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JOURNAL

The of the

NATIONAL EDUCATION ASSOCIATION

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*Education and Pub-
lic Service*
Lotus D. Coffman

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*The Economy of
Abundance*
Stuart Chase

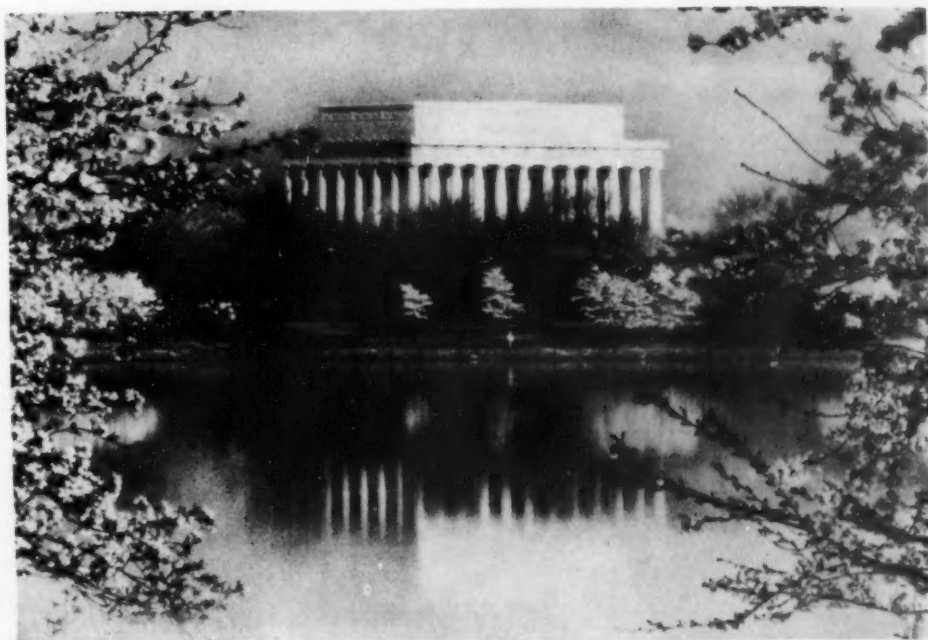
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*Ethical Idealism in
a Changing World*
G. Bromley Oxnam

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*Teachers and Eco-
nomic Security*
Willard E. Givens

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*Anniversary of the
Pony Express*
Howard R. Driggs

•
*Sixty Educational
Books of 1934*

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See Page A-45 for
Complete Table of
Contents



An April scene in Washington, D. C.: The Lincoln Memorial in a frame of cherry blossoms

APRIL

VOLUME 24

• **1935**

NUMBER 4

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

April, 1935 Vol. 24, No. 4

In This Issue

Education and Public Service.....	103
Lotus D. Coffman	
Resolutions Adopted at Atlantic City.....	105
The Economy of Abundance.....	107
Stuart Chase	
Ethical Idealism in a Changing World.....	111
G. Bromley Oxnam	
Ideas from Atlantic City.....	112
The School Camp.....	113
Henry S. Curtis	
The Schools Accept New Jobs.....	117
Charles A. Beard and William G. Carr	
American Education Week 1935.....	121
Anniversary of the Pony Express.....	122
Howard R. Driggs	
Teachers and Economic Security.....	124
Willard E. Givens	
Those Who Do.....	125
Irving R. Melbo	
Sixty Educational Books of 1934.....	127
Notes and Announcements.....	131
The Mountains Call.....	132
Builders of Our Profession.....	134

THE MAY AND JUNE issues of THE JOURNAL will be combined again this year, following the practise of 1934. The combined issues will appear before the middle of May. This economy measure is in keeping with the Association's policy of making such curtailments in printing and salaries as will maintain a balanced budget.

JOY ELMER MORGAN
Editor

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Published by the National Education Association

HENRY LESTER SMITH
President

WILLARD E. GIVENS
Secretary

J. W. CRABTREE, Secretary-Emeritus

Between Editor and Reader

THE CONVENTION AT ATLANTIC CITY—President E. E. Oberholtzer and his colleagues of the Department of Superintendence and allied groups presented at Atlantic City, February 23-28, a series of ably planned and most helpful programs.

WHAT'S AHEAD? That was the question most often heard at Atlantic City as the thousands of school superintendents and principals moved about the hotel lobbies, the exhibits, and the corridors of the auditorium. Many and divergent were the answers given. If these thousands of school people are a cross section of the more thoughtful and better informed part of our population, some great changes are taking place in the national mind. There is increased readiness to face the facts. There is more optimism that in the long run America will work her way out in keeping with our ideal of putting general welfare first. Few now expect the nation to return to the old order.

STIRRED BY THE EXPERIENCES of recent years to a deep and patriotic concern for the future of America, the school men and women listened to discussions by leaders of thought. Here is one of the great open forums of modern times. The school people today are listening and reading and looking and thinking. They have seen the worst and they know the best. They have gotten over the first shock and fatigue of social collapse. They have been reenforced by new recruits coming into the arena of leadership. They know that the path ahead will not be easy but they have courage and faith. They believe in youth, in the people, in democracy, and in the future.



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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Education and Public Service

LOTUS D. COFFMAN

President, University of Minnesota, Minneapolis

DURING the Atlantic City convention the Editor asked many, many persons, on the boardwalk and in the hotels, about the addresses that helped them most. They praised highly Stuart Chase, Lotus D. Coffman, G. Bromley Oxnam, Glenn Frank, Charles E. Merriam, Charles A. Beard, William H. Kilpatrick, Henry A. Wallace, and J. W. Studebaker. Many others were greatly appreciated. The convention was especially rich in ideas well stated. The attendance and attention were exceptional. Stuart Chase was the high favorite. President Coffman, in the opinion of the Editor, gave the greatest challenge to action. His address should mark the laying of an intensive program to elevate the public service and to prepare the best men and women for it. Send \$1 to Secretary S. D. Shankland, 1201 16th St., N. W., Washington, D. C., for the Official Report, now ready, a priceless record of a great convention.

THE UNITED STATES maintains the most extensive school system in the world and yet makes less use of it in the selection of public officials than do any of the other selfgoverning nations of the world. In nearly every field except government we have placed greater and greater reliance upon the person of competence and training for the work he is expected to do. When men are ill, they summon to their aid a trained diagnostician; when a bridge is to be built, they employ a competent engineer; when a pulpit is unoccupied, they call a graduate of a theological school to fill the post; when children are to be taught, they insist upon specifying the qualifications of the teacher; but when a government office becomes vacant, they maintain that almost anyone is competent to fill it. Science, invention, and the ingenuity of men in general, have transformed life in nearly every field of human action except government. In government we still lumber along, holding steadfastly to the ways of the oxcart and sod shanty age. There are still in existence in this country one hundred and seventy-five thousand independent units of government, each with the power to raise and spend money. Altho we know that many of them are archaic, outofdate, obsolete, and useless,

we cling tenaciously to them as if their perpetuation were a matter of life and death. We seem to delude ourselves into



A. J. STODDARD, superintendent of schools, Providence, R. I., and president of the Department of Superintendence 1935-36.

believing that they represent a precious heritage that should not be given up.

Originally, government was concerned with a number of simple things, such as, for example, the exercising of police functions, supporting the schools, building dirt roads, and promoting and protecting the interests of the people in many minor ways. More recently it has become the chief agency for realizing the economic aims of individuals. Its influence has extended into every phase of business; it controls banks, insurance companies, railroads; it regulates industry, commerce, and agriculture; it underwrites gigantic public works and relief programs; it educates the youth; it ministers to the health of the citizens; it establishes new enterprises as, for example, the Tennessee Valley Project. Its budget is counted in billions. All of the activities of government must be administered. More than three and a quarter million persons are employed as government servants, not counting those at work on emergency projects.

It is an obvious fact that many of the men and women in public office are not chosen because of any particular fitness for the positions they hold. There are several reasons for this disregard of competence. One is that we still insist that to the victor belong the spoils. During campaigns the air is filled with the shouts of candidates insisting that courthouse and capitol must be cleaned from attic to cellar. They assure the listening voter that if a housecleaning can be effected, innocence and purity and justice and economy will prevail in public administration. Every candidate, and especially those not in office, is the advocate of some kind of a deal—a new deal, a square deal, a fair deal, no deal, or a double deal. As the torrents of discussion flood the air from platform and the radio, one listens in vain for one calm, deliberate, dispassionate discussion of the issues and problems of most vital concern to the American people. The voter is at first bewildered, then perhaps alarmed, as he hears it reiterated that all of those in office are incompetent, if not less than soundrels. The average citizen begins to suspect that he should organize to protect himself from these office holders against whom opposing candidates are haranguing. Is not the penitentiary perhaps the place for these public servants who may have learned something by the very fact of holding office? If he believed all he heard, this would be a logical conclusion, for when the political outs attack the political ins there is no good in anything. One may almost assume that the old saying about pot calling kettle black originally had reference to the political pot. When shall we learn that we solve no problems by calling people names, or by indulging in invectives, or by parading meaningless slogans before the electorate! The policy of dismissing large numbers of incumbents when a new party comes into power, justifies the criticism that, as far as government is concerned, we are a nation of amateurs.

President Andrew Jackson was responsible for one popular misconception to which we still cling. He declared that the duties of government are "so plain and simple that men of intelligence can qualify themselves for their perform-

ance." That may have been true in Jackson's day; it is true no longer. When government becomes concerned directly with banks, railroads, airways, highways, insurance, agriculture, commerce, industry, credit, exchange, health, education; in fact, with everything that touches or affects the life of people generally, then it needs expert service. Unless special knowledge is brought to bear upon the various activities of government, then extravagance, incompetency, and inefficiency will flourish and continue to increase.

Another of the prevailing popular notions is that charity begins on the public payroll. All over this country we elect or appoint men and women because they need the office; they have failed in business; they have a large family; a leg has been lost; someone has died or some other misfortune has befallen the individual. We seem to assume that this qualifies for public office.

Still another assumption is that political parties exist to secure patronage for their constituents. Long ago Theodore Roosevelt declared that patronage is the curse of politics. It is the selling out price of democracy, because it turns the political party into a job brokerage machine, creating a mercenary army of occupation, which, under the guise of democracy, actually robs us of selfgovernment.

It is said that a Congressman in the Tennessee Valley received letters from forty-six hundred of his constituents asking him to recommend them for jobs in the Tennessee Valley Project. The Congressman dutifully wrote forty-six hundred letters to the administrators in charge of the project, declaring in each letter that he knew the candidate personally and that he knew him to be well qualified for the job he sought. What a commentary this is on American politics! The politicians and the various pressure groups are reluctant to abandon this practise for the reason that it helps to keep them in power. In crises, such as we are now experiencing, the pressures are somewhat greater than at other times, for men in distress will sell their liberty for bread, and the political spoilsman is ready to take advantage of the situation.

The appeal of the political spoilsman is always an appeal to emotion, to greed, or to class hatred. This appeal is always effective in a democracy, and it is especially powerful when the people are the victims of lost hopes and destroyed ambitions. Even in normal times the citizens

of a democracy find it difficult to set up remote goals and strive consistently for their attainment. They are disposed to follow the lines of least resistance; they are prone to compromise with the future. . . .

Clearly, we must learn in this country to bring trained intelligence to bear upon the problems that affect our political, social, and economic welfare. This means we must find ways of curtailing, and eventually of destroying, the spoils system in public affairs. While we permit clever politicians or selfish pressure groups to prostitute public welfare for private gain, the economic losses this country will suffer will be enormous. The so-called "honest grafter," who keeps himself and his crowd in power by dispensing patronage, is a lecherous parasite on the body politic. The ill-gotten funds he obtains might better be used to provide education for youth and for the legitimate employment of the millions who are out of work. Not only does the spoils system waste public money; it drives ambitious and capable young men away from public office. And worst of all, it disenfranchises and endangers democracy itself.

In answer to these indictments, it must be said that civil service exists in nine states and in 365 municipalities. Even so, in these states and in these municipalities the political leaders are especially skilful in circumventing the successful administration of the civil service laws. The American people believe in the importance of sound public administration; they will vote for it whenever there is a referendum on the subject; but once having established it, they have little interest in it, and are not alert to sustain it.

Just as one must recognize civil service as a step in the right direction, so he must, in all fairness, declare that there are in municipal, state, and federal governments, thousands of competent officials who are devoting themselves faithfully to the discharge of their respective duties. If these officials could be freed from machine politics and the unreasonable demands of pressure groups, we could expect a still higher quality of public service from them.

It is certain that one thing we need to do in this country is to develop an interest in good government, and to devise ways of securing the cooperation of all citizens in it. The effort to do this should not be confined to any particular class; it should include all classes, even those now dependent upon the government for sustenance. As a matter of fact, we might expect to receive a quick and

ready response from them because their needs are so imperative and immediate.

One of the most hopeful signs has been the disposition of the government in the present emergency to call to its aid business and college men who have acquired especial knowledge of some phase of government as a result of their experiences or their studies. The government is finding it necessary to rely more and more upon such persons. It is true that those persons are sometimes referred to as the "brain trust," which is only another way of ridiculing the man who knows something about some phase of government and who is willing to put that knowledge to public use.

These brain trust positions should develop into career positions. Indeed every position on the administrative, professional, clerical, skilled, and unskilled labor levels, should become a career position. Each level and type of service should be closely tied in with the educational system of the country. In other words, the amount and kind of training should be closely related to the responsibilities of the office. Great Britain long ago recognized the importance of this relationship. Perhaps her most conspicuous contribution to government personnel is that she applied this theory to the selection of her administrative officers as well as to those holding positions of lesser importance. For administrative posts she selects only the top honor men of Cambridge and Oxford and the other colleges. She gives them an apprenticeship experience in the various administrative offices, and when they have demonstrated their ability for administrative work they are given junior secretaryships that carry with them permanency and something more than a mere living salary. No matter how frequently the cabinet may change in England, under or junior secretaries remain on the job. England has not only used this plan for the selection of junior secretaries in the federal service, but has also made a profession of the position of town clerk. Men of recognized ability, standing, and training are chosen for this post. Regardless of how often the city council changes, the town clerk stays on. He is the expert in government, who advises the city council as to the procedure it should follow in any public matter. Frequently town clerks are invited to go from one city to another because of their demonstrated efficiency. Their careers are permanent careers.

It is not enough, however, for government to fill positions with men of talent

and ability and to offer them permanency; it must devise means of stimulating the growth of its employees and of encouraging their aspirations. To fit them into occupational niches without opportunity for growth is one of the most deadening things it can do.

The influence of filling positions on the administrative, professional, clerical, skilled, and unskilled labor levels with career people will be felt in many ways; not only in better administration of government, but in toning up the service generally because of the hope of advancement thru good work rather than thru favoritism. A career plan will permit and encourage young men and young women to prepare themselves, realizing that they can enter the public service and receive advancement in a fair competitive system. The public servant will have the esteem of the public and the tremendous satisfaction of knowing that in serving the public, good and able service will be rewarded. Patronage will largely disappear and campaigns will tend more to be conducted on issues rather than by the vilification of personalities in the opposing party. A career plan will enable the

government to select those who by education and experience are best fitted for public service and it will stimulate the continued growth of public servants. At present no university would advise its graduates to enter the public service in the hope that they would find a career in it.

