU

ENROL as a life member. Such membership indicates your permanent interest in the profession and places you solidly back of the program of the National Education Association.

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 its rightful heritage.

WE are dealing with citizens of to-morrow. If capable leaders are to be created, let us look *now* to our schools.

LIFE membership dividends *never* fail, but increase in value every year.

ENROL NOW and attend the sixth life membership dinner to be held at the time of the Washington convention. July 2 is the date. Mayflower Hotel is the place. You will meet many of your friends there.

ENROL AS A LIFE MEMBER

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 June 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.....



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.



Make Yours a Care-Free Vacation Under the Protection of the T. C. U.

You never can tell when sickness or accident is coming your way—especially during vacation months. Play time is danger time. Then, too, with nothing coming in, the expense of sickness or an accident comes as an extra heavy burden if you have to bear it alone.

Protect Against Sickness and Accident

You cannot be sure of avoiding an accident or sickness while on your vacation, but under the T. C. U. "Umbrella" you can be sure you will not find yourself without financial aid.

Under the protection of the T. C. U. you can have a care-free vacation—go where you wish, at home or abroad, and know that when sickness, accident or quarantine overtakes you, the T. C. U. will be on hand with the check that cheers.

Send for T. C. U. Plan

Write for full details of the T. C. U. Plan. You are obligated in no way. Learn how this organization of teachers for teachers provides, in your time of need, ready cash to help pay the doctor, the nurse and the board bill. Write today.

FREE—An Identification Tag for your traveling bag. Write for it today.

TEACHERS CASUALTY UNDERWRITERS

642 T. C. U. Bldg.

Lincoln, Nebr.



[Cont. from page A-63]

Avenue, North Girls' Junior Technical High, Girls' Trades and Technical High, U. S. Grant, Solomon Juneau High, Lloyd Street, Mitchell, North Ninth Street, West Oklahoma Avenue, Riverside High, William T. Sherman, Sixty-eighth Street, State Street, North Thirty-fifth Street, Townsend, North Twentieth St., Vieau, Windlake Avenue, Wright St.

Current Year

CALIFORNIA—Alameda, Longfellow; Fort Bragg, Elementary, Junior High; Marin County, Red Hill; Oakdale, Union; Oakland, Durant.
CONNECTICUT—Milford, West Main Street.
DISTRICT OF COLUMBIA—Washington, Logan.
FLORIDA—Dade County, Coconut Grove Elementary, Earlington Heights; Miami, Shadowlawn; Tampa, A. L. Cuesta.
HAWAII—Hilo, Haaheo; Holualoa, Holualoa; Kailua, Hookena; Kailua, Kalaoka; Hilo, Keakealani; Waikoa, Kealahou; Kukuiahele, Kukuiahele; Niole, John M. Ross; Hilo, Waiakeauka.
ILLINOIS—Aurora, East High; Springfield, Iles.
INDIANA—Indianapolis, Public Number 68.
KANSAS—Lawrence, Cordley; Topeka, Buchanan.
LOUISIANA—Covington, Elmer E. Lyon High; Franklinton, High; Monterey, High.
MAINE—Bath, Weeks Street.
MASSACHUSETTS—North Adams, Freeman.
MICHIGAN—Berkley, Berkley Public Schools.
MINNESOTA—Minneapolis, Page.
MISSOURI—Kansas City, H. C. Kump; St. Louis, Dozier.
NEW HAMPSHIRE—Claremont, Way.
NEW JERSEY—Atlantic City, Girls' Vocational, Mass. Ave., Tex. Ave.; Camden, Fettes, W. F. Powell.
NEW YORK—Rochester, Public Number 37.
OHIO—Cleveland, Mound.
PENNSYLVANIA—Norristown, Chain-Hartranft, Cherry Street, Joseph K. Gotwals, Winfield S. Hancock, Lincoln, Roosevelt, Stewart Junior High, James A. Welsh; Pottsville, Elementary Junior, Minersville, Mt. Hope, Orchard, Race Street.
TENNESSEE—Hamilton Co., Chattanooga Central High.
VERMONT—St. Albans, Barlow Street.
WISCONSIN—Milwaukee, Auer Avenue, Robert M. LaFollette, Henry W. Longfellow, James Whitcomb Riley, Silver Spring, Walnut Street.

