The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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Three Hundred Years of American High Schools

•

Schools of Greece and Rome

Charles A. Beard and William G. Carr

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The Tennessee Valley Looks to the Future

Walter E. Myer

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Crime and the School

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The Corporation in America

•

Report of the Committee on Academic Freedom

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DECEMBER • 1934

VOLUME 23 NUMBER 8

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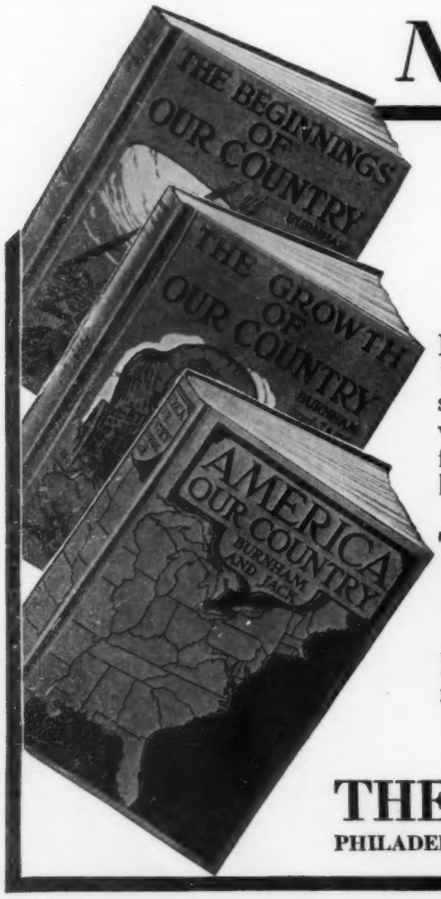

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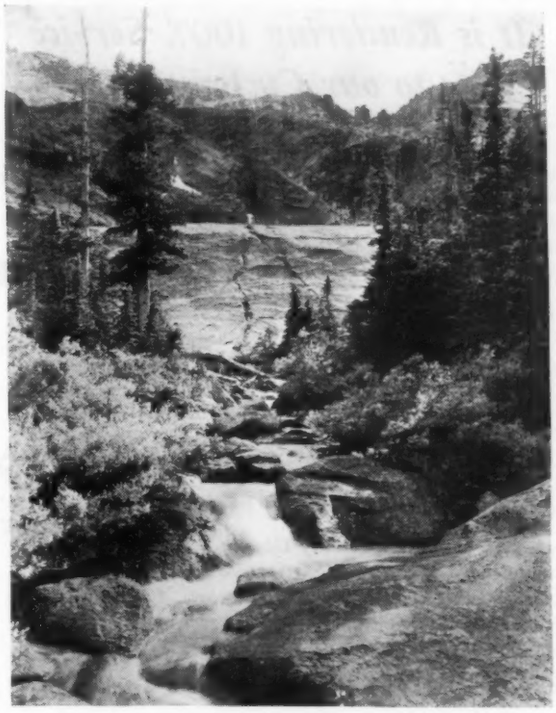

The Seventy-Third Annual Meeting of the National Education Association will be held in Denver, Colorado, June 30–July 5, 1935. Colorado is the host, enthusiastically supported by the other nearby states. Denver is the gateway to the entire recreational West. It has every convention facility and from that city as a base, wonderful scenic trips may be taken. No better opportunity ever has been offered to members of the National Education Association for the combination of convention business and inspiration with vacation and recreation.

The Convention Opens with a Vesper Service on Sunday, June 30th. General sessions, department meetings, representative assemblies, exhibits and other convention activities will be carried on throughout the week including Friday, July 5th. Periods will be left free for excursions and enjoyment of the many attractions of the region about Denver.

Convention Headquarters will be at the Denver Municipal Auditorium at which registration and similar convention activities will be carried on. Here also will be the exhibits and the larger meetings. The Auditorium is convenient to downtown hotels.

Travel Arrangements will include provision for generous railroad rates. These rates will allow ample time and low prices for tours to other sections of the mountain region and for visitation of national parks and transcontinental travel. Automobile travel will be pleasant and economical for many. Some will wish to take advantage of the summer school courses in those excellent institutions in Denver and in other places easily accessible from Denver. Write now to the Denver Convention and Tourist Bureau for folders describing vacation opportunities.

Hotel Arrangements. Requests for hotel accommodations should be sent to the N. E. A. Housing Committee, 407-17th Street, Denver. Be specific as to type of room required, price to be paid and exact dates of occupancy. Act NOW even if conditions may require later changes in some details. Consult the list given below, but bear in mind that there are many other excellent small hotels with very moderate prices. While it may not be possible for hotels to make reservations at minimum rates for all who apply, assurance is given of interest and effort on the part of the Housing Committee to meet the applicant's needs as exactly as possible.

HOTEL RATES FOR MEETING OF THE NATIONAL EDUCATION ASSOCIATION, JUNE 30-JULY 5, 1935

The following list of Denver hotels, with rates, has been furnished by the Denver Convention and Tourist Bureau. In addition to the hotels named in this list there are many other excellent smaller hotels with moderate rates. Address all requests for hotel reservations to M. E. Rowley, Chairman N. E. A. Housing Committee, 407-17th Street, Denver, Colorado. Indicate three choices of hotels. Be specific as to dates of occupancy, prices and types of rooms desired.

Hotel	No. of rooms	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Rate for each additional person in a double room	Rate per day for suite with parlor, bedroom & bath accommodating TWO persons	Rate for each additional person in a suite
			Double bed	Twin beds			
Adams	100	$2.00 to 3.00*	$3.00 to 3.50*	$3.50 to 4.00	$1.00		
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Argonaut	140	2.50 to 3.50*	3.50 to 4.00*	4.50 to 5.00*	1.00	5.00 to 7.00	1.50
Auditorium	166	2.00 to 3.00*	2.50 to 3.50*	4.00 *	1.00	5.00	1.50
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Bellevue	78	1.50 to 2.00*	2.00 to 3.00*	2.50 to 4.00	.50		
Brown Palace	313	3.00 to 5.00	5.00 to 6.00	6.00 to 8.00	2.00	10.00 to 12.00	3.00
Colburn	100	2.50 to 3.50	3.50 to 4.00	4.50 to 5.00	1.00	8.00	2.00
Colorado	105	2.50 to 3.00*	3.00 *	4.00 *	.50		
Cosmopolitan	450	3.00 to 5.00*	5.00 to 6.00*	6.00 to 8.00*	1.50 to 2.00	12.00 to 15.00	2.00
Crest	114	2.00 to 3.00*	3.00 to 3.50*	3.50 to 4.00*	.50		
DeSoto	80	2.00 to 3.50*	3.00 to 4.50*		.50		
Eleventh Avenue	90	1.50 to 2.00*	2.50 to 3.00*		.50		
Kenmark	120	2.00 *	2.50 *	3.00 *	1.00		
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Midland	70	1.50 to 2.00*	2.00 *	2.50 *	.75		
Mills	60	2.00 to 2.50*	2.50 *	2.50 to 3.00*	.50		
Olin	170	2.50 to 4.00	4.00 to 5.00	5.00 to 6.00	1.50 to 2.00	6.00 to 14.00	2.00
Oxford	230	2.00 to 3.00*	3.00 to 4.00*	4.00 to 5.00*	1.50		
Park Lane	200	3.00 to 6.00	4.00 to 7.00	5.00 to 8.00		7.00 to 12.00	1.00
Roosevelt	166	2.00 to 3.00*	2.50 to 3.50*	3.00 to 4.00*	1.00		
St. Francis	60	1.50 to 2.50*	2.00 to 3.00*	2.50 to 3.50*	.50		
Sears	90	2.00 to 2.50*	3.00 to 3.50*	4.00 to 5.00	1.00		
Shirley-Savoy	385	2.00 to 3.50*	3.50 to 5.00*	5.00 to 7.00*	1.50 to 2.00	8.00 to 12.00	2.00
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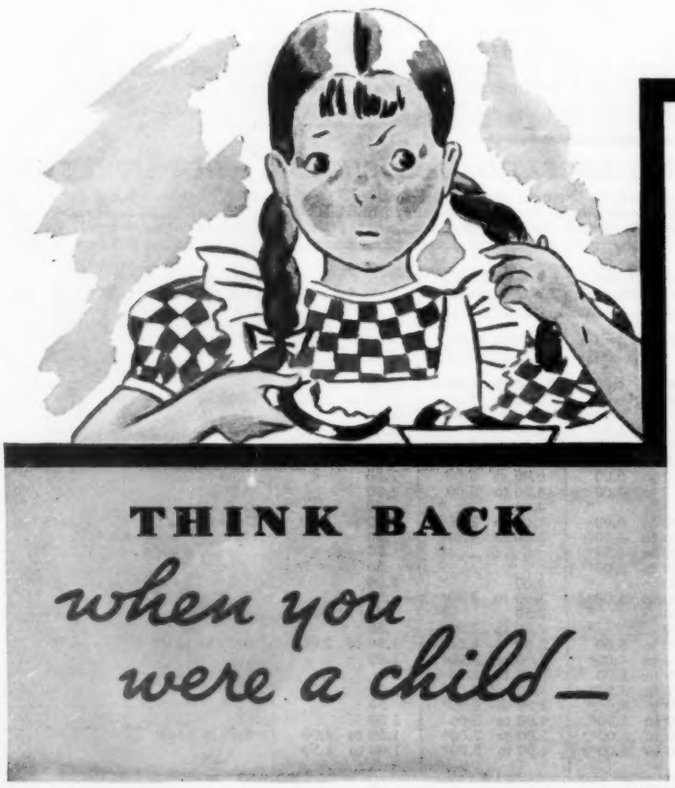

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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JOY ELMER MORGAN, Editor — H. A. ALLAN, Business Manager

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HENRY LESTER SMITH, President — J. W. CRABTREE, Secretary

Between Editor and Reader

TO EACH MEMBER of the National Education Association, to our growing family of JOURNAL readers, and to the host of friends of the teaching profession, the headquarters staff and officers of the Association send heartiest Christmas greetings and best wishes together with the hope that the Christmas spirit may abide and burn brightly in each of your lives.

IT WOULD BE a fine thing if every teacher could set aside one evening each month in the quiet of his own home to read professional periodicals and study the work of our professional organizations.

OUR American schools need a vastly enlarged emphasis upon comprehensive physical education and outdoor life.

AND OF COURSE, *strangest and most incredible result of the modern distortion of Christmas, is our forgetfulness of what should be its dearest and most sacred meaning, its celebration of the birth of Christ, even to think of which, once, truly brings tears of thankfulness to our eyes.*

There is the day as we inherit it from our life-loving, deep-hearted ancestors, radiant with associations, evocative of emotions that run the gamut from simple light-hearted gaiety thru the sweet poetry of symbolic old customs, to religious awe that shakes the heart and purifies the soul. If we do not open the door and let our boys and girls into all of these riches, rightfully theirs, we are cheating them. The child for whom we begin to prepare the Christmas festivals is, literally, the heir to all the ages. We steal the best of his birthright from him if, on Christmas Day, we give him nothing but presents.—Dorothy Canfield Fisher.

NRA CODE

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.

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The Corporation in America

THIS EDITORIAL is the seventh in a series dealing with fundamental aspects of today's life. Earlier editorials have appeared in THE JOURNAL under the following titles:

[1] The Bicentennial Bill of Rights
[2] The End of an Epoch
[3] The Great Transition
[4] What Are We To Do With our Lives?
[5] Can Democracy Survive in the United States?
[6] Fundamental Ideas for Tomorrow

Director Harry Hopkins of the Federal Relief Administration announced early in October that there were 4,000,000 families, including 16,000,000 people, on public relief during August, plus 500,000 independent individuals. These figures stagger the imagination. They involve a problem that has been growing in the United States for more than a decade and which requires searching inquiry into fundamental causes.

Were one to take into account all types of government activity—local, state, and national—for clerical personnel, for army and navy, for the CCC, for building and industrial operations subsidized by government funds, and the AAA subsidies, it is probable that today approximately one person in two is dependent for his living or income at least in part upon the activities of government.

America with the richest territory in the world; the most resourceful and varied assembly of races; and the best constitution ever written, is faced with increasing poverty and want in the midst of abundance. Had it not been for the activities of government, America today would be in complete collapse.

Concentration of wealth—Senator Robert LaFollette, Jr., of Wisconsin gives a graphic illustration of the concentration of wealth:

> If all the wealth in the country were just $100, and if only 100 men represented the whole country, here is how it would be distributed on the present basis:
>
> One man would have $59
> One man would have $9
> Twenty-two men would have $1.22 each
> Seventy-six, all the rest, would have less than seven cents each.

FOR FIFTY YEARS, monopolies and combines had been seizing upon all sources of supply, all natural resources, all those things which the people must have in their daily lives and had practically fixed the price at which the people should enjoy them. This was one of the great contributing causes to that condition in which even in a time of socalled prosperity 70,000,000 of our people had an income of less than $800 a year, and in which it is estimated that 4 percent of the people owned 80 percent of our wealth. To me, this is the most vital problem before the American people today.—Senator William E. Borah.

There has not been in all history or in any other country on such a scale, the collapse of a financial and industrial aggregate. We have been able to keep peace and order in spite of this collapse largely because of the high intelligence of our population.

The corporate cancer—This widening poverty accompanied by greater concentration of wealth in the hands of the few is at the very heart of the difficulty which confronts civilization. The rapid growth in corporate control has been encouraged by two forces: first the advantages of largescale operation in certain fields under the conditions of the Power Age; and second the lust for power, one of the age-old motives against which the people must be eternally vigilant if they wish to preserve their rights.

The American Constitution—with such changes as may be made in it by amendment and by the interpretations of the Supreme Court—is adequate to meet the needs of the Great Transition. It gives the national government control over interstate commerce. Somewhere in our history we must have gotten off the track because the fundamental principles on which the Republic was founded were sound and are sound today.

Property in transition—The concept of private property—when one thinks of the term as including property which one can himself use and be personally responsible for—is a sound concept. When the framers of the American Constitution wrote into that document every sort of safeguard for private property, having in mind the failure of kings and emperors in times past to respect private property, they were thinking of the kind of property which is owned by individuals. The private corporation as we know it today had not yet been born.

Growth of corporate law—There is nothing in the Constitution to provide for the corporation. The corporate form of organization was built up by the lawyers and the courts. It has been so elaborated that it constitutes a body of law which may be compared to the political state itself, so that corporations have over the lives of men and women as much control as towns, cities, counties, or states.

The corporation, which is a fictitious person, has all the legal advantages of a natural person plus many additional advantages: Its financial liability is limited. It may grow to any size. It concentrates control in the hands of a few. It gathers great sums of money thru stocks and bonds. It affords the way for swollen fortunes to continue their abnormal growth and for the processes of concentration to reach far beyond the lifetime of the individual person.

The corporate trend—So long as corporations were small, were managed directly by their owners, and were confined to the locality, the evils were not so great that they could not be offset in some measure by public opinion and regulation. But corporations did not long remain small. They fattened on special privilege granted by law.

The Standard Oil was formed in 1879, followed by the cotton-seed oil, whiskey, and sugar trusts. The antitrust movement developed but always the corporations proved more powerful than the government and in the end succeeded in controling the courts so as to build up a body of law and judicial precedent without foundation in the Constitution.

The size of America's economic oligarchy is indicated by the following

list of assets of fifteen non-banking corporations in the United States on or about January 1930. It is abridged from a list of 200 super-corporations, reported by Berle and Means in their study of *The Modern Corporation and Private Property* as controling nearly half the corporate wealth of the United States. A single corporation controls a wealth greater than the combined assessed valuation of twenty-one states.

Alleghany Corp.	$1,600,000,000
American Tel. & Tel.	4,228,400,000
Anaconda Copper Mining Co.	680,600,000
Baltimore and Ohio	1,040,800,000
Bethlehem Steel Corp.	801,600,000
Consolidated Gas of N. Y.	1,171,500,000
Electric Bond and Share	756,000,000
Ford Motor Co.	761,000,000
General Electric Co.	515,700,000
General Motors	1,400,000,000
New York Central R. R.	2,250,000,000
Pennsylvania R. R.	2,600,000,000
Southern Pacific Co.	2,156,700,000
Standard Oil of N. J.	1,767,300,000
United States Steel Corp.	2,286,100,000

The holding company—The most recent phase of corporation expansion—the development of the holding company of the Insull type—made it possible to group and regroup corporations so as to bring about actual domination and centralized control even where there was the appearance of separation.

So close-knit has become the control of corporations thru interlocking directorates, that a few hundred individuals now control all American industry. A few years ago, a former American ambassador issued a list [*Literary Digest*, Sept. 6, 1930] of only 64 bankers, utility executives, and corporation heads whom he declared to be the economic "rulers" of America.

This organization of industry into larger and larger units has been accompanied by such an orgy of stock-watering that the entire financial structure of the nation is like a foundation of mush; and all the activities built upon that structure have been rendered insecure by this spongy character of the capital structure. In a money-economy such as ours, the common wellbeing depends on the free circulation of money among the people. The giant corporations act as powerful pumps which suck the stream of money from the pockets of the common man to great stagnant centers where it remains unused and useless.

Controling natural resources—The corporation always seeks monopoly or near-monopoly and most of our large corporations have their roots in great natural resources such as lumber, coal, oil, gas, and minerals; in special-privilege franchises such as those granted telephone, gas, and electric companies; and in patent and copyright holdings which have assumed central importance in this day when a whole system of industry may depend upon control of a single patent.

All natural resources originally belonged to the people and the value of special franchises and patents springs from the wealth which all the people create. *Should they not be brought again under the control of the people?*

The present phase of American life is a battle between predatory corporate groups and the democratic spirit itself. This battle is subjecting public policy and public men to terrific pressures. Any public man who can maintain a straight course is fortunate indeed. In many cases he will be compelled to take half a loaf of reform, leaving the basic evils still rooted in the body politic.

These selfish corporations have learned the art of allying the voting public with their enterprises. They seek to identify great numbers of individuals thru the distribution of stocks and bonds. Thru endowments and investments they reach out into the institutional life of the nation so that any effort to squeeze out the water from the capital structure brings loud cries from groups of investors who with a little work behind the scenes can easily be organized into what appears to be a legitimate defense of the investor's interest. Thru large expenditures for advertising, these monopolies cultivate "goodwill" and spread impressions often contrary to the facts.

The corporation lawyer—A by-product of the corporate system is the corporation lawyer. It is his business to find new loopholes in the law and Constitution, to lobby or to defeat legislation; to defend damage suits which may arise as a result of corporation neglect or aggression; and to handle income tax cases.

The corporation lawyer is usually keen and highly paid. Corporation law business is notoriously the biggest law business. This draining off of the best legal minds into corporation service has tended to destroy the public character of the legal profession; to make law schools preparatory departments for corporation employment; to place upon the public bench a preponderating number of judges who think of corporation rights above human rights; and to send into legislatures lawyers retained by and dependent upon corporations for their livelihood—corporations which in many cases seek special favors from legislatures whose members they have retained.

Along with the growth of the parasitic corporation lawyer should be noted two other tendencies which threaten the people: First, the tendency of corporations to bring into their employ high officials who have retired from the army and navy who might have influence in war contracts; and second, the employment of wellknown men and women from public life as public-relations "experts." These "leaders" are paid high salaries because of their capacity to influence the public.

New concept of the corporation—The corporate form rightly used has many advantages, including its flexi-

Can Democracy Survive?

[1] *Other People's Money* by L. D. Brandeis. Jacket Library, Washington, D. C. "We must break the Money Trust . . ."

[2] *Understanding the Big Corporations* by Editors of *Fortune*. McBride, N. Y. 1934. Our "economic rulers."

[3] *Modern Corporation and Private Property* by A. A. Berle and G. C. Means. Macmillan, N. Y. 1932. Two hundred great corporations dominate all American industry.

[4] *Concentration of Control in American Industry* by H. W. Laidler. Crowell, N. Y. 1931. Pressure is brought on all classes to conform to the views of giant industry.

[5] *What Electricity Costs* by Morris L. Cooke. New Republic, N. Y. 1933. Do we pay too much for electricity?

[6] *Merchants of Death* by H. C. Engelbrecht & F. C. Hanighen. Dodd Mead, N. Y. 1934. Government and the arms makers.

[7] *New Frontiers* by Henry A. Wallace. Reynal & Hitchcock, N. Y. 1934. Liberty can be saved by national planning.

[8] *The Industrial Discipline* by R. G. Tugwell. Columbia University Press, N. Y. 1933. "Have we seriously thought of making a world in which educated and free men and women can function as they have learned to do in modern schools?"

[9] *America's Hour of Decision* by Glenn Frank. McGraw-Hill, N. Y. 1934. Do we know what kind of a world we want?

[10] *Economy of Abundance* by Stuart Chase. Macmillan, N. Y. 1934. Abundance is a threat to special privilege.

bility, its capacity to meet new conditions, to place a premium on originality and initiative, and to move back and forth over political boundaries. There is now developing, and it may prove to be one of the outstanding changes of the time, a use of the corporate form by government itself giving the vitality and flexibility of the private corporation plus the authority, resources, and sense of civic responsibility which are associated with government. The Tennessee Valley Authority is such a corporation.

The teacher and the corporation—The teacher must deal with the corporation in many ways. He must deal with it in its role as large taxpayer; as lobbyist; as advertiser; as the dominator of press, radio, and movie; as producer and distributor; as the issuer of securities that underlie life insurance; as employer of the graduates of his school; and as the chief factor in a collapsing order which refuses to employ half the graduates of his school.

The corporation may demonstrate its power by sabotaging a great school system as it has done in North Carolina, or it may merely work behind the scenes to pick off an aggressive and promising leader here and there, or to defeat some tax measure before the legislature which would safeguard the rights of children.

Aside from these immediate issues the schoolman cannot escape the ultimate issue. Civilization itself is threatened, and the teacher has a choice between doing his part as best he may to restore order and reason or of going down in the general wreck.

The corporation in some form will survive in America, but it must be taken out of the hands of the robber barons. They cannot win their campaign to destroy the free high school and to crucify liberal education. They cannot buy the teaching profession with their gift-and-favor form of bribery. They may make inroads here and there. They may occasionally dominate whole states, but as people discover the real condition of affairs, the corporation czars will find their influence slipping away. Millions of oncoming youth cannot, if they would, ignore problems which involve their bread and butter and their right to establish homes and to live.

The future of the corporation—And how shall corporations be made responsible to the people? The NRA is an effort to do in a few months what for two generations the nation has failed to do in the matter of regulating corporations. Having allowed these corporations to grow up like Topsy under charters issued by the states, the federal government is now seeking thru codes to bring order out of chaos.

Among the suggestions which have been advanced for dealing with corporations are the following:

[1] Reduce size of corporations to point of greatest efficiency, decentralizing from large centers to the smaller with emphasis on cooperative enterprises.

[2] Require all corporations doing interstate business to take out a federal charter.

[3] Require special incorporation and supervision over corporations doing international business.

[4] Establish a uniform system of accounting and the filing of accounts with publication of summaries.

[5] Supervise the issuance of securities.

[6] Prohibit officers and directors of insurance companies from serving as officers and directors of other corporations.

[7] Establish direct operation by government of all corporations manufacturing war materials.

[8] Provide that for all monopolies, like light, gas, and telephone there be a representative of the government on the board of directors. This practise has been followed in the case of banks in many of which the government now holds stock.

[9] Revise patent and copyright law to encourage free and full use of new devices while guaranteeing reasonable remuneration to the inventor.

[10] Establish government operation as a yardstick to determine costs and refine processes in certain monopolistic fields or in the case of products of which the government is a large buyer, like cement and steel.

[11] Establish fact-finding combined with a comprehensive system of national planning, looking forward to the best use of all resources of the country in the interests of all the people over a period of generations.

National culture versus industrial fascism—Teachers thruout the ages have been interested in the development of the good life. They believe that the good life is possible for all men and that the measure of any policy of industry or government or education is its effect on the lives of people. Giant industry has not put human rights first. Almost every concession in behalf of the laborer or the consumer has been tardily wrested from industry by an outraged citizenry.

The weakness in fascism is that it allows the industrial overlordship to dominate life so that the common man becomes the servant of the industrial state. Democracy demands that industry become the servant of the common man, and it is the business of teachers to prepare the common man to insist that this demand shall prevail.

What the teacher can do—The teacher can best carry out this function by doing the following things:

First, by making himself a student of corporation history and practise.

Second, by preparing citizens to deal realistically with all the factors which play upon life, including the corporation.

Third, by helping to create a sentiment which will demand that financial and industrial corporations cease their efforts to control public information and government.

Fourth, by helping to create a sentiment which will bring into public office men and women of the highest integrity and intelligence regardless of party.

Fifth, by developing in high schools and colleges, departments of economics which will gather, organize, and interpret economic forces in terms of concrete facts in the community life itself.

—**Joy Elmer Morgan.**

The Corporate Trend

***President Cleveland's tariff message, 1887*—Free competition is too often "strangled by combinations . . . which have for their object the regulation of supply and prices of commodities made and sold by members of the combination."**

***Interstate Commerce Act, 1887*—created a Commission to invoke the aid of federal courts to prosecute corporations.**

***Sherman Anti-Trust Law, 1890*—declared illegal every combination in restraint of trade among states or foreign nations.**

***Woodrow Wilson in "The New Freedom," 1909*—As a result of the concentration of the credit system in the hands of a few, "we have become the most highly controled and dominated government in the civilized world."**

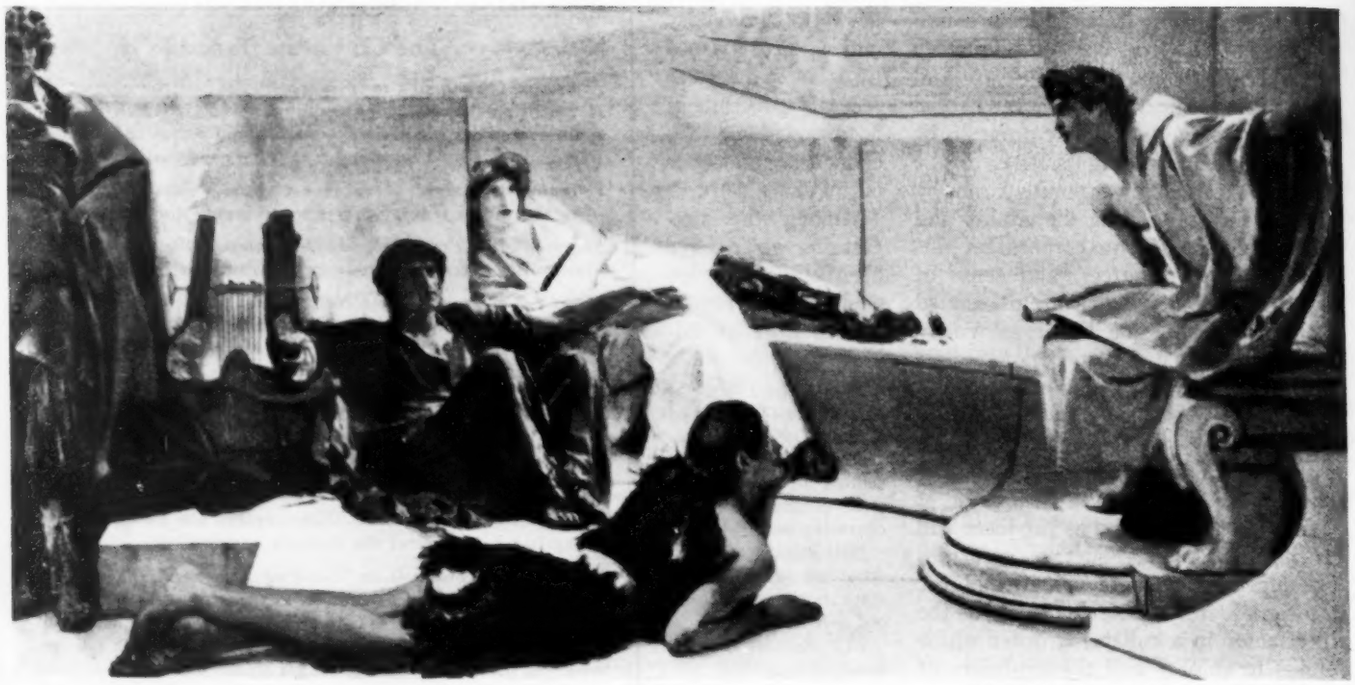
***Clayton Act, 1914*—designed "to preserve competition where it exists . . . and to permit it to spring up in new fields."**

***Federal Trade Act, 1914*—created the Federal Trade Commission to prevent "unfair methods in competition in commerce."**

***Federal Water Power Act, 1920*—created the Federal Power Commission to control the nation's power sites.**

***Franklin D. Roosevelt in "Looking Forward," 1933*—If the process of concentration goes on at the same rate, at the end of another century we shall have all American industry controled by a dozen corporations and run by perhaps a hundred men. Put plainly, we are steering a steady course toward economic oligarchy, if we are not there already."**

***National Recovery Act, 1933*—promotes selfregulation of industry thru codes which specify controled production, shorter hours, higher wages, no child labor, and no profiteering.**



Courtesy, Fine Arts Division, Library of Congress

A Reading from Homer. This painting shows a group of Greek youths listening intently to an informal lesson in poetry and patriotism.