A social order which over many generations consistently drains off its best human resources from any of the essential social institutions, is in grave danger of serious dislocation. If, for many years, few men of capacity entered the law, or medicine, or finance, or industry, as surely as night follows the day there would ensue in the neglected field a condition of decay which would seriously weaken the entire structure, and set up within it strains which might, if not corrected in time, bring a serious collapse to the entire institutional structure.

Apparently this is the situation we face in governmental administration in the United States today. Someone has said that it is impossible to build a dam in the midst of a flood; and yet, perhaps, that is the very time we should prepare our plans for the building of the dam.

While we should get as much consolation as possible out of whatever good is emerging from government experimentation, as intelligent persons, interested in the general welfare, we should at the same time set up the machinery and provide the agencies that will reduce waste, discover incompetency, select the capable for public office, and provide for their permanency and the recognition of their growth. . . .

Speaking for myself, I should say that what America needs is not large armies and large navies, higher tariff walls, more national isolation, a breakdown of capitalism. What America needs is a program that provides for intelligent citizenship and economic security—a program whose administration should rest in the hands of those who thru study and experience have qualified themselves for its administration. It is clear to me that public service and education are mutually dependent; they both exist to serve the same end: the advancement of human welfare. If one fails, the other will be defeated.—Address before the Department of Superintendence, Atlantic City, February 27, 1935.

Resolutions Adopted at Atlantic City

THE PUBLIC SCHOOLS and American ideals—In order that the United States of America may rapidly fully achieve its goal of economic, social, and spiritual wellbeing for all, and in order that the schools may be an effective agency for the realization of this democratic goal, we pledge ourselves to an educational program for all which will stress:

[1] Knowledge and appreciation of the great ideals of human betterment toward which America strives.

[2] Loyalty to the American form of democratic government which acts for and with the people to realize those ideals.

[3] The ability and desire to use intelligence rather than pressure and force in making such social and economic changes as are needed for the improvement of American life.

[4] Understandings that will help to build a sound economic order planned for human welfare.

[5] The development of the capacity to live on as high a level as our potential economic resources will permit.

[6] Vocational competence of each individual together with an understand-

ing and appreciation of the contributions of other workers.

[7] Conditions which promote sound and stable physical and mental health.

[8] Advance in emotional stability and spiritual strength which results in poise and control of conduct essential to the welfare of the individual and society as a whole.

[9] An understanding of other peoples of the world and a desire to bring about a feeling of goodwill among the nations.

Part II. Federal participation in American education—In order that such an educational program may be made available to all citizens in every state of the Union, we ask of the President of the United States and the senators and representatives in Congress assembled:

[1] *Emergency aid*—We ask that the emergency aid necessary in distressed areas to keep the schools open in order that children may not suffer the loss of educational opportunity be based upon a program similar to that which the federal government has provided in other vital areas of our life; and that this program be administered thru the Office of

Education, and the regularly constituted educational officers of the various states.

[2] *National equalization of educational opportunity*—In those areas where it is not possible for local or state resources to give every child an adequate educational opportunity, we ask that a program of federal support be instituted, which will insure the provision of adequate education for all children, and that this program be administered thru the Office of Education and the departments of education of the various states.

[3] *Greater service from the Office of Education*—In order that the federal government may be able to cooperate more effectively in an American educational program we ask that the personnel of the Office of Education be restored immediately to that which obtained before the depression, and that its staff be increased gradually to meet the need for research and service which changing conditions demand.

[4] *A comprehensive national survey*—In order that all school districts may cooperate most effectively in the effort to meet the ideals and standards for American education, we ask that provision be made for a comprehensive na-

tional survey under the general direction of the Office of Education; that in the survey all aspects of the educational program in each state upon which there is no recent and reliable data be covered; this survey to be the basis for, first a determination of the need of federal support, and second a longtime plan for the development of our national program of education.

[5] *Provision for unemployed youth*—Whereas, the present unemployment situation of American youth, especially those from sixteen to twenty-three years of age, constitutes a national problem of first magnitude with implications of great significance for the future welfare of the nation, we ask that adequate allocation be made from any fund providing for relief, for the purpose of providing immediately for these unemployed youth a program of work and education.

We believe that the educational phase of such a program should be administered under the direction of the Office of Education and the state departments of education.

Part III. Improvement within the schools—In order to meet the new social and economic conditions, the public schools must continue to improve. To bring about this improvement we favor:

[1] *A greater emphasis on mental hygiene*—With the steady increase in the number of psychopathic adults in the United States, more attention should be given to mental hygiene in the public schools.

[2] *Better preparation for citizenship*—An improvement in the public-school program which will better prepare for citizenship in its broadest sense. The political, social, and economic problems are so complex today that only a well-informed and socially minded citizenry can hope to cope with them. Democracy must justify itself by intelligence at the polls.

[3] *More adequate salaries for teachers*—Of all public servants the teacher has suffered the greatest material loss. With the federal government leading the way in the complete restoration of salary rates, we believe that salaries for workers in education should likewise be restored.

[4] *Provision for physically handicapped children*—Increased medical and physical care of crippled children as provided for in H. R. 4120 and S. 1130. We recognize also the need for increased educational facilities not only for crippled children but for all types of physically handicapped children. We therefore urge that there be included in the bill definite

provisions under which states will be assisted in improving educational facilities for physically handicapped children, and that any educational responsibilities involved in the bill be placed with the Commissioner of Education in the United States Office of Education.

[5] *Greater emphasis on a phase of traffic safety*—Realizing that each year thousands of children and adults are killed or injured by those whose driving skill has been affected by intemperance, we urge a greater emphasis upon the knowledges and attitudes that will lead to an intelligent solution of this problem.

[6] *Academic freedom for workers in education*—We reaffirm our unqualified belief in the principle of academic freedom for all workers in education, and favor the active cooperation of the Department of Superintendence with the National Education Association in the study of the problems of academic freedom.

Part IV. Movements favorable to education—We recognize the significance of those movements outside of the school seeking to improve conditions affecting education, and, seeking to bring about the educational program necessary to realize American ideals, we therefore favor:

[1] Legislation abolishing child labor in machine industry and in all other employment in which the health and the intellectual and spiritual wellbeing of children is sacrificed.

[2] Taking the profit out of war and warmaking as originally presented in the American Legion plan to perpetuate peace.

[3] The abolition of compulsory block-booking and blind-selling which the motion picture industry has forced upon local exhibitors, and urge legislation which will give communities the freedom and the opportunity of selection of the motion pictures presented to their people.

[4] A provision for better radio programs with more time for education and the establishment, if necessary, of a United States government network of radio stations with control of programs under the direction of a committee representing the foremost nonprofit national educational and cultural agencies, these agencies to be designated by the President of the United States.

Part V. Commendation of agencies effective in support of schools—

[1] We commend the activities of the Joint Commission on the Emergency in Education and we believe that the Commission has served effectively as a rally-

ing point for the forces interested in the wellbeing of public education. We recommend:

[a] That this Commission be continued for the purpose of completing the projects it may now have under way.

[b] That it continue to collect and disseminate facts concerning the effects of the depression on schools with the end in view of arousing the American people to a recognition of the gravity of the present educational crisis.

[c] That it continue its emphasis on the preparation and distribution of materials in the field of public relations. We particularly commend the Commission for the publication of the bulletin entitled *Evaluating the Public Schools*, the *Report of the National Conference on Financing Education*, and other similar publications.

[d] That the Commission be commended for its vigorous defense of the principle of universal educational opportunity and for its aggressive attack on those who would use the depression to make education the privilege of few rather than the right of many.

[e] That the Commission be encouraged in its recent efforts to stimulate interest in longterm educational planning in the several states.

[2] We appreciate the support and cooperation which the schools throughout the country have received from lay organizations interested in the welfare of children and in the development of the American citizen of tomorrow, and we commend those newspapers, periodicals, and broadcasting companies, which have actively supported public education.

Part VI. Expression of appreciation—We desire to express our appreciation to President E. E. Oberholtzer and his Executive Committee for the excellent programs which have been presented at this meeting; to the press and the radio for the nationwide publicity given to the proceedings; and to Superintendent A. S. Chenoweth and his staff for the contribution which the Atlantic City schools have made to our programs; and to all others who have contributed to the success of this meeting.

Signed: R. W. Bardwell, *Chairman*; Merle J. Abbett; Louis P. Benezet; T. H. Cobb; J. C. Cochran; Hobart M. Conring; Charles E. Dickey; Mildred English; Will French; H. E. Hendrix; Horace M. Ivy; Charles H. Lake; Millard C. Lefler; L. John Nuttall, Jr.; W. H. Pillsbury; Charles A. Rico; George C. Rogers; Agnes Samuelson; Julius E. Warren.

The Economy of Abundance

STUART CHASE

Economist and Writer, Georgetown, Connecticut

THE OTHER DAY I was sitting in the office of a corporation in New York listening to its president berate the New Deal. He happens to be high in the councils of the Republican party. The great mahogany table shivered to the thumping of his fist as he protested against little pigs thrown into the Mississippi, cotton ploughed under, the regimentation of honest enterprise, the reckless spending of thousands of millions of public credit. "Why," he cried, referring to the recent elections in our most eastern state, "they bought Maine, bought it in cold blood with relief money. . . And who is going to pay for it all? Where is the money coming from? Why, Jim Farley. . ."

"Wait a moment," I said. "How many unemployed have we?"

"They say 10 million."

"How many Americans are on public relief?"

"They say 20 million."

"What does it cost a year to keep 20 million people alive?"

"I do not know."

"Well," I said, "I will tell you. It costs about two thousand million dollars to keep them not much more than half alive, at \$100 per head per year. Does this constitute reckless extravagance?"

"It's a lot of money."

"If Mr. Hoover had been reelected in 1932, would the depression now be ended, and the unemployed back at work in private industry?"

"Well . . . No. I'm afraid not."

"If you Republicans were in office today, what would you do with 20 million destitute Americans?"

"I suppose we should have to feed them."

"Precisely. And what would it cost?"

"You say two billions."

"In other words," I said, "so far as the one outstanding problem of the present crisis is concerned—namely keeping a sixth of the American population alive—Mr. Hoover, had he been elected, would have had to do just about what Mr. Roosevelt is now doing—and the Democrats would be burning with moral indignation about buying the Maine elections, and about the reckless, drunken spending of public funds."

My corporation president, albeit a stout Republican, is an honest man. "Yes," he said, "I suppose that's true."

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IN CONNECTION with this address the reader may wish to go further into the writings of Stuart Chase. They include periodical articles which may be reached thru *Readers' Guide* and the following books of which the last, *The Economy of Abundance*, is the most outstanding:

*The Tragedy of Waste*, 1925

*Your Money's Worth*, with F. J. Schlink, 1927

*Men and Machines*, 1929

*Prosperity—Fact or Myth?* 1930

*The Nemesis of American Business*, 1931

*Mexico, A Study of Two Americas*, with Marian Tyler, 1931

*A New Deal*, 1932

*The Economy of Abundance*, 1934  
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Republican or Democrat, we are in the same boat so far as relief is concerned. We cannot let people starve. We cannot invite revolution. But who is going to pay for it? How can it ever be paid? Millions and millions and millions. . . . Where are we going anyway? I don't dare plan my business a month in advance. What kind of a crazy world have we entered since 1929? And 1929 was pretty crazy too. Radio common at \$500 a share. What is one to do? What is it all about?"

He had become a different man. In place of the outraged Republican partisan was a perplexed, almost humble human being, groping for some understanding of a world which had loosed such thunderbolts about his head.

"Well," he said, "what do *you* think it is all about? I never met as many as two economists who ever agreed upon anything, but at least you have been studying these larger questions, while I have been trying to keep my business one jump ahead of the sheriff. He nearly got me in '32."

So I told this baffled business man what I thought it was all about—for an hour and a half. He listened patiently.

When I had finished, he said: "Well, perhaps. At any rate you have got me to look over the top of my own ledger. Perhaps you are right; perhaps we have got to change a lot of things. But you didn't produce your plan to save the world."

"I haven't any," I said.

With your permission, I am going to tell you what I told that business man. He was not convinced by my diagnosis, nor probably will you be, but if I can help you to look over the top of your private ledgers for a few minutes, I shall be content. It is a habit that all of us must cultivate if we are to come safely thru the crisis in which Western mankind finds itself today.

I began with a recital of certain gross physical facts. These things have happened, or are happening. They cannot be escaped by argument, words, slogans, phrases, wishful thinking, or any other variety of the escape mechanism. With the facts before us, we can then try to find a pattern of interpretation. This is prerequisite, it seems to me, to any program for constructive action.

✓ **The first fact**—Energy is the basis of life and the basis of civilization. In the last century in the United States, energy consumed per capita has increased forty fold. Every man, woman, and child has theoretically at command forty times as much power to do work as obtained a century ago. Most of this energy is not animate, provided by man or beast, but inanimate, from coal, petroleum, and falling water. Its presence in the social mechanism has engendered vast pressures, unknown in a simpler economy. This energy can build—look at the Empire State Building or at Boulder Dam—and it can smash—look at a big Bertha. In a very real sense, it was energy which smashed the traditional free market, precipitated the world depression, and let 100 billions of dollars go hissing out of Wall Street values in a few days in 1929. The United States has developed energy and engendered pressures in a more headlong fashion than any other country, but all Western nations have followed the same general course.

✓ **The second fact**—Invention has grown at a rate which, when charted,

resembles a compound interest curve. The depression has in some respects accentuated the curve, by encouraging labor saving devices and cheaper processes as gross income has declined. Invention is like a vine, starting from a single stalk and proliferating upward in spreading branches.

The third fact—As a result of the increases in energy and in invention, costs of production in terms of man-hours of work are the lowest in history, and constantly going lower. The only proof needed is the colossal extent of the overhead establishment—the salesmen, middlemen, politicians, professional people, armies, navies, advertisers, service trades men—who, relatively speaking, are supported by a few farmers, industrial and transport workers, aided by inanimate energy. The food, clothing, shelter, and other essentials of life are produced and distributed at a small fraction of the man-hour cost which earlier cultures have known. In the last analysis, the man-hour must be the measure of true cost.

But while costs have been tobogganing as mass production methods have improved, money costs in dollars or in pounds have by and large remained stubbornly high. Expressed in man-hours, the cost of living today is probably not more than a third of what it was a century ago. Expressed in dollars it is higher than it was a century ago. Prices have not come down with technical improvements except in certain cases. When Henry Ford tried deliberately to bring his prices into rough alignment with costs, he was met with horror by the business and financial world. This simply was not cricket. Prices should be fixed at the point of all the traffic will bear. In many industries traffic bore up better by the formation of a monopoly—overt or covert as the case might be.