The following schools were received after the copy was sent to the printer:

Nine Years—CALIFORNIA—Los Angeles, Reseda.
MASSACHUSETTS—Norwell, Center Primary.
MINNESOTA—Minneapolis, Webster.
Eight Years—FLORIDA—Dade Co., Buena Vista Ele.
Five Years—TEXAS—Dallas, Arcadia Park.

**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

TEACHER AND PUBLIC

A Handbook of Interpretation for Teachers
Eighth Yearbook of the Department of Classroom Teachers February 1934
240 pages - Price \$1 each

This timely volume is a practical guide in School Publicity for classroom teachers, organization leaders and publicity directors. It explains: *What to tell the public, How to tell the public and Where to find additional publicity helps.*

ORDER NOW

Discount on Quantities. Orders for single copies must be accompanied by funds.
National Education Association 1201 Sixteenth Street N. W. Washington, D. C.

On Your Bid Forms SPECIFY No. 5 COSTELLO DOUBLE SEWED Blackboard Erasers



THIS ERASER will give maximum classroom service. Each of the high-grade wool felts is doubly sewed to the rigid back—which is reinforced to prevent curling. Made in standard lengths and depths. Samples and quotations delivered to your station gladly supplied upon request. Address Dept. E515.

WEBER COSTELLO CO.
MANUFACTURERS - CHICAGO, ILL.

Mention THE JOURNAL
when writing our advertisers

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



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.

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 25-August 3. Two weeks' special courses June 11-22. Write for catalog. Edna Dean Baker, President, Dept. 16-E, Evanston, Ill.

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 play-ground 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.

WHY JOIN?

Group action and cooperative effort are notable characteristics of these days. Professional organizations of teachers—local, state, and national—have during the past year proved their worth more fully than ever. Yet the teaching profession is by no means fully organized. Approximately 80 percent of the teachers of the nation belong to local professional organizations, 73 percent to state organizations, and 20 percent to the National Education Association. If we teachers are to meet effectively the opportunities and responsibilities of the present period of reconstruction we must present a more completely united front. Will you help in two ways?

I. Check five statements on the following list which seem to answer most fully the question "Why do I belong to the National Education Association?" Add on the blank lines other statements which express your reasons more fully. Mail your reply at once.

1. Because I believe that every teacher should belong to the national organization of his profession. Check ☐
2. Because I wish to receive THE N. E. A. JOURNAL which I have found fully worth the membership fee. ☐
3. Because I wish to support the program of service which the N. E. A. sponsors in behalf of the children and the teachers of the nation. ☐
4. Because I believe that "in union there is strength." ☐
5. Because my superintendent and principal expect us all to join. ☐
6. Because I realize that the N. E. A. is rendering a vital service to teachers by advocating better salaries for better teachers, effective tenure regulations and adequate retirement allowances. ☐
7. Because I want our school to have the distinction of being on the N. E. A. Hundred Percent Honor Roll. ☐
8. Because our teacher rating system includes credits for membership in professional organizations. ☐
9. Because I like to feel that I am part of a large national organization working for the upbuilding of the profession. ☐
10. Because organization succeeds where individualism fails. ☐

II. Enlist your associates. New members who enrol now will receive this issue of THE JOURNAL free and all issues next year, October 1934 through June 1935. Write the names and addresses on this blank and mail it promptly.

Name

Address

I enclose \$..... covering dues (or will send \$..... on.....) Give date

Name..... Position.....

Address.....

DO YOUR PART

FILL OUT THIS BLANK AND SEND IT TO

J. W. CRABTREE, Secretary, National Education Assn.
1201 Sixteenth St. N. W., Washington, D. C.