Schools of Greece and Rome

As you enter the schoolroom door in the morning, do you ever wonder how schools began? What the first schools were like? What the children studied and who were their teachers? What kind of schoolhouses they had? Also if there are any pictures or records of them which one could see today?

As we saw in the first article in this series, education is older than schools. It has always been necessary for children to learn as they grew up, but schools are a relatively new invention. As civilization developed, the informal teaching of family or tribe was not enough. It became necessary to provide an agency especially for teaching the younger generation. Thus schools began.

The Greeks were among the first peoples of the West to attain a high degree of culture, while most of the western world was still uncivilized. As they emerged from a barbaric state, the Greeks began to place great emphasis on physical and moral training. The latter was based to a large extent upon the great poetical stories of Homer. From these ancient stories of warfare and wandering, the Greek boy was taught to serve his city with devotion, to delight in beauty in all its forms, and to avoid excess in everything. Yet Greek civilization did not flower overnight; even in so small a country there were at various times and places wide differences in cultural and educational development. This article necessarily condenses a long and complicated story.

Athens and Sparta, the two outstanding city-states of ancient Greece, present a dramatic contrast in the way in which their people advanced towards civilization. It has been said of them that Athens faced the future; Sparta, the past.

The Spartans show how a people surrounded with countless opportunities for advancement could cling to ancient ways. Government, education, and all other institutions of Sparta were deeply rooted in the dead past. In that city, the voice of the group was as loud and as commanding as it ever has been in any savage tribe. The rights and interests of the individual were subordinate. Spartans lived for Sparta. A large part of their property was held in common; even the children were at the disposal of the state. As the rapid changes of advancing civilizations gathered round about her, Sparta withdrew into her little valley, determined to preserve her primitive traditions at any cost. Commerce and trade were despised. Slaves provided the necessities of life.

Every citizen devoted time and energy to training the young; for education was the means employed in this attempt to maintain unchanged the Spartan way of life. Lycurgus, the great Spartan lawgiver, it is said, resolved the whole business of legislation into the correct training of the young. At the age of seven, boys were removed from their homes to barracks, where they began an education which had but one objective: to make citizen-soldiers of them, ready to defend Sparta with their lives. Purely intellectual attainments were scorned.

No savage youth suffered a harder course of training. While in the barracks the boys wore but a single garment which afforded small protection from heat or cold. They went barefoot. Their food was usually scanty and distasteful; only the very hungry could have eaten a mouthful of it. It is said that a visitor to Sparta, after partaking of a bowl of their black soup, remarked that now he understood why the Spartans did not fear death! The boys slept on bundles of reeds on the ground. They might at any time be whipped publicly to test their endurance. Sometimes these floggings resulted in death. Girls were not sent to barracks for training; nevertheless they received a severe course of physical education under the direction of their mothers.

Authority constantly plucked the elbow of the Spartan youth. Seldom was he allowed to make a decision for himself. Never was education more closely supervised, and never did any system of education so poorly repay its devout adherents. For this iron-clad schooling produced a mature Spartan soldier who was totally unable to meet new problems. When forced to make his own decisions, he failed. When authority and tradition were no longer available, he was left bewildered. Sparta is interesting to us now chiefly because it provides an immobile, colorless background against which the stirring life of Athens stands out in high relief.

Athens became the first European center of learning. Not content with merely borrowing from the cultures of Egypt and Western Asia, the Athenians usually improved upon the original and made it truly their own. When at last a substantial body of skills and knowledge was acquired, schools became necessary. Elementary schools, the remote ancestors of our own, were established at least as far back as six hundred years before Christ.

Athenian schools were private, altho they were sometimes encouraged and regulated by the state. Each child's parents chose his school for him and paid his tuition. The state assumed no financial responsibility for general education, altho a certain amount of training was required for the privileges of citizenship. Since civic rights were held by only a part of the population, the Athenians would have been quite unable to think as we do of an education for everyone. As a result of this policy, education was largely confined to the wealthier classes. Since women usually occupied an humble place in Athens, girls received little or no formal schooling. Because they could have no official part in public affairs it was not considered necessary to educate them. Then, too, a large part of the population consisted of slaves for whom there was no thought of schooling. In short, only a small percent of the Athenians went to school.

The wealthy Athenian father, however, had broad ideals of education for his son. He tried to provide for him intellectual, physical, and moral instruction. Some of the finest descriptions of a well-rounded education are found in the writing of Plato and other great Greek thinkers. However, there was no organized training in making a living. The Athenian aristocrat believed that work with the hands was degrading. While thousands of the citizens of Athens earned a living by some trade, this was learned by apprenticeship; never in the schools.

The Athenian boy attended at least two schools from the time he was seven until he was sixteen. The *palestra* was essentially a playground where the boy was taught wrestling, running, dancing, and swimming; the *didascaleum*, or music school, often gave instruction in reading, writing, and numbers as well as in playing on the seven-stringed lyre. Sometimes instruction in reading, writing, and numbers was given by a third teacher called a *grammatist*.

A writer of long ago describes an Athenian boy's school day:

> He gets up at dawn, washes the sleep from his eyes, and puts on his cloak. Then he goes out from his father's house, with his eyes fixed upon the ground, not looking at anyone who meets him. Behind him follow attendants, and *paidagogia*, bearing in their hands the implements of virtue, writing-tablets or books containing the great deeds of old, or his well-tuned lyre. When he has labored diligently at intellectual studies and his mind is sated with the benefits of the school curriculum, he exercises his body in liberal pursuits, riding, or hurling the javelin or spear. Then the wrestling-school with its sleek, oiled pupils, labours under the mid-day sun, and sweats in the regular athletic contests. Then a bath, not too prolonged; then a meal not too large, in view of the afternoon school. For the schoolmasters are waiting for him again, and the books which openly or by allegory teach him who was a great hero, who was a lover of justice and purity. With the contemplation of such virtues he waters the garden of his young soul. When evening sets a limit to his work, he pays the necessary tribute to his stomach and retires to rest, to sleep sweetly after his busy day.

Evidently the Athenian schoolboy had a long day. No summer vacation broke the routine, but there were about ninety festivals scattered thru the year, many of which were school holidays. Furthermore, it is probable that he found much of his school life pleasant. For his reading he had the heroic stories of Homer, or the sly fables of Æsop. Wrestling, running, and dancing in the *palestra* were enjoyable to an active boy. Singing to the accompaniment of the lyre was also, no doubt, a very delightful way of spending a few hours of the school day.

On the other hand, certain conditions made learning more difficult than it is today. The materials for teaching were still crude. There were no schoolbooks, ready to be opened and studied. The master dictated and each child wrote his own books. There were no pencils. The boys wrote at first with a stylus, a sharp-pointed instrument, on a wax tablet. Later they learned to write with pen and ink on papyrus. Reading was extremely difficult because there was no spacing between words, no punctuation, and no distinctions between capital and small letters. Number-work, rudimentary as it was, probably caused even more difficulty than reading and writing, for Greek "figures" were only the letters of the alphabet slightly modified. All calculations were made on the fingers or on a counting frame called an *abacus*.

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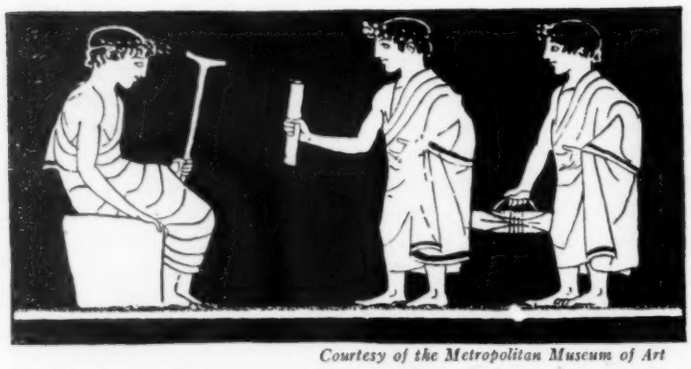
A Roman boy on his way to school



Courtesy of the Metropolitan Museum of Art

Boys of ancient Greece on their way to school. One carries a roll of manuscript and another a writing tablet.

There was little or no furniture in these ancient schoolrooms. Both pupils and teachers sat on high stools. Neither had desks. The boys rested their wax writing tablets on their knees. Pictures of these Greek schools are still preserved on ancient Greek vases for us to see.

Fortunately, the boy of Athens did not rely entirely on schools for his education. As he grew older, he could attend the assembly, the theater, the games, and the courts, and thus learn much of value by direct contact with the life of his city. Formal schooling ended for most boys at the ages of thirteen to fifteen. For those whose parents could afford it there was also the *gymnasium*. This was an advanced two-year course in physical training with no provisions for intellectual development. The latter, the boy was expected to get naturally from his contacts with the institutions of his city.

At the age of eighteen the boy was examined for physical and moral fitness and if found worthy to become an Athenian citizen he made a solemn vow, known as the Ephebic oath, to fulfill all the obligations which the privilege of citizenship in Athens required of him. This custom was probably a remnant of the initiatory ceremonies of tribal life. After the boy became an *Ephebos* he had two years of military training furnished by the state.

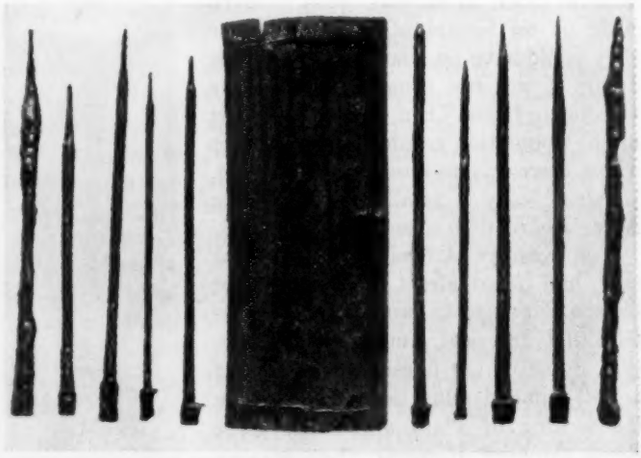
From this educational system, with its many opportunities for individual growth and freedom came the great philosophers, artists, sculptors and architects whose work is still the wonder of the world. In this Golden Age, this time of unparalleled intellectual advancement, education began to place more emphasis on achievement of an intellectual type. Each of the great philosophers founded his own school and out of these individual and informal groups of teachers and learners developed, about 200 B. C., the University of Athens. Meanwhile, came the disastrous Peloponnesian War among the Grecian cities and the Golden Age of Greece drew to an end. Altho Athens remained the center of learning for many years following, her political power was broken and, had it not been for Rome, it is probable that all of Athens' wonderful store of learning and beauty would have been lost.

The Romans were a strong, practical, unimaginative people. They did not create schools and advance learning as the Greeks did, but they were remarkable organizers. They practically transplanted the Athenian educational system to Roman soil, without significant change. In time, however, it became necessary to make certain changes in these Grecian schools to fit them to Roman life. For example, at first, the Greek language only was used in the imported schools; later, Latin replaced it. Furthermore, the higher schools were used to prepare young men for law and public life at Rome. Heroes of Rome were studied as well as those of Greece and so gradually the course of study became better adapted to the Roman people.

Aside from the fact that the Romans were able, as the Greeks were not, to organize a great empire which preserved for future generations what the Greeks had created, the Romans exerted their great organizing power on the school system which they had adopted, strengthening and formalizing it to better serve their needs. Our own organization of education bears a remarkable resemblance to that of the Romans. In education as in everything, Rome's great contribution was in the nature of law and system.

From the long-distance view which we have of these first European school systems only the main features stand out in bold relief; much of the detail is lost. The contributions of Greece and Rome were widely dissimilar, yet they supplemented each other admirably so that from our point of view they form a perfect whole. Greece created a remarkable culture. Altho no other early culture equalled hers in intellectual and artistic power, Greece lacked practical, administrative ability. On the other hand, the Roman people turned their energies chiefly to adapting what had already been created, rather than toward the creation of new products. Their power to organize gave durability to whatever they touched. Their laws, their theory of government, and their language are still powerful factors in modern life. So when we admire some product of Grecian culture we should recall with gratitude that only the strength of old Rome could preserve for us this matchless heritage thru the troubled years which followed.—This is the second of a series of articles by **Charles A. Beard and William G. Carr,** dealing with the history of the school.

I WILL NOT disgrace my sacred weapons nor desert the comrade who is placed at my side. I will fight for things holy and things profane [secular], whether I am alone or with others. I will hand on my fatherland greater and better than when I found it. I will hearken to the magistrate and obey the existing laws and those hereafter established by the people. I will not consent unto any that destroys or disobeys the constitution, but will prevent him, whether I am alone or with others.—Part of the Ephebic oath, taken from Freeman's *Schools of Hellas.*



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THE ROMAN BOY wrote on a wax tablet with a pointed piece of metal. To erase, he used the blunt end of his "pencil" to smooth out the wax.

The Tennessee Valley Looks to the Future

WALTER E. MYER
Editor, The American Observer

EDITORIAL NOTE—*Of all the activities of the present administration, the TVA is the most constructive and prophetic. Here, in pages 233-47, is the story told by a keen student and observer, after spending weeks in the Valley gathering material.*

IN THE SPRING of 1933 the United States government began an experiment in economic planning. By Act of Congress, May 18, it created the Tennessee Valley Authority. The Authority was given a very important—and a very difficult—assignment. Its job is to plan the industrial life and improve the well-being of a large section of the country. The region selected for the experiment is the territory which drains into the Tennessee River and its tributaries. This watershed, somewhat inaccurately termed the Tennessee Valley, takes in a great part of Tennessee and portions of six other states: Virginia, North Carolina, Georgia, Alabama, Mississippi, and Kentucky. Its area is about 42,000 square miles. Only 2,000,000 people live within the Valley area, but 6,000,000 are to be found within its sphere of influence.

The Tennessee Valley Authority, or the TVA as it is called, is doing its work in this territory. It is studying social conditions and social needs. It is making a survey of the natural resources, the soil, minerals, forests. It is canvassing the possibilities of water power development and is actively at work harnessing the waters of the Tennessee and its branches, creating a great, integrated power system. It is already generating electric power and selling it at low rates. It is devising means of preserving the fertility of the soil, of checking erosion, of encouraging the reforestation of the wooded regions. It is trying to find steady employment for the people by developing new industries, located preferably in small towns so that members of farmers' families may find work. It is building a town near the site of a great dam which is under construction. This town of Norris is laid out with an eye to beauty and as an experiment in construction of comfortable low-cost homes. Attention is given to housing and to labor relations.

The TVA is working to improve conditions in the Tennessee Valley. That is its immediate object. But it is doing more than that. Its work in this Valley serves as a yardstick for the whole nation. In showing what can be done in planning the future of industry and agriculture, and in maintaining high standards of workmanship in all its operations, it will be suggesting what may be done elsewhere. It is working not only to promote industrial growth but to see that this growth contributes to the welfare of human beings. If the TVA succeeds in directing business and agricultural development so that the people of the Valley are happier and more secure, it will serve as an object lesson to the nation.

But why is it that this particular part of the country is being used as an experiment ground by the United States government? The choice of the Tennessee Valley is really a product of historical accident. There had been a long drawn-out discussion as to what should be done with the great dam and power plant at Muscle Shoals, Alabama. These had been built by the government during the war. They were to generate power for the production of nitrogen, needed in the making of explosives. When peace came, many people thought that the government should generate electricity for domestic and commercial use. Others said the government should keep out of business; that it should sell the plant to private interests. Twice Congress declared in favor of government operation. Each time the congressional bill was blocked by presidential veto. Finally, after more than a decade of indecisive wrangling, President Roosevelt settled the question. The government would operate the Muscle Shoals properties. But it would do more than that. It would use the power developed along the Tennessee as a part of a larger plan—a plan for the economic safety and welfare of the whole watershed. His concept of the project is admirably stated in his address to Congress:

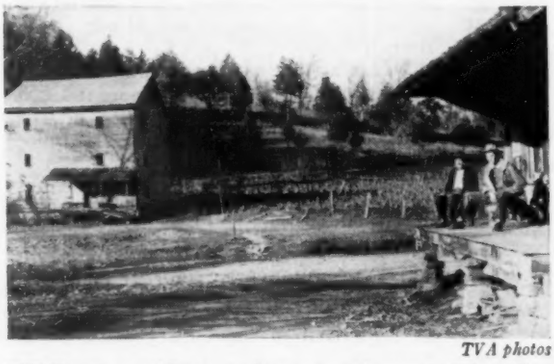
> The continued idleness of a great national investment in the Tennessee Valley leads me to ask the Congress for legislation necessary to enlist this project in the service of the people.
>
> It is clear that the Muscle Shoals development is but a small part of the potential public usefulness of the entire Tennessee River. Such use, if envisioned in its entirety, transcends mere power development: it enters the wide field of flood control, soil erosion, afforestation, elimination from agricultural use of marginal lands, and distribution and diversification of industry. In short, this power development of war days leads logically to national planning for a complete river watershed involving many states and the future lives and welfare of millions. It touches and gives life to all forms of human concerns.
>
> I, therefore, suggest to the Congress legislation to create a Tennessee Valley Authority—a corporation clothed with the power of government but possessed of the flexibility and initiative of a private enterprise. It should be charged with the broadest duty of planning for the proper use, conservation, and development of the natural resources of the Tennessee River drainage basin and its adjoining territory for the general, social, and economic welfare of the nation. This Authority should be clothed also with the necessary power to carry these plans into effect. Its duty should be the rehabilitation of the Muscle Shoals development and the coordination of it with the wider plan.
>
> Many hard lessons have taught us the human waste that results from lack of planning. Here and there a few wise cities and counties have looked ahead and planned. But our nation has "just grown." It is time to extend planning to a wider field, in this instance comprehending in one great project many states directly concerned with the basin of one of our greatest rivers.
>
> This in a true sense is a return to the spirit and vision of the pioneer. If we are successful here we can march on, step by step, in a like development of other great natural territorial units within our borders.

The Authority is a corporation, owned by the government. There was set aside for its use $50,000,000 from the $3,300,000,000 public works fund. It is authorized to issue $50,000,000 more in bonds on the credit of the United States. The Authority is administered by a Board of Directors consisting of three members appointed by the President.

The three directors are men who have long been interested in problems such as the Authority must meet. Arthur E. Morgan, chairman of the board, has had experience as a practical engineer. He is also a social engineer. As president of Antioch College, he was deeply concerned with the possibilities inherent in the development of small industries. He was concerned with methods of cooperation. He has for years been a student of problems relating to the development of a more stable society. Harcourt A. Morgan came to the TVA from the presidency of the University of Tennessee. He has been recognized as an authority on soils and on the problems of agriculture. He has been a leader in the advocacy of the decentralization of industry. David E. Lilienthal, a lawyer of Chicago, came to the TVA as a public utilities specialist.

The Valley As It Is

BEFORE we inquire any further into the activities of the TVA, perhaps we should consider the nature of the problems with which it has to deal. It is concerned, of course, with human problems; with conditions under which men and women and children live. It is trying to alter conditions so that people may be freer and happier. But what are some of these conditions? That we may better answer that question, suppose we make an imaginary journey thru the Valley region, visiting several representative sections of the watershed.



TVA photos

WASHDAY without modern conveniences is "blue Monday" indeed; two familiar landmarks—the old mill and the general store.

As we travel thru the mountains which make up the eastern part of this territory, we are impressed by the facts of poverty and primitive living. The first impression is that the region is very sparsely peopled, since for long distances few signs of human habitation are visible. But the narrow little valleys, or "hollers" as they are locally called, winding among the hills, are more thickly settled. On the small hillside farms are to be found the homes of the mountaineers—small huts or cabins, often of one or two rooms, and often in pitiful state of disrepair.

These little cabins were never spacious or comfortable, but once they were newer and more substantial than they are now. The time was when pioneer men and women, with hope in their hearts, pushed into the mountains and built these little homes. For a while hope may have seemed justified for there were fish in the streams and game in the woods. The forests themselves, while they lasted, furnished a source of revenue, and patches of the hillsides could be cleared for the planting of corn and potatoes.

But now the best of the forests are gone. Game is less plentiful. And the little fields on the steep slopes are denuded of their soil, for the heavy rains wash it from the cultivated spots into the swift mountain streams. So poverty has settled upon the mountain families, and hope has departed. Mile after mile, as one drives along, he sees tumble-down cabins, with the large families sitting aimlessly on the porches. The cabins are distressingly similar and the conditions of life are painfully alike. These families, sitting idly on the porches from Virginia to Georgia, are the victims of a regimentation of poverty which casts all into a mold of hopeless inactivity. Left to their own devices, there seems to be little prospect that these mountain people can find the way to a better industrial order. None of them sees the way, acting individually, to shake off the forces which have rendered them helpless.

As we reach the westward turn of the river and travel along the south-central portion of the watershed, we leave the hills and come to the cotton fields—the old plantation district. But the glamour of the old plantation days is gone. The planters have moved into the towns. The land is farmed largely by "sharecroppers."

The soil, planted year after year to cotton, becomes worn out. Dilapidated buildings tell the story of hard times which go back far beyond the crash of 1929. Cotton is the money crop of this region, and despite the failing yield, prices suffer from the fact of surplus. So here, as in the mountains, we look about and say, "This land has seen better days." Here, as there, the individual farmers seem unable to reorganize their economic lives.

Thru south-central Tennessee we find a richer soil and a more diversified agriculture. We see comfortable dwellings and well-kept farms. The villages and towns, tho perhaps not bustling with pre-depression activity, are showing, at any rate, no positive signs of decadence. On the Cumberland plateau, which forms a considerable portion of central and northern Tennessee, the soil appears to be thin, due in many cases to erosion; the forests have been cut and the second growth is not yet ready for cutting; the farms bear evidences of poverty; and the villages are running down. The frequent coal mining areas are victims of the depression. Many of the mines have ceased operation and where that has happened one finds stranded towns, the inhabitants sitting about, waiting for jobs which will probably never come back and meanwhile living largely upon charity and relief.

There are regions of neatness, thrift, and as much prosperity as American farming communities enjoy. Yet in the large, the prospect in the Valley is not encouraging.

Not that the inhabitants themselves are backward. They are of old-line American stock. They are as intelligent and resourceful as the natives of other sections. But they have been unable to make a living except by farming methods which have robbed the soil of its fertility. Fertilizers have not been available and the soil has got away from them. So have the forests. They have not developed a rich or diversified agriculture.

Even in the pre-depression days they were not finding employment for all their workers. Their problems were social in nature and called for cooperative effort. But they did not act collectively. They did not plan their economic life. They depended upon individual effort and found it inadequate. Today conditions are such that some form of public planning—either that offered by the TVA or something of like nature—appears necessary if prosperity is ever to be attained.

The New Industrialism—Promise or Threat?

THE STUDENT of Valley conditions does not come away, however, with a feeling of hopelessness. An appraisal of the resources of the region leads to the conviction that an economic development beyond anything the past has known is a possibility. It seems by no means out of the question for this region in the middle South to become a great center of industry and trade. Enthusiasts speak of it as the coming "American Ruhr." There are fuels here, coal in abundance, lignite, petroleum, natural gas. There are such heavy metals as iron ore, manganese, chromium, and nickel. Among the light metals are aluminum and magnesium. There are quantities of materials for the production of cement, fertilizers, ceramics, and chemical products. Add to the abundant mineral resources the fact of low-cost electric power in generous quantities and adequate transportation facilities—water, rail, and highway—and we have the foundations upon which a flourishing society may be built.

The industrialization of this section of the South was already under way during the years preceding the depression. Textile manufacturers, taking advantage of cheap labor and relatively cheap power, had been moving from New England and the Middle Atlantic states to the South, and mill towns, scattered over the Tennessee Valley region, are the result. Here and there, the mill owners have due regard for the labor forces, and higher standards of living have been attained. In other instances, however, the mills have operated by a system amounting practically to peonage. Men, women, and children, brought in from the hills, were given work at starvation wages. Industry in the South has indeed been stimulated, but southern standards of living have not been adequately raised. The shifting of industry has too often impoverished New England without greatly helping the people of the South.

A renewed drive toward industrialization is in prospect for the Valley as soon as normal times return. What will be the fruit of that industrialization? Will these new industries displace those of the North because of their cheaper power and labor? Will they bring unemployment and decay to the industrial centers of the East and the Midwest without greatly raising the standards of living in the South? That would be a distinct possibility under the rules of the old game of "rugged individualism."

We sometimes say as we look upon the once prim villages and green fields of industrial England, now bleak and begrimed; as we see men and women shambling from their miserable hovels to the sordid factories, their lives as bleak as the smoke-befouled hills themselves—we say as we look upon this cradle of the Industrial Revolution, or upon the more recent examples of industrialization in Pittsburgh or northern Indiana and Ohio, "If we but had this to do over again! We would direct the forces of industrialization in such a way as to conserve the beauties of nature and the welfare of human beings." Well, here in the Tennessee Valley is a soil ready for industrialization, and thoughtful people are beginning to inquire what that industrialization shall mean in human values. It is because of the possibilities involved in the developments of the next few decades, possibilities of tragic import to the whole nation, that the TVA finds this Valley such a fertile field for its program of economic and social development with human wellbeing rather than excessive manufacturing profits as the guiding aim.

UPPER RIGHT — This old mill wheel built in 1885 is still being used. CENTER RIGHT—Girl operating the warp compressor in a textile mill. The industrialization of the south was under way before the depression. [TVA photos]

A family group around the fireplace.

The Valley As It Is

BEFORE we inquire any further into the activities of the TVA, perhaps we should consider the nature of the problems with which it has to deal. It is concerned, of course, with human problems; with conditions under which men and women and children live. It is trying to alter conditions so that people may be freer and happier. But what are some of these conditions? That we may better answer that question, suppose we make an imaginary journey thru the Valley region, visiting several representative sections of the watershed.

TVA photos

WASHDAY without modern conveniences is "blue Monday" indeed; two familiar landmarks—the old mill and the general store.

As we travel thru the mountains which make up the eastern part of this territory, we are impressed by the facts of poverty and primitive living. The first impression is that the region is very sparsely peopled, since for long distances few signs of human habitation are visible. But the narrow little valleys, or "hollers" as they are locally called, winding among the hills, are more thickly settled. On the small hillside farms are to be found the homes of the mountaineers—small huts or cabins, often of one or two rooms, and often in pitiful state of disrepair.

These little cabins were never spacious or comfortable, but once they were newer and more substantial than they are now. The time was when pioneer men and women, with hope in their hearts, pushed into the mountains and built these little homes. For a while hope may have seemed justified for there were fish in the streams and game in the woods. The forests themselves, while they lasted, furnished a source of revenue, and patches of the hillsides could be cleared for the planting of corn and potatoes.

But now the best of the forests are gone. Game is less plentiful. And the little fields on the steep slopes are denuded of their soil, for the heavy rains wash it from the cultivated spots into the swift mountain streams. So poverty has settled upon the mountain families, and hope has departed. Mile after mile, as one drives along, he sees tumble-down cabins, with the large families sitting aimlessly on the porches. The cabins are distressingly similar and the conditions of life are painfully alike. These families, sitting idly on the porches from Virginia to Georgia, are the victims of a regimentation of poverty which casts all into a mold of hopeless inactivity. Left to their own devices, there seems to be little prospect that these mountain people can find the way to a better industrial order. None of them sees the way, acting individually, to shake off the forces which have rendered them helpless.

As we reach the westward turn of the river and travel along the south-central portion of the watershed, we leave the hills and come to the cotton fields—the old plantation district. But the glamour of the old plantation days is gone. The planters have moved into the towns. The land is farmed largely by "sharecroppers."

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A family group around the fireplace.

Laying Out the Plans

Preparing clay for pottery

If an industrial counselor were appointed adviser to a large estate and were asked to help shape the policies of the manager, his first step could easily be predicted. He would find out all he could about the estate's resources. He would inquire about its properties and the personnel. He would study the men and women with whom he would be obliged to work.

That is the sort of thing the TVA is doing as it takes the position of adviser to the Tennessee Valley. It maintains a Division of Land Planning and Housing and another Division of Social and Economic Studies. The Land Planning Division is making an inventory of the natural resources. It is locating mineral deposits. It is classifying the soils of the different sections. It is studying transportation facilities.

When the TVA learns about the minerals and soils and railroads and highways and waterways and water power sites, it will be in a better position to give industrial advice. It may discover, for example, that kaolin and feldspar are located in a certain district. It knows that these materials are used in the making of chinaware. It sees that a ceramic or chinaware industry can be developed in that locality. But the TVA is not passive. It does not stop when it discovers the possibility of the ceramic industry. It gives positive assistance. It may, for example, furnish low cost electric power so that the industry can get under way on advantageous terms. It finds out what industries can be operated profitably in the Valley and at what locations. In this way it gives direction to the course of industrial development.

The three directors: Harcourt A. Morgan; Arthur E. Morgan, *chairman;* and David E. Lilienthal.

The Tennessee Valley Authority undertakes to assist industries which will contribute to the welfare of the people. It is not interested in developing industrial centers merely in order that profits may be made or in order that population in certain cities may increase. It wants the low cost electric power and fertilizer which it furnishes actually to help raise the standard of living. That is why it goes to such pains to study resources, human and material. It must know how to use all its powers effectively toward the betterment of human conditions.