Prices have been "sticky" thruout the industrial revolution with the result that the price structure is all out of line with the technological structure. In 1929 the technological structure burst thru the paper system of the bankers and hurled many prices down the back stairs into the cellar. Other prices did not fall—interest rates, railroad rates, the price of steel in the United States, for instance. The lack of alignment still remains fantastic.

The fourth fact—Energy and invention have further disrupted the free market system by fostering technological unemployment, and so diminished buying power. Not long ago I visited the plant of the A. O. Smith Corporation in

Milwaukee. Here I found a great machine filling a whole building, which seizes raw steel at one end and pushes out finished frames for automobile bodies at the other end: 10,000 frames a day, 3 million a year at capacity operation. This one building can supply the frames for more automobiles than the entire country produced in 1933. Tending the machine are fewer than 200 men. They do no work on the steel itself, but simply set gauges, inspect the process, control the endless flow of shining frames. Side by side with this mill is another of older design. It uses the semiautomatic, not the full automatic process. It is a far larger building, and its output is the same, 10,000 frames a day. Here men do much work on the frames themselves. When operated at capacity 2000 men are employed. I asked the president of the company how many men it would take to manufacture 10,000 frames a day by the still older machine process, before conveyor belts and standard parts were introduced. At least 20,000 he said.

Here we have the threat of technological unemployment in vivid form. Twenty thousand men using hand machines give way to 2000 men using semiautomatic methods, who give way to 200 men on the full automatic process—all for an identical output.

Industry has been moving rapidly toward the semiautomatic and, where possible, the automatic method. The photoelectric cell is now taking over some kinds of inspecting and other mental work. Nothing can stop this transition to the cheapest, easiest, most dependable method.

As it marches, other things being equal, men lose their jobs and their purchasing power. It is a curious but significant thing that, along about 1920 in the United States, the manpower in all our great industrial divisions began to decline. Thruout the period of prosperity, with production steadily increasing, we employed fewer farmers, fewer miners, fewer factory workers, fewer railroad workers. The beginning of the last decade was thus a time of signal importance in the history of the industrial revolution. It marked the turning point where industrial efficiency apparently had no use for more manpower in the great primary industries, no matter how much output increased.

The fifth fact—A further result of energy and invention has been to tie a whole continent into one productive mechanism, where this section furnishes foodstuffs, another coal, iron ore, pe-

troleum; other sections specialize in pottery or textiles or motor car manufacturing, while the transport and communication industries link all together with arms of cement, copper, and steel. One can no longer go into business for himself, as he could 100 years ago. He can establish a business, true, but he will almost instantly land in a court of insolvency unless he is prepared to subordinate himself to the whole economic organism. He is part of a network which covers his own country, his own continent, and to a lesser extent, the whole world. If he attempts to do what he pleases, regardless of the network, he will find himself ruined. Little farmers, little shop keepers, little iron masters, in 1800 could boast of their economic individualism and even practise it. Today we boast of it, but nobody dares practise it. Imagine a business man telling the telephone company, or the water company, or the electric light company, to get off his premises.

Economic activity today is governed by the whole organism, precisely as a finger or toe is governed by the whole body. True, it can move by itself but only within a limited orbit. In these stern circumstances, the outcries of reactionaries about freedom, unfettered initiative, the curse of regimentation, are—to me at least—just loud and meaningless noises. One can properly discuss how far a finger can wiggle, but one cannot discuss a finger wiggling by itself without an arm and a body behind it.

The sixth fact—Population in Western civilization is growing at a decrement, upsetting the plans, valuations, mortgage security of real estate speculators, especially in the United States. The plans were laid and the mortgages incurred, on the bland assumption that the curve of population was to continue to mount forever as it did in the nineteenth century. A few inventions in biology and some other events have halted this majestic expansion. Real estate interests in this country are waiting in a sort of dreadful suspense for business to pick up, so that their frozen mortgages may be validated, blind to the fact that to validate their mortgages, they must first pick up the population curve. If these gentlemen had their own best interests at heart, they should be running about breaking up birth control clinics, repealing immigration quotas, and offering prizes for large families like Signor Mussolini.

The seventh fact—The United States has reached the Pacific and turned

back on itself. The pioneer is dead. "Go West, young man!" said Horace Greeley a half century ago. Well, go West today—and try to get a job walking on to the stage with a spear in Hollywood. There are relatively more unemployed in California than there are in New York state. The frontier has gone; and with it the new markets that followed the opening of free lands.

Meanwhile the industrial and agricultural plant has been developed to a point far in excess of market demand. In 1929, the radio industry could readily have made five times as many radio sets as it sold; there were four times as many filling stations along the roadside as the traffic called for; the Wool Institute, in 1927, estimated a woolen mill capacity thrice normal demand. Last year farmers in California alone destroyed 238,000 tons of fresh peaches for which they could find no market, and considered the surplus small. *I have a photograph of a pile of oranges, 10 feet high and a solid mile long, dumped from freight cars to rot.*

In this almost universal condition of excess plant capacity, it is difficult to persuade private capital to add to the plant by investing in more woolen mills and orange groves. Nay, it is downright impossible, as the huge surpluses of uninvested capital in the banks bear witness. Saving has run far ahead of investment, and investment cannot catch up when energy and invention have already equipped the plant so well. Finally, the vast load of debt on the plant has not been appreciably lifted, and industry hesitates to pile new debts for expansion on top of old ones.

The eighth fact—When domestic markets have in the past been saturated, it has been common practise for industrial nations to sell their surplus goods abroad; or to invest the surplus savings abroad. This worked well during the nineteenth century. But, like the United States reaching the Pacific, the conquest of foreign markets has reached the end of the Seven Seas. "Backward nations" borrowed Western inventions and developed their own energy, built their own factories, supplied increasingly their own markets, and even invaded the trade preserves of older industrial countries. Look at Japan. Look at Russia. Look at the Argentine. Even as America no longer has the safety valve of free lands, Western industrial powers as a whole no longer have the safety valve of expanding foreign markets into which their surplus may be dumped. Economic nationalism

—autarchy—has become the order of the day. Apart from the ferocious infections of jingoism it creates, it forms an almost insuperable barrier to the revival of industry on the capitalistic formula. The old trading grounds are plastered with signs: "Dump no goods here. Trespassers will be prosecuted to the fullest extent of the law." The law, incidentally, is a tariff a mile high.

The above are the eight major facts I placed before my corporation president. Let us recapitulate them: The growth of inanimate energy; the growth of invention; the decline in man-hour costs, while costs in terms of money have been pegged by monopoly and waste; the increase in technological unemployment; the network of specialization which has destroyed local self-sufficiency; the halting of the population curve; the development of the productive plant to a capacity far in excess of market demand; the saturation of foreign trade, due to the exporting of energy and invention to so-called backward nations.

What kind of a pattern can be woven from these facts? How shall they be interpreted?

Many orthodox economists would be disposed to admit them, but to deny that the interpretation calls for a new social order. Such economists argue that the whole trouble has arisen from the "sticky" prices which have not fallen as costs have fallen. Destroy monopoly, establish free competition, they say, and the old system can be made to work again. But we cannot go back 150 years—except by a cataclysm. Really to establish free competition again would mean scrapping the most of government activity, scrapping labor unions, trade associations, holding companies, a good part of the corporate structure. It means deflation to the bitter end, and above all takes no account of changed technological methods, the network of specialization which has finished rugged individualism, in fact if not in theory. This interpretation is, in my opinion, pure moonshine.

Other students somewhat more realistic, including many business men, interpret the facts in another way. They invite us to look at the poverty of the mass of the people. Here, they point out, is a market for unlimited electric refrigerators, bathtubs, radios, new motor cars, tomato juice, what you will. It is ridiculous, they say, to talk about a saturation point being reached in the capitalist system when people still need so many things. If and when Americans, or Euro-

peans, have their wants satisfied, regard then, the teeming hordes of Asia, Africa, and South America. Why, they cry, there is work enough here to keep all our mines and factories busy for a generation.

A partner of a large banking house painted this soothing picture for me only the other day. I asked him how the poor in America—to say nothing of the teeming hordes of China—were to pay for electric refrigerators. He had no answer. None of this school have any answer. They hope for the best.

These gentlemen are confusing their frames of reference. They seem to think, in their nonbusiness hours, that business is carried on to supply people with useful commodities. In their business hours, they know better, and act accordingly. A manufacturer of plumbing supplies who went about giving bathtubs to people who needed them would not long remain in business. Indeed, he would be lucky if he escaped detention as a lunatic.

We must keep our frames of reference clear, or we fall into vast confusion. We can look at economic activity in terms of what Thorstein Veblen has called *serviceability*. This is a physical frame and is concerned with what people need, and the available facilities to satisfy these needs. There can be no banks, mortgages, debts, interest charges, insurance, profits, taxes, or money in this frame. It is a straight engineering point of view.

Or we can look at economic activity in the frame of business-as-usual, with the bank credit, debts, buying power, money all in. This is the only view permissible to those who believe in maintaining the present financial system. They cannot go about giving goods away; they must sell them. This frame Veblen has called *vendibility*. You cannot mix serviceability and vendibility any more than you can mix oil and water. You cannot sell radios to citizens of China who have no money to pay for them if vendibility is to be maintained. The world may be starving for the goods which our idle fields and factories are eager to supply, but not a wheel will turn, not a furrow be laid back, without the prospect of a pecuniary market.

My interpretation of the eight facts is this. Energy and invention have produced an economy of abundance. In the frame of reference of vendibility this means a surplus of factory capacity, of agricultural products, of labor. Machines, crops, and manpower are a drug on the market.

Even in physical terms, without considering purchasing power, it is probable

that energy and invention aided by the elimination of waste, could give every family in Europe and America a decent but modest standard of living and utterly abolish poverty. The present plant cannot yet provide luxuries for all, but it might do so if invention were given a free hand.

The economy of abundance is trying to function in the confines of a financial system laid down when energy and invention were in their infancy. *The gold standard, the creation of wealth only thru the creation of debt, the methods whereby capital is allocated and invested, the edifice of insurance and savings based on the law of compound interest—are all scarcity institutions, formulated in an age when wealth was scarce, and when capital saved from current consumption commanded a large premium.* Now we are surfeited with capital, and the premium is no longer mandatory. Or better, the rate of premium has been already greatly reduced by an economy of abundance.

As I see it, the financial system founded on scarcity has been split wide open by the technological pressures of an abundance economy. *I believe that capitalism has outlived its function, tho the wreckage will take many years to clear away. We are habituated to it, and the habits of men change slowly.*

The Western World is in the birth throes of a new order. It is entering a period of transition from private capitalism to some new system more consistent with the imperatives of a high energy culture, even as feudalism gave way to private capitalism some hundreds of years ago. That transition took many decades. Oxcarts were a favorite method of energy consumption and transport. *This transition will be more rapid.* Three hundred thousand horsepower turbines are not so patient as oxen.

The formula of private capitalism demands continuously expanding markets, and an expanding capital goods sector, where unearned income may be profitably invested. The wages and salaries paid to the workers who are building the new capital goods—the railroads, steel mills, skyscrapers, department stores—when added to the wages and salaries paid to the workers who are producing consumers' goods keep the system in equilibrium. But it is of the utmost importance to understand that capitalism, to function properly, must *expand*. Like the Red Queen, it must move faster and faster to keep in the same place. The eight facts have checked the rate of ex-

pansion, I believe, permanently. *In the United States, while consumers' goods have declined about 25 percent during the depression, capital goods have declined 75 percent. There has been no appreciable pickup under the New Deal.*

Governments everywhere have been driven to fill the breach left by this abdication. In one sense, that is all the New Deal is. The collapse of investment closed every bank in the nation in March 1933. The New Deal pried the bank doors open with public credit. The collapse of investment threw 10 million capital goods workers on the streets. The New Deal is feeding them and trying to find employment for them in public and civil works. The plans were carried out hastily and in a great emergency. *Few persons realized that the crisis was more than temporary.*

If you are disposed to accept my interpretation, you have a right to ask me *what I propose to do about it.* I can reply with equal right that I do not set myself up as an arbiter of vast historical change. *No one person can do very much about it—not even Mr. Roosevelt. But many men and women, alive to the facts, can throw their combined weight in certain directions which may prevent the transition from being unnecessarily cruel or unnecessarily sanguinary.*

The first thing is to admit the necessity of the transition. The second, to appreciate the forces which engendered it. The third, to secure some idea of a new social framework which will be consistent with those forces—*act with them rather than against them.* Specifically this means a financial mechanism which will release purchasing power as fast as energy and invention lower man-hour costs and increase potential output. It is important to realize that the hundreds of schemes, plans, and experiments now advocated as alternatives to "sound money" are in answer to an insistent demand. *Somehow, a new financial mechanism must be found.* The various proposals for inflation, for the creation of non-interest bearing public credit, the Douglas plan, the schemes to nationalize private banks—are all aimed in the same direction. Our problem is not to set our faces blindly against such proposals, calling them the visions of crackpots, but to determine which proposal can be tried out with the least social disruption. And we must remember that whatever its tried, some people are bound to be hurt.

Again, it does no good in the light of the facts, to register a blanket protest

against government invasion of economic activity. As private capitalism relinquishes responsibility for the employment of capital goods workers, the community, thru its agent, the government, must assume responsibility. As my business man admitted, the unemployed cannot be allowed to starve, or even to degenerate into unemployables. If we have even a trace of realism in our natures, *we must be prepared to see an increasing amount of collectivism, government interference, centralization of economic control, social planning.* Here again, the relevant question is not how to get rid of government interference, but how to apply it for the greatest good of the greatest number. The methods applied to date by Messrs. Hitler and Mussolini leave something to be desired. But these, as well as the methods of Stalin and Roosevelt and the recent conversion of the British Public Debt, are all items in a historical transition; all answers of one kind or another to a set of inescapable conditions.

We must also prepare for a shift of accent *from saving to spending*, from production to distribution, from vendibility to serviceability. Only so may mass consumption catch up with mass production. Insurance is ceasing to be an affair exclusively of the individual, and is giving way to social insurance. As the economy of abundance gains, it is not too much to expect that every family will be guaranteed economic security on a fairly high level. The essentials of life will flow as a matter of right, even as the water supply, highroads, public health services, and common school education flow today. *Indeed, if we can keep our perspective and our heads, we may come out of this troubled transition with a stout foundation laid for the greatest civilization ever dreamed of.*

Technically, the economic problem is already solved. We can produce enough to go round and more. The task before us is to change traditional institutions so that the technical promise can be realized in fact, and to be perfectly clear in our minds that the technological pressures are smashing these institutions willy nilly.

What a happy day it will be, my friends, when we can drop economics as a universal problem, sink it in the sea and forget it, and go on to some of the real and exciting problems of mankind. I hope that I may live to see myself done out of a job as an economist.—Address before the Department of Superintendence, Atlantic City, February 25, 1935.

Ethical Idealism in a Changing World

G. BROMLEY OXNAM

President, DePauw University, Greencastle Indiana

IN THE economic field, we are witnessing a fundamental shift from competitive struggle to cooperative enterprise. Internationally, selfish nationalism with its warring imperialism retreats before the advance of sensible internationalism with its world law and order. In the religious realm we are witnessing the passing of a religion grounded in authority and the coming of a religion grounded in reality, the latter to be won by intellectually honest men, who in search for reality come to know in experience the God we call Christlike.

These changes, basic in nature, are wrought out peacefully in some lands, thru conflict in others. Contradictory economic philosophies, some adhering to methods of dictatorship, have emerged. In the struggle, educated men and women will do well to seek the underlying causes beneath present-century change. Beneath it all is a spiritual urge. Man demands life abundant. In ignorance he may lay hold upon methods that do not possess power to satisfy his dream. Intelligent leadership will find means calculated to bring the good life to all. But time is of the essence of the contract.

It is at this point that the question of ethical ideals enters. It is imperative that we lay hold upon ideals that have been proved valid. We must work out a splendid synthesis whereby the creative initiative that flowed from American individualism may be conserved and moralized, while at the same time we appropriate the values that lie in collective action. May I suggest six such ideals for your consideration: [1] Men and not things are the goal of social living. That is, personality is to be recognized as the supreme value; everything else—institutions and machines—is to be regarded as instrumental, instruments to be used to enrich personality. Personality-making, not profit-making, must become the major objective. [2] The solidarity of the human family. In a word, we belong to one human family. Hence, we must take the next step in the evolution of government and create world law and order. [3] The supremacy of the common good. The President of the United States has established certain policies that call for cooperation in the interests of the common good. His chief problem

lies in the fact that he must turn to men who have been trained to compete for self-interest to carry out these policies.

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WHILE I WAS in India, I had the honor to talk with that great poet and religious philosopher, Sir Rabindranath Tagore. I asked him what his idea of God was, and I shall never forget his answer. He said: "When I was but a small boy, my father took me into the darkness of the jungle, just before the dawn was about to break, and he said to me, 'My son . . . the sweet smell of this earth is God. He is of it and in it, and it is His.' Then the first light of the dawn struck thru the darkness of the jungle and my father said to me, 'My son . . . God is the Light; the light of our lives and the light of the world.' The birds started their singing, and my father said to me, 'My son . . . God is Music, the music of pure souls. May you so live that you strike no note of dissonance in the harmony and beauty that is God.'"—G. Bromley Oxnam.

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The supremacy of the common good demands the maintenance of democracy. But two great political and economic systems have arisen, each a terrible challenge to democracy. Fascism and communism! Freedom is crushed out by these systems. Less than one-third of the population of Europe lives today in regimes that remotely resemble the democracy that strives to maintain personal liberty and freedom of expression and conscience.

The interplay of ideas, the struggle of conflicting interests cannot be avoided, and ought not to be avoided, in democracy. But in democracy such conflict is under law and order, accompanied by the maintenance of civil liberties whereby the opposition may be vocal and effective in its scrutiny and criticism, and by a spirit that results in obedience to law by the minority until such time as a result of education and persuasion it

can win the assent of the majority and change the law.

Change is achieved within the democratic structure, by free-men who turn to science on the one hand, and I trust to religion on the other, for controlling that which is controllable in the interests of social wellbeing. But the avenues thru which originality may flow are kept open. We realize with Roscoe Pound that the maintenance of a technic of change is the fundamental principle of stability.

But our schools are apt to face serious attack, by sinister interests who profess to hate fascism and communism, but whose methods create the conditions that destroy faith in democracy and cause unthinking men to turn to other proposals. I refer to the menacing organization of minority groups, who mobilize self-interest, create their lobbies, bludgeon representatives thru threats of reprisal, and thus turn institutions dedicated to the common good into the service of special privilege. To cover their activities they launch attack upon opponents, seek to stifle free discussion, poison the sources of information at their source, strive to dub opposition by some label carrying emotional content, leading the unthinking to believe it unpatriotic.

[4] Equal rights for all, the right to be well-born, the right to a home, the right to play, the right to an education, the right to work. [5] Cooperation, not selfish competition is the law of progress.

[6] Love and not force is the social bond.

Perhaps I can make this more vivid by way of illustration. I have noticed that in giving commencement addresses the parents often cry. I have seen a great man, six feet or more in height, weighing more than two hundred pounds, with tears streaming down his face. At first it troubled me; it does not now. The reason there are tears in the eyes of a father is not because there is anything of an emotional nature in what the speaker may utter; it is because there is some boy sitting upon that platform, about to graduate, going out and beyond the father—that is the reason for the tears. Something wells up into the soul of man of such a nature, at a moment of that kind, that he cannot keep the tears back.

Goodwill in activity is the cohesive force that will unite the nation.—From a statement before the Department of Superintendence, Atlantic City, February 24, 1935.

Ideas from Atlantic City

THE STRUGGLE thru which we are going today is in principle as old as the nations themselves. I suspect that the one unique advantage that this nation has over those that have gone down in the struggle is its educational system. There is no greater inspiration, no more wholesome means of restoring one's perspective and renewing one's faith, than to sit for a time in the classroom of the public school at its best. There is no greater need than to carry the spirit of that classroom into the social order.—*Herbert S. Weet*, former superintendent of schools, Rochester, N. Y.

TO EDUCATE a child in what we call civics and then turn him loose in an adult world without guidance from some public agency which he has learned to trust, seems educationally and politically short-sighted if not actually stupid.—*Lyman Bryson*, Teachers College, Columbia University.

THE OLD THEORY that security is the simple product of individual thrift and virtue no longer corresponds to the actualities of the social situation, to our knowledge of its stern mandates. And unless we can bring our thought into harmony with established and stubborn facts, with emerging trends, American society cannot be brought to the highest possible degree of economic efficiency.—*Charles A. Beard*, historian, New Milford, Conn.

EDUCATION NEEDS to be more dynamically aware of the factors and forces which operate in our complex, industrial civilization. It needs to have a more definite program for developing that degree of social literacy which a modern industrial nation must possess if it is to take the democratic, rather than the dictatorial, route to the solution of its problems.—*John K. Norton*, Teachers College, Columbia University.

WE MUST CEASE to regard the elementary field as a doormat over which people are to enter the highschool field. From my personal experience, it is harder to get people who are qualified for elementary school positions than it is to secure such people for highschool positions. If there is an oversupply, it is in the field of highschool teaching. I make

no distinction in importance between these two fields.—*A. L. Threlkeld*, superintendent of schools, Denver, Colo.

SOME STATES are in much greater need of federal aid than others, and if our national ideal of equality of opportunity is to have anything more than lip service some effort to bring the educationally weaker states nearer to the educational level of the stronger states thru federal aid is quite inevitable.—*Sidney B. Hall*, state superintendent of public instruction, Richmond, Va.

IF THE nursery-schools were doing nothing beyond the provision of wholesome amusement and thus cultivating the taste for such amusement, as wholesome food creates a taste for wholesome food, we might well say: "May their tribe increase!"—*Mary E. Woolley*, president, Mt. Holyoke College, South Hadley, Mass.

IN NO PHASE of rural school administration is there a more fertile field for the practise of genuine economy while improving efficiency than in the careful planning of district and county-wide school building programs.—*John W. Brooker*, director, Division of School Buildings and Grounds, State Department of Education, Frankfort, Ky.

WE CANNOT put educational opportunity for the millions in cold storage for the duration of a depression and restore it later to an unschooled generation grown old. These must go thru life a lost generation poisoning the processes of popular thought and political action with their undisciplined judgments.—*Glenn Frank*, president, University of Wisconsin, Madison, Wis.

CAN WE TRUTHFULLY say that the average program of citizenship training in school or college, no matter what you severally choose to include in it, has life to it? Is there enthusiasm there for democracy as an ideal? If we cannot develop morale in the practise of democracy among young people while they are impressionable and idealistic, what can we expect of them when they grow old and cynical?—*George F. Zook*, director, American Council on Education, Washington, D. C.

IT IS NOT true in the United States today that we cannot afford to support our schools, but it is true that we cannot keep our schools open or maintain them at any high degree of efficiency so long as our dependence is, as at the present time, so largely upon local support.—*George D. Strayer*, Teachers College, Columbia University.

STATE LINES are constantly being ignored by the federal government. Public works enterprises, transportation regulations, radio policies, and the like, disregard state boundaries, and yet when it comes to the education of our children the national government presumes to take the obsolete position that all matters pertaining to education must be left to the states.—*James H. Richmond*, state superintendent of public instruction, Frankfort, Ky.

I BELIEVE IN democracy and count this to be henceforth the only feasible way in which to bring genuine equality of opportunity to all.—*William H. Kilpatrick*, Teachers College, Columbia University.

WHAT PART can the school of an advancing democracy play in developing an understanding of the "technics of progress?" It can familiarize children with economic and social processes that are going on all around them. It can reveal the evolutionary character of American life. It can point the existence of challenging problems, stimulate interest in attacking them and train in individual and group study technics. The goals are the stimulation of interest in public questions and a sense of responsibility for the general welfare, the mastery of methods of independent thinking, the open mind—not the closed one.—*Worth McClure*, superintendent of schools, Seattle, Wash.

EDUCATORS ARE absorbed in debating about the methods which should be adopted in teaching the social studies and do not devote themselves, as they should, to the preparation of materials which can be used in schools in order to determine by trial what phases of the social studies are interesting to pupils and within the range of their understanding.—*Charles H. Judd*, University of Chicago.

THE VACATION CAMP in this country has been in the main a private or a semipublic institution. The semipublic camp has been promoted to get the children out of the city and away from its temptations during the long period of idleness when the schools were not in session. As a welfare movement, it has sought to withdraw the children from the streets and slum conditions, from broken homes and bad homes. As such, it has been primarily a negative movement seeking to avoid certain evils rather than a positive one with definite objectives and purposes.

The private camp has drawn from quite a different type of community. It has charged a liberal fee and has tended to promote class distinctions. It has probably been maintained nearly as much to give greater freedom to the parents as for the sake of the children.

It is only in very recent years, that camping has been seen as promising large enough results to warrant its being provided at public expense.

The country homes of German schools—In this as in many other educational movements, we have to look to Germany for the beginnings. During the war, the farmers were so far drawn off the fields into the battle fronts that there were not enough left to care for the crops. As the result, many of the older boys from the city were taken to the farms to do the work of the absent farmers. In 1918 there was an investigation to find out what effect this had had on the boys who had been doing the work. The report was so favorable that it resulted at once in a number of schools' securing country homes in order to give their children a country experience.

These homes are of two kinds, the ones maintained by individual schools and those maintained by school systems. Of these the former are in great predominance. A report of 1931 states there were

at that time 120 school homes in Germany, of which 100 belonged to individual schools and 20 to school systems.

One may well wonder that a country impoverished as Germany was after the war found herself in condition to initiate a new movement of this sort. However, the country homes have not as a rule cost the schools a large amount. Some of them were formerly villas of the rich, who found themselves unable after the war to maintain them or pay the taxes and who consequently gave them to the schools. Some were old feudal castles that had come down from the middle ages. A number were abandoned factories that were made over. Some were inns which the war had left without patronage. Many of them were formerly military barracks of officers or men. A considerable number were built new for the purpose.

These school homes, in general, do not take the children in the first two or three grades. The children are from eight to sixteen years of age. The season is from April to October, and the children go out by classes with their regular teachers for periods ranging from two to six weeks, with the average stay around four

weeks. There is a considerable staff at the larger homes, consisting of a cook, a housekeeper, and one or more laborers.

The first advantage of the German camp, is that the children know each other and their teachers before they leave the city. In the American camp where the children come from all parts of the city to be under counselors whom they do not know, they are often very homesick; a large part of the little children would go home the second day if they could. The school camp should bring to the day school some of the advantages of a boarding school such as Rugby or Groton. It offers the opportunity for social training and physical activity that the American public

school has so largely lacked.

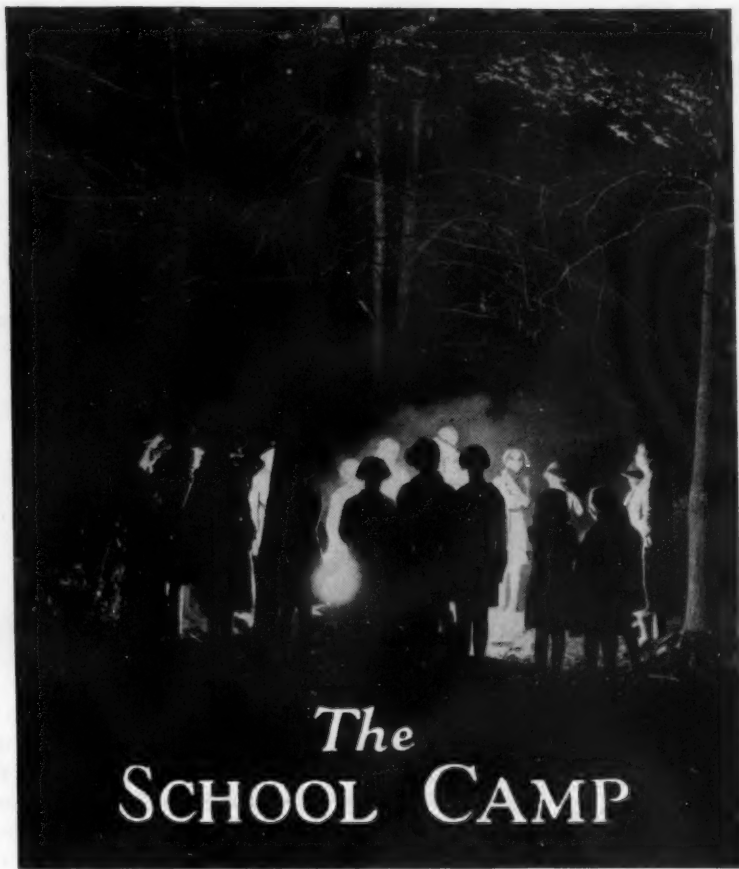
A second advantage of the school camp is that the weeks in the country can be looked forward to and prepared for in a way that is not possible under any other circumstances. The historical background, products, and industries of the area can be studied.

The great disadvantage suffered by many American camps is that the children regard themselves as boarders. They do not feel that the camp belongs to them or that they have any vital interest in keeping it up or improving its facilities. At its best the camp should be a self-governing child community, where the good of each is the good of all, and everyone feels himself to be a member, a real citizen. Such conditions are most easily met in a school camp which with its grounds becomes a permanent estate, a country home of the school.

The following instructions are issued to the children in a German school home.

[1] Behave in the school home as you should at home. Care for the condition, improvement, and beautifying of the buildings and grounds.

[2] Carry on with your comrades. Be helpful to the smaller children; be pleasant and friendly with the servants. Do not complain even if you have cause.



Courtesy of Girl Scouts, Inc.

HENRY S. CURTIS

Ann Arbor, Michigan

These country homes are in some cases as much as three or four hundred miles from the school. For instance twenty-three of the schools of the city of Hamburg, have country homes, scattered all over Germany. Schools often exchange homes for a season, so as to make the children familiar with different sections of the country.

Another great advantage of this method of camping is its cheapness. These German school homes cost from thirty to sixty cents a day per child, where ours nearly always cost more than a dollar and some of our private ones as much as our best city hotels. Where the American camp requires a counselor for every seven to ten children, the German children are looked after by their regular teachers.