The TVA does not think exclusively of the Tennessee Valley in its planning. It takes the rest of the nation into account. It is in a position to help business enterprises materially. It may, for example, furnish them with electric power at low cost. This may give a business a decided advantage. But the TVA does not want to develop industries which will compete ruinously with industries in other parts of the country. If it can avoid the danger of cut-throat competition between sections, which we spoke of a while ago, it will do so. Here is where the Division of Planning is influential. It finds opportunities for the development of industries in which the Valley may specialize. If, for example, it can point the way to the development of a chinaware industry in Tennessee, it will be helping the people of Tennessee without hurting other parts of the country, for there is no chinaware industry of importance in America. Our high grade china is imported.

The Division of Land Planning and General Engineering Division draw up plans for dams, reservoirs, and all sorts of public works. With all these plans at hand it advises with the highway commissions of all the states so that roads will be built where they will be permanently most useful; so they will not be built, for example, thru territory that will be flooded when, in a few years, a dam is constructed. A little way east of Knoxville is a million dollar bridge, just opened for use, whch stands on ground which soon would be flooded should the TVA build a contemplated dam. The million dollars would be wasted because the bridge was not built in accordance with a general plan. Such mistakes will be avoided in the future if state and federal agencies continue to make use of the Land Planning Division's blue prints.

TVA photos

An electrified house at Norris, Tennessee

Experiments in Planning

THIS DIVISION is also building a little town, Norris, named in honor of the Nebraska Senator who so long led the campaign for the operation of Muscle Shoals by the government. The town is near the dam of the same name—about twenty miles northwest of Knoxville, Tennessee. Nearly 2000 men are now working on the dam. A considerable number will remain in charge of the property when it is completed. Probably a few small industries will locate in Norris. Negotiations are now under way looking in that direction. It seems likely, therefore, that a permanent population of perhaps 2000 can be expected. Houses are being built to meet the demand, inexpensive houses of a beautiful design, built and equipped for comfort and convenience as well as beauty. The houses will remain in the possession of the TVA and will be rented to the occupants at a reasonable rental.

TVA photo

Looking down one of the streets of Norris, Tennessee, we see a few of the finished houses

The houses which were built first had to be rented at a price which fit the pocketbooks of executives, engineers, and the highly skilled rather than unskilled workers. Experiments were later made with cinder block houses which can be rented at from $14 to $20 a month; houses which may set a new standard for low-cost construction. With each house will go a four-acre tract of farming ground. The farming plots will not be adjacent to the houses but will be near enough for convenience. The residents of Norris will have a chance to practise subsistence farming.

The Division of Social and Economic Development has collected an imposing body of information about local conditions in the Valley. Every county has been examined. Studies have been made of schools, of tax collections, financial conditions of counties and cities, unemployment, administration of justice, and a hundred other subjects. This information is so varied that it gives a very complete picture of the situation in every community. It is doubtful whether anywhere else in the United States an accumulation of so much definite information about local communities and their social, economic, and governmental problems exists.

If the TVA is thinking of helping an industry locate in a certain county, it goes to this division and finds out about the financial and social situation. This will help it to decide whether the industry should be established. This economic and social material is also useful if a cooperative association is planned or if a new highway is projected. The TVA needs it whenever any of its community plans are being considered. The TVA is also obliged to meet many immediate problems as a result of its developments. In the area soon to be flooded by the waters of Norris Lake, for example, there are some 3000 families, 26 schools, dozens of churches, sixty cemeteries, most of them small.

The TVA employs a large body of workers in its various operations, principally in the building of Norris and Wheeler Dams. These workers are of many classifications, skilled and unskilled. They are taken from the Tennessee Valley area. Negroes are employed in the same proportion that the negro population of the locality bears to the total population. For example, 20 percent of the workers at Wheeler and 4 percent at Norris are colored. An examination is given to applicants for work. It is a comprehensive examination designed to test ability to follow printed or oral directions, and mechanical aptitudes. Account is taken of those who cannot read or write. Selections are made from the applicants with the higher scores. Need as well as competence is given consideration. A disproportionate number are taken from stranded communities where the need for employment is especially acute.

Close and sympathetic relations are maintained with the workers. They may do as they please about joining unions. Most of the crafts are organized, being members of national organizations. Those in charge of the labor policy impress upon the foremen the desirability of establishing cordial and helpful relations with the men.

This enlightened labor policy is bearing fruit. The relationship with the workers is peculiarly constructive. Union committees confer with the management about efficiency measures, and union officials negotiate with the authorities about the possibility of bringing in new industries in order to furnish continuous employment.

At Norris the men work in four shifts, 5½ hours a day, six days a week. Provision is made for leisure time. A recreation hall is maintained; dances are given; speakers are brought in, sometimes by the unions. Vocational training is given to those who wish it. Instruction is given voluntarily by members of the TVA staff. There are courses in agriculture, motor mechanics, electricity, and forms of engineering. The purpose of the training is to fit the workers to better their lot when the Norris job is finished. The men taking this training will be able to hold better places in their own communities.

The spirit of the workers is indicated by the fact that not long ago the entire machine shop force gave notice that they wished instruction from the training section. In the request it was stated that the unskilled wanted training which would fit them for skilled positions, and that the skilled workers wanted instruction "so that they may be more useful to the TVA and be better all round mechanics."

Forests and Soil

Photo by U. S. Forest Service

Heavy stand of timber, state of Washington

THE Tennessee Valley Authority is trying to save or restore the soil and the forests of the Valley. That is one of its first and most important jobs. The forests present a difficult problem. There are eighteen million acres of forest land in the Valley area, but only one-half million is virgin forest. The rest is second growth. Now forest land, if it is to be productive, must be cared for. The owner must cut only a certain proportion a year, cutting his forest slowly enough so that by the time he gets over the ground the plot first cut will be ready for cutting again. Only by such a method of cutting will the yield from the forest be regular and stable. Privately-owned forests are seldom cut in that way, because the owner cannot wait so long for his income—he cannot wait fifty years or so to cut his trees. Forests can be preserved satisfactorily only if they are public-owned. Public authorities alone can be depended upon to adopt and maintain long-range policies.

That is the big problem with the Tennessee Valley forest lands. Only one and one-half million acres are owned by the public. The public forests are mostly in the Smoky Mountain National Park and the National Forests, tho there are state forests, and the TVA has some forest land. The National Forest Service intends to obtain three million acres more, bringing the publicly-owned forests to four and one-half million acres. Scientific reforestation will be carried on in these forests.

But twelve or thirteen million acres are in private hands and it will be very hard to do anything with the private woodlands. The TVA is making an inventory of the forests so that it will know the ownership of every tract. Then it will try to formulate and carry out a policy. Meanwhile, those in charge of the forestry work of the TVA are advising that industries calling for the use of wood be discouraged until the forests are ready.

Plans for the future prosperity of the Tennessee Valley must consider the restoration of the soil. Wasteful, careless, and unskillful methods of agriculture have caused an alarming loss of fertility. A great portion of the land is mountainous, hilly, or rolling in character, and much of the surface soil has been washed away from the slopes. Steep lands, which should never have been cultivated, have been plowed and put to crops, and this cultivated soil has washed away, leaving an unfertile subsoil on the surface. In the plateau region, which makes up from a tenth to a sixth of the Tennessee watershed, the soil has grown thin thru erosion. In the lower country there are large one-crop areas. The farms have been planted to corn or cotton or tobacco year after year, and these recurring crops have drawn so much of the substance from the soil that fertility can be maintained only thru the use of fertilizers.

Four fertilizer elements are needed for the support of vegetation. These plant foods are nitrogen, phosphorus, potash, and lime. There is no very serious problem in connection with lime for it is found in sufficient quantities and may be had at a low price. Nitrogen is greatly needed but, until lately, the price was high. Recently new methods of manufacturing nitrates, from the nitrogen which makes up a large part of the air, have been developed, and the price has fallen. At the same time it has been found that farmers need not depend upon commercial nitrates at all. They can develop their own supply. Nitrogen is present in the air everywhere. Legumes, such as clover or alfalfa, extract the nitrogen from the air and establish it in the soil. Land sown for a few years to legumes becomes rich again in nitrogen.

Another food required by plants is phosphorus and the problem of obtaining phosphates is not so simple. Phosphate rock is found in abundance in central Tennessee, but present methods of extraction and distribution are such as to render the finished product expensive. There is this further complication: Phosphates are needed especially in the growing of legumes, so its presence is necessary to create the conditions under which nitrogen may be developed. Potash is needed, not because it contributes to the growth of vegetation, such as cotton, but because it gives strength to the cotton plant and insures it against disease. It also lends quality and flavor to vegetables of nearly all kinds. Potash may be had commercially in large quantities in Germany and in considerable quantities in New Mexico. It is also present in manures and may be obtained in sufficient quantities in regions where stock is raised. Potash production, therefore, works well with the production of nitrogen, for stock may be pastured on the legumes which put nitrogen into the soil.

The most serious problem of fertilizer development is the production of phosphates, and on this problem the TVA is seriously at work. The great nitrate plants at Muscle Shoals are no longer needed for the production of nitrogen, but Nitrate Plant No. 2, a huge development, costing originally $75,000,000, covering 2300 acres and containing fourteen factory buildings, is being used as an experiment station for the production of cheap phosphates. Considerable progress has already been achieved thru the operations which are being performed on the phosphate rock brought in from central Tennessee.

In its effort to produce and distribute more and better fertilizers, the Tennessee Valley Authority is not working alone. It is cooperating with agricultural stations in each of the seven states within the Valley area. Representatives from institutions in each state work with the Authority in devising plans for fertilization. The different state institutions are kept informed as to the progress of the experiments. Careful studies are being made of soils and soil needs in all parts of the Valley, and a concerted effort is being made by associated scientists, under the leadership of the TVA, in an effort to restore and maintain the fertility of the entire region. New and better means of producing fertilizers as perfected by TVA will be available to private industry, providing a share of the savings is passed on to the farmer.

Checking Soil Erosion

LITTLE can be done, however, to maintain the fertility of soil which is constantly wearing away under pressure of heavy rains. Erosion is, of course, going on at all times in all parts of the country. Every creek or river valley is the result of the carrying away of soil thru the ages. Soil is washing away and blowing away. But the problem is especially serious in the Tennessee Valley because of a combination of three factors. A great deal of the land slopes steeply; the soil is especially soft; and the rainfall is very heavy.

Naturally we find erosion at its worst on the steep mountain slopes. The wearing away of the land goes on very slowly and is not an alarming problem when the surface is covered with forests or a thick growth of grass. But hillside farmers have in many cases cut down the trees and have plowed the land where the slope is so steep that it should never have been cultivated. Land is cleared and planted to corn and potatoes, and within three or four years the soil from the fields is washed away, so that the yield falls to almost nothing. The farmers often abandon a field after a few years and clear other patches and put them out to crops, until the new fields, too, have washed away. On the gentler slopes, erosion is not so bad, but it goes on just the same, as occasional great gullies with a thin and barren soil between abundantly show.

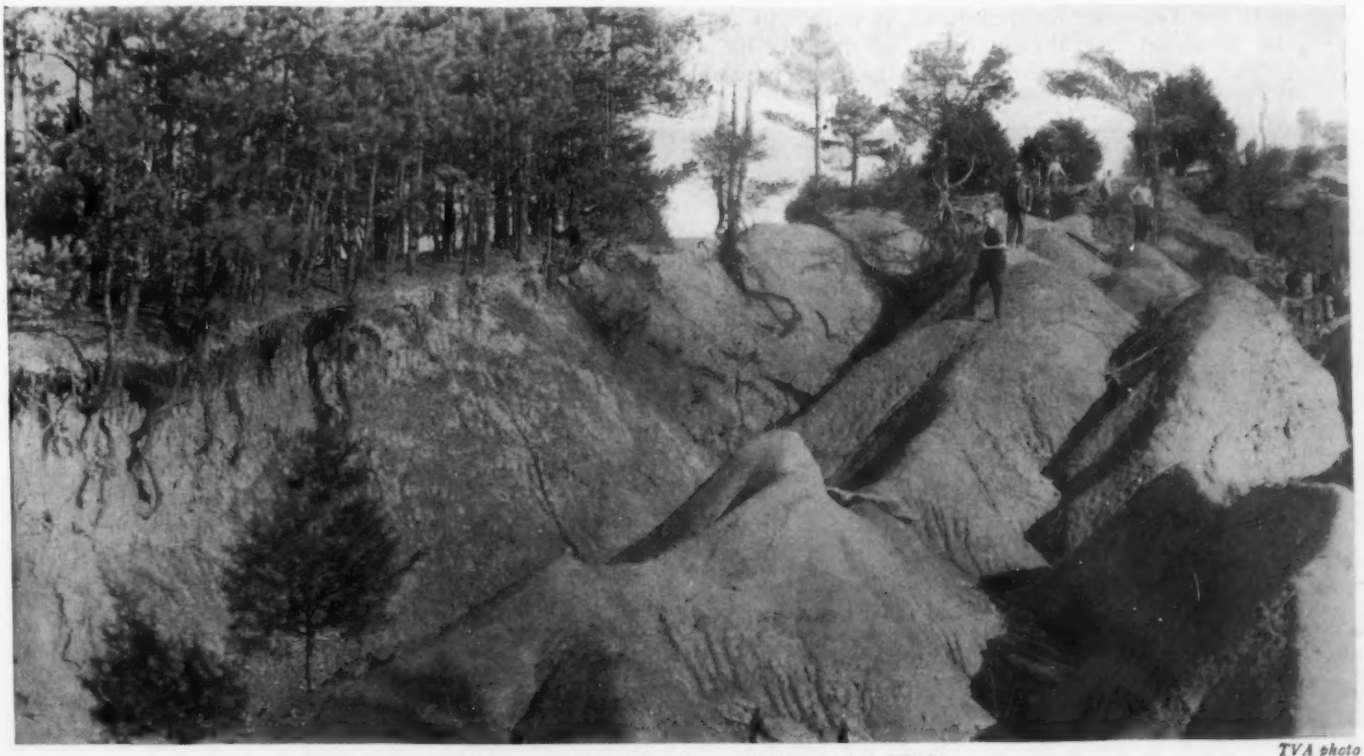
The TVA is at work on this problem. It is cooperating with farm bureaus and other organizations to teach people how to use their sloping lands. These slopes should not be plowed, but should be given over to sod crops, to grass or clover, or should be turned back into forests. Cattle raising should in many cases take the place of corn and potato cultivation. With the cheap fertilizers which the TVA hopes to develop, the growing of the sod crops should be easier.

Meanwhile, a positive work of erosion prevention is necessary. The gullies must be filled so as to check the wearing away of the soil. The problem is particularly acute in the territory which drains into the lake to be created thru the erection of Norris Dam. This lake lies in a hilly country where erosion is proceeding at a rapid rate.

The TVA is conducting an intensive campaign of erosion prevention in this territory. It is cooperating with the Civilian Conservation Corps. It is directing the efforts of twenty-one camps consisting of over 4000 CCC boys.

It is systematically filling the gullies and ditches thru which the water pours in torrents, carrying tons of soil with it. In some cases stone dams are built across the gullies to check the flow of water. This is an expensive process, however, so a more economical method has been developed. Brush and branches of cedar trees are thrown into the gullies, staked down, and fastened with a tangle of wire. Grass seeds are thrown among the branches. As the soil washes down it is caught by this mass of brush and is deposited. The grass grows and, after a while, the torrents of water are stopped and a beginning is made in the covering of the slope with grass. At the very outset the filling in of the gullies retards the swiftness of the streams and checks the cutting away of the soil. It is thought that if the TVA can keep the CCC boys at this task for two years, the worst of the soil erosion in the region about Norris Lake may be checked.

But in the long run effective erosion prevention thruout the Valley must be effected, not thru the positive acts of the TVA or any other central organization, but thru the enlightened efforts of the farmers themselves. Encouraging progress has been made in arousing a public sentiment which may lead to a general campaign for the preservation of the soil.



TVA photo

CCC boys starting to work on a badly eroded hillside

The Production of Power

SOIL, mineral resources, forests—all these are needed for the development of stable and prosperous conditions, and all of them are receiving the attention of the TVA. They are figuring in its plans. But something else is needed—electric power—and it, too, is figuring largely in plans for the Valley. As a matter of fact, the TVA today is spending more money and more energy on power development than on all the rest of its program. It is engaged in a great power project, harnessing the waters of the Tennessee and its tributaries for production on a great scale. It is utilizing these waters to develop an integrated system of power plants, which, when completed, will have capacity to generate more electricity than is now consumed in all the southeastern states.

This integrated system, all under the TVA unified control, consisting of a string of dams and generating plants, will place low-cost electricity at the service of the people. It will brighten millions of homes, on the farms as well as in the cities; it will lighten the burdens of domestic labor; it will stimulate industry. It may be a powerful tool in the hands of the industrial planners.

The first link in this chain of plants with which the Tennessee River system is to be harnessed has already been forged. The Wilson Dam and power plant were built during the War. The TVA took them over in the summer of 1933. The dam is one of the largest in the world. It is nine-tenths of a mile long, 101 feet wide at the base, and it rises 107 feet above the base to the level of the lake which the dam creates. There are 58 spillways, each 38 feet wide. Any or all of these spillways may be opened, permitting the flow of water thru the dam. On the crest of the dam is a 20-foot highway across the river. Running parallel with the dam is the power house, nearly a quarter of a mile long and 145 feet wide. In this power house nine great turbines are installed and there is room for as many more. When this plant is fully equipped it will be capable of meeting the power needs of literally hundreds of towns.

But the Wilson Dam and power plant, located at Muscle Shoals, Alabama, must not be thought of as an isolated unit. It is a link in a chain, the other links being either under construction or under consideration. Up the river fifteen miles from Muscle Shoals, the Wheeler Dam is being built. The power plant at this dam, when completed, will have a capacity about half that of the plant at Wilson Dam. The Wheeler Dam will serve another purpose. It will be an aid to navigation. It will create a lake which will extend up the river for eighty miles, rendering the river navigable for that distance. Locks are being built at the dam to allow boats to pass up and down the river.

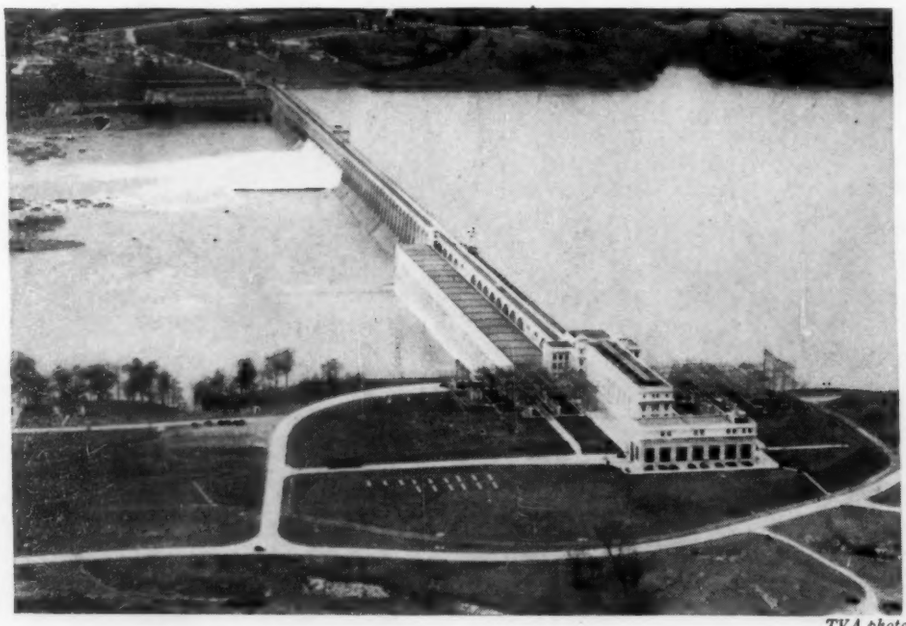
A third link in the chain of dams is being built on the Clinch River, a tributary of the Tennessee, about 400 miles from Muscle Shoals. This is the Norris Dam, to which we referred a while ago. It is not so long as the one at Muscle Shoals but is much higher. It is a storage dam. It is being built chiefly for the purpose of holding back and storing the water of the river during the flood seasons—fall and spring—thus creating a lake. The lake will have an area of 83 square miles. During the dry season, when the river is ordinarily very low, the water will be released, generating power at Norris Dam and at every dam down the river. In addition, by regulating the river's flow, it will aid navigation.

The storing of the water during the rainy season will prevent floods down the river and will thus save lives and property. The operation of the Norris Dam will also increase the efficiency and productivity of the plant at Wilson Dam. During the rainy season the river is high and there is plenty of water. The power plant can run at capacity. But during the dry seasons the river is low and there is not enough water to keep the turbines going at capacity. Only about a fifth as much electricity can be produced during the dry season as can be generated when the river is high.

This is a serious matter, for a power plant cannot sell more electricity at any time than it can produce at *all* times. No city and no private firm will contract to buy power unless it can be assured that delivery will be made at all times.

The practical capacity of the Muscle Shoals plant is, therefore, only a fraction of the capacity which appears on paper. Norris Dam will regularize the flow of the river, so that there will never be a very low period. The building of Norris Dam will increase the practical capacity at Muscle Shoals severalfold. Norris Dam itself will produce some power. During the dry time when water is flowing thru the dam, electricity will be generated at the Norris plant.

Four other dams are planned. They, too, are parts of a unified system. Water stored at Norris Dam will help all the plants down the river because it will equalize the flow of water.



TVA photo

Wilson Dam at Muscle Shoals, Alabama, as seen from the air

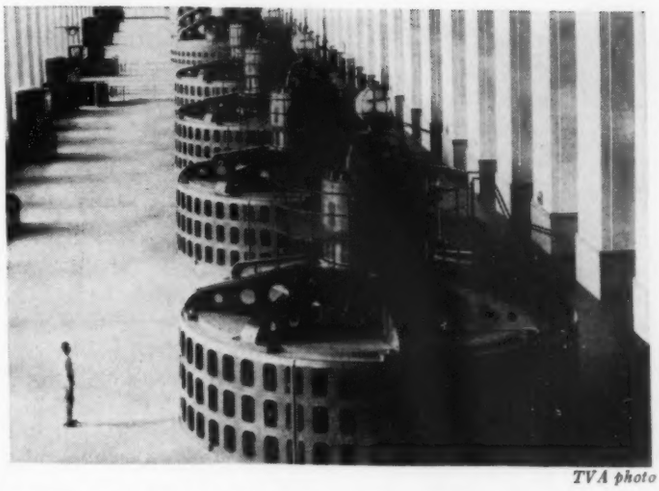
Power Policy

BUT WHAT IS the purpose of the TVA in going so heavily into the power business? David E. Lilienthal, one of the directors, answers that question. "The Tennessee Valley Authority Act," he says, "marks the beginning of a new national power policy and national power program. This new national policy has two major objectives. The first objective is more effective protection of the public interest, by the setting up of a measure of public operation of power as a 'yardstick.' The second objective of this new national policy is a greatly increased use of electricity in the homes, the farms, and the factories of the United States—*an electrified America.*"

A yardstick to determine the fairness of rates charged by private power companies has long been needed. It has been almost impossible to find what rates were reasonable. Customers complained when they thought their bills were too high. Sometimes they took their grievances to state utility boards. Arguments were presented before the boards. The companies pointed to their heavy investments, their interest charges, costs of operation, taxes. They held that their profits were small. Representatives of consumers declared the companies were over-capitalized, that the financial interests owning the companies were wasteful, inefficient; that exorbitant salaries were paid and bonuses given to insiders.

When arguments of this sort are going on it is natural that both sides, the utilities on the one hand and consumer interests on the other, should try to control the bodies which regulate rates. The utility companies say that they must protect themselves against unjust regulation; that is, against what they consider to be unjust regulation. So they take a hand in politics. They seek to influence public opinion insofar as it relates to the regulation of utility rates. They buy advertising in newspapers. They seek to influence editorial policy. They carry their influence to the schools and secure the adoption of textbooks which are favorable to utility companies and the elimination from other textbooks of statements they consider harmful. They bring about the rejection of texts which are too critical. Sometimes they induce boards of education to dismiss teachers who criticize the policies of the great power companies. Arguments carried on in such an atmosphere of confusion and propaganda cannot easily come to definite and generally accepted conclusions. The question as to what rates are fair remains undetermined.

Here is where the government steps in. When Congress created the TVA and defined its powers it said in effect: "We will settle this question of rates by a trial comparison; we will have the government generate, transmit, and sell electricity in a given region. Acting thru the TVA, the government will manufacture the power as private companies do. It will charge against itself all the expense which it incurs, including taxes. It will sell the power to the same sort of customers to whom they sell. It will keep a careful record of its costs. It will find out how much it costs to produce and sell electric power. This action of the government will serve as a 'yardstick' by which to determine what the costs of production are and what prices are fair."



TVA photo

GENERATORS in the great hall of Wilson Dam power house. This hall is 1197 feet long and 145 feet wide. Many feet below the generators are the giant rotors thru which the waters of the Tennessee are passed to manufacture cheap power for people in the region.

The TVA is authorized to use as much electricity as it needs in the development of its own projects. The surplus power will be sold. It will undertake to provide electricity to states, cities, and cooperative associations. These cooperatives may distribute electricity to towns or to farmers. The usual procedure is for the TVA to generate the electricity and send it over its own transmission lines to a town which is to use it. The town or city usually owns its own distribution system. It buys the electricity at wholesale rates from the TVA and sells it to its own citizens. The TVA has a fixed price at which electricity is delivered to municipalities. It also prescribes the retail rates which the municipalities shall make to private users. In this way it is assured that the benefit of cheap electric power furnished by the TVA shall be passed on to consumers. If there is a surplus of electricity after states, towns, and cooperative associations are served, the TVA may sell it to private companies for manufacturing purposes, or it may sell its surplus to private power companies.

When the TVA makes a contract to sell electricity to a municipality which has been getting its power from a private company, the TVA offers to buy the company's equipment. It does not want to go into the community and build its own transmission lines, duplicating the equipment which the private company already has. Arrangements have already been made whereby the TVA has taken over the transmission lines previously owned by private companies in a number of counties of northern Alabama, northern Mississippi, and Tennessee. It is prepared, therefore, to furnish power to the communities of these areas. It is already serving several small cities and it has formed an agreement whereby it is to serve the larger city of Knoxville, Tennessee. It has purchased the equipment of the private power company with which Knoxville has been dealing. In order that the costs of producing and selling electricity may be fairly measured, the TVA feels that it must have a reasonably good territory to serve. It must sell to a number of small towns. It must have lines going to farmers. It must have a few larger cities and must serve industrial plants of considerable size. If it is selling electricity to a varied field of this kind, it can determine the cost of electric power under conditions similar to those under which the large private companies operate.

Encouraging Electrification

THE FIRST CITY to begin the use of TVA power was Tupelo, Mississippi, a town of about 6000. Tupelo already owned its own distribution system, buying its power from a private company. It now buys power from the TVA. It operates this system as a strictly business enterprise. The books are kept separately from other city accounts and are carefully audited. Taxes, interest, and depreciation are counted as part of the costs. Consumers are charged enough to meet all these expenses of distribution and to pay off the indebtedness. After meeting all these charges, however, just as a private company would, Tupelo is able to sell electricity to its inhabitants at a price about 40 percent lower than that which had been paid to the private company. The TVA sells electricity cheaply enough to make this saving possible.

The lower price of electricity has resulted in increased use. During the first six months that Tupelo was getting its power from the TVA, there was an increase of 83 percent in the amount of electricity used in the homes of the city. In part this came thru the securing of new customers. Families which had not been able to afford electricity before were electrifying their houses. In part it came from increased use by families which had been customers all the time. During the first two months that Tupelo was using TVA electricity, $6000 worth of electrical equipment was sold in the city. This means one dollar's worth of equipment per person, or about five dollars' worth per family. The cheap electricity obtained by Tupelo is thus having the effect which was anticipated. Individual consumers and industries are using more electricity. Four lines are soon to be built out into the country, so that electricity may be made available to farmers.

In Corinth, Mississippi, a town about the size of Tupelo, the local distribution system is owned not by the municipality but by a county cooperative association. Electricity is being obtained from the TVA on the same terms as it is obtained in Tupelo, and with about the same reduction in cost to consumers. The people of Alcorn County, of which Corinth is the county seat, are looking forward enthusiastically to the time when a considerable number of the farmers may have electricity in their homes.

Electricity can be sold more cheaply if it is sold in great quantities. If the power plants can run at capacity, and if all the product can be disposed of, the cost of production per kilowatt hour will be very much less than it would if a large part of the equipment were lying idle. Prices have been high because so little electricity was consumed, and consumption has been low because prices have been high. The TVA now comes in producing electricity in quantities and planning to produce it in vastly greater quantities. It is planning to produce more than the region it intends to serve is now consuming. It is acting on the theory that use depends largely upon prices and that if prices go down use will increase.

TVA photo

Tupelo—first to have America's cheapest electricity

Consumption of electricity has been held down not only by high rates but by the price of electrical appliances. Electric refrigerators, electric stoves, and electric water heaters have been so costly that many consumers have hesitated to buy them. They must be in the homes, however, if electricity in considerable amounts is to be consumed. A way has been devised by which this electrical equipment is made available at a cheaper price than it formerly was and on easier terms of payment.