Another advantage that is often spoken of in the German bulletins is its effect upon the school itself. The German teacher is traditionally an autocrat. While he may have been fond of his children, the discipline has been harsh and often severe. His interest has been centered in scholastic attainments. The homes have brought a kindlier and more social attitude into the schools. It has also brought out qualities in children that the school did not discover.

Most of the homes have something of a library and are collecting a museum. In some of them there is an attempt to keep up a part of the regular school work, especially on rainy days; but in others the camp is taken essentially as an educational vacation in the country. There are always conducted tours to places of historical or industrial interest in the neighborhoods. Many of the older pupils work in the gardens, on the farm, or in improving the grounds.

The school camp in America—Washtenaw County in which the University of Michigan and the Ypsilanti State Teachers College are situated is a wealthy county of southern Michigan, but it has accommodations in its semipublic camps for only about 1 percent or, with a two-weeks stay and five possible changes, for 5 percent of its children.

The schools of Ann Arbor have a camp two hundred miles to the north in the wilderness, but it cannot take care of many children at once or any group for long. It is used as a weekend camp and mostly by a single school. Its cheapness and spirit of the children have shown all the advantages that are claimed for the German school home. The children are taken back and forth by the school trucks. The entire cost of the camp, in-



cluding some two hundred seventy-four acres of ground, has been less than three hundred dollars.

Why should not Ann Arbor have one camp in Massachusetts, one in Virginia, one in Florida, one in Tennessee, one in Colorado, and one in California and let each school have one camp this year for two weeks and another next, thus giving each class a good sightseeing trip going and coming, with many side trips and a stay long enough in each camp to get acquainted with the camp area? With a school bus large enough to carry a class and with gas at a nominal price, this should be feasible for many schools and many children. This is a sort of camping that would appeal especially to the high-school students who are beginning to feel too old for the regular camp.

From twelve known camps in the beginning of this century, we now have approximately twenty-five thousand. There are four fundamental reasons for this growth; hygienic, educational, civic, and social.

The health reasons have been increasingly emphasized, as we have come to appreciate the health value of the open air and sunlight, of loose and scanty clothing admitting the air freely to the body. Most children in the city do not get enough exercise; there are not enough vigorous things to do. Many of the children come to camps from the homes of immigrants. They often bring with them the table manners and eating habits of the European peasant. At home there is in their diet very little fruit and far too little milk; many of them have

never even tasted our common American dishes. So too in many homes the children have never learned to go to bed or get up at set times. The regular habits and abundant and balanced meals usually result in a considerable gain in weight in those from the poorer sections even in a two-weeks period.

It is said that there are only six school systems in this country maintaining camps but there are a number of others like Ann Arbor and many special schools that are experimenting with the movement at present. Nearly all our large universities maintain one or more summer camps under such departments as forestry, geography, zoology, or biology. With the universities the purpose is rather narrowly educational with the idea of offering a more intimate touch with the specific problems of the department. In this way they are often able to give a practical experience that amounts almost to a brief apprenticeship.

It is hard to see why the educational reasons for camping have been emphasized as they have in the universities and have been so largely overlooked for the elementary school and highschool. Children are intensely curious about what they see. The things they read about do not make such a vivid impression or arouse the same desire for further knowledge. The camp offers the opportunity to the child to become acquainted with America's background, against which its history, politics, and early literature are built. Pioneer America can never be a very vivid picture to a child who has never been in the woods and



Courtesy of Girl Scouts, Inc.

who knows nothing of a farm. The camp, if it is the right kind of a camp and not a dude ranch, offers many experiences that are similar to those which constituted the daily life of our ancestors. The child should be a better American for having been thru these experiences.

Beside the health motive and the narrowly educational motive in camping, there are two others of equal or greater importance. The first of these is civic, the initiation of the child into the state and citizenship. We are coming to see that one does not become a good citizen by studying civil government, but, by becoming an active and responsible member of a community. The school is largely autocratic. The camp, on the other hand, offers a great variety of activities, in which children feel themselves to be concerned. It is not so difficult to make of it a junior republic, provided the children stay long enough and have had some preliminary organization before they come.

The second of these objectives is socialization, the learning to live happily and loyally with others. Many children need to be unspoiled, to learn to depend on themselves, to cooperate with others, and to do their share. This social ideal is very old historically. Primitive tribes have this sense of solidarity that the modern community so largely lacks. Each tribesman realizes that he belongs and stands ready to sacrifice himself for the tribe if need be. Socializing influences which come from the communal life at its best arise from eating together, sleeping together, singing together, working

together, and playing together under sympathetic leadership in a natural environment of woods and camp fires.

The German camps have utilized more fully than the American camps the psychology of a common rhythm, whether it be in dancing or in song. The new German work camps believe that working together on a common project, undertaken by common consent, has great value in drawing a group together. For social reasons our children should do more work to improve the camps. The Scouts have appreciated more fully than anyone else the wilderness bond; the effect of sitting together around a camp fire in the woods, and eating the evening meal there.

A summer of idleness is not good for children. Our summer playgrounds, valuable and necessary as they are, reach only about half of the children and these for only about an hour a day. The camp on the other hand is for twenty-four hours a day and in a new environment. It offers an opportunity for many new forms of experience that the city lacks.

We are seemingly at the beginning of an age of planning on a far larger scale than has ever been dreamed of before. In such an age what is deemed essential must be provided for all. If the camp can make good its claim for consideration as a public function, it may be taken over by any one of three public departments. It may well lay claim to direct support from the national government, as a training in citizenship and in national vigor; some considerable development along this line is sure to come to us with the

retiring of marginal land from agriculture. The camps may be operated by the playground departments of our larger cities as many actually are in fact. Or they may be taken over by the schools as an educational project. The schools have many advantages for such an undertaking. They are already reaching all the children, and have developed their own technic in dealing with them. They have the children for the balance of the year and can use the camp as their laboratory. Doubtless this will involve the acquiring of some new technics by the teachers.

Our summer camps are usually built upon a lake or adjoining a bit of woods. The main activities are water sports, nature study, dramatics, and crafts.

Private camps usually keep the children for the entire summer. It has been lack of funds that has reduced the period to two weeks in so many of the semi-public camps. To provide the training suggested, the camp session should not be less than eight to ten weeks. To provide eight or ten weeks to all children at our present cost of seven or eight dollars a week, would be impossible for most schools and most parents. If camping is to become a public function with us the cost must be reduced and the training increased.

The school farm—Every school camp should have a farm connected with it. In most cases this would not mean a large additional expense. In this country, lake side property costs from five hundred to two thousand dollars an acre, but the balance of the farm may often be had for twenty-five dollars an acre. The camp needs a farm because it needs the farmer as a caretaker and custodian, who may look after the camp when it is not in use and open it up for weekends for parties during the year.

The camp needs the farm also because it needs fresh vegetables, eggs, and milk, which can be produced more cheaply than they can be purchased, and because the children do not get as much of these as they should.

But it needs the farm much more for the work that it offers for the children to do. Most children enjoy feeding the pigs and the chickens; and the waste of the camp will keep a goodly number.

The older girls should prepare the vegetables for the table and get a good deal of training in cooking the simpler dishes. Under such conditions it should not cost much more for children to live at camp than it does for them to live at home.

If more vegetables and fruit are raised on the farm than the camp can use at the time, they might be canned by the older girls as a part of their home economics or 4-H work. Or some of the excess might be sent in uncanned to be used in the school cafeteria. If there were a considerable excess of produce, the school might operate a stand in the market or on the school grounds. The children would not only enjoy this, but it would be excellent business training for them.

Most camping has been for too short a period for the children to do more than get out in the country and look around a little, but if they are to stay for the summer, they should have some work for perhaps two or three hours a day. We are seeking to promote the subsistence homestead, but we usually find that a

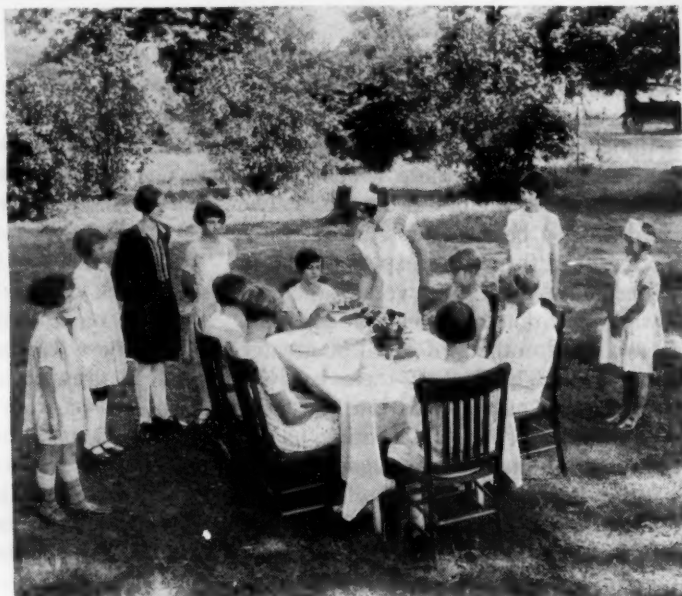
good share of the people do not know what to do in a garden and do not like the work. Some brief training in gardening and the care of farm animals is worthwhile for all children.

Probably the children of the first two or three grades and the highschool should not be sent out for long periods. Attendance should not be required. Some of the older children will be needed at home part of the time. Probably there should be provision for tutoring certain ones who have work to make-up, but the camp should not be made into a mere summer school in the country.

There are two types of buildings that are reasonably cheap and suitable for camp purposes. They are the grooved slab type of cottage stained to harmonize with the environment, and the fabricated steel building painted green if the camp

is among the trees. At least the central building should be heated so that it can be used for parties during the winter or at other seasons when the entire camp is not in operation. If the camp belongs to a large city, it should have at least one building for anemic or pre-tubercular children who need to be there for longer periods than the summer. There should be another cottage for crippled children and perhaps a guest house for visiting troupes of Scouts or classes from other schools on a school journey.

It is not expected that the development of school camps is to take place at once. It would not be feasible at present in all communities, but there are many schools and a considerable number of cities where finances and social conditions alike would warrant an immediate beginning.



The Schools Accept New Jobs

WHOEVER has listened while some elderly friend told about the days of his childhood has marvelled at the amazing changes which have taken place during one lifetime. The customs, the home-life, the means of travel, the habits of the people—all seem strange and remote. Times always change. Even in the Middle Ages each generation faced new problems. Perhaps, however, no period of history has witnessed as many rapid and fundamental changes in modes of life as the last hundred years. This is a brief account of the effects on the schools of the more important of these changes. It is the story of the adjustments made by the schools as they attempted to meet the ever-increasing demands of this age of science and invention.

Many factors working together were responsible for this era of change and adjustment. Chief among them was the influence of science. Patient skilful men found it possible to attack successfully problems hitherto unsolved. Day by day new knowledge was added to our inheritance from the past. New inventions produced machinery and factories which in turn produced numerous rapidly growing cities. Railroads and other lines of communication soon connected these centers into a vast network. Meanwhile, the nation was spreading itself out from a line of states on the Atlantic seaboard to its present continental area. Wealth increased rapidly as new natural resources were uncovered and developed. Immigrants, strange to the ways of American life, poured in from all sides, attracted by stories of wealth and opportunity. Realizing these changes, Horace Mann correctly declared: "A new era has opened upon the world. The history of the future is to be widely different from that of the past. The stream of life is changing its directions. . . . We must prepare ourselves to move with safety thru the new realms which we are entering."

Unfortunately, the schools were poorly fitted to meet their new responsibilities or to help the people in making the difficult adjustments taking place in this country. In the main the schools, especially in the rural districts, were survivals of a past which had little in common with the dynamic life which was beginning. "Cast in the mold of the sev-

enteenth century" they were products of a time when the ability to read and write and do simple sums marked the difference between the educated and the uneducated man. In general, it may be said of the schools a hundred years ago that but little was given to them and little required of them.

But now the new and complex society which was developing needed a new and vastly better system of schools. The battle for free schools would have been an empty victory if these schools were to remain the cramped and neglected institutions they were. Yet the vision of a better education was slow in reaching those whom it would most benefit. People were slow to see its worth; and it has been the history of education in this country that the voters must be able to appreciate the need for a change in any phase of education before they will support it. The low standard formerly held for common schools was aptly expressed by the Public School Society of New York City—a progressive organization for that time—which declared in a report that in the common school "those branches of education, and those only, ought to be taught . . . which prepare the child for the ordinary business of life." The common school should be one "in which nothing but the rudiments of an English education are taught to all who are admitted to it."

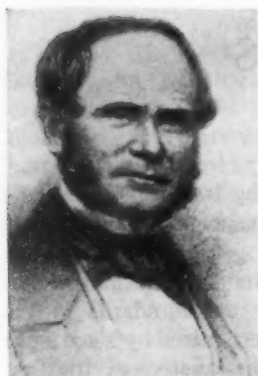
Fortunately, there were a few who saw beyond this narrow limit. Henry Barnard, leader of education in Connecticut and Rhode Island, declared: "The common school should not be regarded as common because it is cheap, inferior, and attended only by the poor and those who are indifferent to the education of their children, but *common* as the light and the air because its blessings are open to all and enjoyed by all." With this new vision before them the friends of public education organized a campaign to persuade the people to demand higher standards.

The most urgent need of the schools was for good teachers; for as Horace Mann said, "Without good teachers, there cannot be good schools"; and he further pointed out that "we have as little right to expect good teachers without adopting adequate means to prepare them, as we have to expect beautiful gardens and cultivated fields to spring

up spontaneously in the wilderness." Some plan for the training of teachers was essential if the common schools were to succeed.

The necessity for well-educated teachers, according to the standards of the times, had been recognized by some since colonial days. The trustees of the first academy in this country [in Philadelphia] intended that certain of its students should be "qualified to act as Schoolmasters in the Country, to teach Children Reading, Writing and Arithmetic, and the Grammar of their Mother Tongue, and being of good morals and known character, may be recommended from the Academy to Country Schools for that purpose." So it was that academies, which were only secondary schools and in no way to be considered professional schools for teachers, became the source of most of our best teachers at that time.

There was in Concord, Vermont, in 1823 a young minister named Samuel Hall who saw that much of the children's time in the schools was wasted by ineffective teaching methods. He noticed that teaching consisted largely in reading questions from the textbook and following the children closely to see that they repeated exactly the "answers." Whether the children understood the meaning of what they had memorized was considered of little importance. Learning "what the book said" was the main thing. No special skill in teaching was demanded of the individual who "kept school" in this fashion. The chief requisites of such a teacher was that of being able to keep order and prevent the "big boys" from throwing him bodily out of his schoolroom. The famous conflict between Ichabod Crane, the schoolmaster of Sleepy Hollow, and his Nemesis, Brom Bones, was duplicated in all too many back-country districts. In 1837, as many as 400 schools in Massachusetts were summarily closed by the obstreperous youth of the neighborhood. Hall observed also that little care was used in choosing teachers. Often the teacher was "engaged with a reference to his cheapness or he is selected on account of his relationship, or something equally unconnected with his character for morality, literature, or ability to teach." As to "cheapness" many teachers were paid but four or five dollars a



Courtesy of Charles Carroll,
director of Vocational Education,
Rhode Island State Department of Education

HENRY BARNARD, founder of state school systems and first United States Commissioner of Education, who labored that the common school might be "common as the light and air because its blessings are open to all."

month in addition to the board and room, provided for them by "boarding round" among the parents. Teaching offered few attractions to capable men and women at that time and much credit is due the few excellent teachers who devoted their lives to the work with little thought or chance for material reward.

Few people then considered it necessary to learn to teach. It was generally felt that if a teacher "knew the subjects" he was to teach, that was more than enough. The knowledge of how to teach it was expected to "come by nature." However, Samuel Read Hall determined to try the novel experiment of teaching teachers to teach. On March 11, 1823, he opened a school for that purpose in his own home. It was the first such institution in America. The "Columbian School" was immediately popular and soon outgrew its narrow quarters. Classes were then held in a room over the store. This space was also soon outgrown and a new two-story brick building, heated by sheet-iron stoves, was erected to house the school which was now called the Concord Academy. If you pass by Concord today you will see a tablet which marks the place where it stood.

One of the great difficulties which faced the new Academy was that of getting together a body of knowledge on teaching which could be used by students. There were no professional books printed in English for teachers in this country. Hall was forced to teach his classes by means of lectures drawn from his own knowledge of teaching. Later he collected these lectures into one volume entitled *Lectures on School-Keeping*. This was the first book for the professional education of teachers printed in English in America. The New York State Commissioner of Education ordered 10,000 copies of this work for the school

trustees of his state—a sign not only of the excellence of the book, but also of the beginning of a different attitude toward the work of the teacher.

The search for better teachers turned attention toward the means used in Europe for their education. Pestalozzi had started a school for teachers at Yverdon in Switzerland. Here he demonstrated his ideas concerning the teaching of children with great success. For centuries the emphasis of the school had been on the content to be taught. The child was of secondary importance. His ability, interests, likes, and dislikes were given little attention. Many people indeed believed that a special advantage was to be gained by forcing each child to learn the things he disliked most. Pestalozzi on the other hand, regarded child nature as the basis of education. He regarded education as a process of development. He changed the emphasis of the school from the book to the child. Pestalozzi's work opened up a whole new field of study. If the child were to become the center of the school, then something must be learned about him. If classes were to be given the freedom to investigate, discuss, and delve into the meaning of things, then real skill in directing their efforts would be necessary. Teachers began to see new possibilities in their work. They flocked to Yverdon to see Pestalozzi teach children by his new and strange methods. Men began to write on education, and the literature on the subject began to grow.

These new influences were slow in reaching America. Not until well into the nineteenth century did they manifest themselves in our schools to any appreciable extent. In 1825, three plans for normal schools presented in this country almost simultaneously by James G. Carter, Thomas H. Gallaudet, and Walter R. Johnson showed the influence of European schools for the education of teachers. James G. Carter's devoted work for the professional education of teachers gained him the title of "Father of the Massachusetts System of Normal Schools." He opened a private normal school at Lancaster, Massachusetts, in 1827. He petitioned the legislature for aid in supporting his school but was refused. Later he helped to establish public normal schools thru his influence as a member of the legislative Committee on Education. He helped to found the Massachusetts State Board of Education in 1837, which, by 1839 had provided for a state-supported institution

for the education of teachers. This, the first tax-supported normal school in this country, was located at Lexington, Massachusetts. It opened with but three pupils and one teacher, Cyrus Pierce, who also served as principal and janitor. There was much antagonism toward the school and during its first years there was constant danger that the legislature would refuse to continue the experiment. Only the untiring efforts of such friends of the new school as Mann, Carter, and Pierce, and the excellent work of its pupils [whose numbers grew and who felt deeply their responsibility in the matter] persuaded the legislature to allow the normal school to continue. While this work was going forward in Massachusetts, Henry Barnard was organizing Teachers' Institutes in other states. He even devised a traveling normal school. Teachers and children were moved from place to place on a wagon, stopping at towns along the way to give demonstration lessons. With the development of normal schools and a body of material for the better education of teachers, the outlook for elementary education began to brighten.

Next a demand for a different kind of secondary education began to make itself felt. In general, the secondary schools were devoting most of their energy to the preparation of students for colleges, which usually meant preparation for the ministry or law. With the coming of the industrial revolution the number of occupations requiring an advanced type of training increased. There were no schools which supplied the kind of education leading toward these positions. Furthermore, the factory system was sweeping away the apprenticeship system for trade education. Thus the secondary schools were given another responsibility. In addition to preparing a few students for college they must also prepare many for the practical occupations of everyday life. Out of these needs



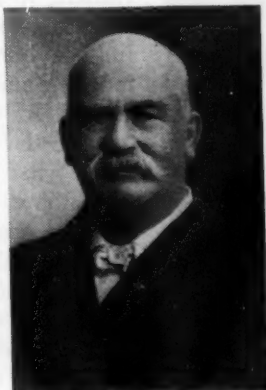
Courtesy of Robert R. Moton,
principal, Tuskegee Normal
and Industrial Institute

BOOKER TALIAFERRO WASHINGTON, leader of Negro education. This statue symbolizes Washington lifting the veil of ignorance from his race. He counseled his people thus: "We shall prosper as we learn to dignify and glorify labor and put brains and skill into the common occupations of life."

there finally developed our presentday system of secondary education.

The evolution of this system illustrates clearly how a traditional European school changed to one which is typically American. The Boston Latin School was English, not American, in character. But from the first, a proportion of the early settlers recognized that the Latin school was out of place on American soil. It failed to meet the needs of their life. The settlers wanted an advanced type of education which would help them to cope with the practical problems which beset them. Altho the Latin school enjoyed prestige and some public financial support, the nature of its work and its singleness of purpose in preparing pupils for college automatically limited its service. The need for schools with a broader and more useful course of study resulted in a new kind of school—the academy. The first American academy was planned by the practical and far-seeing Franklin. Academies were private schools, usually business enterprises. Tuition was charged, altho some academies had the benefit of generous subscriptions and in time many of them received state aid. However, they remained under private, not state, management. Everything from philosophy and surveying to painting and embroidery was taught in the larger academies. They became extremely popular. By 1850 there were more than 6000 of them, with an enrolment of over 260,000 students. The academy represented a step between the Latin school and the modern high school. It extended educational opportunities for girls and led directly toward higher education for women. As we have seen, it prepared teachers and was the forerunner of the normal school. It made a highly important contribution to the American school system by building upon the elementary school instead of running parallel to it

FRANCIS WAYLAND PARKER, who taught that "nothing that is good is too good for the child; no thought too deep; no toil too great; no work too arduous; for the welfare of the child means happier homes, better society, a pure ballot, and the perpetuity of republican institutions."



Courtesy of Miss Flora J. Cooke, principal, Francis W. Parker School, Chicago

as did the Latin school. Thus the academy formed the necessary link between the elementary school and college.

The modern high school was not originally planned to prepare students for college. On the contrary, it grew out of a need for an advanced type of practical elementary education for students not preparing for college. Attending the academy cost more than many families could afford; furthermore, in many cases it was necessary for the child to leave home to enter an academy.

The local high school was established to overcome both these difficulties, altho at first it offered only immediately practical education of an advanced elementary type. Later it added college-preparatory courses and became a rival of the academy. The new public high school grew slowly at first. Sometimes a community would turn against a high school which it had taken years to establish, and destroy it. Then it would have to be built up again. Altho Massachusetts, in 1827, had made the establishment of high schools compulsory in towns of certain sizes, its legal status was undetermined in most states until 1873 when Justice Cooley of Michigan declared that high schools could be financed as a part of the public-school system. In more recent years the growth of the high school has been very rapid. Forty years ago there were about 2600 public high schools in the United States with an enrolment of about 210,000 students. Today there are over 29,000 public high schools with an enrolment of about 6,000,000 students. These high schools offer not only such subjects as English, science, mathematics, foreign languages, and the social studies, but also manual arts, home economics, agriculture, commercial subjects, music, art, and physical education. This broad curriculum has attracted many of our young people to high school. A larger proportion of our total population attends high school than that of any other nation.

The states and cities were slow to provide good schools for very small children. They were expected to get the necessary training at home. But under the factory system the mother as well as the father often worked in the mill or factory and the little children were thus deprived of proper care at home. Robert Owen of Scotland, seeing the pitiable condition of children living in factory towns, opened a school which children might enter at the age of three. He attempted to suit instruction to their years and gave little attention to "book-learning."

CHARLES WILLIAM ELIOT, leader of the movement to bring unity and harmony into the diverse parts of our school system. "The whole school life should be one unbroken flow from one fresh interest and one new delight to another, and the rate of that flow ought to be different for each different child."



Courtesy of Houghton Mifflin Co.

Unfortunately, others who later opened Infant Schools over-emphasized formal training and it was this "bookish" type of Infant School which was first established in America. In 1816, a school for little children was opened in Boston and the idea soon spread to other cities. Infant Schools generally admitted children of four years and prepared them for admission to the grade schools. While they had little of the spirit of the school which Owen founded, their methods were soon improved thru the use of Pestalozzi's plans. Finally, thru the influence of Friedrich Froebel the Infant School was replaced by the kindergarten, a school in which appropriate education is provided for young children. Froebel was a German who, after visiting Pestalozzi's school at Yverdon and observing the children there, became impressed with the value which they derived from play. It seemed to him the ideal method of education. He believed that the freedom of play permitted a natural and unhampered development of the child's nature. What he called the *self-activity* of the child he considered all-important and he recognized the necessity for beginning this phase of the child's education at the earliest possible moment. Froebel's ideas found a welcome in this country. Our first kindergarten was founded at Watertown, Wisconsin, 1855, by Mrs. Carl Schurz who had studied with Froebel. In 1873 the kindergarten was made a part of the public schools of St. Louis under the leadership of Superintendent William T. Harris. Today, in many states and cities the kindergarten is recognized as an integral part of the public-school system.

The addition of the state university completed the vertical extension of our public-school system. There were the kindergarten, the elementary school, the high school, the normal school, and the university. There had finally been a general acceptance by the states of the re-

sponsibility for public education. Each state had set up its own organization for the management and direction of its schools, at the same time giving the people of the various local communities a large part in the management of their schools. Furthermore, the national government showed a willingness to aid the schools financially. At various times it distributed grants of money and land which were used by the states for education. In 1867 a national bureau for the purpose of serving the interests of the schools was created by Congress. Henry Barnard was the first United States Commissioner of Education. Today the United States Office of Education deals with school problems beyond the scope of any one state, collecting and organizing useful information about the condition of the nation's schools and conducting nationwide studies of education. However, the control of the schools has for the most part remained in the hands of the states and local units.

Under the direction of larger units, the educational system was not only extended but much improved. It was apparent, however, even after the middle of the century that schools were still far from making adequate provisions for "all the children of all the people" such as would be expected of a democratic school system. The growth of large cities had contributed to the progress of the schools in many ways, but in the attempt to educate large groups of children there is always danger that a lock-step system will develop and the needs of the individual child will be neglected. That the graded school, with all its advantages, was becoming a "school machine" was all too evident to Francis W. Parker, a young teacher in New England. He believed that republican principles applied to the schools as well as to the government, and that the citizens of a democracy should begin early to live under a democratic government. Like Pestalozzi, he sought to change the emphasis of the school from the book to the child, "the central problem of the universe." At Quincy, Massachusetts, he showed the worth of his ideas in the schools. Teachers came from all parts of the country to see his work. He taught them that education is not facts and textbooks but "the work-

ing out of the design of a human being into character." To his inspiring work the children of this country owe much of the freedom they have to explore and investigate real things instead of merely reading about them in books. Parker gave the people of this country a vision of a school which is a "model home, a complete community, and embryonic democracy."

Our new school system was apparently complete. Yet it was not yet well-organized. The various parts did not fit together. In some places there were wide gaps between them; in others they seemed to overlap. This was not remarkable, considering that the elementary school, kindergarten, high school, and university had all had different origins. Bringing them, as they were, into one system did not automatically unify them into a complete whole. That was yet to be accomplished. Charles W. Eliot, for many years president of Harvard University and leader of American thought in many fields, advanced the ideal of a unified school system, integrated around service to the individual. Said he: "All our divisions of the total school period into years and into primary, grammar, and high schools are artificial, and in most cases hurtful or hindering to the individual. The whole school life should be one unbroken flow from one fresh interest and one new delight to another, and the rate of that flow ought to be different for each child." Eliot's great contribution to our school system was his ability to see it as a whole and to bring others to see it in the same way. Out of the attempts to tie together the

various units have come the junior high school and the junior college. These have been largely the products of the twentieth century. They try to adapt the schools to the needs of each student.

We recall that in uncivilized societies education must first serve the interests of the group. If the individual is served at all it must come thru the benefit which he receives as a member of the group. In civilized nations, another viewpoint has found wide acceptance. A democratic government seeks to meet the needs of the group thru the development of the capacities of each of its members. Again Eliot points the way: "It is for the interest of society, as well as of the individual, that every individual child's peculiar gifts and powers should be developed and trained to the highest degree. Hence, in the public schools of a democracy the aim should be to give the utmost possible amount of individual instruction."

Our attempt to organize our educational program around the individual has resulted in the acceptance by the schools of numerous new responsibilities. Schools are provided not only to take care of the widely diverse needs of normal children, but also to attend to the interests of the handicapped. Women, long denied the privilege of higher education, can now enter, at one point or another, practically any of our great universities. Schools are provided for adults as well as children. The century from the beginning of the Educational Revival [roughly, 1830] to 1930 witnessed the most rapid development of schools that has taken place in all history.

But much remains to be done. Francis W. Parker, who devoted his efforts to the same problem which confronts us today, that of developing a school system which provides appropriate training to the citizens of a democracy, said wisely, "The line of human progress is infinite, and we have but started. As yet we have but touched the hem of the garment; what we have done is as nothing compared with what we shall do if we persist in our study of the real problems of education."—This is the sixth in a series of articles, dealing with the history of the school, by Charles A. Beard and William G. Carr.



Courtesy Atlanta Public Schools

THE KINDERGARTEN provides appropriate education for many little children. Our first publicly-supported kindergarten was established in St. Louis, in 1873.

American Education Week 1935

THE FIFTEENTH annual American Education Week will be observed November 11-17, 1935. Sponsored by the National Education Association, the United States Office of Education, and the American Legion, this annual celebration is now one of the most widely observed special occasions in the United States. Forty governors issued American Education Week proclamations last year, calling upon citizens to visit the schools and take part in American Education Week exercises. Every one of these proclamations is a tribute to the economic and social value of education. Taken as a whole, they constitute the most significant official expression ever made of the state's duty to the schools, and of the school's obligation to advance the high purposes of the state.