This cheapening of electrical equipment has been made possible thru the efforts of the Electric Home and Farm Authority, which is an agency of the TVA and controled by the same board of directors. The EHFA does not manufacture or sell equipment. It furnishes credit to persons who buy the equipment and it gives it on favorable terms. It secures the cooperation of the manufacturers of electrical equipment. The manufacturers of electric refrigerators, for example, put on the market a specially made ice box. It is simple in design and less costly than the standard refrigerators. It is a serviceable product, however, and it bears the stamp of TVA approval. These refrigerators sell for as little as $75 each. They are sold by the manufacturing companies to private dealers, just as other refrigerators are. They are purchased by individual customers. The customer pays perhaps 10 percent in cash and agrees to pay the rest in monthly installments over a period of three years. These monthly payments are added to his electric bill.

The EHFA thus encourages the more widespread use of electricity by furnishing credit to purchasers of equipment on easy terms and by inducing manufacturers of equipment to put out low-cost, high-grade products. But it does not stop there. It cooperates with manufacturers and dealers in setting up displays, in providing cooking schools, which emphasize the use of electrical equipment, and, in every possible way, it works with manufacturers, dealers, and private power companies in popularizing the use of electricity. It is the hope of those in charge of the TVA and EHFA that, by furnishing cheap power and cheap electrical equipment and by bringing the advantages of the use of electricity to the attention of the people, great strides may be made toward the electrification of America.

At the present time the average consumption of electricity in the average American home is 50 kilowatt hours a month. In Ontario, where cheap power has long been distributed, the average use is 150 kilowatt hours. If American standards of electricity consumption can be brought to those of Canada, it will mean a tremendous stimulation of the electrical industry and a transformation of our ways of living. It will also mean the need for additional sources of electricity. The increased sales of electricity, in turn, will cheapen the cost of production, resulting in lower prices, and still more extensive electrification.

Government and Industry

TVA photo

An air view of the Nitrate Plant at Muscle Shoals, Alabama, with Wilson Dam in background

WHAT will the entry of the government into the field of electricity mean to the private power companies and to those whose funds are invested in public utility stocks and bonds? The answer frequently given is that nothing which the government might do is likely to cause investors in private utility companies greater loss than these investors have already suffered as a result of financial manipulations of such power magnates as Samuel Insull. This answer is probably true so far as it goes, but it does not cover the entire problem. Will the development of the TVA program, if successful, drive the private companies out of business? Can these companies stand competition from the government?

It is not easy to answer that question. The lower rates charged by the TVA may lead to a vast increase in power business. The indications, as we have seen, look in that direction. The private power companies may be forced, by government competition, to lower their rates also. Some of them have already cut their charges. These companies, like the TVA, may have greatly increased business and may make satisfactory profits thru mass production, even tho prices are cut. Perhaps the electrical industry may undergo a change similar to that which occurred in the automobile industry when Henry Ford produced a cheap car and took automobiles out of the luxury class, into the class of large-scale production and use.

It is a fact, however, that the TVA is operating not a single power plant but a whole river system. The costs of generating water power may be lowered almost a half thru such large-scale operation. If that is true, it would seem that a private company, in order to compete with the government's rate, would be obliged to operate on a similarly large scale. Private companies would have to obtain their own great river systems. Perhaps public opinion, however, would not permit such monopolistic use of river systems. It seems not improbable that, if the development of a chain of unified government-owned plants along the Tennessee River insures cheaper production of electric power, the people of the nation may insist that the government develop other chains of plants on other rivers.

Those who feel, therefore, that the TVA experiment looks toward the probable substitution of public for private production and sale of power have some grounds upon which to base their predictions. The directors of the TVA have said frankly that, while private business interests are given serious consideration, the TVA is chiefly concerned with the interests of the public.

The Future of Farms and Industry

TVA photo

Skilled workmen at Kingsport Press—one of the largest printing establishments in the world.

It should be kept in mind that the TVA is trying to make life and happiness in the Tennessee Valley more secure. That is why it is surveying the region's resources and trying to save the forests and the soil; that is why it is developing a great power system. But in order to bring about economic security, the TVA planners must change the industrial set-up, or so they believe.

No one has known in the past what proportion of the Valley's workers should operate farms and what proportion should work in the factories. Neither the agricultural nor the manufacturing industry was organized according to plan. As a matter of fact, many farmers did not have a ready market for their products, partly because factories were not located near at hand. There were no local city workers to feed. The farmers had to sell their produce to distant markets and these markets were glutted. Conditions were equally unsatisfactory in the industrial centers. Employment was not stable and when workers lost their jobs they had no means of support.

The TVA is seeking a remedy for this situation. Those who are making the plans think the answer is decentralized industry. If factories were scattered among the small rural communities, they say, there would be a better balance between industry and agriculture. Farmers would have a local market for their food supplies. Not only would this give them better prices but it would encourage them to diversify their crops, raising more food products instead of relying wholly on one money crop such as cotton, corn, or tobacco.

These small factories might employ many members of farm families. These employees would live on the farms. Under such a system of industry and agriculture farmers have a living from their land and a money income from the factory. They are not obliged to depend wholly upon commercial agriculture—upon selling their products to distant and undependable markets. Neither are the factory workers wholly dependent upon steady work in the factories. If the shops close down people living in the country have at least food and shelter, and they need not ask for help.

In seeking to promote the decentralization of industry, with a better balance between industry and agriculture, the TVA is not breaking new ground. It is not advocating a novel idea. It is merely throwing its influence behind a movement which has been under way in this section of the country for a quarter of a century. The coming of the automobile, making quick travel possible, and the building of good roads, helping the movement of workers and materials, have led factories to break away from crowded regions to go to small towns or villages. The use of electricity leads to the same result, for power can be carried long distances. Electricity plays such a large part in the decentralization of industry that the Tennessee Valley Authority may push that movement along at rapid rate once its plans for the cheap electrification of the Tennessee Valley area are realized. The planning for the future of industry which the Authority is doing is seen, therefore, to dovetail nicely into its power program.

We may be able to see more clearly the picture of future industrial development which the leaders of the TVA have in mind by examining certain communities which are already practising the decentralization idea. Let us take the cases, for example, of Tupelo and Corinth, Mississippi, two towns which are now buying their electricity from the TVA. In each of these towns there are small factories. There are textile mills in Tupelo, and at Corinth there is a textile mill employing 200 workers and a pants factory employing 700 workers. Forty percent of all persons employed live on farms. This is true in both towns. In the textile mills, most of the workers are women. The farm women go back and forth to the factory in school buses. When the men work in the factory it does not mean that they also work on the farms and thus have excessive hours of labor. One member of the family may work in the factory. The farm is cared for by other members, by the farmer's son, perhaps, or his father or brother.

These farmers do not use their farms just for money crops. They do not raise cotton or anything else exclusively as many other southern farmers do. They look upon their farms largely as a place to raise food for themselves. Their money income is largely from the factory. Since they live on the farm they are not obliged to spend the greater part of their wages for rent and food so they can spend their money for other things and can have a higher standard of living. The houses and farms are wellkept and there are signs of comfort and progress. These small communities seem to have taken long steps toward the solving of their economic problems. They seem to have gone far toward the attainment of a way of life far more secure than that in most of the communities of the nation.

A different kind of situation is to be found in the industrial city of Kingsport, Tennessee. Where this remarkable town now stands, there were only bare hills and impoverished hillsmen twenty years ago. Then a railroad came thru the country and the company bought up a large tract of land on the present site of Kingsport and decided to develop an industrial center. The work of development was placed in the hands of a most unusual man, J. Fred Johnson. He conceived the idea of building a community which maintained truly humane and enlightened standards, a town where a high level of living might be insured. He went to experts for counsel. He called upon land planning authorities, among them Earle S. Draper, the present director of land planning and housing of the Tennessee Valley Authority, to lay out plans for the town. For a model municipal charter he went to the Rockefeller Institute of Municipal Research. For a school system he went to Columbia University for counsel. He brought in factories whose owners wanted to maintain high standards for workers. He brought in a rayon mill and a large branch of the Eastman Camera plant. One of the largest printing establishments in the world came to Kingsport. Careful attention was given to housing. The rule was made that no residence should be constructed without a bathroom. The public buildings were designed with an eye to beauty as well as to use. The streets were laid out with the same thought in mind. The factories took at least two-fifths of their employees from the farms so that here, as in Tupelo and Corinth, there is a union of agriculture and industry. Now, after seventeen years, Kingsport, with adjoining villages, has a population of about 15,000, and is perhaps as free from poverty as any similar population center in the country. People are well housed and they are relatively secure. The factories in Kingsport would come under the classification of large industry. So here we have a demonstration of a possible linking of large industry with a genuine community development.

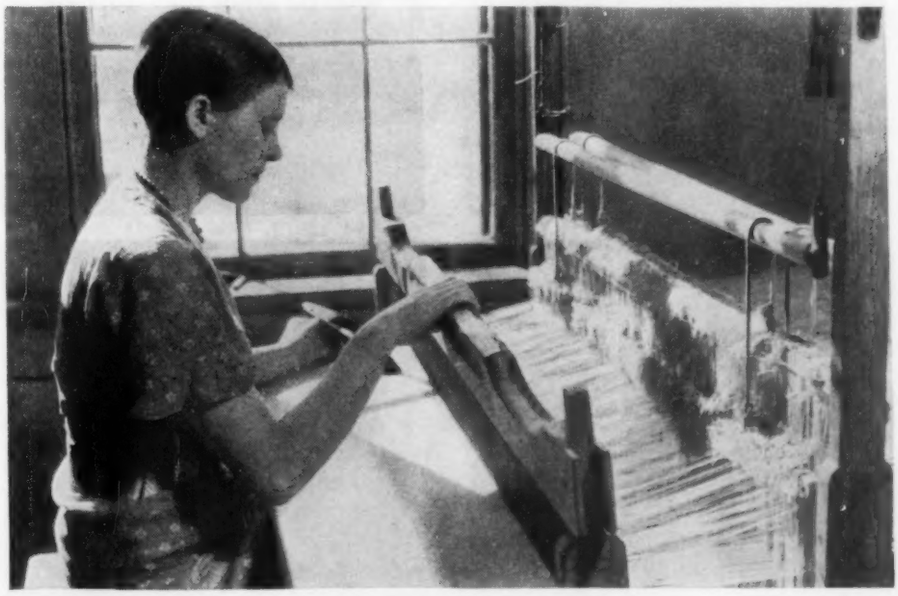
Working with the Cooperatives

Up in the mountains of North Carolina there is another variety of development. Another community is being made over here, this time with the active support of the TVA. Spruce Pine is, or was, a typical mountain village. The people were very poor, for on the steep slopes they could raise no money crops and it was very difficult for them even to obtain a living from the soil. Acting individually they seemed condemned to the same meagre existence which characterizes the lives of most mountaineers thruout this region. A really effective leader, however, appeared among them, S. T. Henry—like Johnson of Kingsport, an unusual man. Henry is a graduate of Illinois University. He has had Wall Street experience. He has engaged in the publishing business. But years ago he went to Spruce Pine, built a little home on a mountain top, and identified himself with the community.

Under the leadership of Mr. Henry and with the help of the Tennessee Valley Authority, a cooperative association was formed. This association could not possibly have gained support had it not had the endorsement of the TVA, and it could not have carried on its work without loans and expert counsel from that quarter. This cooperative has developed a seed potato industry. It has put up canneries so that now the farmers have a market for their tomatoes and beans at the local canneries. The cooperative secures a market for these products. It turns out, however, that the canned goods which are manufactured in the locality are not all thrown upon the markets of the nation to add to the surplus of agricultural products. Much of the canned vegetables are consumed by the people of Spruce Pine, people who before had been eating vegetables only during the vegetable season. A new market has thus been created in the community, the result being a higher standard of living.

But the cooperative association of Spruce Pine has further ideas as to the development of the locality. The raw materials needed in making dishes are all present in the soil of that district. It is planned, therefore, to engage in the manufacture of pottery. Arrangements are being considered whereby TVA electric power may be made available, and thru use of the electric process it is thought that a cheap and fine grade of pottery may be produced. Nor is that all. Mr. Henry, knowing that the steep mountain slopes should be used as grass lands and should not be cultivated, is planning that the cooperative shall secure cheap fertilizers from the TVA and shall grow good grass on the hillsides. Then this land shall be taken out of cultivation and used as pasture land. Eventually, it is hoped that herds of cattle may be kept during the winter down in the valleys where corn and other concentrated forms of feed may be had, and driven to the mountain sides in the summer.

In the little town of Banner Elk, also in the North Carolina mountains, is Lees-MacRae College. Here also a cannery cooperative and the seed potato cooperatives are at work. Further south, also in the North Carolina mountains, is the Campbell Folk School, similar to folk schools in Denmark. Here a dairy cooperative is at work, with a canning cooperative close by, both helped by the TVA. Half a dozen cooperatives, assisted by the TVA are in operation, and several more are being formed. They have thousands of members. In these little communities, as in the others we have spoken of, one feels that a new and better and more secure way of life is being discovered.



TVA photos

Handicraft school loom and shop in Gatlinburg, Tennessee

Planning the Industrial Future

TVA photos

This comparison of the old with the new shows how the standard of living is raised, ideas of beauty and utility cultivated, and the work lightened—think of the implications here for leisure-time activities!

This is the sort of thing the TVA is hoping to encourage thruout the Tennessee Valley region. In certain instances the result may be gained, as it has been at Spruce Pine, by working with cooperative associations. There is a fertile field for such efforts, especially in North Carolina. The Extension Division of North Carolina University has been active for a long time in promoting cooperative associations among the farmers, and the people of that state appear ready to turn to such a form of organization. In other states the cooperative idea is less advanced and it will not be so easy to make headway along that road. Everywhere, however, cooperation for the purpose of developing a planned community life will be encouraged. A special organization, the Tennessee Valley Associated Cooperatives, Inc., an agency of the TVA, is working to that end. It is making loans to cooperative associations when necessary and it is offering expert guidance and counsel.

In carrying out industrial plans for the Valley, the TVA will not rely by any means, however, upon cooperative associations. It is working also with private industry. The Division of Land Planning is determining the best uses of land in various sections. Plans are being made for the betterment of the transportation systems. The TVA is finding out what new industries might be developed and where they might profitably be located. Its chemists, for example, are studying processes for the use of coal not as a fuel but as a raw material. It is gaining a mass of information which will be useful in mapping out future industrial possibilities.

Manufacturers, large and small, will make use of this information. They will come to the TVA for advice about the locating of factories in the district. Already a considerable number of manufacturers are calling upon the Authority for counsel. The TVA thru its negotiations with these industrialists, will be able to exert a considerable influence in shaping the industrial life of the communities in this region. It may be able to do for the Valley what J. Fred Johnson did for Kingsport. It may be able to bring in industries which will conform to the principles of industrial development the TVA lays down. And the TVA will have in mind the development of industries which will furnish employment to the local inhabitants. The officials know that in each of the counties of rural Tennessee there are from 500 to 3000 persons who are not needed either by agriculture or by industry. The effort will be made to find employment for such persons and to keep a considerable number of them on the farms even after they are employed in the factories. Such local employment will bring with it, it is hoped, progress for the whole region rather than decadence in the rural sections, with alternating periods of prosperity and starvation in the cities.

What to Expect

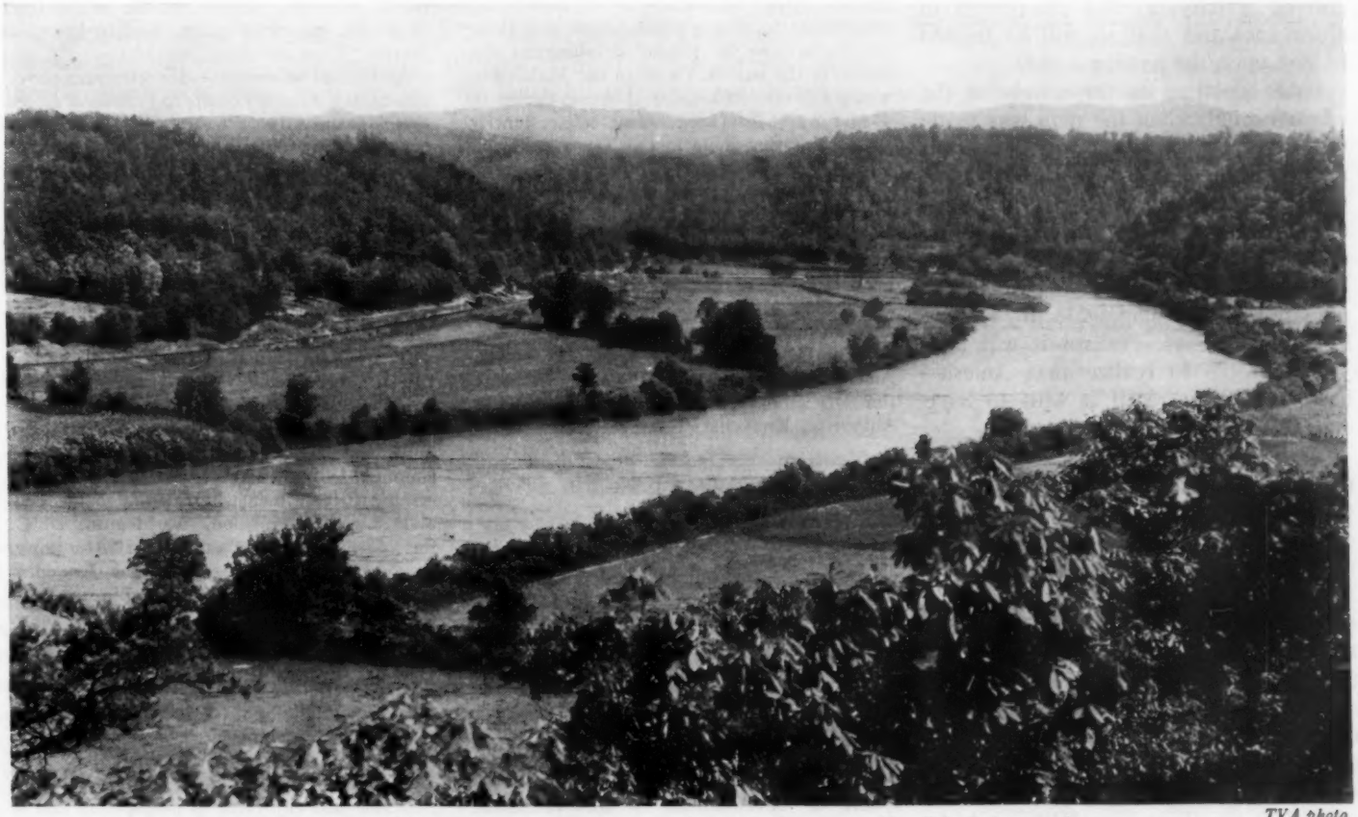
WE HAVE spoken now of the plans and the achievements of the Tennessee Valley Authority. The plans naturally bulk larger than the achievements. The TVA, after all, is but a little more than a year old, and much of the work it has laid out for itself will require the continued efforts of a generation. Forests cannot be restored in a day; soil cannot be refertilized; people cannot be brought suddenly into cooperative enterprises; nor can industrial habits be hurriedly changed.

No one can tell as yet to what extent the TVA vision will be realized. Much will depend upon the continued interest and support of the Valley people. At present the majority of them appear friendly, disposed to cooperate. The test will come when the novelty of the idea wears off, and when the absence of quick and tangible results of TVA efforts may try the popular patience. It is not enough that the people tolerate the Authority. They must follow its guidance actively if its purposes are to be achieved.

The TVA must expect active hostility at times from business groups who feel themselves adversely affected by its operations. If, as is clearly possible, the dominance of the private power companies in the utility field is seriously challenged by the TVA, the companies may throw their great influence into the scales against the practise of governmental competition. Other industrial interests will have their grievances. If the TVA maintains its purpose to encourage industries which contribute to the public good and to discourage those which do not, it would be fatuous to suppose that it will not step on the toes of a good many very powerful business men. It would be equally fatuous to suppose that they will not strike back. But perhaps the TVA's most serious problems may come, not from outside opposition, but from the difficulty of the planning job itself. It is easy to plan on paper, but if plans for an extensive region are put into practise, it must be expected that unexpected obstacles will arise and that certain disharmonies may result. All of which is not to say that the TVA task is impossible, but merely that it is infinitely complicated and difficult.

No one expects, of course, that it will be an easy thing to help in the development of a new industrial society, to assist in the discovery of new ways of life, to participate in the reshaping of a civilization. But this much can be said:

The job is being undertaken with a calm determination, with an efficiency of organization, with a spirited enthusiasm, which reminds one of William James' vision of "a moral equivalent of war." These engineers, land planners, agriculturists, social scientists, industrial technicians, are bending their energies, not, as in the case of war, toward the destruction of life, but toward the devising of means whereby thousands of families may live in greater comfort and security. About the offices of the TVA one senses an atmosphere of enthusiasm consistent with the size of the experiment in human welfare which is being made. Even the workmen engaged in the building of the great dams give evidence of a zeal such as one might expect of soldiers in a popular war. They appear to feel a sense of the dignity of the undertaking of which they are a part. Rarely has a constructive effort of peace time fired the imaginations and stirred the hopes of participants and spectators as has this experiment in economic and social planning which is under way in the Valley of the Tennessee.



TVA photo

The Tennessee River Basin, where "an experiment in human welfare" is being made

A Study Unit: Suggestions About Its Use

SOMEDAY students of American history will read about the development of the Tennessee Valley as one of the great events in the life of the Republic. Why should not today's students study this great development while the building is actually going on? Why should they not learn to be proud of the nation that shows such foresight, such intelligence, such concern for the welfare of its citizens? Why should they not come to realize that no great and worthwhile thing is done without careful planning, and that the Tennessee Valley project is a gigantic demonstration of planning, a demonstration which is peculiarly needed at this juncture in the national life? Why should not the curriculum of the school reach out constantly for new materials that would help young people to understand and take part in matters of national policy which concern them vitally? Would not the school make a stronger appeal to youth and to the citizens who support it, if it contained at least 10 percent of new, more vital, experimental material, properly integrated with the best elements of the older curriculum? Cannot the curriculum be so arranged that every student will be studying some current activity, so that his powers of observance and analysis will be trained to look upon the passing scene?

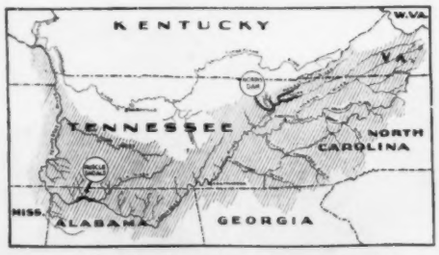
Such questions as these were in the editor's mind, when the plan was made to work out in cooperation with the Tennessee Valley Authority, the story of what is being done in that great watershed. By a piece of good fortune, arrangement was made for Walter E. Myer, a gifted writer and student, to prepare the story, pages 233 to 247. Try it in your classes. Perhaps it will help young people to realize that America has a great future, if it wills to have such a future.

This special feature in the fifteen pages preceding provides specific and abundant teaching material for a study unit based on one of the most significant developments now taking place in the United States. It can be used to vitalize the teaching of many school subjects. It will turn teachers' attention to a study of their own communities—their resources and needs. Perhaps most important, is the emphasis this special feature makes on the idea of planning and that a new and better civilization can and is being created in the Tennessee Valley, which is possible in other sections of our country. The potential public usefulness of the entire Tennessee Valley "enters the wide fields of flood control, soil erosion, afforestation, elimination from agricultural use of marginal lands, and distribution and diversification of industry." The implications of all this for education and classroom teachers are farreaching.

School subjects with which this feature can be used—Geography, history, civics, current events, economics, sociology, geology, agriculture, forestry, general science, town and regional planning.

How this feature can be used in rural schools—The older children could use this feature in connection with geography, current events, and agriculture. An outline map of the United States might be used, locating on it important geographic names in this feature; the states, rivers, dams, towns. An imaginary trip by boat up the Tennessee River or by automobile thru this region is an opportunity for an interesting project. The children might contrast the effect of a few "money crops," as cotton, with the addition of new industries, as ceramics, which the TVA is seeking to develop. Also, in a region where pioneers like Daniel Boone once lived, pupils will see that the TVA is doing a truly heroic piece of pioneering in the interest of the public good. Lead the children to recall that this area has witnessed such battles as Shiloh and Lookout Mountain; but now the TVA is battling against desperate poverty, against further destruction of soil, forests, and watersheds to save a virile people and to lay the cornerstone for similar development elsewhere in the nation. Pupils in the Middlewest, where soil erosion because of winds during the 1934 drought has been heavy, might contrast the work being done in the Tennessee Valley with erosion measures in their own section. The use of electric power on farms and better housing for rural people are questions of intense interest to children, when applied to their own homes and lives. Children will enjoy making scrapbooks of pictures and newspaper clippings about the TVA.

Additional references—*American Forests*, October 1934 [special TVA number]. 35¢. The American Forestry Ass'n. 1713 K St., Washington, D. C. [2] Write to the Tennessee Valley Authority, Knoxville, Tennessee, for material.



Courtesy, American Forestry Association.

GENERAL outline of the Tennessee River Basin. The shaded area indicates the sphere of development by the Tennessee Valley Authority.

[3] Write to U. S. Department of Agriculture, Washington, D. C., or to your state department of agriculture for bulletins on soil erosion, forestry, etc.

Suggestions for junior and senior high schools—Scrapbooks of pictures and newspaper articles, outline and relief maps, imaginary trips to the Tennessee Valley will be enjoyed in many classes.

[2] Special TVA assembly program in which the topics of this JOURNAL feature could be used for the subjects of talks by students. TVA activities could be dramatized: George W. Norris and the Senate debates on Muscle Shoals, President Roosevelt signing the TVA Act, etc.

[3] A program for a parent-teacher meeting given by students on the educational phases of the TVA: the modern school at Norris, the training of TVA personnel thru leisure-time opportunities, diversity of jobs, health examinations; the education of adults in home planning, use of modern conveniences, hygiene and sanitation, modern methods of agriculture. Include in such a program, Arthur E. Morgan's Antioch College work-study plan; also the educational aspects of the CCC.

[4] A TVA commencement program. The Knoxville, Tennessee, high school has already used the TVA as a theme for commencement. Students impersonated the three directors and other TVA workers; maps, a model of a mountain cabin, and a home in Norris were shown.

[5] Debate by students, the public invited, on the *laissez faire* policy vs. government planning, as shown in the TVA.

[6] Exhibits, for the entire school and the public, of maps, pictures, models of the town of Norris, mountain cabin, modern houses in Norris, "Then and Now" exhibits.

Additional references—See references above; also consult *Reader's Guide to Periodical Literature* [H. W. Wilson Co. N. Y.] in your library for titles of many magazine articles on the TVA.

Suggestions for colleges, including those for the education of teachers—This JOURNAL feature on the TVA may suggest several questions to which college students may wish to give intensive study. One of these may be city and regional planning. See *The New Exploration: A Philosophy of Regional Planning* by Benton Mackaye. [Harcourt, Brace & Co. N. Y. 1928. $3.]; also *The Awakening Community* by Mary Mims. [Macmillan Co. N. Y. 1932. $2.] Other questions students may well ask are: What are the rates for electric service in my community? How do these compare with charges in other communities of similar size? Under public ownership? Private ownership? Write to the Federal Power Commission, Washington, D. C., for information about rates for electric power thruout the country; also to the Dominion Waterpower and Hydro-Electric Bureau, Ottawa, for rates in Canada. Among the many books on electric power, are: *The Power Age* by Walter N. Polakov [Covici, Friede] 1933, $2. *What Electricity Costs* by Morris L. Cooke. 1933. New Republic. 421 W. 21st, New York. $1.

[2] Summer camping trips to the Tennessee Valley for classes in regional planning, rural economics, geology, sociology, forestry, will be profitable and enjoyable in preparation and in actuality.—**Joy Elmer Morgan.**

300 Years of American High Schools

April 13, 1635, the freemen of Boston, Massachusetts, passed this order: "Likewise, it was then generally agreed upon that our brother Philemon Pormont shall be entreated to become schoolmaster for the teaching and nurturing of the children with us."

Thus was founded the Boston Latin School, the first secondary school in America. In commemoration of this event the Department of Secondary School Principals of the National Education Association is sponsoring the Tercentenary of Secondary Education. The observance began during American Education Week 1934 and will run thru June 1935. On the next page will be found suggestions for the celebration of the Tercentenary.

The Tercentenary should be more than a celebration of the accomplishments of the past three centuries in secondary education—achievements unique in the world's history of education and in themselves sufficient justification for the observance.

The occasion, however, will be proportionately more significant as it deals with the future as well as the past. It should be a period of stocktaking and of planning for the future. With only one-half of our young people in high schools we have gone far—but only half far enough. Formerly, there were places in industry for young people who did not go to high school but this is no longer true.

America faces no more momentous problem than the decision of what is to be done for the youth who is out of school and out of work. There will be no social flowering tomorrow if the roots of the social order are left dangling in the air today. This problem is one of vital import to society as a whole and provides a tremendous challenge to the secondary school as the most promising agency which society has available for dealing with it.

In adult education, secondary schools also face new and growing problems. Adult education, available to all the people at public expense, appears to be inevitable in the kind of social order into which we appear definitely to be moving. Secondary-school facilities will be, for sometime at least, the principal agency thru which this type of educational service will reach the people.

The basic task the secondary school now faces, however, is that of redeveloping the whole approach to its task—objectives, curriculum, methods, and administration—if it is to deal successfully with the great issues of the times and play a significant role in shaping the future destiny of democracy in America.

Since the founding of the Boston Latin Grammar School in 1635, secondary education has passed thru one transition after another, each essential in view of the growing needs of democracy. From the Latin grammar school to the academy to the free high school as we now know it, the story of secondary education is one of constant adaptation to changing needs. The adaptation must be continued and accelerated if the secondary school is to keep abreast of a social scene changing with increasing rapidity and to play any significant pioneering part at the outposts of human needs.

Let the Tercentenary celebration pay homage to the achievements of the past—they are magnificent! But it is of infinitely greater importance that this occasion be utilized as a period of concentration on *what is to be done with the secondary school to make it an ever more effective social tool. The people will decide because the high school belongs to them.* Therefore, before the educator can lead the secondary school into new and broader paths of service, he must somehow make his vision the people's vision. The fine-spun theories of professors, developed thru reason or research, about the characteristics of the secondary school, and the role it should play in the social scene are as important as the discoveries of the physical scientist engaged in pure research. But like the discoveries of the latter they are of little social import until made practical and put into use. This is possible only when the people know about them and believe in them. Let every secondary-school worker utilize the Tercentenary as a unique opportunity for achieving this purpose by visualizing for these people what the high schools may do to lift the life of the community and the nation.

The Department of Secondary School Principals is to be congratulated for taking the leadership in sponsoring this nationwide observance. If every high school in America will lend its support to the movement, the year 1935 may be just as significant to secondary education in the years ahead as the year 1635 has been to the past 300 years.

MILESTONES IN THE DEVELOPMENT OF AMERICAN SECONDARY EDUCATION

1635—Founding of the Boston Latin Grammar School.

1647—The Massachusetts Law of 1647 ordered "that where any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the university."

1751—*Franklin's Academy in Philadelphia* represented the transition which took place in the Latin schools toward a more practical curriculum. In addition to Latin the new academy included the English School and the Mathematical School.

1778—Establishment of first Phillips academy at Andover, Massachusetts, followed by a second in 1781 at Exeter, New Hampshire. These schools were influential in giving the academy recognition as an institution of secondary education.

1781—At this time the period characterized by the Latin grammar school was coming to a close and the period in which the academy dominated was beginning.

1821—Establishment of the first public high school at Boston.

1856—*Central High School*, the first coeducational high school, was opened in Chicago.

1865—Approximate close of the period characterized by the academy, and beginning of the period characterized by the free public high school.

1872—*The Kalamazoo Case* established the precedent, which has since been followed, that the state has a legal right to use public funds for highschool support.

1892—Appointment of the Committee of Ten by the National Education Association.

1899—Committee on College Entrance Requirements of the NEA made the specific recommendation for a unified six-year highschool course of study beginning with the seventh grade.

1902—Joliet, Illinois, established the first public junior college in connection with a city public-school system.

1909—The first active development of the junior high school in Berkeley, California.

1911—Appointment of the Committee on Economy of Time of the National Education Association.

1918—Publication of the report of the NEA Commission on the Reorganization of Secondary Education entitled "Cardinal Principles of Secondary Education."

1927-28—The publication of epoch-making junior and senior highschool curriculum studies by the Department of Superintendence.

1932—Publication of the report of the National Survey of Secondary Education, conducted by the U. S. Office of Education.

1934—Publication of the report of the Commission on Social Studies of the American Historical Association.

Some Tercentenary Suggestions

What the state department of education can do—Promote the Tercentenary thru special and regular publications. In many states the governor has already issued a special proclamation for the observance of the Tercentenary. Where this has not been done the state department may well take steps to secure such a proclamation. Cooperate with teachers associations in the development of an effective statewide observance of the Tercentenary.

What teachers associations can do—Let every county, district, and state teachers association in 1935 observe the Tercentenary in their programs. One entire session may well be used for this purpose. A well-rounded program might consist of three addresses. The first might trace the general trends in the development of secondary education with particular reference to social and economic factors involved. A second address might present a picture of secondary education as it exists today. The third address could deal with the future of secondary education including the crucial problems confronting secondary education such as the unemployed youth problem. Invite the public. Many teachers associations which have publications will publish special Tercentenary issues or features. Radio programs and news releases sponsored by teachers associations offer a special opportunity for utilizing the Tercentenary to reach the people.

What the superintendent can do—Appoint a committee representing the various high schools of the city to be responsible for the celebration in the local community. It may be desirable to have one or more interested laymen on the committee.

Prepare plans for the future development of the high schools and present them to the community for approval. This material should grow out of careful studies of the community, its population, resources, and needs. Secondary schools can profoundly affect the life of the entire community. The Tercentenary is a good time to stress your conception of what the high school can do for the community.

What the local tercentenary committee can do:—*In general*—Develop a comprehensive coordinated program for the observance in the community. Coordinate the local observance with the county, state, and national program.

In particular—Ask each highschool principal to appoint a subcommittee to sponsor the observance in his school. Then cooperate with the committee in each high school in carrying out the suggestions listed below.

Provide a list of suggestions for lay organizations in the community which may wish to participate. These include service clubs, women's clubs, churches, chambers of commerce, fraternal societies, the American Legion, and others.

Arrange for a series of broadcasts over local radio stations. If there is no local station, cooperate with other schools in developing programs for the nearest station.

What the principal and teachers can do—Appoint a committee on the observance in your school.

Use this occasion for what it is—a priceless opportunity for the interpretation of secondary education. The following list of possibilities will be suggestive. For every activity a school carries out in connection with this celebration, some way should be found to tie it up with the community. The ideas below are presented from this point of view:

[1] Plan a series of assembly programs based on the Tercentenary, to which parents and citizens are especially invited.

[2] Publish special Tercentenary issues of the school paper. Tell the history of the school. Secure interviews with early graduates. Tell where graduates of the last few years are. Tell how many young people in your community are out of school and out of work. Discuss the relation of this problem to your high school. Distribute this issue widely thruout the community.

[3] Prepare articles and materials on this observance for the lay press. Some of these articles should trace the history of education in the local community.

[4] Have one or more parent-teacher meetings built around the Tercentenary. Addresses, pageants, and exhibits of school work may be utilized.

[5] Present before community gatherings plays and pageants on the development of secondary education in America. These can be prepared by drama, English, and history classes. Songs popular in the early high schools may be presented in this connection.

[6] Have art and printing departments prepare charts and graphs on important facts about the local high school and its growth. Display in store windows.

[7] Conduct a student essay project on secondary education and have the best published in school and city papers. A history of the local high school would be a good topic.

[8] Plan a vitalized commencement around the Tercentenary celebration. The program might consist of student speeches or of a historical play or pageant. Commencement comes nearer to commanding the undivided attention of the community than any other occasion.

[9] Prepare for use in newspapers and school programs a list of epoch-making dates in the history of the local high school. This might be entitled "Milestones in the story of ——— high school."

[10] Enlist community organizations in the celebration of the Tercentenary. Let the superintendent, principal, and teachers prepare talks for delivery before civic clubs, women's clubs, and other community groups. Students may also make appearances with plays, pageants, and talks.

[11] Plan exhibits of work done by highschool students to be used in openhouse programs in the school and in store windows. This can be done advantageously, for example, with the work of industrial arts classes.

[12] Have students and faculty members present talks, playlets, and music over local radio stations.

[13] Honor residents of the community who have played prominent parts in the development of the local high school. Have the first graduate of the local high school in the community recall his experiences.

[14] Manual arts classes may model the community's first high school and, perhaps, subsequent buildings for display in a store window.

[15] Have a series of panel-discussions participated in by both teachers and laymen in which the relationship of the high school to the community's present and future problems are discussed. Publicize these meetings so as to have a large attendance.

What the teachers college can do—Many of the projects listed above may also be carried out in teachers colleges. Another valuable project the teachers college may well encourage is the writing of master's theses on the history of a single high school, or the high schools of a county or state.

Special helps—The NEA has prepared a special Tercentenary packet of materials helpful in carrying out a program in the local community. It is available at the cost price of 50 cents. It will include suggestions on how to celebrate the three hundredth anniversary of secondary education; how to interpret the schools during the Tercentenary celebration; a copy of *Vitalized School Journalism* built around the Tercentenary; plans for special school publicity; plans for relating class work to the Tercentenary; and other useful materials.

The special commencement packet for 1935 is planned with special reference to the development of graduation programs built around the Tercentenary. This packet is also available for 50 cents.

The Returned Delegate Speaks Up

All spring we have been going to conventions. Not a few of us but thousands! A thousand at one national convention, twice as many at another and three thousand at a third. Then there were smaller state gatherings by the dozen, with delegates numbering anywhere from one hundred to a thousand; district and county conventions with no more than sixty delegates but very, very earnest. Practically every phase of public affairs was discussed at these gatherings and delegates returned to their homes still puzzled by the New Deal, its ramifications and implications.

But on one subject we were united. The convention itself, as a feature of our cultural and social life, needs reforming!

At the conclusion of one especially stimulating conference a large group of delegates, officials, and newspaper women, meeting at an informal luncheon, drew up a bill of rights for themselves and future convention victims. Here is our bill of rights respectfully submitted to committees and hostesses who are planning the fall conventions:

[1] We demand shorter programs. They have become so long that they overlap. If one meeting closes at four-thirty, another meeting, art exhibit, or bus trip starts at four-thirty. No time allowed for making connections, powdering noses, or having your hair dressed for the banquet!

[2] We demand time to shop. Most of us like to visit stores in cities which we have never seen before and nearly every convention city can boast a shop whose reputation is national. Moreover, local merchants contribute heavily to the fund raised by the convention city. They deserve a break and a glimpse of the visitors. In one city the program carried a line urging us to patronize the stores of advertisers, but the chairman of the program did not give us a free half-hour from the round-table breakfasts at half-past seven in the morning to the reception for presidents at ten forty-five P. M.

[3] We demand shorter speeches and more time for discussion. A speaker who cannot deliver a worthwhile message in thirty minutes has none to give. At one convention the delegates practically slept thru the last afternoon and evening sessions because speeches were forty-five and sixty minutes in length.

[4] We demand softer shoes and softer voices for chairmen of platform courtesies. These zealous workers frequently disturb speakers and annoy delegates by rushing back and forth from floor to platform with messages for officers. At least they might hold up messages until several have accumulated, instead of making a noisy trip with each one.

[5] We demand that the whispering chorus which gathers at the door or at the back of the auditorium be ejected by a sergeant-at-arms. There is always ample room in the lobby for women who come to a convention to gossip. At one spring convention a very lovely poetry program was lost to delegates because the gentle voices of the poets were drowned by harsh whispering at the entrance to the auditorium.

[6] We demand that presidents, program chairmen, and hostesses inform themselves concerning the distinguished guests, speakers, and musicians who will arrive during each day. It is most disturbing for a speaker or singer to be stopped by an uninformed hostess or usher and asked for a ticket which no one on the committee has provided. And many a speaker has suffered an attack of jitters and incidentally made a poor address because the presiding officer actually had to pause and ask for his name.

—**Anna Steese Richardson** in *The Womans Home Companion.*

A National Program for Motion Pictures

A conference held under the auspices of the Motion Picture Research Council in New York on September 29, 1934 instructed its Legal Committee to draw up a bill for introduction in the next Congress which will accomplish the following objects:

[1] open the road to independent production of motion pictures; [2] establish community freedom of selection, a *sina qua non* of which is opportunity for the local community to learn what the film output is as soon as the local exhibitor does, so that it may advise him before he leases his pictures; and [3] free the local exhibitor from compulsory block-booking and blind-selling.

The following national program was drafted:

Part I. Immediate program—*A. Legislative:*

Campaign for accomplishment of two federal objectives in 1935.

[1] Abolition of compulsory block-booking.

[2] Abolition of blind-selling.

To this end the Conference recommends the appointment of two committees:

[1] A legal committee to draft a single, brief and workable bill for submission to Congress in January,

And recommends to such committee, for its consideration, the several expressions of opinion made by the Conference on the subject.

[2] A campaign committee to plan and coordinate continued efforts for the accomplishment of these two legislative objectives and to assist in preparation and presentation of the case of the united organizations before Congressional committees.

B. Educational:

[1] Encourage the teaching of film appreciation by its introduction into high schools and voluntary groups.

[2] Encourage and cooperate in the establishment of a National Film Institute.

[3] Recommend that constituent bodies of this Conference take action to inform the public regarding the effects of unsocial moving pictures in personal and community life.

Part II. Further program—*Legislative:*

[1] Amendment of anti-trust laws so as to prevent monopolies and combinations in restraint of trade in the moving picture industry so far as is constitutional. [The Conference recommends that as soon as the excellent research into trade practises already begun is completed, that appropriate legislative objectives be formulated and submitted to cooperating organizations.]

[2] Encouragement of community control or regulation of film exhibitions.

Part. III. Tentative program

[1] Encouragement of a general program of public recreation under local boards.

[2] Encouragement of the organization of local non-theatrical exhibitions as a partial solution of the problem of films for children.

[3] Creation of a scientific, descriptive film service, assuming the abolition of enforced block-booking and blind-selling—this service not to be supported by the industry.

Longterm Educational Planning

Two hopeful features stand out in the current educational situation. First, a survey just completed for the Joint Commission on the Emergency in Education by the Research Division of the National Education Association indicates that, considering the country as a whole, the tide of educational retrenchment has been checked. The year 1934-35 holds prospects for a slight, but nevertheless definite, upturn in the fortunes of education.

Exceptions to this general prospect are numerous and important. The current year in a number of drought states, even with substantial emergency aid from the federal government, will be the most difficult of the depression period for education. Individual states in sections outside the drought area also report worse prospects.

Taking the country as a whole, however, it appears that during this year, appropriations for education and teachers' salaries will be slightly larger than in 1933-34. Class-size promises to be slightly smaller. The majority of states report definite prospects for the restoration of various educational services eliminated since 1930. The promised upturn is so slight that, unless it is accelerated, it will require from ten to twenty years to regain the predepression level. Any upturn, however, is a hopeful sign.

A second encouraging feature is the creation of commissions, instructed to develop comprehensive longterm programs looking toward educational recovery and reconstruction.

Both of the foregoing features of the current situation invite optimism. Taken together, they gain in significance. They not only suggest educational recovery, but promise something more than the mere return to the 1929 status. They offer the hope that, barring a general economic setback, education will be better financed, more efficiently organized, and socially more effective in 1940 than it was in 1930.

The states are making various approaches to the problem of longterm planning. Michigan is developing a twofold attack. The State Superintendent of Public Instruction has created an educational planning commission, made up of public-spirited business men, farmers, club women, social workers, labor representatives, and educators. Thru conferences and the analysis of factual data, this commission is seeking answers to such questions as these: For what purposes and ends shall children be educated? How much money is needed for education and where shall it come from? What type of school district organization promises greatest economy and efficiency? How shall teachers be trained and how many are needed? Answers to such questions will provide a longterm educational program for the state. Michigan has also created a council on education to coordinate activities of educational organizations.

The Nebraska State Teachers Association has created an educational planning commission, instructed to revise its educational program. Five major committees are dealing with: Social economic goals and general welfare, finance and taxation, teacher training and certification and higher education, legislation, and public relations. A research advisory council has been organized to aid the commission and its committees.

South Dakota, hardhit by depression and drought, has created a longterm program committee. As a first step this committee is promoting widespread study by the teaching profession of problems such as these: What changes have progressive states made in the method of appointing the state superintendent of public instruction? What changes are needed in district and county support and supervision of schools to comply with progressive practise?

Florida has a continuing educational council, authorized by the state education association to work out over a period of years a forward-looking program, both educational and legislative, to be presented for consideration from year to year. This council includes both educational and lay members.

Montana is organizing a longterm program of at least five and possibly ten years. Pennsylvania's commission for the study of educational problems, consisting of thirty representative educators, is obtaining facts on educational needs and expenditures, as a basis for formulating a sound ten-year program. Tennessee has an educational commission of lay and educational members, authorized by the 1933 legislature to direct a study of public education and to report its findings to the general assembly in January 1935. Alabama, Arkansas, California, Kentucky, Wisconsin, New Jersey, Maine, and Rhode Island are among other states which are developing programs looking toward educational recovery and improvement.

Many considerations urge the desirability of developing planning agencies in every state. Past depressions have been followed by unusual educational development. A similar advance should follow the current crisis. Postdepression educational reorganization and expansion will be most effective if guided by a comprehensive longterm plan. The agencies involved and the practises followed will differ in each state. Procedures based on the following principles, however, promise most for educational advance.

First, the project should enlist the interest and participation of all members of the profession. It should capitalize the resources of educational leadership, both within and without the state.

Second, early provision should be made for the active participation of laymen. Forward-looking representatives of business, agriculture, labor, the professions, parent-teacher and schoolboard associations, and other groups interested in educational progress, should play an active role.

Third, adequate provision should be made for the collection and analysis of pertinent facts. The advice of experts both within and without the profession should be secured.

Fourth, the plan should involve a comprehensive longterm development, rather than an opportunistic, piecemeal attack. It should deal with fundamentals rather than superficialities. The program should not only provide for a system of education adequate to preserve the best features of the existing situation, but it should also make education a more dynamic factor in achieving social progress.

The Joint Commission on the Emergency in Education has already issued a series of publications, designed to assist the states in developing comprehensive programs for educational recovery and improvement. It looks upon the nationwide trend toward the development of such programs as the most encouraging feature of the current educational crisis.

—**John K. Norton,** chairman, Joint Commission on the Emergency in Education.

Crime and the School

HARRY WOODBURN CHASE
Chancellor, New York University

LET US take this business of crime prevention. Heaven knows that if there is anything the school can do that it is not doing, it ought to be up and about it. But let us see what happens. Johnnie comes to school. He learns from the textbooks in civics about the importance of proper social attitudes and the responsibility of citizenship. He learns it from a teacher who, this being in New York State, has taken an oath to uphold the constitution of the state and of the United States. The school, in its community life, its classrooms, and its discipline, stresses the importance of correct social and moral attitudes.

Then school is out. On the way home, Johnnie buys a tabloid that tells him the picturesque details of a love-nest in the Bronx, and the latest exploits of the Green Gang. He himself belongs to a gang—a normal boy's gang. It has occasionally pilfered fruit from fruit-stands, just as any normal country boy in his time has purloined fruit from orchards; but at a session that afternoon its leader, his imagination fired by tales of the success of other ambitious youth, suggests that the cash register of a little store where he works at odd hours would not be difficult of access. The boys are scared, but at the same time they recall with fascination what happened to Joe, who grew up with their older brothers and is now a big shot, out every night at a night club, with the dames falling for him, and the police, who suspect him of several robberies, unable to pin anything on him; partly, perhaps, because a certain powerful political figure, who, too, just like Johnnie's teacher, has taken an oath to uphold the constitution of state and nation, is currently reputed to exert, for value received, a certain protective influence over the situation.

Well, Johnnie goes home. His father is a respectable man, but he likes his drink now and then, and he has just decided to keep on buying whiskey from his old bootlegger, who can sell it to him much cheaper than the local stores. His married sister is there for supper. She has contracted a marriage which is one of those which make up one out of every seven in America, by ending in a divorce. This is now decided on, and the young children will grow up with a new father, as soon as he gets rid of his present wife.

Johnnie's brother is employed. His firm markets a product which calls for amenable relations with particular politicians; otherwise meticulous inspection and literal compliance with intricate specifications can be made so embarrassing as to make it impossible to market the product at all. The pending divorce and certain difficulties that have arisen with the politicians form the main topics of conversation at supper.

Later, Johnnie's uncle drops in. He is a victim of the depression. His savings, invested in ways that loud ballyhoo made him believe were good, have been swept away. His job is gone, he and his family on relief. For more than three years he has not worked at his profession. His morale is broken; his talk is increasingly bitter; his feeling that society owes him a chance at earning a decent living is leading his formerly conservative mind into new and strange ways of thought. Organized society seems to him more and more a heartless monster to be fought without too much squeamishness as to the means; and Johnny listens.

But I need not go on. Johnnie is fourteen. Ask yourself what his favorite radio hours probably are, what movies he likes best, what he reads when he gets a chance. Not that Johnnie is a whit worse than boys of his age in any generation; simply and inevitably, *the number and variety of de-educative influences to which he is exposed are far greater.*

On the other hand, family and church play a lesser part in his life. The school, to be sure, is there, but *the school, for countless thousands of our youth today, is the single constructive influence that attempts to foster correct social attitudes.* Neither their parents nor themselves go to church; family life binds far less closely; hero-worship is of qualities that are not always socially desirable; they see about them corruption in public life, too many illustrations in private life of the sacrifice of all principle to immediate gain and the devil take the hindmost. And, against all the confusion of standards, and the hurly-burly, and the excitement of contemporary life, with all its disintegrative elements, we set the school—not so very exciting a place—and the teacher—not so very exciting a person—and we expect them to do the work that it takes a whole integrated social and moral order properly to accomplish.

The school is an agency for the prevention of crime. It does what it can. It does it by example. The majority of teachers are examples in their own lives. It does it by precept, in its stressing of the fundamental virtues. It does it by its discipline, and by the emphasis that it tries to throw on the right sort of student leadership and forms of student organization. It does far more than most of us realize in individual interest in the lives and characters of students. It does it by recognition of those defectives who will never be socially normal. I do not see personally that it can do anything very dramatic or very powerful in addition to what it is already doing, it and its related agencies.

Progress in the work of crime prevention seems to me rather to be possible only in terms of the whole range of stimuli which society brings to bear on growing youth. It is the character of the environment as a whole that must be considered. A movie audience that applauds the appearance of a Dillinger in the news-reels, a sensational press that makes the skulking gunman a hero of romance, an attitude of cynicism that tolerates and even admires corruption in places of power—can undo in an hour more than the school can do in a year.

And so, deeply as I believe in the school as a positive formative influence on character, I must remind you that the campaign against crime must be waged chiefly in those areas in which incitements to crime chiefly exist. Let us work to strengthen, by all means, the positive influence of school, and church, and family life. Every responsible teacher and administrator is for that, actively and constantly. But let us not forget that the prevention of crime is a thing which must reckon with the standards and ideals of social thinking of our people as a whole; that the great determining factors spring from the whole social pattern of our American life.—From an address before the *New York Herald-Tribune* Conference on Current Problems, Sept. 26-27, 1934.

The Friendship of Former Teachers

LAST DECEMBER *Secretary Crabtree's tribute to "Lizzie Moore Forgotten" appeared in* THE JOURNAL. *In this sincere tribute to a teacher whose personality and ideals have influenced him thru the years, Mr. Crabtree said, "One of the saddest thoughts of my life is that I failed to keep track of Lizzie Moore and to let her know later in life what I owed to her." Many teachers and others who read these words made a point of getting in touch with former teachers during the Christmas season, to let those teachers know that they were still remembered and appreciated.*

Sometime ago the editor received, from Lucy M. Schwienher of the St. Louis public schools, a letter which contained this paragraph: "For several years I have been corresponding with a former college teacher of mine who is now retired. Into my letters to her, I have put bits about my travels, about the books which I have read, about undertakings at school, and about mutual friends, many of whom were once students of this teacher. It has occurred to me that this situation might lend itself to the writing of typical letters which any active teacher might write to a retired teacher." An excellent idea! Younger teachers by keeping in touch with their older colleagues can do much to brighten and beautify the sunset years and in return can get some of the wisdom that older people have.

What a splendid thing it would be if each JOURNAL *reader would this Christmas write to one of his former teachers or colleagues—and continue to write to him thruout the year. Can anyone estimate the joy and happiness—to say nothing of the mutual benefit—which such a plan would bring?*

The following letter, which Miss Schwienher inclosed, is an illustration of a friendly and interesting letter:

MY DEAR MISS M—When I think of you, I regard you as a person and a dear friend, but when I write to you, suddenly I remember that you taught me freshman composition. The thought restrains me altho it does not make me think less of you as a friend. Ah! that was badly put, and I should erase it were I not certain that it would make you laugh. How odd of me to let such condescension slip now that I have corrected more compositions that I care to remember.

I am glad that you liked the Stevenson book. I did not really mean that I should blush when I teach his poems altho that was what I said. Truly I value his writings all the more as the beautiful side of a nature which had plowed rather deeply into human degradation. I am going to remember what you say that you told yourself after reading the life of Byron when you found it hard to enjoy his poems: "I am reading the words of the poet not the rake." Since I sent you the book, I have read Stuart Sherman's essay on the Stephenson biographers. He says that nothing which the biographers can unearth about Stevenson will influence the reading public against him when people have such easy access to his books.

You did not hear my story of the purchase of the book. Helen and Gene had already visited the Wallace collection, and somehow I had not gone. Going alone did not bother me, as I enjoy going such places by myself. I am more attentive then, and I retain impressions longer. I shall never forget the hurry of Oxford Street that day because it was one of the few occasions when I saw the sun really shine on London. You may recall the small square in front of the Wallace mansion. On the opposite side of the square I saw a sale of quite pretentious-looking books for one shilling and sixpence. I immediately selected the Stevenson book, but I decided to take one or two more with the prospect of a ten-day ocean journey. I asked the bookman what other books he would suggest in addition. Looking over the assortment of "private lives," "memoirs," and so on, he turned to me and said with finality, "You have chosen the best one."

During the voyage I read but half the book. My friend the bookman might have felt better about selling me one or two of his racy biographies if he had known that I would be safe in the midst of my family before I could have read one. Yet the incident is one more reason why I respect the English.

I wish that I could see you now and talk with you, for I am ashamed to confess to my family and friends that I am having a hard time adjusting myself to a routine with which I was quite content only last spring. It seems stupid that I should not be satisfied when I had the opportunity to do just what I wanted to do. How did you feel when you came back from your walking trip thru the English lake region? Did you get pulls and longings every once in a while even tho you were not thinking of your trip? It may have been the strangeness of the old world sights that fascinated me, but I did not feel strange. It is not merely the grandeur or the nobility of famous buildings which has gripped my imagination. A tiny quaint place, like a small garden in Dorchester where we had tea, persistently bobs into my mind.

I positively suffered from poor food and dampness at Oxford, but I recall the spires, and the walls, and the age-old libraries, and the sculptured ceilings, and the winding lanes a hundred times before I remember cold soup, butterless lunches, dark ill-looking potatoes, and pasty puddings. I would eat that food, and what is more I would pay for it again, if I could walk along the High and see the curve at the gates of Queen's College with Oriel and St. Mary's tower beyond. Nothing that I could say against the anachronisms of Oxford could fade those constantly recurring scenes.

I cannot understand how our forefathers could have borne the homesickness which they must have felt. They were, indeed, greatly embittered by class struggle or by political and religious disagreements to have foresaken the lands of their fathers.

The story of the Pilgrims has never seemed so poignant to me as when I get a flashing image of Plymouth Harbor. I remember Longfellow's Priscilla wishing herself back in Old England:—

"I have been thinking all day," said gently the Puritan maiden,
"Dreaming all night, and thinking all day of the hedge-rows of England—
They are in blossom now, and the country is all like a garden:
Kind are the people I live with, and dear to me my religion;
Still my heart is so sad, that I wish myself back in Old England.
You will say it is wrong, but I cannot help it; I almost
Wish myself back in Old England, I feel so lonely and wretched."

Once I thought that a trip to Europe was a satisfaction, something that one did to complete one's education. How mistaken I was, I know now. I hope that I will work hard at my dissatisfaction in reading what I ought to have read before I went and forsaking trivial spending so that I may go back again. Sincerely yours.

Report of the Committee on Academic Freedom

Department of Classroom Teachers of the NEA

THE 1933 progress report of the committee on academic freedom [see *Proceedings* 71:345-347] was a summary of a more comprehensive report which had been prepared for consideration by the Department. Various exigencies demanded the summary, which was hastily prepared by the committee during the convention just prior to the meeting at which it was adopted. This is mentioned to explain minor errors of form and possible distortion of emphasis which crept into that report.

In the interests of academic freedom the report after briefly describing the subject, recommended that a public opinion which will appreciate and defend academic freedom be developed; that judicial bodies be set up within the profession to judge cases in which academic freedom is involved; that special help be extended to victims in the cause of academic freedom.

Limitations of time, money, and experience at present largely restrict your committee's activity to the first of these measures. However, an inquiry is being made regarding conditions in Highland Park and West Dearborn, Michigan.

General interest in the whole subject is apparently growing. The American Civil Liberties Union has established a committee on academic freedom composed of distinguished citizens until recently under the Chairmanship of William H. Kilpatrick of Columbia University. This committee has issued some publications including an admirable statement of principles; it has been responsible for lobbying against socalled loyalty oaths for teachers, of the kind which were defeated in nine states last year; and it has furnished legal advice in cases involving academic freedom.

Another noteworthy development is the completion of a two-year investigation of the history of freedom in teaching, which was authorized by the Commission on the Social Studies of the American Historical Association. This work was done by Howard K. Beale and gave special attention to schools below the college level. The results are available in the material mentioned in the appended bibliography. Here it is merely recorded that the inquiry revealed that "the total picture is much worse than any discoverable cases or facts portray."

Almost all students of the subject, including the present members of your committee, would agree with the following statement by Joy Elmer Morgan of the staff of the National Education Association:

> There is a very real and farreaching effort on the part of our giant industry and business directly and indirectly to dominate education so as to destroy its freedom to deal with the great social and economic problems which require intelligent study for their solution.