American Education Week is becoming more powerful each year in uniting the public in the improvement of the schools. Six million adult citizens in approximately 4000 communities took part in the observance of American Education Week last year. The number of participants will double and treble as the members of the teaching profession increasingly employ this opportunity to exercise the community leadership which is their privilege and duty. *Ten million adult citizens in the schools* is the goal for 1935—a conservative enough figure; for last year in New York City alone more than half a million parents and other citizens visited the schools during the seven-day observance.

American Education Week appeals because it celebrates the founding of free schools as a significant achievement in the long struggle for the rights of the common people. Yet the strength of American Education Week lies in the fact that it looks forward. It is more than a memorial to past achievement. It is dedicated to the future, and enlists the cooperation of every citizen in intelligent planning for tomorrow thru the powerful instrument of universal education. The need for planning education and our national life is continuous. Once a year is not too often to think about our schools and their relation to the future. "The program of education in our democracy must . . . be readjusted from time to time if our children are to be adequately trained for the responsibilities of manhood and womanhood."—Governor Herbert H. Lehman, New York.

Especially in troubled times like the present are intelligent readjustments necessary in all those agencies that mold human ideals and relationships. Chief of these agencies is the school. In selecting *The School and Democracy* as the 1935 American Education Week theme, the national committee emphasizes the determination of the American people to retain and improve the principles of self-rule in the face of social disorder which has checked indefinitely the progress of popular government in some of the older countries of the world. The theme suggests the fundamental character of systematic education in the preparation of a citizenry capable of directing its own destiny. It implies the need for improvement in the schools which will enable them to serve the new vision and high purpose to which the American people have now committed themselves as they speed the tempo of progress toward long-held democratic ideals.

The following topics for the day-by-day discussions are suggested:

Monday, November 11—*The School and the Citizen.*

This program will be in keeping with the spirit of Armistice Day, the American Legion taking the lead in the principal ceremonies. Pay tribute not only to those who served their country in war, but also to those who have performed duties of citizenship in an outstanding way in times of peace. Dedicate this day to the citizen as an individual, with emphasis upon the personal traits of courage, loyalty, and concern for the great issues that our nation faces.

Tuesday, November 12—*The School and the State.*

Plan the program for this day in cooperation with the officers of your state education association. Make its chief purpose informing the public on the progress and the needs of the schools in your state. Compare the costs of education with those of the other functions of state government. Familiarize the people of your community with new school legislation sponsored by your state education association. Discuss needed tax revisions. Compare recent achievements of other states with your own.

Wednesday, November 13—*The School and the Nation.*

Familiarize the community with steps taken recently by the federal government to grant emergency financial aid to education. Discuss the historic policy and increasing need of permanent federal aid on a basis that will guarantee the children of every state at least the minimum preparation for citizenship. Outline the six-point program supported by the educational forces of the country thru the National Committee for Federal Aid to Education. Organize citizens for the support of this program.

Thursday, November 14—*The School and Social Change.*

Discuss education as a potential force in

American life. What part shall the schools play in social change? How can the schools of your community contribute more effectively to the progress which is being made economically and socially. What adaptations in the present organization and curriculum of the schools are needed? Write to the Department of Superintendence of the NEA for the yearbook, *Social Change and Education*, as a basis for these discussions, which may be of the jury-panel type.

Friday, November 15—*The School and Country Life.*

For many years the economically more favored city workers have sought refuge from crowded centers in suburban areas where they might indulge their love of good air, sunshine, and natural surroundings. The present-day demand for balanced production is bringing about further relocation of city families. Not only farm people but urban dwellers as well have a vital interest in the educational development of rural communities. Show the inequality of educational opportunity that exists in general between children and adults of city and country. What steps have been taken, and what ones are still needed to equalize these differences?

Saturday, November 16—*The School and Recreation.*

Rest and recreation are among the sweetest fruits of toil. Mankind longs to play. Increased leisure makes play possible. Overspecialization turns it into amusement. Neglect permits it to drift into crime. Emphasize the responsibility of the school to give every child recreational skills that will make wholesome play a delight thru-out life. Make school play facilities available to adults. Ask the American Legion to help promote a "field day," which includes opportunity for young and old to engage in sports.

Sunday, November 17—*Education and the Good Life.*

While the attention of many leaders is forced by circumstances to the economic and material aspects of existence, the life of the spirit and of religion especially needs rekindling. The church and the home and the school have a common obligation to help re-establish the morale of millions beaten on every hand by discouragement and failure. Show how that obligation is being met in your community. Emphasize on this day the part which the church plays in the education both of young people and adults.

Each community will adapt the theme and topics of American Education Week to its own particular needs, engaging the cooperation of whatever local organizations and groups seem most appropriate. Early planning is important. Appoint a general American Education Week committee before school closes. Plan an observance which calls for the participation of all teachers, pupils, and citizens.

The usual publications for use in the observance will be available at low cost about September 1, 1935. These include handbooks, posters, messages to the home, gummed stickers, and packet combinations suitable for every type of school and college. Write to the NEA, 1201 16th St., N. W., Washington, D. C.



OUT WHERE THE WEST BEGINS

Arthur Chapman

Out where the handclasp's a little stronger,
Out where the smile dwells a little longer,
That's where the West begins;
Out where the sun is a little brighter,
Where the snows that fall are a trifle whiter,
Where the bonds of home are a wee bit tighter,
That's where the West begins.

Out where the skies are a trifle bluer,
Out where friendship's a little truer,
That's where the West begins;
Out where a fresher breeze is blowing,
Where there's laughter in every stream-let flowing,
Where there's more reaping and less of sowing,
That's where the West begins.

Out where the world is in the making,
Where fewer hearts in despair are aching,
That's where the West begins;
Where there's more of singing and less of sighing,
Where there's more of giving and less of buying,
And a man makes friends without half trying—
That's where the West begins.

[From the author's *Out Where the West Begins and Other Western Verses*. Houghton Mifflin Company, Boston, 1917. Copyright by the author, 1916. Used by courteous permission.]

APRIL THIRD of this year is the seventy-fifth anniversary of the starting of the Pony Express. On that day in 1860, two American boys—one at St. Joseph, Missouri; the other at Sacramento, California—leaped on their horses and sped West and East with their bags of precious mail. It was the beginning of a relay race against time along nearly two thousand miles of Indian trails that led over plains and mountains and deserts—with eighty daring boys and about four hundred wiry ponies taking part. The slogan was “*The mail's got to go thru!*” and put it thru they did, day and night, sun or storm, Indians or no Indians. Touched off with speeches and the roar of cannon, the riders had dashed away while the nation watched anxiously for the outcome of this heroic effort to bring the ends of our country into closer communication. When finally, after a wait of about ten days, the dust-covered boys on their ponies dashed back with the mail from the far West and the far East, a thrill went thru the nation.

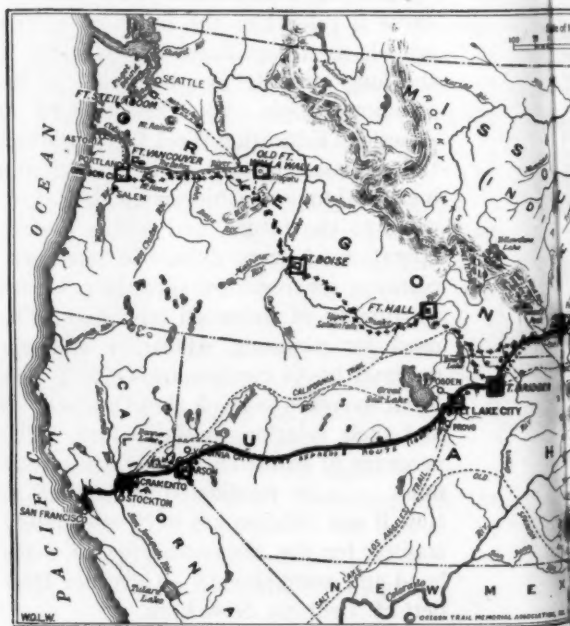
It was not only a challenging achievement, but a momentous event in our history. Half a million Americans were then in the regions beyond the Rockies, hungry for news from their eastern homeland. More than this, our nation was then on the verge of Civil War. There was vital need that the far West with its treasures of gold be held in the Union. Quick communication was imperative. It was a grave question whether a fast mail service could be maintained thru summer and winter over the difficult route of the covered wagon pioneers. The

Anniversary of the

blizzards of the plains; the deep snows of the high mountain passes; the hazards of the desert; the menace of hostile Indians—all had to be faced. Besides, there was the cost—staggering for those days—to be met. Congress was in no mood to risk appropriations on such a doubtful enterprise. It must be met, if at all, by private investment and individual initiative; and it was met in the truly American spirit. The great freighting firm of Russell, Majors, and Waddell provided the means to build the stations, to stock the line with the finest horses they could purchase, and to employ the courageous station-keepers and the daring pony riders to put the mail thru. The venture netted a loss of fully \$100,000 to its promoters, but it gave to us one of the most stirring chapters in the epic of America.

Plans are now under way to reenact that dramatic bit of American achievement and heroism during this year. The Boy Scouts of America, cooperating with the Oregon Trail Memorial Association which is sponsoring the monumenting of the Pony Express Trail, will make the re-running of the Pony Express a feature of their Silver Jamboree, to be held in the national capital during the coming August.

The schools of America are invited also to participate in the commemoration in other distinctive ways. Here is a golden opportunity not only to recall vividly the story of the Pony Express in all its vibrant verities; but also to humanize our history and geography; to moti-



of the Pony Express

vate lessons in language, in literature, in art and music. It is hoped that our teachers everywhere will join in celebrating with fitting exercises the seventy-fifth anniversary—April 3, 1935; and also that they will remember with further appropriate exercises on different occasions the Diamond Jubilee year of the Pony Express.—Howard R. Driggs, professor of English-Education, New York University.

◆ **The Pony Rider's Pledge**—Before being accepted as a Pony Rider each one was required to sign the following pledge:

I do hereby swear before the great and living God that during my engagement with Russell, Majors, and Waddell, I will under no circumstances use profane language; that I will drink no intoxicating liquors; that I will not quarrel or fight with other employees of the firm; and that in every respect I will conduct myself honestly, be faithful in my duties, and so direct all my acts as to win the confidence of my employees. So help me God.

After signing the pledge, the Pony Rider was presented with a small leather-bound Bible.

◆ **The St. Joseph [Mo.] Gazette** for April 4, 1860, contained this item:

Yesterday evening at 7:00 and fifteen minutes the first carrier of the Pony Express left the office of the company in this city. . . . At the hour of starting, an immense crowd gathered around the Express office to witness the inaugurating of the novel and important enterprise—Mayor Thompson, in a few remarks to the spectators, briefly alluded to the significance of the Express from our city over the Central Route. Mr. Majors, being loudly called for, re-



sponded in a speech characterized by his usual practical manner of thought, and in which he reviewed the rapid changes which have taken place in the condition and prospects of the West, predicting that the day is not distant when other and powerful communities will spring up in the shadow of the Rocky Mountains, a region lately regarded as wild and sterile beyond the power or desire of reclamation. He spoke from personal experience of the changes which have taken place on the plains. But a dozen years ago the entire season was thought scarcely time enough to make the trip from Missouri to California, and companies of a less number than fifty, armed and organized, were deemed too weak to venture on the perilous route. Now a single man, aye, a defenseless woman, so far as Indians are concerned, need fear no evil. . . .

The burden carried consisted of telegraphic dispatches received up to the hour of starting, and the matter that came by the messenger from New York—in all 49 letters and 9 dispatches. A small edition of the *Gazette*, containing the telegraphic dispatches, etc., of the past few days was mailed to the various stations on the route, Salt Lake City, Camp Floyd, Nevada, and the leading journals of California.

◆ Pony Express Bibliography—

The Pony Express by Arthur Chapman. G. P. Putnam's Sons. [An authoritative account of the Pony Express in its historical setting. With authentic documents and illustrations.]

The White Indian Boy by E. N. Wilson and H. R. Driggs. World Book Co. [An intimate picture of the experiences of one of the Pony Express riders on the Utah-Nevada part of the trail.]

Seventy Years on the Frontier by Alexander Majors. Rand, McNally Co. [Autobiographical account of the Pony Express by one of the men that backed the enterprise.]

The Story of the Pony Express by G. D. Bradley. A. C. McClurg Co.

Six Horses by G. H. and W. Banning. Century Co.

THE PONY RIDER

Howard R. Driggs

The mail's got to go thru, boy—
got to go thru.
Do you sense what that means?
There'll be deserts to dare and
rivers to swim,
And canyon defiles where Redskins
may lurk
To cut short your run with a flint-
headed shaft;
And you can't stop to fight—
You must ride, boy,
Just ride like the wind.

Spare your horse?—yes and no;
Treat him square, boy, of course;
But the mail's got to go thru,
And it's up to the horse
To carry it thru
Tho his heart thumps his side,
Get the best he can give;
If he drops on the trail,
Just grab up the mail,
Get another and ride,
Just ride like the wind.

Another thing—mark me—
Let liquor alone.
You'll need all your brains
To win in this game;
And don't curse and swear;
You'd better keep God right close by
your side,
Then you never can fail to bring thru
the mail.
I've your word. Here's my hand!
Now ride, boy,
Just ride like the wind.



Teachers and Economic Security

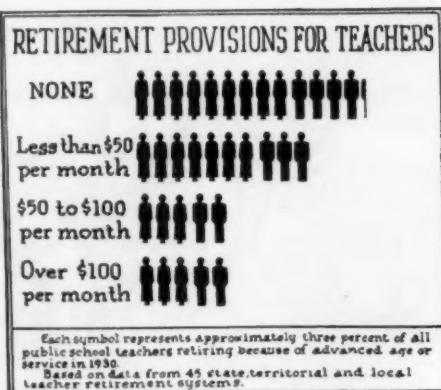
SECRETARY WILLARD E. GIVENS of the National Education Association submitted the following statement on behalf of the Association to President Roosevelt's Committee on Economic Security. He urged that serious consideration be given to the urgent needs of one million public-school teachers. This whole matter of economic security is one which should be studied in school classes in civics and social studies, and should be discussed by school faculties and other study groups. Free material may be had from the Committee on Economic Security, 1734 New York Ave., Wash., D. C.

PUBLIC-SCHOOL TEACHERS AND ECONOMIC SECURITY—The extent to which an occupational group is subject to the economic hazard arising from old age and unemployment depends on a variety of factors, including: [a] the probability that a particular hazard, such as unemployment, will occur, [b] the extent to which the occupational group is insured against these hazards by local, state, or national legislation, and [c] the opportunity which exists to accumulate financial reserves.

Such evidence for one large and important occupational group, the one million employees of the nation's public schools, follows. The teaching profession is not now adequately protected against unemployment and old age. Prevailing salaries are utterly inadequate in many cases to permit the accumulation of reserves thru private initiative. Since teachers were not included under the industrial codes, many are now receiving wages less than those fixed for factory workers. Extensive unemployment also exists among teachers. Estimates by the United States Office of Education and special statewide surveys indicate that unemployed teachers constitute a group one-fifth as large as employed teachers. Existing teacher retirement systems do not guarantee old age security to the teaching profession because about 40 percent of all teachers are not included in such systems, because several existing systems are financially shaky, because many older teachers have not accumulated any significant reserve, and because the allowances paid are often inadequate.