On the other hand your committee also concurs in the views of both Professor Kilpatrick and Dr. Beale that teachers generally are unaware of the need for academic freedom. In an article to which attention is directed in the bibliography Dr. Beale states that the vast majority of teachers, "do not realize that they are not free because they have never done enough thinking to acquire views which would cause them trouble."

The committee hopes that the members of the department will keenly appreciate their unique place and responsibility in this hour of history. It has been eloquently and truly declared that:

> Our society has come to the parting of the ways. It has entered a revolutionary epoch. It stands in the presence of momentous decisions. It is already at war with itself. Its historic ideals are in conflict with one another and with the realities of life.

The character of the decisions to be made will be tremendously influenced by public opinion. Among the major sources of public opinion are the movies, the radio, the newspaper, and the public schools. All of these institutions except the school have generally adopted the corporate form of organization. This means that their policy, thru concentration of ownership, is customarily controled by a tiny minority of property owners; that our political and economic development is distorted by those with great vested interests.

Unlike the other agencies, the schools, with their great influence upon public opinion, are endowed with a democratic form of government. The principle governing them is, "One man one vote"—and not "One share one vote." Regardless of wealth every qualified voter has legally an equal voice in determining school policy. This fact makes it imperative that the teachers in these schools should maintain in fact as well as theory that freedom to serve all the people which is the genius and glory of our democratic tradition.

Awareness of the forces opposed to freedom, and organization to combat them, are, therefore, essential needs. In connection with them, the committee reiterates emphatically its former recommendation that local teachers associations organize classes to study systematically, with or without college credit, the social, economic, professional, and political problems which confront the local associations. Your committee upon request will make available an outline for this study, and suggestions for organizing classes.

We also reiterate, in connection with the problem of effective organization, that teachers be urged to organize upon a classroom teacher basis. The promotion of classroom teacher organizations is stated in the constitution of this department to be one of its avowed objectives; furthermore, this objective is distinctly consonant with the principles of the National Industrial Recovery Act sponsored by the national government, which stresses that voluntary organizations of employees should be free to form such organizations as they choose and be entitled to have representatives of their own choosing in dealing with their employers and other groups.

The founders and leaders of this department learned from long experience that classroom teacher organizations function more effectively and freely for the teachers than do those which admit executives to membership. This fact is also recognized by candid administrators. The all-inclusive teachers association represents in the teaching profession what true labor unionists know and decry as a "company union" in the field of industry.

Just as industrial freedom for employees is best struggled for by true unions so, in the opinion of your committee, academic freedom and other professional objectives are best championed by

the classroom teacher type of organization long favored by the Department and now defended in principle by our national government. This opinion is fortified by a consideration of the nineteen years of work on academic freedom accomplished by the American Association of University Professors—a classroom teacher type of organization. Its principles and records were described at length in the original report from which the summary adopted last year was made.

In addition to formal study and promotion of organization work, your committee requests that local and state organizations of classroom teachers set up committees on academic freedom, which may also conveniently be identical with committees on tenure, in order to give publicity to both subjects in local, regional, and state publications.

Acknowledgment — Extending the bibliography appended to the last report the committee wishes to call attention to and express its indebtedness to those responsible for the additional material listed herewith.

THE opponents of academic freedom may properly be reminded that in the long run less of harm will be done by the abuse of freedom than by efforts to suppress it. We are attempting in America to develop a cooperative society founded on good will, fair dealing and mutual helpfulness. Faith in the common man and faith in the ultimate triumph of truth over falsehood are fundamental to the success of our program.—Thomas W. Gosling.

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George T. Avery, Colorado
Della Baker, Washington
M. E. Hurst, Oklahoma
Chester Jones, Iowa
Rena Rockwell, New York
George Ross, Michigan
Harriet Scofield, Minnesota
Martha Shull, Oregon
Edna Wood, New Jersey
Karl W. Guenther, Michigan, *chairman.*

Fences Will Have To Be Built

QUITE frequently we come upon that outworn idea that children do not like to go to school. Cartoonists who were schooled in an earlier era often fall into the error of depicting a youthful character as overjoyed at the news of a teacher's illness, the occasion of a legal holiday, or the fact that the schoolhouse has burned down. Feature writers think it fitting to anticipate the closing of school with a story depicting the many joys that await the youngsters as soon as the last lessons have been said. Songs have been composed and poems written glorifying the paper wad, the surreptitious note, and the urchin who has an unregenerate propensity for playing hookey.

Anyone who has had any contact with modern education is very well aware that the day when that was true, if indeed it ever was for the majority of normal children, has long since passed. Of course there are some few individuals among the juvenile citizenry whose inherent make-up is such that they do not find themselves happy among a busy and interested group such as the great mass of modern school pupils are. In every aggregation of humans, young or old, there are those who do not conform to the major pattern. They constitute the shifters, the ill-organized specimens, the vagabond element. The schools have a few of them, to be sure. To put forth the idea, however, that they represent a true cross-section of an uptodate school population is wholly erroneous. It just is not so. Even the well-integrated pupil may say that he does not like to go to school, but he gets that from tradition rather than from his own school experience. Observe him for a day or a week, and you will discover that he finds real enjoyment in his school activities.

And, why should this not be so? For many a child the school is the one bright spot in his life. At home, he may be relatively uncomfortable, poorly cared for, and unappreciated. At school he is the center of things where everything is calculated in terms of his welfare. He is among his friends. Elaborate plans are laid for his comfort. Schoolrooms are well-lighted, adequately heated, and pleasantly appointed. If he cares to read, there is the school library. If he is inclined toward music, there are the school band and orchestra. If he desires juvenile stage experience, there is the chapel and auditorium program. There, also, are the art classes, the shopwork programs, the social groups, and the athletic teams. Is it any wonder, then, that the modern youth likes to go to school?

Most of the dislike for school, where it exists, has been built into the child by his elders. The stock question asked as a conversation-opener is, "How do you like your teacher?" with the implication very clear that of course, the answer will be in the negative. The facts, as are readily observable, are entirely otherwise. Look about any school yard on any day when school is in session and you will find that pupils arrive there considerably in advance of the time when they are required to be there. The child trudging to school, "on slothful, reluctant feet" makes a poetic picture, but he is hard to find in real life. Look into any schoolroom and you will find pupils interested and happy at their tasks, or gathered around the teacher's desk eager to talk with her even at recess or after hours. And these are not the "teacher's pets," and socalled "sissies." A pupil may be the recipient of a sound trouncing one day and be right back the next asking the teacher's opinion on some subject of interest, or her help on some problem that comes up for solution. And he will get such help, cheerfully given. He knows that. That is why he likes to go to school even when he says he does not.

Children like to go to school in these days. They enjoy being there. No better expression of that is likely to be made than the one by William McAndrew, former Chicago school superintendent, when he said, "the day will come when fences will have to be built around schoolhouses to keep the children *out.*"

—**Edward E. Hood** in the *Indiana Teacher* for September 1934.

Superintendents Plan 65th Annual Meeting

J. W. Studebaker

THE SUPERINTENDENTS of schools and other educational leaders who assemble at the 65th annual meeting of the Department of Superintendence, February 23-28, 1935, Atlantic City, New Jersey, will come prepared to participate personally in convention discussions. President E. E. Oberholtzer is organizing the programs of the conference around specific problems in educational recovery and improvement. Members of the department will take part not only in the deliberations of smaller groups but may join in the panel-discussion on the controversial issues represented in the 1935 Yearbook which will be specially featured at one of the general sessions. The subject of the Yearbook is *Education for New Social and Economic Relationships*. Its preparation is undertaken by a commission headed by U. S. Commissioner of Education J. W. Studebaker, who will present the Yearbook to the convention and act as moderator of the panel-discussion. Topics to be emphasized in the give-and-take of this new informal platform method include *Changing ethical standards; Individualistic versus collective social planning; What lies ahead in government*, and *The relationship of the teaching profession to social policy*.

Two afternoons of the convention will be devoted to forum-discussion groups. The topics to which these groups will devote themselves and their respective leaders follow:

The support and control of public education in a democracy—David E. Weglein, Baltimore.
Personnel problems in educational administration—Carroll R. Reed, Minneapolis.
Educational interpretation dealing with recent trends, practises, and developments toward a new educational program—Ben G. Graham, Pittsburgh.
Administrative problems—George C. Bush, South Pasadena.
The outlook for new educational programs with special emphasis on social-economic phases—A. J. Stoddard, Providence.
Curriculum trends and controversies—H. B. Bruner, Columbia University, N. Y.

Members of the department will be asked to make special studies in advance of the convention. Reports of these studies will be made in a series of meetings known as study-discussion groups. Twenty-five or thirty sections will be organized for this purpose.

President Oberholtzer is arranging a general program which includes the participation of prominent government officials, and nationally known leaders in various professional and industrial fields. These speakers will be presented on the morning and evening sessions.

Elementary school principals are planning special programs which include a panel-discussion similar to those in which the general department will engage. This feature of the convention will be directed by J. Cayce Morrison, assistant commissioner for elementary education, State Education Department, Albany, N. Y., and President M. Emma Brookes of the Department of Elementary School Principals, principal of the Miles-Cranwood Schools, Cleveland, Ohio.

Group Study and Faculty Meetings

ACCEPTING as their fundamental belief that education is a continuing and ever changing process, East Islip High School teachers plan each year to study new problems in education and current topics to keep alert to the conditions of the times," writes Neil R. Quackenbush in *New York State Education*, and adds:

"The selection of topics is made by a questionnaire ballot from lists submitted and topics added by the faculty. This system of professional teachers meetings is a definite plan for improvement in service. Normal school or even college education is not enough; conditions in education and in world affairs are changing too rapidly to repose in satisfied complacency. Teachers must attend summer school, study professional magazines regularly, read news, and attempt to interpret the times and the trend of the times in which we live."

Leon C. Staples, writing in the *Connecticut Teacher*, November 1934, says: "One reason why the public criticised the schools was that the people came to realize how much of public education dealt almost entirely with the dead past and very little with the living present. We, as educators, know that this was true and much of the rebuke we have received has been just. Experienced teachers, by and large, have worked in a narrow field. Their technics and habits have become fixed. They are limited by a set of traditional standards and they understand little or nothing about our evolving society. Black as I have painted the picture, the situation is not hopeless. There are everywhere today teachers who are awake to the opportunities presented in a changing society."

The JOURNAL, in every issue, contains material about "the living present." The special 16-page feature on the TVA, in this issue is an example of significant, timely teaching material. Every section of our big country has one or more conditions, similar to those in the Tennessee Valley, whether it be agriculture, soil erosion, water power, forests, diversity of industries, or the like.

The questions below are answered in this issue of THE JOURNAL. Page numbers follow the questions.

In what ways must a teacher deal with the corporation? [229]

How did the educational systems of Greece and Rome supplement each other? [232]

When and where was the first public high-school established? [249]

What suggestions for the observance of the Tercentenary of High Schools are suitable for your community? [250]

What are some of the important points in the plans of the Motion Picture Research Council? What is being done in your school and community to provide better films? [251]

What evidences can you give of more hopeful conditions in education thruout the nation? In your state? [252]

Some comments by JOURNAL readers:

Pages 179-186, "Working Together" in the October 1934 issue, are excellent for us all. The information will help us in enlisting new members.—Floyd T. Goodier, assistant state superintendent, Springfield, Illinois.

The October JOURNAL sets a high mark. In my opinion it contains the most and best practical information regarding the work of the Association that has been published. It is a veritable mine of source material for teachers and lay workers.—L. H. Petit, superintendent, Chanute, Kansas.

We are using for our next faculty meeting "Platform of the National Education Association" in the October JOURNAL.—F. M. Barrick, supervising prin., Halifax Borough School, Pa.

Conventions and Collective Action

On a double shelf near the writer is a long row of books—sixty-three black and brown volumes that bear the title, *Addresses and Proceedings of the National Education Association.* Thru them runs the thread of American thought since 1857. Early volumes reflect the division of national purpose during an angry four-year homemade war. Succeeding numbers relate stories of patient reconstruction, final victory of the pioneers in a western wilderness, the development of great wealth, economic struggle, aspiration for equality of opportunity, and military conflict again. The final pages record the results of financial folly and the determination of a strong people to regain what shortsightedness had lost them. The historian of the future will come to these volumes to learn how fortune and misfortune play upon a people's aspirations for their children and for the welfare of their nation.

A large part of the aggregate total of 54,000 pages in these volumes is devoted to the addresses and discussions of the annual conventions of the Association. Before these meetings have come the great leaders of American life—Presidents, explorers, scientists, economists, financiers, soldiers, teachers, artisans, and writers—to state the changing objectives of national life and to appraise American loss and achievement. There is in existence no comparable library of reference on the influence of the world of affairs upon the world of thought and upon the hopes of a people. If thru its seventy-seven years the National Education Association had limited its activities to an annual convention, it would have justified its existence as an agency of intellectual advancement.

These great meetings each year become of more importance to the teacher, as the quality of his service increasingly depends upon an understanding of what is happening about him and of the significance of events in a complex age. The convention is the high spot in a year's collective effort to improve the welfare of teachers and the services of the schools. It offers the only opportunity teachers have to formulate national policies and to make an accounting of results achieved by professional cooperation on a nationwide scale.

The volume of *Proceedings* dated 1934 contains, among some masterful analyses of presentday needs and how education may serve them, some inspiring illustrations of what professional organization means. On New Year's Day, 1934, 2600 schools were closed, denying educational opportunity to 140,000 school children. Rapidly diminishing funds threatened to shut down 20,000 schools, enroling 1,000,000 pupils, before the end of the school term. Many teachers had not been paid for a year. The annual salary of 85,000 teachers was less than $450. Some schools were being operated only on a tuition basis. It was a dark New Year's Day for education. It would have been darker still if teachers had been individualists; but hundreds of thousands of them were working together quietly and effectively in community, state, and national organizations for some months before that bleak Monday which began the new year of 1934. Research units were learning the facts about the situation in every state. The public was being informed of the situation. Thousands of letters and telegrams piled on the desks of Congressmen and into the White House and every other department of government involved. Insistent delegations hammered on closed office doors until they were opened. Early willingness on the part of some officials to neglect education for what they considered more vital needs only spurred the organized profession to greater efforts.

The first days of 1934 were tense days. A large committee of representative laymen and educators met on January 6 for a final appeal. It was announced on February 2 that the federal government would provide funds to keep open for a normal term every school in communities of 5000 population or less. Thru knowledge of the facts and insistent presentation of them to the people, the organized profession saved whole school systems from complete demoralization.

The volume of *Proceedings* which will take its place upon the shelf in 1935 will tell of still more gains achieved by working together. It will say that the decline of educational opportunity struck bottom that year and that the schools started up-grade. It will tell of the improvement of many salary schedules, of the reemployment of many teachers, of the restoration of many kindergartens, medical clinics, art, music, and physical education classes which had been eliminated by the depression which began in 1929. It will describe successful efforts to bring financial aid to schools in large areas where a withering drought has cut economic resources to the famine point, and shut school doors that even the ruthless hand of a four-year depression did not close. Teachers today, everywhere, who are at work on the problems of the profession are writing that volume. Thousands will attend the convention it will record in Denver, June 30-July 5, 1935. Already these teachers are making their plans. Collective action is the watchword of success. The teachers have heard the call.—**Belmont Farley.**

Thru the 54,000 pages of these volumes runs the thread of American thought and action

Master Builders of Our Profession

THE BEST evidence that the teaching profession is equipped to prepare youth for life in a cooperative world is the degree to which teachers practise cooperation as measured by membership in their own professional organizations.

New Life Enlistments

THE NUMBER of life members enroled in the National Education Association on November 1 was 5255. The following life members have been reported since the list was published in the November JOURNAL.

DISTRICT OF COLUMBIA—Mrs. Helen Grosvenor Haberman, B. H. Jarman, Mary E. Leeper.
KENTUCKY—James H. Richmond.
MISSISSIPPI—E. F. Puckett.
NEW YORK—Sarah L. Edwards.
NORTH DAKOTA—Ina Best.
OHIO—Ira Baumgartner, Mrs. Goldie Curry, Jason C. Murlin, Grace G. Roberts, Mildred G. Roberts, Christine Robertson, Besse Simpson.
PENNSYLVANIA—James C. Craig, Mildred E. Leeper, J. Wallace Saner.
TEXAS—Bee Grissom, A. B. Lewis.
WEST VIRGINIA—William Rollins.

Completed Enrolments

THE FOLLOWING SCHOOLS have maintained their one hundred per cent enrolment in the National Education Association for ten years or more. These schools have reported since the list was published in the November JOURNAL.

Sixteen Years

GEORGIA—*Americus*, High.
OHIO—*Columbus*, Fulton Street; *Kenton*, Kenton Public Schools, East, Espy, Grammar, High, North, West.

Fifteen Years

COLORADO—*Colorado Springs*, Buena Vista, Washington.
ILLINOIS—*Fairbury*, Fairbury Public Schools.
INDIANA—*Hammond*, Maywood.
MAINE—*Castle Hill*, Castle Hill Public Schools; *Chapman*, Chapman Public Schools; *Lewiston*, Dingley; *Mapleton*, Mapleton Public Schools, High.
VIRGINIA—*Norfolk*, Henry Clay.
WISCONSIN—*Fond Du Lac*, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, Senior High.
WYOMING—*Cheyenne*, Converse.

Fourteen Years

CALIFORNIA—*Santa Barbara*, Roosevelt.
INDIANA—*Hammond*, Columbia, Edison, Kenwood, Riverside, Wallace, Woodrow Wilson.
NEVADA—*Las Vegas*, Elementary.
NEW YORK—*Schenectady*, Horace Mann.
OHIO—*East Cleveland*, Mayfair; *Massillon*, Whittier; *Norwood*, Allison Street, Sharpsburg.
WYOMING—*Cheyenne*, Central, Churchill, Gibson Clark.

Thirteen Years

COLORADO—*Boulder*, Highland.
CONNECTICUT—*Stamford*, Wall Street.
ILLINOIS—*East St. Louis*, Rock Junior High.
INDIANA—*Wabash*, Wabash Public Schools, Century, East Ward, Junior High, Miami, Senior High, South Side, West Ward.
IOWA—*Burlington*, James Wilson Grimes, Lincoln, Oak Street, Perkins, Prospect, Salter, Saunderson, Senior High, Sunnyside, Washington.
MICHIGAN—*South Haven*, South Haven Public Schools, Hartman, Indiana, Junior High, Senior High.
MINNESOTA—*Duluth*, Nettleton.
NEW JERSEY—*Long Branch*, North Long Branch.
NEW YORK—*Lockport*, DeWitt Clinton, Charlotte Cross, Hawley Street, Walnut Street, Williams Street.
OHIO—*Cincinnati*, Pleasant Ridge.
WISCONSIN—*Kenosha*, Durkee, Lincoln.

Twelve Years

COLORADO—*Colorado Springs*, Whittier; *Rocky Ford*, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington.
FLORIDA—*Miami*, Comstock.
GEORGIA—*Americus*, Furlow Grammar.
ILLINOIS—*Pekin*, Pekin Public Schools, Douglas, Franklin, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington, Junior High; *Pontiac*, Pontiac Public Schools, Central, Ladd, Lincoln, Washington; *Springfield*, Converse Grade.
IOWA—*Council Bluffs*, Henry W. Longfellow.
MICHIGAN—*Grand Rapids*, Finney; *St. Joseph*, St. Joseph Public Schools, Garfield, High, Jefferson, Lincoln, Washington.
OHIO—*Cleveland*, Mt. Auburn Training; *East Cleveland*, Caledonia; *Norwood*, North Norwood.
PENNSYLVANIA—*Berlin*, Berlin Public Schools; *Mauch Chunk*, First Ward; *Upper Darby District*, Cardington-Stonehurst.
SOUTH DAKOTA—*Sioux Falls*, Irving.
VIRGINIA—*Lynchburg*, Garland-Rodes; *Norfolk*, James Monroe.
WYOMING—*Casper*, Washington.

Eleven Years

COLORADO—*Colorado Springs*, Midland, Steele.
CONNECTICUT—*Darien*, Baker.
ILLINOIS—*Belvidere*, High; *Maywood*, Emerson; *Oak Park*, Holmes.
INDIANA—*Ft. Wayne*, Riverside; *La Porte*, La Porte Public Schools, Central Junior High, High, Lincoln, Maple, Park, Riley, Washington; *South Bend*, Elder, Lincoln, Linden, Muessel, Oliver, Studebaker, Washington.
KANSAS—*Cherryvale*, Cherryvale Public Schools, Central, High, Lincoln, McKinley; *Hutchinson*, North Side; *Leavenworth*, Lincoln.
MASSACHUSETTS—*Brookline*, Lawrence; *Medford*, Osgood.
MINNESOTA—*Minneapolis*, Hiawatha, Irving.
MISSOURI—*Clayton*, Clayton Public Schools, Bellevue, Clayton High, De Mun, Glenridge, Maryland.
NEBRASKA—*Omaha*, Belvedere.
NEW HAMPSHIRE—*Rochester*, East Rochester.
NEW JERSEY—*Raritan Township, Middlesex County*, Stelton; *Rutherford*, Lincoln, Pierrepont; *Summit*, Brayton, Junior High.
NEW YORK—*Oneida*, Washington Avenue.
OHIO—*Columbus*, Fourth Street, Heyl Avenue; *Mansfield*, Western Avenue; *Marion*, Greenwood; *Norwood*, Williams Avenue; *Tiffin*, College Hill, Monroe Street, Tiffin Junior High; *Warren*, Elm Road, Roosevelt.
PENNSYLVANIA—*Chester*, Morton; *Greenville*, Margaret Brown, Columbia, Walsh; *Mauch Chunk*, Mauch Chunk Public Schools, First Ward, High, Asa Packer; *Palmerton*, Palmerton Public Schools, Delaware, Franklin, Hazard, Stephen S. Palmer Junior-Senior High, Special Teachers and Supervisors; *Upper Darby District*, Garrettford, Keystone.
WEST VIRGINIA—*Sistersville*, Main Street.
WYOMING—*Casper*, Jefferson; *Cheyenne*, Corlett; *Midwest*, Grade.

Ten Years

CALIFORNIA—*Los Angeles*, Reseda.
COLORADO—*Colorado Springs*, Garfield, Helen Hunt, Ivywild.
ILLINOIS—*Evanston*, Lincolnwood; *Jerseyville*, Jersey Township High; *Rockford*, Montague.
INDIANA—*South Bend*, Central Junior High, Colfax, Riley.
KENTUCKY—*Louisville*, I. N. Bloom.
MAINE—*Presque Isle*, Aroostock State Normal.
MASSACHUSETTS—*Gloucester*, Forbes; *Plymouth*, Cornish, Hedge.
MINNESOTA—*Cloquet*, Garfield, Jefferson; *Mankato*, Franklin.
NEW JERSEY—*Camden*, H. C. Sharp; *Montclair*, Grove Street.
NEW YORK—*Lockport*, Emmet Beiknap.
OHIO—*Bellevue*, Ellis, Junior High, McKim, Pike; *Cincinnati*, Girls Commercial Vocational High, Retail Selling High; *Columbus*, Lane Avenue, Second Avenue; *Lorain County*, Clearview High; *Rossford*, Eagle Point, Walnut Street; *Tiffin*, Columbian High; *Youngstown*, Elm Street.
PENNSYLVANIA—*Abington*, Abington Public Schools, Glenside-Weldon, Highland, Junior High, McKinley, North Hills, Overlook, Park, Roslyn, Senior High; *Muehlenberg Township*, Muehlenberg Township Public Schools, Hyde Park, Rosedale, Senior High, N. C. Shaeffer, Temple; *Slippery Rock*, State Teachers College; *Upper Darby District*, Upper Darby District Public Schools, Bywood, Cardington-Stonehurst, Drexel Hill, Fernwood, Garrettford, Highland Park, Keystone, Primos, Stonehurst Hills, Upper Darby Senior High.
SOUTH DAKOTA—*Belle Fourche*, Belle Fourche Public Schools, Departmental, High, Lincoln; *Nisland*, Nisland Public Schools; *Wilmot*, High.
TENNESSEE—*Springfield*, High.
WISCONSIN—*New London*, New London Public Schools; *Wauwatosa*, Longfellow Junior High, Wilson.

Builders of Our Profession

THE National Education Association renders a service in this country that should command the respect of all citizens and that should gain the sympathetic support and active membership of all persons professionally and officially engaged in education.—A. F. Harman, state superintendent of schools, Alabama.

Completed Enrolments

THE FOLLOWING SCHOOLS have completed their one hundred per cent enrolment in the National Education Association since the list was published in the November JOURNAL.

Nine Years

ARIZONA—*Clarkdale*, Clarkdale Public Schools, Elementary, High.
CALIFORNIA—*Alturas*, Modoc Union High; *Anaheim*, George Washington.
COLORADO—*Englewood*, Lowell; *Gilcrest*, Consolidated.
ILLINOIS—*Oak Park*, Whittier; *Rockford*, Ellis; *Shabbona*, Shabbona Public Schools; *Wheaton*, Wheaton Public Schools, Community High, Holmes, Junior High, Longfellow, Lowell, Whittier; *Wood River*, Wood River Public Schools, Lewis-Clark Junior High, Lincoln, Washington, Woodrow Wilson, Wood River.
INDIANA—*Indianapolis*, McKinley Number 39.
KANSAS—*Paola*, Paola High.
KENTUCKY—*Ashland*, Bayless, Coles Junior High, Hager, Means, Senior High.
MASSACHUSETTS—*Springfield*, Thomas M. Balliet; *Winchester*, George Washington.
MICHIGAN—*Coldwater*, Coldwater Public Schools, First Ward, Fourth Ward, Lincoln Junior High, Second Ward, Senior High, Third Ward; *Detroit*, Coolidge.
MINNESOTA—*Cloquet*, Cloquet Public Schools, Garfield, High, Jefferson, L. F. Leach; *Minneapolis*, Edith Cavell, Margaret Fuller.
NEVADA—*Carson City*, Carson City Public Schools, Elementary, High.
NEW JERSEY—*Bridgeton*, High, Irving Avenue; *Carney's Point*, du Pont Number 1.
NEW MEXICO—*Roswell*, East Side, Missouri Avenue.
NEW YORK—*Rome*, Gansevoort; *Schenectady*, Brandywine Avenue.
OHIO—*Ashtabula*, Columbus Grade, Pacific; *Columbus*, Crestview, Felton, Leonard Avenue; *Maumee*, Maumee Public Schools, Fort Miami, Maumee High, Riverside, Union Grade; *McDonald*, McDonald Public Schools, Grade, High; *Rittman*, Rittman Public Schools, First Street, High, Primary; *Warren*, Frances E. Willard; *Youngstown*, Bancroft.
PENNSYLVANIA—*Delaware County*, Clifton Heights Public Schools, Grade, High; *Gettysburg*, Gettysburg Public Schools, High, High Street, Lincoln, Meade.
SOUTH DAKOTA—*Wakonda*, Independent Consolidated.
UTAH—*Salt Lake City*, Lafayette.
WISCONSIN—*Kenosha*, Washington Elementary, Washington Junior High; *Manitowoc*, County Rural Normal, Cleveland, Garfield, Jefferson, Madison, McKinley, Roosevelt; *Two Rivers*, Hamilton, Koenig, Washington Grade, Washington High; *Wauwatosa*, Lincoln.
WYOMING—*Cheyenne*, Johnson, Park Addition; *Laramie*, Parkview.

Eight Years

ARIZONA—*Holbrook*, Holbrook Public Schools.
CALIFORNIA—*Needles*, Needles Public Schools.
COLORADO—*Colorado Springs*, Bristol, Columbia, Lowell, South Junior High; *Denver*, Lake Junior High.
GEORGIA—*Atlanta*, Lee Street, Frank L. Stanton.
ILLINOIS—*Belvidere*, Logan, Washington; *Evanston*, Larimer; *Oak Park*, Oak Park Public Schools, William Beye, Emerson, William H. Hatch, Hawthorne, Abraham Lincoln, Longfellow, Lowell, Horace Mann.

INDIANA—*Hammond*, Irving, Morton, Washington; *Indianapolis*, Calvin N. Kendall Number 62; *Seymour*, Emerson, Lincoln, Riley, Washington.
IOWA—*West Liberty*, West Liberty Public Schools, Grade, High.
KANSAS—*Hutchinson*, Winans; *Lawrence*, Lincoln, Woodlawn.
KENTUCKY—*Ashland*, Crabbe, Oakview, Wylie.
MASSACHUSETTS—*Athol*, Main Street; *Medford*, James; *Stoneham*, South.
MICHIGAN—*Fremont*, Fremont Public Schools.
MONTANA—*Great Falls*, Roosevelt.
NEW JERSEY—*Brigantine*, Brigantine; *Livingston*, Roosevelt; *North Plainfield*, Harrison.
NEW MEXICO—*Albuquerque*, University Heights.
NEW YORK—*Brookhaven*, Public, District Number 29; *Kenmore*, Harding Elementary; *Lockport*, John E. Pound.
OHIO—*Ashtabula*, Chestnut Avenue, Columbus Junior High, State Road; *Bellevue*, Bellevue Public Schools, Senior High; *Cincinnati*, Salmon P. Chase; *Columbus*, Champion Avenue Junior High; *Goshen*, Township Centralized; *Marion*, Forest Lawn, Oak Street, Olney Avenue, Pearl Street; *Massillon*, Brookfield; *Ravenna*, Ravenna Public Schools, Chestnut Street, High, Highland Avenue, West Main Street; *Tiffin*, Miami Street.
OREGON—*Roseburg*, Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High.
PENNSYLVANIA—*Biglerville*, Biglerville Public Schools.
SOUTH DAKOTA—*Doland*, Doland Public Schools, Grade, High.
VIRGINIA—*Norfolk*, Larchmont.
WASHINGTON—*Everett*, Longfellow.
WISCONSIN—*Whitefish Bay*, *Milwaukee*, Whitefish Bay Public Schools, Henry Clay, Cumberland, High, Richards.

Seven Years

CALIFORNIA—*Vallejo*, McKinley.
COLORADO—*Canon City*, Roosevelt Junior High.
CONNECTICUT—*Darien*, Hindley.
ILLINOIS—*Belvidere*, Belvidere Public Schools, High, Lincoln, Logan, Perry, Washington; *Rockford*, Kishwaukee.
INDIANA—*New Castle*, New Castle Public Schools, Bundy, Hernly, Holland, Junior High, Parker, Senior High, Harrison, Madison; *Terre Haute*, Sandison.
IOWA—*Council Bluffs*, Walnut Grove.
KANSAS—*Lawrence*, Pinckney.
MAINE—*Waterville*, Myrtle Street.
MASSACHUSETTS—*Leominster*, Pierce; *Stoneham*, Charles J. Emerson; *Worcester*, Thorndyke Road.
MISSOURI—*Maryville*, Maryville Public Schools, Eugene Field, Washington High; *Webster Groves*, Lockwood.
NEBRASKA—*Omaha*, Monmouth Park; *Livingston*, Central, Squiertown; *Trenton*, Skelton.
NEW YORK—*Kenmore*, Roosevelt; *Westchester County*, Greenburgh Number 8.
OHIO—*Columbus*, Chicago Avenue; *Lakewood*, Madison, Taft; *Marion*, North Main Street, Oakland Heights; *Massillon*, L. E. York; *West Carrollton*, West Carrollton Public Schools.
SOUTH DAKOTA—*Pierre*, Pierre Public Schools.
TENNESSEE—*Springfield*, Springfield Public Schools, High, Junior High, Main Street, Woodland Street.
UTAH—*Nebo District*, Lincoln.
VERMONT—*Enosburg Falls*, Enosburg Falls Public Schools, Grade, High.
WYOMING—*Cheyenne*, Senior High.

Six Years

ARIZONA—*Clifton*, Chase Creek, Clifton High.
CALIFORNIA—*Centerville*, Washington Union High; *Soledad*, Union Grammar.
DELAWARE—*Eastern New Castle County*, Marshallton Junior High.
GEORGIA—*Atlanta*, S. M. Inman.
ILLINOIS—*Reddick*, Community High; *Woodstock*, Dean Street.
INDIANA—*Indianapolis*, Oscar C. McCullock; *South Bend*, Franklin, Girls Pre-Vocational, Marquette; *Terre Haute*, Fairview.
KANSAS—*Lawrence*, Junior High; *Manhattan*, Eugene Field.
KENTUCKY—*Ashland*, Ashland Public Schools, Bayless, Condit, Crabbe, Coles Junior High, Hatcher, Hager, Means, Oakview, Russell, Senior High, Wylie.
MASSACHUSETTS—*Malden*, Pierce; *Whitman*, Dyer.
MICHIGAN—*Jackson*, Pleasant.
NEBRASKA—*Omaha*, Columbian, Benson West.
NEVADA—*Sparks*, Kate M. Smith.
NEW HAMPSHIRE—*Whitefield*, Whitefield.
NEW JERSEY—*Highland Park*, Hamilton; *Hillside*, Saybrook; *Lawrenceville*, Lawrenceville; *Livingston*, Livingston Public Schools, Amos W. Harrison, Roosevelt.
NEW MEXICO—*Albuquerque*, North Fourth Street; *Roswell*, North Hill.
NEW YORK—*Johnson City*, Harry L. Johnson; *Lockport*, Lockport Public Schools, DeWitt Clinton, Emmet Belknap, Charlotte Cross, Hawley Street, High, John E. Pound, Special Teachers and Supervisors, Walnut Street, Williams Street; *New Rochelle*, Stephenson; *Spring Valley*, Lakeside.
NORTH DAKOTA—*Fargo*, Franklin, Jefferson, Emerson H. Smith.
OHIO—*Champaign County*, Jackson Township Rural; *Cincinnati*, Sayler Park; *Columbus*, Shepherd; *East Cleveland*, Superior; *Lake County*, Roosevelt; *Nelsonville*, High.
PENNSYLVANIA—*Hanover*, Eichelberger, Hanover Street, High Street, Junior High; *Mt. Lebanon*, Mt. Lebanon Public Schools, Julia Ward Howe, Lincoln, Edwin Markham, Mt. Lebanon High, Washington.
UTAH—*Salt Lake City*, Sumner.
WISCONSIN—*Edgerton*, Child High.

FRANK N. BELGRANO, JR., *San Francisco, who succeeds Edward Hayes as national commander of the American Legion.*

Five Years

CALIFORNIA—*Siskiyou Union High School District*, Butte Valley High.
DISTRICT OF COLUMBIA—*Washington*, Polk.
GEORGIA—*Americus*, East Americus; *Atlanta*, Inman Park.
ILLINOIS—*Hillsboro*, Edison; *Springfield*, Converse High, Hay-Edwards.
INDIANA—*Dunkirk*, Dunkirk Public Schools, High, Sutton; *Indianapolis*, Thomas Jefferson Number 7, Washington Number 55; *South Bend*, Kaley, Nuner; *Terre Haute*, Warren.
IOWA—*Des Moines*, Brooks.
KANSAS—*Holton*, Holton Public Schools, Central, Colorado, High; *Manhattan*, Bluemont.
MASSACHUSETTS—*Medford*, Hervey; *Stoneham*, Dean; *Waltham*, Thomas Hill.
MICHIGAN—*Lansing*, Walter H. French Junior High; *Saginaw*, John Moore, Otto Roeser; *St. Clair*, St. Clair Public Schools.
MINNESOTA—*Minneapolis*, Greeley.
MISSOURI—*Webster Groves*, Goodall.
MONTANA—*Great Falls*, S. D. Largent.
NEBRASKA—*Omaha*, Bancroft, Harrison, South Lincoln.
NEVADA—*Las Vegas*, Kindergarten, Manual Arts, North Las Vegas, West Side.
NEW HAMPSHIRE—*Rochester*, Maple Street.
NEW JERSEY—*Carney's* Point, Lafayette.
NEW MEXICO—*Albuquerque*, Monte Vista.
NEW YORK—*Geneva*, Cortland Street; *Johnson City*, Robert Street; *Lockport*, Washington Hunt.
NORTH DAKOTA—*Bismarck*, Bismarck Public Schools, High, William Moore, Richholt, Roosevelt, Wachter, Will Junior High; *Fargo*, Agassiz Grade, Agassiz Junior High, Clara Barton, Horace Mann, Roosevelt Platoon, Woodrow Wilson Platoon; *Valley City*, Junior High.
OHIO—*Akron*, Firestone Park; *Cleveland*, Fullerton; *Dayton*, Fairview; *Homerville*, Homer Township; *Lakewood*, Lincoln; *Nelsonville*, Nelsonville Public Schools, Central, East, High, West; *Tiffin*, Tiffin Public Schools, College Hill, Columbian High, Miami Street, Monroe Street, Noble, Tiffin Junior High; *Warren*, Central Junior High.
PENNSYLVANIA—*Abington*, Cedar Road; *Red Lion*, Red Lion Public Schools, Grade, Junior-Senior High; *Upper Darby District*, Upper Darby Junior High.
VERMONT—*Ludlow*, Black River Academy.
VIRGINIA—*Norfolk*, Bay View, Robert Gatewood.
WEST VIRGINIA—*Charleston*, Taft.
WISCONSIN—*Kenosha*, Edward Bain; *Wauwatosa*, McKinley, Roosevelt.

Four Years

ARIZONA—*Clifton*, Clifton Public Schools, Chase Creek, Clifton High, South Clifton; *Hayden*, Primary.
CALIFORNIA—*South San Francisco*, South San Francisco Junior-Senior High.
COLORADO—*Ft. Collins*, Laurel Street; *Greeley*, Horace Mann.
GEORGIA—*Griffin*, Griffin Public Schools, Sam Bailey, Fourth Ward, Griffin High, North Side, Third Ward, West Griffin; *Macon*, Charles H. Bruce.
ILLINOIS—*Alton*, Irving, Lincoln; *Highland Park*, Ravinia; *Jerseyville*, Grade; *West Chicago*, Community High.
INDIANA—*Hammond*, Gene Stratton Porter; *Howe*, Scott High; *Indianapolis*, Florence Fay Number 21, Franklin Number 36; *Seymour*, Seymour Public Schools, Emerson, Junior High, Lincoln, Riley, Senior High, Special Teachers, Washington; *South Bend*, Monroe; *Tell City*, Junior High, Newman.
IOWA—*Council Bluffs*, Bloomer Junior High; *Ottumwa*, Adams, Agassiz, Douglas, Fairview, Franklin, Garfield, Hedrick, Irving, Jefferson, Lincoln, Orchard, A. W. Stuart.
KANSAS—*Lawrence*, McAllaster, New York.
KENTUCKY—*Louisville*, George Rogers Clark.
MAINE—*Belfast*, Pierce.
MARYLAND—*Hagerstown*, South Potomac Junior High, Woodland Way Junior High.
MASSACHUSETTS—*Adams*, Commercial Street; *Arlington*, Brackett; *Waltham*, North Junior High; *Winchester*, Highland.
MICHIGAN—*Battle Creek*, Lakeview Consolidated Public Schools, Lakeview, Prairieview.
MISSOURI—*Kansas City*, Allen, St. Joseph's Home, Thacher.
NEBRASKA—*Omaha*, Madison, Miller Park.
NEW MEXICO—*Albuquerque*, Lincoln Junior High, Longfellow, Washington Junior High.
NEW YORK—*Geneseo*, State Normal; *Geneva*, High Street; *Irondequoit*, Ridgewood; *Monticello*, Grammar, High; *Poughkeepsie*, Senior High; *Solvay*, Boyd, Intermediate.
OHIO—*Akron*, Kent; *Cadiz*, Cadiz Public Schools; *Columbus*, Main Street; *Lake County*, McKinley (Willoughby District); *Newton Falls*, Newton Falls Public Schools, Central, High; *Van Wert*, Ridge Township.
PENNSYLVANIA—*Grove City*, Grove City Public Schools, Central, High, Lincoln, Washington; *Hanover*, Special Teachers and Supervisors; *Mt. Lebanon*, Special Teachers and Supervisors.
SOUTH DAKOTA—*Belle Fourche*, Washington.
VIRGINIA—*Norfolk*, George Washington; *Portsmouth*, Thomas Jefferson.
WEST VIRGINIA—*Shinnston*, Shinnston Graded Schools.
WISCONSIN—*Beloit*, Roosevelt Junior High; *Manitowoc*, County Superintendent's Office, Woodrow Wilson Junior High; *Milwaukee*, Thirty-eighth Street.
WYOMING—*Cheyenne*, Administration Building; *Superior*, Superior Public Schools, High, South Superior, Superior.

Three Years

ARIZONA—*Marana*, Union High; *Patagonia*, Patagonia.
CALIFORNIA—*Anaheim*, Lincoln; *Carmel-by-the-Sea*, Sunset; *Santa Cruz*, Grant; *Tennant*, Grammar.
COLORADO—*Colorado Springs*, West Junior High.
GEORGIA—*Atlanta*, Calhoun.
ILLINOIS—*Freeport*, First Ward, Harlem, John W. Henney, Junior High, Lincoln, Union; *Melrose Park*, Melrose Park; *Peoria*, Greeley; *West Chicago*, West Chicago Public Schools, Community High, Lincoln, Washington.
INDIANA—*Ft. Wayne*, Miner; *New Castle*, Weir; *South Bend*, Jefferson.
IOWA—*Council Bluffs*, Gunn, James B. Rue.
MAINE—*Winthrop*, Grammar.
MARYLAND—*Baltimore County*, Fifth District Consolidated.
MASSACHUSETTS—*Acushnet*, Marie S. Howard; *Paxton*, Paxton Center; *Reading*, Lowell Street.
MISSISSIPPI—*Clarksdale*, Clarksdale Public Schools, Bobo High, Eliza Clark, Elizabeth G. Dorr Junior High, Oakhurst.
NEBRASKA—*Omaha*, Brown Park, Park, Saunders.
NEW JERSEY—*Hopewell*, Hopewell Grammar; *Salem*, R. M. Acton.
NEW YORK—*Corning*, Public Number 2; *Geneva*, Lewis Street; *Glens Falls*, Big Cross Street; *Larchmont*, Murray Avenue; *Rome*, Barringer, Dewitt Clinton.
NORTH DAKOTA—*Fargo*, Hawthorne Platoon.

ARE YOU DOING YOUR PART TO BRING HOME AND SCHOOL CLOSER TOGETHER?

OHIO—*Ashtabula*, Bunker Hill; *Lake County*, Garfield, Perry Rural; *Marion*, George Washington; *Norwood*, Norwood View; *Shiloh*, Cass Township.
PENNSYLVANIA—*Abington*, Ardsley; *Hanover*, Walnut Street; *Milton*, Curtin, Lincoln; *Waynesboro*, Waynesboro Public Schools, Clayton Avenue, Fairview Avenue, High, North Street, Snyder Avenue.
TEXAS—*Beaumont*, Amelia; *Texarkana*, Highland Park.
VIRGINIA—*Hopewell*, Patrick Copeland; *Petersburg*, J. E. B. Stuart.
WEST VIRGINIA—*Pineville*, Pineville High; *Slab Fork*, Slab Fork.
WISCONSIN—*Manitowoc*, Lincoln High; *Wauwatosa*. Jefferson.

Two Years

ARIZONA—*Phoenix*, Balsz.
CALIFORNIA—*Anaheim*, Citron; *Inglewood*, William H. Kelso; *Los Angeles*, Ninety-second Street, *Newport Beach*, Newport Harbor Union High.
COLORADO—*Arriba*, Arriba.
CONNECTICUT—*Greenwich*, Riverside; *Waterbury*, Bunker Hill Grammar.
DELAWARE—*Millsboro*, Gumboro.
GEORGIA—*Atlanta*, Tenth Street; *Macon*, Alexander IV.
ILLINOIS—*Elmwood Park*, Elmwood Park Public Schools, Elmwood, John Mills; *Freeport*, Center; *Peoria*, Garfield, Lincoln, Longfellow; *Rockford*, O. F. Barbour, Church.
INDIANA—*Indianapolis*, George Rogers Clark Number 1, Public Number 33, Public Number 87; *Mongo*, Springfield Township High; *South Bend*, South Bend Public Schools, Administration Building, Central Junior High, Central Senior High, Colfax, Elder, Franklin, Jefferson, Kaley, Lincoln, Linden, Marquette, McKinley, Monroe, Muessel, Nuner, Oliver, Perley, Girls Pre-Vocational, Pulaski, Riley, Studebaker, Washington; *Sullivan*, Central.
IOWA—*Council Bluffs*, Grenville M. Dodge, Eighth Street, Benjamin Franklin, Washington.
KANSAS—*Hutchinson*, Allen, Roosevelt; *Lawrence*, Cordley; *Peru*, Peru Public Schools.
KENTUCKY—*Louisville*, Lowell, Isaac Shelby; *Richmond*, Eastern Kentucky State Teachers College.
LOUISIANA—*Franklinton*, Elementary, High; *Natchitoches*, State Normal.
MAINE—*Houlton*, Houlton Public Schools, Bowdoin, Fair Street, Junior High, Longfellow, Niles Consolidated, Pleasant Street, Senior High.
MASSACHUSETTS—*Clinton*, Greeley; *Gloucester*, Mount Vernon; *Plymouth*, Mt. Pleasant; *Whitman*, Gurney; *Winchester*, Noonan.
MICHIGAN—*Berkley*, Berkley Public Schools, Angell, Berkley, High; *Detroit*, Nichols; *Flint*, Homedale.
MISSISSIPPI—*Greenville*, Central; *Meridian*, Meridian Public Schools, Chalk, High, Highland, Junior High, Marion Park, Oakland Heights, Poplar Springs, Part-Time, South Side, Stevenson, Tuxedo, Witherspoon; *Vicksburg*, Clay Street.
MISSOURI—*Aurora*, Aurora Public Schools, Franklin, High, Lowell.
NEBRASKA—*Omaha*, Central Park, Florence.
NEVADA—*Las Vegas*, Las Vegas Public Schools, Elementary, High, Kindergarten, Manual Arts, North Las Vegas, West Side.
NEW JERSEY—*Franklin*, Franklin Public Schools, Elementary, High; *Irvington*, Augusta Street.
NEW YORK—*Cincinnatus*, Central Village; *Delanson*, High; *Irondequoit*, Abraham Lincoln; *Ogdensburg*, Public Number 4; *Red Creek*, High; *Rome*, Fort Stanwix; *Southampton*, Southampton Public Schools, Grade, High; *Yonkers*, Public Number 12.
NORTH DAKOTA—*Valley City*, Valley City Public Schools, Junior High, Lincoln, Senior High, Ritchie.
OHIO—*Akron*, Allen, John R. Buchtel High, Crosby, King, Lincoln, Margaret Park, Schumacher, Voris; *Cincinnati*, Building Vocational High, Mechanical Vocational High, Tailoring Vocational High; *Cleveland*, Sunbeam; *Columbus*, Olentangy; *Dayton*, Gorman School for Crippled Children; *Lake County*, Longfellow; *Marion*, Glenwood, Mark Street, Silver Street, Special Teachers; *Marion County*, Waldo Township; *Port Clinton*, Port Clinton Public Schools, East, High, Junior High, West; *South Euclid*, Green Road; *Steubenville*, McKinley, Roosevelt; *Warren*, East Junior High.
OKLAHOMA—*Pawnee*, Pawnee Public Schools, Grade, High, Lincoln.
OREGON—*Portland*, Woodmere.
PENNSYLVANIA—*Clarion*, State Teachers College; *Greenville*, Greenville Public Schools, Margaret Brown, Columbia, Penn High, Walsh; *Hanover*, Hanover Public Schools, Eichelberger, Hanover Street, High, High Street, Junior High, Special Teachers and Supervisors, Walnut Street.
TENNESSEE—*Loudon County*, Loudon County Public Schools, Browder, Burdette, Bussell, Davis, Eatons, Glendale, Greenback, Greenback High, Highland Park, Jackson, Luttrell, Luttrell High, Martel, Meadow, Philadelphia, Philadelphia High, Providence, Steekee, Unitia.
UTAH—*Provo*, Farrer Junior High, Parker; *Salt Lake County*, Granite Junior High.
WASHINGTON—*Everett*, Jefferson.
WEST VIRGINIA—*Elkview*, Elkview Grade.

THE PASSING *of A. T. Allen, state superintendent of schools, North Carolina, who died on October 20, takes from our midst an especially fine man and educator, long an active member of state and national associations.*

WISCONSIN—*Chilton*, High; *Fond Du Lac*, Fond Du Lac Public Schools, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, McKinley, Roosevelt Junior High, Senior High, Vocational, Washington, Wilson; *Milwaukee*, Carleton, Fernwood; *Two Rivers*, Vocational.
WYOMING—*Laramie*, Lincoln; *Sheridan*, Linden.

Current Year

ALABAMA—*Valley Head*, Valley Head High; *Wedowee*, Randolph County High.
CALIFORNIA—*Auburn*, Alta Vista.
COLORADO—*Boulder*, Boulder Public Schools Highland, Lincoln, Mapleton, North Side, Special Teachers and Supervisors, State Preparatory, University Hill, Washington; *Colorado Springs*, Special Teachers and Supervisors; *Ft. Collins*, Franklin, La Porte Avenue, Rockwood, Washington; *Grand Junction*, Washington; *Greeley*, Lincoln; *Hayden*, Public, District Number 2.
DELAWARE—*Ellendale*, Ellendale.
FLORIDA—*Orlando*, Memorial Junior High.
GEORGIA—*Atlanta*, Faith, Jerome Jones, Peoples Street.
IDAHO—*Nampa*, Lakeview.
ILLINOIS—*Alton*, Humboldt; *Antioch*, Grade; *Charleston*, Jefferson Junior High, Lincoln; *Du Page County*, Seraph Warren Holmes, District Number 31; *Highland Park*, Elm Place; *Hillsboro*, Burbank; *Liberty*, Liberty High; *Mendota*, Blackstone; *Peoria*, Tyng; *Rockford*, Franklin; *Steger*, Steger Public Schools; *Waukegan*, Beach; *Woodstock*, Clay Street; *Zion*, Zion Public Schools, Thirtieth A, Thirtieth Street, Thirty-first A, Thirty-first Street.
INDIANA—*Aurora*, Southside; *Bloomington*, D. Eckley Hunter; *Hammond*, Lincoln; *Howe*, Lima Township; *Huntington*, Clear Creek Township High; *Rushvile*, Graham Annex; *Terre Haute*, Collett, Deming, McKeen.
IOWA—*Council Bluffs*, Council Bluffs Public Schools, Avenue B, Bloomer Junior High, Grenville M. Dodge, Eighth Street, Benjamin Franklin, Gunn, William Henry Harrison, Thomas Jefferson High, Henry W. Longfellow, James Madison, James McMillen, Oak, Franklin Pierce, Theodore Roosevelt, James B. Rue, Second Avenue, Walnut Grove, Washington; *Keokuk*, Secondary Teachers, Principals and Supervisors Club, Junior High, Senior High; *Ottumwa*, Ottumwa Public Schools, Adams, Agassiz, Douglas, Fairview, Franklin, Garfield, Hedrick, Irving, Jefferson, Lincoln, Orchard, Ottumwa High, A. W. Stuart, Washington Junior High.
KANSAS—*Anthony*, Anthony Pubic Schools; *Chase*, Grade; *Hutchinson*, Lakeview; *Lawrence*, Lawrence Public Schools, Cordley, Lincoln, McAllaster, Junior High, New York, Pinckney, Senior High, Woodlawn; *Little River*, Little Rver Public Schools, Grade, High; *Oil Hill*, Oil Hill Public Schools; *Topeka*, McKinley.
LOUISIANA—*Donner*, Donner.
MAINE—*Bangor*, Fairmount; *Belfast*, Crosby High; *Saco*, C. K. Burns; *Searsport*, Searsport Public Schools, Central, Searsport High; *Westbrook*, Bridge Street Grammar.
MARYLAND—*Washington County*, Downsville.
MASSACHUSETTS—*Belmont*, Mary Lee Durbank; *Brookline*, Heath; *Gill*, North Gill; *Gloucester*, Lane; *Norfolk*, Center; *North Adams*, Houghton; *Waltham*, S. D. Warren; *Wellesley*, Marshall L. Perrin; *Whitman*, Reed; *Worcester*, Edgeworth Street.
MICHIGAN—*Detroit*, Dixon, Hampton, Hubert, Priest, Wilkins; *Flint*, Lincoln; *Holland*, Board of Education, Junior High, Van Raalte; *Marshall*, Marshall Public Schools, Capitol Hill, Central, Crary, Pierce, Senior High, Sherman.
MINNESOTA—*Minneapolis*, Clinton, Harrison, Longfellow, Minnehaha.
MISSISSIPPI—*Nettleton*, Pleasant Grove; *Vicksburg*, Culkin Academy.
MISSOURI—*Joplin*, Royal Heights; *Kansas City*, Bancroft, Marlborough; *Webster Groves*, Webster Groves High.
MONTANA—*Great Falls*, Lincoln, Longfellow, Lowell, McKinley.
NEBRASKA—*Omaha*, Henry W. Yates.
NEVADA—*Ruby Valley*, Consolidated; *Reno*, Southside.
NEW HAMPSHIRE—*Lancaster*, Lancaster High.
NEW JERSEY—*Burlington*, Shedaker; *Delaware Township*, Hinchman; *Irvington*, Berkeley Terrace; *North Plainfield*, Watchung; *Red Bank*, Mechanic Street, Oakland Street, River Street; *Salem*, Salem Junior High; *Summit*, Hamilton.
NEW YORK—*Larchmont*, Chatsworth Avenue; *Lockport*, Continuation; *Mountainville*, Public, District Number 1; *Oneonta*, Center Street; *Schenectady*, Edison.
NORTH CAROLINA—*Pinehurst*, Pinehurst Public Schools, Grade, High.
NORTH DAKOTA—*Alamo*, Alamo.
OHIO—*Akron*, George Barber; *Alexandria*, St. Albans Township Public Schools, Grade, High; *Cleveland*, Detroit, Tremont, George Washington, Woodland; *Dayton*, Lange; *Lake County*, Concord; *Lakewood*, Franklin, Roosevelt; *Lamartine*, Perry Rural; *London*, London Public Schools, Central, High; *Mansfield*, Hedges; *Marion*, Marion Public Schools, Central Junior High, Thomas A. Edison Junior High, Forest Lawn, Glenwood, Greenwood, Harding High, Mark Street, North Main Street, Oak Street, Oakland Heights, Olney Avenue, Pearl Street, Silver Street, Special Teachers and Supervisors, Vernon Heights Junior High, George Washington; *Meeker*, Montgomery Rural; *Miamisburg*, Miamisburg Public Schools, High, Intermediate, Kercher; *Monclova*, Monclova; *Nashport*, Licking Rural; *Pemberville*, Pemberville Public Schools; *Valley City*, Liverpool Township; *Van Wert*, Anthony Wayne; *West Alexandria*, Lanier Township Rural; *Willshire*, Willshire Village Public Schools; *Youngstown*, Lincoln, Roosevelt.
OKLAHOMA—*Bristow*, Washington Elementary; *Okmulgee*, Okmulgee Public Schools, Checotah, Emerson, Franklin, Horace Mann, McKinley, Okmulgee High, Roosevelt, Webster, Wilson.
OREGON—*La Grande*, Riveria.
PENNSYLVANIA—*Chambersburg*, Chambersburg Public Schools, Andrew Buchanan, Benjamin Franklin, High, King Street, Mary B. Sharpe, Thaddeus Stevens, Sub-High; *Kresgeville*, Polk Township High; *Milton*, Grant, Pollock; *Pine Grove*, Pine Grove Borough Grade; *Pittsburgh*, Dilworth; *Ralston*, McIntyre Public Schools; *West Pittston*, West Pittston Public Schools.
RHODE ISLAND—*Westerly*, Quarry Hill.
SOUTH CAROLINA—*Walterboro*, Walterboro Public Schools, Grammar, High.
SOUTH DAKOTA—*Capa*, Capa Consolidated; *Madison*, Washington.
TENNESSEE—*Memphis*, Lions Open Air, Madison Heights Adjustment.
UTAH—*Emery*, Emery; *Ferron*, South Emery High and Ferron Elementary; *Oak City*, Oak City; *Orangeville*, Elementary; *Provo*, Provo Public Schools, Central, Dixon Junior High, Farrer Junior High, Franklin, Maeser, Parker, Provo High, Timpanogos; *Salt Lake City*, Monroe Junior High.
VERMONT—*Poultney*, Central.
VIRGINIA—*Norfalk County*, Cradock High and Elementary, Deep Creek High and Elementary.
WASHINGTON—*Everett*, Jackson.
WEST VIRGINIA—*Alma*, Alma Consolidated; *Alvy*, Grade; *Barboursville*, Elementary; *Big Chimney*, Grade; *Charleston*, Capitol, Fernback, Glenwood, Mercer; *Clarksburg*, Carlile, Pierpoint; *Culloden*, Hudson; *Hinton*, Central; *Maynor*, Cirtsville; *Paden City*, Paden City; *Salem*, East End Grade; *South Charleston*, Oakwood; *Thorpe*, Thorpe.
WISCONSIN—*Jefferson*, Elementary; *Kenosha*, Roosevelt; *Manitowoc*, City Superintendent's Office, Washington Junior High; *West Allis*, Irving Graded.
WYOMING—*Laramie*, Stanton; *Sheridan*, Custer Street.

EVERY MEMBERSHIP IN THE NEA IS A CONTRIBUTION TO SECURITY AND RECOVERY.

NOTES and ANNOUNCEMENTS

Merry Christmas!

THE INNKEEPER SPEAKS

Loud called the guests for food and wine;
I filled their cups again;
I tended well the wants of those
Who served a king of men.

When Joseph asked me for a cot,
In haste I did not heed;
"The inn is full tonight," I said—
I did not know the need.

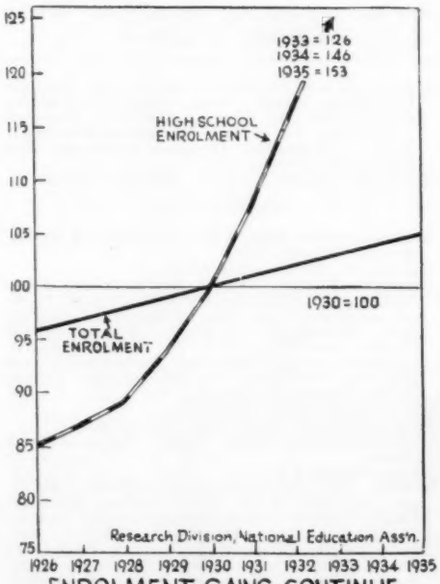
I only knew those sheltered here
Were lacking many things,
And sorely pressed with urgent tasks,
I missed the King of Kings.

"Forgive my sordid love of gain;
Forgive my haste," I cry;
The tavern door stands open now;
Lord, do not pass me by.

—Victoria Beaudin Johnson,
Highland Park [Michigan] High School

During the past two years the campus training school of the State Teachers College at California, Pennsylvania, has held its regular classes on Saturday instead of Monday; thus offering the teachers of the locality an opportunity to observe demonstration lessons. From the first of October 1933 to the first of May 1934, the demonstration school was visited on Saturdays by 800 different teachers from nearby counties. The visitors freely consulted the demonstration teachers concerning the lessons taught and concerning the problems arising in the visitors' own schools. This work has been organized by the director of student teaching of the college.—From *Pennsylvania School Journal,* November 1934.

A few weeks ago the President of the Association, Dr. Smith, appointed the state superintendent and president of the state association as his special assistants in the states of the drought area. He asked each to feel free to speak for him and the Association in promoting the cause of the schools. That plan has already given results. It has strengthened the arms of these representatives in asking for the cooperation of other agencies. It has impressed the lay forces. It shows that our profession can function quickly and effectively. ¶ The Joint Commission is holding regional conferences at various points to help decide on the best procedure to get funds for keeping the schools going and for making progress along other lines.—Secretary J. W. Crabtree.

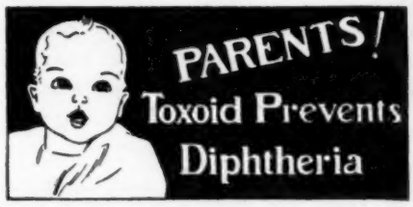


ENROLMENT GAINS CONTINUE

This chart is from the report of the survey just completed for the Joint Commission on the Emergency in Education by the Research Division of the NEA. See page 252.

Is there an unemployed teacher or a young person preparing to be a teacher who would like to have your JOURNAL when you are thru with it?

Important notice—Those who wish to submit proposals for resolutions, or modifications of the platform of the NEA for the 1935 convention at Denver, are urged to send these as early as possible to the chairman, George T. Avery, Administration Building, Colorado Agricultural College, Fort Collins, Colorado.



DIPHTHERIA PREVENTION

A MESSAGE FOR PARENTS

Only one treatment is now needed for lasting protection.

The danger of diphtheria is greatest among young children over six months of age.

One dose of TOXOID prevents diphtheria.

Toxoid should be given at six months of age or as soon thereafter as possible.

SEE YOUR PHYSICIAN - OR VISIT A DIPHTHERIA PREVENTION CLINIC

BALTIMORE CITY HEALTH DEPARTMENT

This poster, which was used in the diphtheria prevention campaign of the Baltimore City Health Department, was designed by Ruth Houck, a student in the commercial art class of Olive C. Slater, at Eastern High School, Baltimore.

R. F. Davidson of Decatur, Illinois, was recently honored with a reception by the teachers of that city to celebrate his "sixtieth birthday of service in the public schools." Mrs. Davidson is on the left. Mr. Davidson has been a member of the National Education Association since 1885.

The National Association of Student Editors—Are the editors in your school, members [*Cont. on page* A-100]

Losing 100 Years

BY BRUCE BARTON

DECORATIONS BY C. B. FALLS

IF your great-great-grandfather went to school in 1776, his instruction was limited to six subjects. When your great-grandfather was ready for his education in 1825, the number had risen to eleven. It was eighteen in your grandfather's time.

Steadily the curriculum was enriched and standards of instruction lifted until, in 1929, the number of subjects in elementary schools ranged from twenty in some States to thirty-one in others.

Even more impressive was the record in the high schools. You remember how earnestly the women's clubs worked and agitated to introduce cultural and vocational training, and to bring the life of the young people more nearly into conformity with the world outside. One by one, highly skilled teachers were added in music and drawing, in home economics and manual training, in health education, in psychology and sociology, in the understanding and appreciation of the arts. The number of subjects from which high-school students might choose ranged from fifty to well over a hundred.

Now we are threatened with the loss of what has been so painfully achieved. Teachers' salaries have been slashed and schools shut up, and, equally disastrous, the newer cultural subjects are being swept ruthlessly out of the curriculum everywhere.

To starve our schools is the worst of all economies. Professor John Dewey has pointed out recently that the cost of keeping a boy in the classroom is less than a hundred dollars a year, while the cost of keeping a man in jail is more than three hundred dollars. But the danger lies deeper. Few of our children will go to jail, while all of them, if the New Deal succeeds, will have more leisure. We are sacrificing the very courses that should guard a leisured man or woman from becoming a mere loafer, courses that lead to the enjoyment of books and music and art and good conversation, to the practise of useful hobbies, to contentment at home.

Education is more important than any of the so-called economic problems. If we lose billions, we shall some day recover the loss. But woe to the United States if the future historian writes: "In a few months of depression the nation impoverished its future by casting away the educational gains of a hundred years."

Reprinted from September issue of REDBOOK

There are greater undeveloped markets in the underprivileged half of the American population than there are overseas. Let us promote recovery by improving the schools.—*Henry Lester Smith, President National Education Association.*

Profit by the Experience of the Most Critical

THE HOLMES EDUCATOR

Sound on Film
Standard 35mm

PROJECTOR

meets the most exacting requirements of leading Film producers.

The Reasons—

Ball Bearing Mechanism Projector and Sound Head one unit—all moving parts in a sealed tight housing.

Compare

the new EDUCATOR with any equipment selling for $1000 or more.

$175.00

Down and 19 Easy Payments. No Interest. No Carrying Charges

Free Demonstration
One Year Guarantee

We Invite Comparison Tests

HOLMES PROJECTOR COMPANY

"Motion Picture Projectors Since '97"

1816 Orchard St. Chicago

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 Printers"

JUDD & DETWEILER

INCORPORATED

ECKINGTON PLACE AND FLORIDA AVENUE
WASHINGTON, D. C.

[*Continued from page* 262] of the National Association of Student Editors? If not, write to the Division of Publications of the National Education Association, 1201 16th St., N. W., Washington, D. C., for complete information about this organization, its projects, and official publication *Vitalized School Journalism*. The National Association of Student Editors is now making a survey of the publications of elementary schools, mimeographed school publications in all kinds of schools, and printed publications in schools with enrolments of fewer than seventy-five students. *If the publication in your school comes under one of these divisions,* you are requested to send a copy of it to the NASE.

SPECIAL ANNOUNCEMENT—Every teacher in America has a direct personal interest in an event which has happened just as this outer form of THE JOURNAL is going to press. The Board of Trustees of the National Education Association, responsible under its Congressional charter for the selection of the secretary, has chosen a successor to Secretary J. W. Crabtree. Mr. Crabtree, who became secretary in 1917, reached the retirement age of seventy on April 18 of this year. His successor, Willard E. Givens, superintendent of schools, Oakland, California, is peculiarly fitted for the great task before the Association. The following from *Who's Who in America* gives a brief summary of his life history:

Givens, Willard Earl, supt. schs.; *b.* Anderson, Ind., Dec. 10, 1886; *s.* John Luther and Amanda Elizabeth [Hersberger] G.; student Butler Coll., Indianapolis, 1908-09; A. B., Indiana U., 1913; A. M., Columbia, 1915; diploma Union Theol. Sem., 1916; grad. student in Edn. U. of Calif., 1925-33; *m.* Neva Lillian Galbreath, of Columbia City, Ind., Dec. 10, 1917; children—Willard Earl, Stuart Ray. Rural and high sch. teacher, ednl. dir. and high sch. prin. in Ind., T. H., and Calif., 1906-23; supt. pub. instrn., T. H., 1923-25; asst. supt. schs., Oakland, Calif., 1925-27; supt. schs., San Diego, Calif., 1927-28; supt. schs., Oakland, Calif., since 1928. Instr. Naval Officers' Training Sch., Mare Island, World War. Campaign chmn. Oakland Community Chest, 1930-32. Life mem. N.E.A., Nat. Council of Edn., Calif. Teachers Assn. [pres.]. Conglist. Mason [Shriner.] *Clubs:* Rotary, Athens Athletic [Oakland]; Commonwealth [San Francisco]. *Home:* 1111 Hollywood Av. *Office:* 1025 2d Av., Oakland, Calif.

Mr. Givens is assured the hearty support of Mr. Crabtree, the officers of the Association, the headquarters staff, and of the membership thruout the country. He asks and will constantly seek the help of the entire profession. The January JOURNAL will tell more about him and his plans, and a later issue will seek to describe the farreaching service which Secretary Crabtree has performed.

If you are an elementary principal and are not already a member of that department, you will wish to share in the fine work of the Department of Elementary School Principals. Send $3 for membership in the department and for the admirable bulletin of the department to Eva G. Pinkston, executive secretary, 1201 16th St., N. W., Washington, D. C.

The JOURNAL Index for 1934 will be available early in January. The index is sent to all $5 members and to other members who request it. For reference or in binding JOURNAL issues, the Index is indispensable.

Our Public Schools, written especially for laymen, by nationally known leaders, is now available in a 25¢ edition. Order from the National Congress of Parents and Teachers, 1201 16th St., N. W., Washington, D. C.

Teachers may take satisfaction that in selecting the three men to compose the governing board of the TVA—positions of trust comparable in significance to places on the Supreme Court bench—President Roosevelt turned to the schools for two of them. [See p233.]

A marked decrease in scholastic

attainments of Chicago public highschool graduates at the University of Illinois coincided with the increase in number and size of classes per Chicago highschool teacher.

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

Elmer Ellsworth Brown, chancellor emeritus of New York University, and former United States Commissioner of Education, passed away November 4, 1934. Dr. Brown was a life director of the National Education Association.

Federal aid debate packet—In response to the many inquiries which the NEA has been receiving from highschool students and teachers asking for help in connection with the debate topic, "federal aid to education," the Division of Publications has prepared a special federal aid debate packet. If you desire one of these packets, send $1 to the National Education Association, 1201 16th St., N. W., Washington, D. C.

An opportunity for youth—In an address before the Education Association of the District of Columbia, Dr. Leonard D. White, U. S. Civil Service Commissioner, pointed out that of the three million employees of local, state, and federal governments two and a half million are highschool graduates. He suggested that highschool teachers encourage the best 10 percent of their students to look forward to civil service as the best way of insuring efficient government.

There is a bright side—The year of opportunity which lies just ahead appears brighter than for some time. Word has come that 138 principals have been reinstated in the Chicago schools; Detroit has been returned to its 1929 salary schedule; Dallas has had its yearly increment added and the cut reduced; LaGrange, Illinois, authorized an upward revision of salaries of teachers in the lower salary brackets; Duluth, Minnesota, board of education, voted to restore salary cuts from 4 to 10 percent; Newport News, Virginia, restores half of the 10 percent salary reduction; Toledo, Ohio, board of education, agreed to raise pay of 475 teachers for 1934-35; Tulsa, Oklahoma, has an 8 percent increase and this restores the salaries paid a year ago. . . . Many positions are being filled which last year were left vacant, and several cities have added from two to 900 teachers to their [*Continued on page* A-102]

The Perry Pictures

Order pictures for December picture study NOW, also for Christmas Gifts.

Use them throughout the school year as aids in teaching Language, Literature, History, Geography and especially in Picture Study.

Send 50 cents for 25 pictures of the Madonna,—no two alike, 5½ by 8, or for 25 art subjects

Sistine Madonna. Raphael

ONE CENT SIZE. 3 x 3½. For 50 or more.
TWO CENT SIZE. 5½ x 8. For 25 or more.

Ask about our own NEW "Course in Picture Study." A picture for each month in the school year for eight years.

FREE. A leaflet describing the Sistine Madonna or the Madonna of the Chair, *free* in *December* with an order for 25 or more of either picture in the Two Cent Size, 5½ by 8, if you ask for it when you order.

Catalogue *of 64 pages, 1600 miniature illustrations, for 15 cents in coin or stamps.*

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Box 4 MALDEN, MASS.

-EVEN A CHILD

can run it

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$37.50 SPECIAL to SCHOOLS
Regularly $42.50

No limit to its wide variety of uses . .

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PORTABLE DUPLICATOR

STANDARD MAILING MACHINES COMPANY
Second Street, Everett, Mass.

Please send me literature on the Standard Portable Duplicator and samples of its work.

Name .....

School ..... Title .....

Address .....

[Continued from page A-101] pay rolls.—*The National Elementary Principal*, October 1934.

The degree of doctor of education will be offered by the New York University School of Education for the first time this fall.

We like to know—The American Education Week packet came, and every sheet, sticker, or poster will be used to further the cause. I only wish sometimes that we could dare to tell you there in headquarters how excited we get over American Education Week. But we try to hold in mind that there are thousands of others. All of us feel we are doing great things.

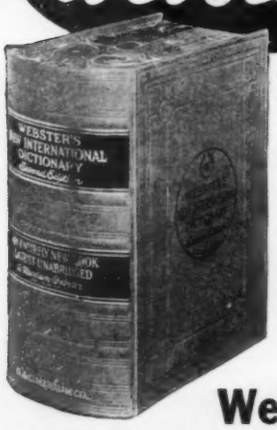
It is a fact, however, that our people seem even more interested this year. Example: One druggist offered front windows in each of two stores in our neighborhood for display of school materials. . . . This spirit is typical.

We are sending such folders as we have procured thru your offices into all of our homes. . . . We are sending out other messages and invitations in such a way as to climax community interest for Tuesday, the regular PTA meeting, and Friday, when we have an address by an American Legion speaker.—R. C. Johnston, principal, South Highland School, Birmingham, Alabama.

Tercentenary packet—Three hundred years of secondary education are being celebrated in the schools of the United States during 1934-35. To meet the widespread demand for material to carry out effective observances of this event, the Division of Publications of the National Education Association is developing a special celebration packet which will be ready December 15. It will contain material for making the celebration an integral part of the work of the school thruout the year. It will emphasize school interpretation and will furnish material to bring about more understanding and friendship for education. Send 50¢ to cover the cost to the Division of Publications, National Education Association, 1201 16th St., N. W., Washington, D. C.

Were the advantages of statewide testing much greater than they are, were those which are of doubtful existence truly real, were the large majority of

The New Merriam-Webster



The new Merriam-Webster, now ready, is the most important contribution to educational equipment in 25 years.

Easy to use and its encyclopedic treatment of thousands of topics makes it indispensable to all.

Webster's New International Dictionary *Second Edition*

The work of outstanding authorities. 600,000 entries. Magnificent plates in color and half tone. Thousands of new words. 12,000 terms illustrated. Thousands of encyclopedic articles. 35,000 geographical entries. 13,000 biographical entries. 3,300 pages.

Write for free illustrated booklet with specimen pages.

G. & C. Merriam Co., Springfield, Mass.

Would you like to have authentic information on retirement systems, credit facilities, loan funds, group insurance and other vital subjects affecting teachers' welfare?

Then order a copy of

THE ECONOMIC WELFARE OF TEACHERS

Sixth Yearbook of the Department of Classroom Teachers National Education Association

1201 Sixteenth Street
Washington, D. C.

244 pages *Special Price $1.00*

Discount on quantities

Protect Them

CHILDREN are the joy of parents, the hope of the nation, and the concern of all. One of the perils that beset them on the road of life is tuberculosis. Nine million children under fifteen years of age in the United States today are infected with the germs of the disease. These children may be protected, however, by safeguards such as are provided by Christmas Seal funds — tuberculin tests, X-rays, clinics, preventoria and nursing service. Your purchase of Christmas Seals to decorate your holiday letters and packages will help protect children from tuberculosis.

The National, State *and* Local Tuberculosis Associations *of the* United States

BUY CHRISTMAS SEALS

An Outstanding Textbook

HEALTH EDUCATION

A program for public schools and teacher-training institutions.

Third Printing of Second Edition — *251 pages*

Popular demand has necessitated the reprinting of this report again.

Paperbound, $1.25 each—Clothbound, $1.75 each

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ORDER NOW

National Education Assn.
1201 Sixteenth Street
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American Medical Assn.
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Who Will Pay the Doctor, the Nurse, *and the* Board Bill, *When You are Sick or Injured?*

The Teachers Casualty Underwriters is a national organization of teachers for teachers. For the small cost of less than a nickel a day, it will assure you an income when you are sick or accidentally injured. It will also pay you Operation and Hospital Benefits.

Send Your Name—No Obligation

Just fill out and mail the coupon. We will then mail you full particulars of how we protect teachers. Please do this today.

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I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.
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teachers and administrators in favor of the program—were all these things true, there would still remain one objection which would more than outweigh all those considerations, namely, *the certain direction of teaching and learning effort toward measurable factual outcomes of teaching and away from the relatively immeasurable outcomes—ideals, attitudes, interests, and tastes.* In addition to this criticism the following considerations may be charged to the debit of statewide testing: [1] the overemphasis on traditional subjectmatter as compared with the emphasis given newer materials more accurately related to modern needs; [2] the secondary school's surrender of independence in determining its curriculum to an external body, the testmakers; and [3] the discouragement of experimentation, progress, or other deviation from the standardized norms of instruction set by the tests.—Harl L. Douglass in *The School Review*, September 1934.

Assistant teaching—Beginning in September 1933, the Bronxville, New York, schools have embarked on a plan by which recent college graduates are accepted as unpaid assistants for one or two years. This plan not only gives practical experience to the assistants, but it offers some relief to the more heavily loaded members of the regular staff and assures attention to individual pupil needs.

The effective work of state education associations—The following questions were submitted to the candidates for governor of New York:

[1] Do you indorse the principle of state control of education?

[2] If elected, will you oppose any legislative attempt to abrogate or weaken state control of education as embodied in the state education law?

[3] Do you indorse state aid for education?

[4] If elected, will you oppose any legislative attempt to abrogate or reduce state aid for education as recommended in the Friedsam report and incorporated in the state education law?

All of the candidates replied *yes* to these questions.

Commencement packet—Last year 1700 secondary schools used the special commencement packet, prepared by the Division of Publications of the National Education Association, in their vitalized commencement programs. This year another special packet has been developed from the best material available on commencement programs of the student participation type. A special feature of this packet is a section for use by high schools which wish to make the tercentenary celebration of secondary education a part of their commencement program. *A summary of the fifty best programs of 1934;* complete junior and senior high pageants; samples of student speeches; suggestions for carrying out the new-type program; leaflets; and other valuable material will provide schools an abundance of material. The cost is 50¢. Order from the Division of Publications, National Education Association, 1201 16th Street, N. W., Washington, D. C., if you desire one of these packets.

The onward march of technology—To produce an automobile in 1904 required 1921 man hours; in 1919 it required 380 hours, and in 1929 only 92.

Laurel Leaves, highschool newspaper, Laurel, Montana, has a front page column headed "Know Your School." It is devoted to local educational topics. *The Eagle Dispatch,* Woodrow Wilson Highschool, Beckley, West Virginia, has a regular department, "Know Your State."

The Guidance and Employment Division of the Milwaukee Vocational School is open every night for interviews with alumni, students, and parents. Counselors discuss problems relating to school work, adjustment to jobs, chances for employment.

[*Continued on page* A-104]

ONE OBJECTIVE ONLY

The Automobile Manufacturer not only to build the best car for the price but to build better year by year.

The Artist to make each succeeding painting better than the former.

The Sprinter to beat his best previous record.

The Race Horse Owner to improve the breed so as to produce an offspring more fleet of foot.

The Scientist to penetrate the farthest into the stratosphere.

The Writer to produce the best book.

The Board of Education to make provisions for the best school system.

The Superintendent to organize and conduct the best school system.

Aggressive leaders in business, industry and the professions are not interested in negative comparisons. There are those who are satisfied with the positive, or the comparative, but the superlative is the "One Objective Only."

It was not lost sight of by the aggressive ones during the great decline and recent climb. Their spirit furnished the will to climb. It refused the negative—it wanted and strove for the superlative.

There are school officials and superintendents who held to the "One Objective Only." Their schools are running at normal.

There are those who lost sight of the "One Objective Only" and are now striving to get their school systems back. They now discover the error in not holding to the "One Objective Only." The lesson came too late.

Conditions are again hitting their stride. There is daily evidence of school officials again turning to the "One Objective Only."

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[*Continued from page* A-103]

Charles Morrison Jordan, for twenty-two years superintendent of Minneapolis schools and for twenty years superintendent emeritus, recently left Minneapolis for Birmingham, Alabama, where he will live with his daughter, Mrs. Percy G. Cowin. "No career gives one as many compensations," he declared on the eve of his departure, "as work in the schools. No career is more ennobling if you give everything you have."

There has never been a more urgent need for organization among the teachers of our country than there is at the present time. Teachers who are members of the National Education Association are cooperating in a program of service to their profession, and are fighting to preserve the ideal of popular government maintained by citizens well enough educated to govern themselves. They are fighting to keep children first.—Editorial in the *Connecticut Teacher.*

World Goodwill Day packet—Because of the unusual significance which is being placed upon World Goodwill Day this year both in its general aspects for world friendship and its opportunities for interpreting the schools to the public, the Division of Publications of the National Education Association is preparing a packet of special materials to assist teachers and school administrators which will be ready January 15. This packet will contain world goodwill messages, timely articles, statements by political and educational leaders, posters, suggested programs, plays and pageants, and many other helps. Send 50¢ to cover the cost to the Division of Publications, National Education Association, 1201 16th Street, N. W., Washington, D. C., if you desire one of these packets.

Dates to be remembered—

December 29—Meeting of Science Teachers with the American Association for the Advancement of Science, in Pittsburgh. For details, write to the Committee on Place of Science in Education, 433 West 123rd St., New York, N. Y.

January 27-29—Child Labor Day. Material for use in preparing a program and a study course on the proposed amendment may be secured free from the National Child Labor Committee, 419 Fourth Avenue, New York, N. Y.

Secretary Crabtree says that on November 1 it was estimated that the income from membership in the National Education Association was about the same as that of last year and that he has hopes gains may be made later in the year.

There are three powerful contenders in the battle royal for the control of public education: [1] The Amer-

ican Council of Education, financed by the foundations and big business and employing the former U. S. Commissioner of Education at an annual salary of $18,000; [2] the Columbia University group with two wings: [a] the right, the intelligentsia, the Progressive Education Association, [b] the left, the American Federation of Teachers affiliated with the American Federation of Labor—teachers unions; and [3] The National Education Association, composed of professional groups.—*Pennsylvania School Journal*, September 1934.

Much of the success of American Education Week is due to the earnest efforts of members of the headquarters staff, who assumed special responsibility for the preparation of the packets of material, organizing the suggestions which came in from cooperating members in all parts of the country. Nearly 8000 of these packages were distributed thruout the country.

The Proceedings—Favorable comments have been received on the improved appearance of the 72nd annual *Volume of Addresses and Proceedings*. This volume, which is sent to all who carry $5 or life memberships in the National Education Association, may also be purchased at $3 per copy.

Community recreation is an educational problem. It should be administered by educators. Boards of education should be the lay boards to approve policies for community recreation programs.—N. P. Nielson, state department of education, California.

From the Association mailbag—The whole faculty appreciates the fine work that the Association is doing in behalf of better pay for teachers and for the schools in general. We believe that federal aid is advisable and that a real fight is necessary to prevent the big selfish interests from subordinating the schools to their own interests. We believe the NEA and THE JOURNAL will make this fight in a very effective manner. For this reason it is a genuine pleasure to do our bit by enroling as members and getting inspiration from reading the JOURNAL. We are using the Florida Journal and the NEA JOURNAL in our faculty meetings.—A. J. Wells, principal, Cedar Key [Florida] High School.

The Committee on the Economic Status of the Teacher has just completed the collection of data on teachers' budgets. Over two thousand teachers cooperated with the Committee in keeping exact records of their incomes and expenditures over a period of one year. These data are now being analyzed in the Research Division of the National Education Association. It is expected that this report will be available toward the end of the school year 1934-35. It will be a basic document of great significance to the economic welfare of teachers.

The Journal of Education suggests that when school people feel discouraged, let them start to count education's friends who lack any immediate selfish reason for being friends, and take courage. Make a list of the friends of education in your community.

The next decade may be the most important decade in this century.—Geo. L. Towne, *School Executives Magazine*.

The corporation lawyer—Readers who are interested in going further into the problem presented by the corporation lawyer [see p228 of this issue], will find a discussion in the *Annals* of the American Academy of Political and Social Science for May, 1933, entitled "The Administration of Justice," p177-200.

The State Board of Education of Louisiana has recently provided for the establishment of a department of music in the state department of education.

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The U. S. Office of Education

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TYPES OF SCHOOLS	NUMBER OF SCHOOLS WITH					
	ENCYCLOPEDIA NO.1	ENCYCLOPEDIA NO.2	ENCYCLOPEDIA NO.3	ENCYCLOPEDIA NO.4	ENCYCLOPEDIA NO.5	WORLD BOOK
1	2	3	4	5	6	7
ELEMENTARY SCHOOLS						
1 TEACHER		17	1	14	5	25
2 TEACHER	2	7	2	12	1	27
5-10 TEACHER		5	5	16	4	23
11-32 TEACHER		8	4	10	1	14
HIGH SCHOOLS						
NO ELEMENTARY GRADES IN SAME BUILDING	5	3	11	10	15	13
ELEMENTARY GRADES IN SAME BUILDING	24	20	23	56	37	67
ALL SCHOOLS	31	60	46	118	63	169

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The WORLD BOOK ENCYCLOPEDIA

found most frequently in Schools Investigated

THE above table presents information secured during a survey conducted by the United States Office of Education, the findings of which were compiled in book form under the title "A Study of Rural School Library Practices and Services." The scope of this survey is indicated by the following quotation from the introduction written by William J. Cooper, United States Commissioner of Education:

> "Approximately nine months were spent in travel during the school years, 1931-32 and 1932-33; about 26,000 miles were covered by bus and railroad. The total number of states visited was 42; county library service to schools was studied in 55 counties located in 24 different states. Much valuable information was gathered through interviews with state and local librarians and educationists, and data were secured from visits to 364 rural schools of all types."

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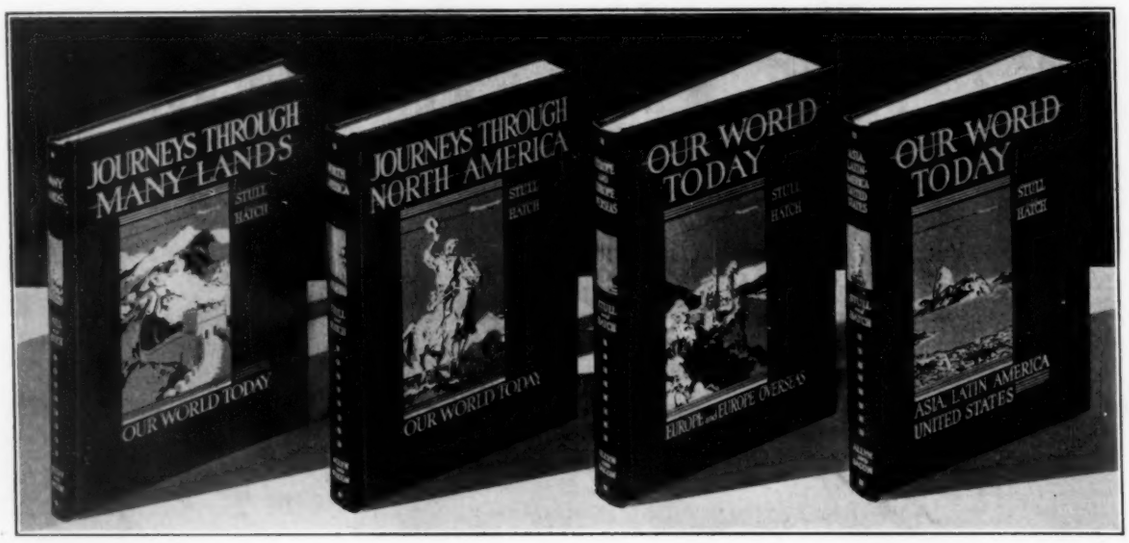

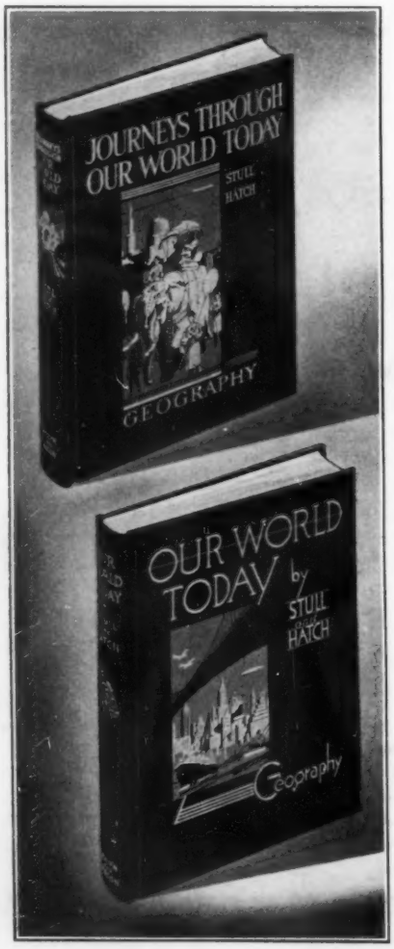

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