Numerical and social importance of teachers—Education accounts for over one-third of all public employees and for more than 3 percent of all the nation's workers. There are more teachers than there are carpenters, miners, machinists, bookkeepers, physicians, or lawyers.

The importance of the teaching pro-



fession in American life is not, however, limited to statistical measures. Upon the skill, devotion, and intelligence of teachers depends much of the future social safety and material progress of the country. It is socially important, therefore, that teaching be made a career wherein men and women of highest caliber may render distinguished service without an ever-present fear of future poverty.

Compensation and opportunity for saving—The average annual salary for all teachers, principals, and supervisors during the last ten years has ranged from \$1222 to \$1440.

Highly paid teachers are rare. In 1926, when teachers' salaries were at about the same average level as at present, less than 1 percent of all school teachers and executives received over \$4000 and less than 2 percent received over \$3300. At the lower end of the scale, over 15 percent received less than \$700 and nearly 40 percent received less than \$1000.

Conditions at present are even less satisfactory. Teachers were given no protection whatever under the National Industrial Recovery Act. As a result, it is estimated that one teacher in every three is now paid less than \$750 per year. In other words, about 250,000 teachers to whom is intrusted the education of some 7,000,000 children receive annual wages below the minimum for factory hands under the "blanket code" of the National Recovery Administration. With compensation at this low level, many thousands of teachers have no reasonable opportunity to provide a reserve against the hazards of old age, illness, and unemployment. Furthermore, the lowest paid teachers are not covered by retirement provisions. Of the eleven states paying lowest average salaries to teachers, only one has a statewide teacher retirement law in operation.

The damaging effects of such an outlook on the children taught and on the teacher's personal and professional morale are clear.

Unemployment among teachers—On January 8, 1934, the United States Office of Education estimated that 200,000 certificated teachers were unemployed. There are today some 24,000 fewer teaching positions than in 1932, and the number of trained candidates for the available positions has definitely increased.

Investigations in several states give further evidence on this point. Unemployment is not solely a phenomenon of industrial occupations.

Existing old-age protection for teachers—In spite of the low active salaries received by teachers it has been exceedingly difficult to secure state or local legislation for the protection of these public servants in their old age. After a half century of effort, only about 60 percent of the nation's teachers are working under any form of retirement provision. Statewide teacher retirement systems exist in less than half of the states of the Union. Altho a number of independent local retirement systems exist, there yet remain nine states where no protection under either local or state retirement systems is available to any teacher.

Furthermore, many existing systems leave much to be desired as far as soundness and adequacy is concerned. Competent investigating committees have urged early revision and strengthening of the teacher retirement laws in at least seven of the twenty-two states where such laws are operative.

The existing systems rarely include the non-certificated school employees or the professional staffs of the state universities and teachers colleges. In only one of the twenty-two state retirement systems were all teachers already in service required to join the retirement system at its inauguration. Several of the retirement systems operate, partly or entirely, on a voluntary basis. Many teachers of advanced age have been quite unable to accumulate any appreciable reserve or to take advantage of the opportunities offered by existing retirement systems. The retirement allowances granted in these teacher retirement systems average not more than \$600 per year. This amount is below the average yearly retirement allowances available to industrial employees, municipal employees, and federal employees under the retirement systems which now protect these groups. In several states the average allowance paid is entirely inadequate. One state system, for instance, paid an average allowance as low as \$125 per year. A special study of teachers who retired in 1930 reveals that in only one state retirement system did annuitants receive as much as half salary; teachers in three systems received less than one-fifth of their final salary.

The foregoing facts suggest that any national plan designed to provide a maximum amount of economic security for all citizens must not neglect the economic problems faced by the teaching profession.

Those Who Do

IRVING R. MELBO

California State Department of Education

THOSE WHO CAN, DO; those who can't, teach.—G. B. Shaw.

If well told almost any story about the absent-minded professor or the old-maid schoolmarm will be received with a reasonable amount of levity. But should you happen to be one of the million teachers in this nation you may well have the last laugh and the best laugh when all of the facts have been considered and weighed.

A rather definite stereotype of the teacher, including all divisions of the profession, has been developed in this country. With the assistance of the jokesters, the so-called humor magazines, the comic sections, and the movies, there has arisen a pretty general notion that the average male teacher is a befuddled, anemic, undersized little runt—characteristically bald and bespectacled—who has a consuming passion for doing the absent-minded.

The female of the species has been stereotyped as a gangling spinster of uncertain age and questionable disposition who is addicted to stern looks of disapproval, simpering speech, and the general mannerisms of a ruffled setting hen. She is the type of individual who even at her best must embody a little of the grotesque. More recently, however, there has arisen another conception of the female teacher as a wide-eyed young woman of erratic habits, sudden moods, and extremely dubious intellect.

There is but little of comparative importance in the mere development of such stereotypes, and almost every large vocational or national group has been stereotyped, ludicrously or otherwise. Witness, for example, the stout figure of John Bull as symbolic of the British; the brawny workman in overalls as representative of American labor; and the walrus-mustached plutocrat as the trademark of the new rich. Then, too, there are stereotypes of the politician as a corpulent, coarse-featured speechmaker; the prohibitionist reformer as a lanky, long-faced, blue-nosed individual; and the old southern gentleman, mint julep in hand, as an immaculate, courteous, but hot-tempered host. No matter how common, perhaps only a few of the more ill-informed actually believe the customary stereotype of any group to be a genuine

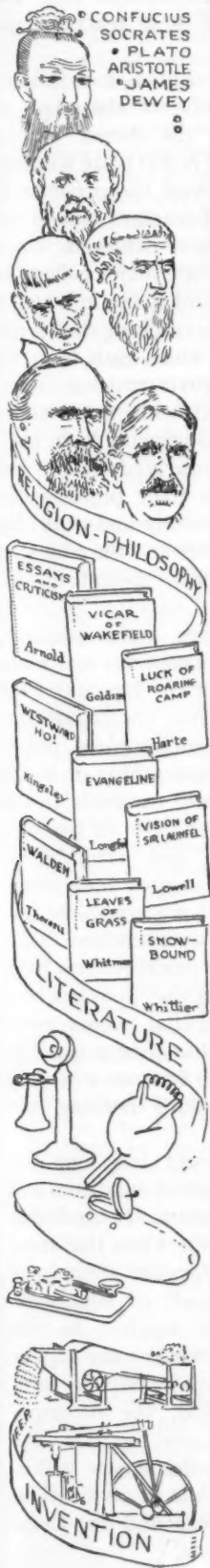
representation of a typical member of that group.

It is in the transmission of attitudes, beliefs, and prejudices accompanying these various stereotypes that we find the real source for alarm. To return to the case of the teacher, there has been developed a pretty widespread idea that he is purely and simply a theorist about whom there is nothing of the *practical*. He is believed to be incapable of managing his own financial or business affairs. He is looked upon as a person who has been cloistered away from the world of the living and therefore can have no knowledge of reality and the hard cold facts of the work-a-day business world. And certainly nothing of *practical* value could ever be produced by so impractical an individual.

He is considered as one whom the world graciously tolerates in the background of its activities. And occasionally, like the secluded preacher whom the world permits to hold forth on Sundays and at special ceremonial events, the teacher is also resurrected and allowed to expostulate on his speculations and findings. What he says, however, and what the preacher says are considered in somewhat similar manner as something very good and fitting and proper for Sunday or special occasions, perhaps, but not for one to make any practical use of in the great game of life.

"Those who can, do; those who can't, teach" admirably summarizes much of the prevalent public attitude toward the teacher. The obvious implication is that those who teach are far too impractical and much too visionary, if not erratic, to contribute appreciably to the world's material welfare. Conversely, the implication is that only those who have failed in other endeavors enter the teaching profession. For that matter, consider the ridicule implied in the term "brain trust" and the anguished cries of those *ragged* individualists who proclaim that a "professor a day keeps recovery away." In view of the facts, however, their dismal wail has an empty, hollow sound.

Without attempting to analyze the reasons for the teacher's amazing lack of prestige and social status, [A recent scientific study of prestige indicates that among the student population of this



nation the teacher has a considerable amount of prestige. See Bowden, West, and Caldwell, "A Study in Prestige," *American Journal of Sociology*, September 1934.] it is high time to consider the basic facts. Is it true that the teaching profession is composed largely of the impractical and the incompetent? Is it a fact that the members of this profession fail to contribute appreciably to the world's material progress? Can it rightly be said that "those who can, do; those who can't, teach"?

In answer to these questions it is extremely illuminating to examine the annals of those who have made distinctive contributions to the world's civilization. Only one further question needs to be asked. Which of the men and women who have made outstanding contributions have been teachers for all or a part of their lives?

In the field of invention are such notables as Alexander Graham Bell, inventor of the telephone; Sir William Crookes, inventor of Crookes' tubes and other physical apparatus; John P. Holland, inventor of the submarine; Samuel F. B. Morse, inventor of the telegraph; James Watt, inventor of the steam engine; and Eli Whitney, inventor of the cotton gin. By no means is this list complete, but it will serve as an illustration.

Among those who have contributed to the world's finest literature, and who were once teachers, are these immortals: Matthew Arnold, Oliver Goldsmith, Bret Harte, Charles Kingsley, Henry Wadsworth Longfellow, James Russell Lowell, Henry David Thoreau, Walt Whitman, and John Greenleaf Whittier.

In the fields of religion and philosophy one has only to mention such renowned teachers as Confucius, Socrates, Plato, Aristotle, William James, John Dewey, or any number of lesser lights. In spite of His early vocational training as a carpenter, perhaps the founder of Christianity can be included among this list of great teachers without stretching the point too far.

But should you be inclined to disparage the achievements of teachers in the fields of literature, religion, philosophy, art, music, social reform, or political systems as of little practical consequence, consider some of the eminently practical achievements in pure or applied science. Such momentous discoveries as that of radium by Madame Curie; the germ theory of disease by Louis Pasteur; anti-septic surgery by Sir Joseph Lister; the circulation of the blood by William Harvey; the botanical findings of Asa

Gray; the physical researches of Albert Michelson and Robert Millikan; and the relativity concepts of Albert Einstein add glory to the work of those who were or are teachers.

Whole industries are frequently dependent upon the painstaking and exacting research work of some relatively obscure teacher, who tho he may have appeared a little queer to his fellows, nevertheless possessed the gleam which has ever urged man on to make progress. The California fig and rice crops are traceable directly to the work of several humble professors in the state university. Recent profitable developments in the commercial production of the onion, cantaloupe, and cauliflower crops are due to the successful technics in vegetable breeding discovered by still another professor at this same institution. Because of their increased acreage yields and resistance to smut, hybrid varieties of wheat developed by professors at Washington State College are estimated to have added \$50,000,000 to the wealth of the Pacific Northwest during the past twenty-five years. And for those who are fond of their shortcake, the ever-bearing strawberry was perfected by a mid-western university professor.

Agriculture is not the only industry which is greatly indebted to the teaching profession. The extensive Mesabi and Vermillion iron ranges in Minnesota became commercially profitable only after a University of Minnesota professor devised a means of extracting the high grade ore. The production of commercially pure potash from the sylvinite mined in southeastern New Mexico, a young industry which gives promise, by the way, of making this nation independent of its present foreign sources of potash, rests upon a discovery in 1912 by a University of Texas professor. More recently, the careful research of a southern chemistry professor has now made possible the manufacture of white paper from southern pine by overcoming the hitherto troublesome resin content.

Present and future generations who benefit from the land to be irrigated by Boulder Dam waters might remember once in a while that the strength of this dam is at least partly due to the special methods of making and pouring concrete developed primarily at the University of California. Likewise, the greater safety of thousands of workers in huge city skyscrapers and industrial plants will be in part traceable to the very prosaic piece of work completed in 1933 at the University of Illinois wherein the superiority

of cold-driven steel rivets in building construction was determined by experimental research. The great San Francisco bay bridge which is now being built across several miles of water is based upon the plans of an engineering professor who even now is probably thinking far ahead of still greater achievements. But then that is the way of those teachers who follow the gleam.

While these are but a few isolated cases, an examination of the pages of any reference set, the sacred "Who's Who," or the list of Nobel prize winners, for example, will reveal the presence of a goodly number of teachers among the lists of those who have achieved. There is probably not a single major college or university in the world today in which a fair proportion of the teaching staff is not following the gleam which leads to man's conquest of baffling environmental forces.

In all lands, in all fields, at all times the outstanding achievements have been those made by *educated* men and women—teachers or their pupils—who have learned how to study and work. By no means is the teacher and the educated person the impractical, theoretical, incompetent individual so often pictured in the cartoons, jokes, comic sections, and movies. Such conceptions and ideas are the false ideas of the ignorant. Our great scientific progress, social reforms, music, art, religions, philosophies, political systems, in fact, everything of worth in the world, is directly traceable to the efforts of the educated. Not all teachers achieve great things, and certainly the achievements of those great individuals previously mentioned are not solely due to the fact that they were teachers. That many of the greatest achievements have been made by persons who were teachers strengthens the claim that *human progress of whatever kind is always made in the halls of learning*. Ignorance in any form contributes toward nothing but misery.

An unthinking world has long accepted the contributions of educators and education to civilization. It probably cares little and remembers less that most of the world's great forward steps have come as a direct result of education. When the facts are weighed in the balance of time, however, the "poor teacher"—the absent-minded, the grotesque, the impractical, the incompetent—ceases to exist and becomes the inventor and creator, the master maker of all that is worthwhile in civilization.

Those who teach, can and do; those who would, must follow.

Sixty Educational Books of 1934

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

The task of selecting sixty titles which would be of practical use to teachers of the various subjects has been particularly difficult this year. Very few successful teachers have presented their methods in book form while a flood of splendid books on philosophy, administration, history, and principles of education made it impossible to balance the groups in this list. Altho this made it necessary to include a greater number of titles in the first two groups, most of these books are different in tone in that their authors have emphasized the effect of the socio-economic conditions on education. A few of the books on teaching such special subjects as music, industrial arts, and homemaking, indicate a recognition of the present critical situation since their authors devote so much space to defending their subjects from being termed "fads and frills" in education.

The final selection was made from the scorings and comments of more than three hundred specialists in various educational fields and from a study of hundreds of reviews.

Every year some groups have no outstanding titles worthy of inclusion in the list. It is regrettable that higher education, educational research, school libraries, extracurriculum activities, and character education, are not represented this year. In the field of higher education, Coffman, *The State University: Its Work and Problems*, and Lowell, *At War with Academic Traditions in America*, were worthwhile contributions but were excluded because of the policy of omitting reprint material. Miller, *Geography: How to Teach It*, and Tyler, *Constructing Achievement Tests*, are two excellent works affected by this rule.

A wealth of revised editions appeared during 1934. Because they were not completely rewritten, they were excluded from the main list. Widespread emergency work in adult education makes Gray's revised *Manual for Teachers of Adult Elementary Students* especially worthy of attention. Jones' *Principles of Guidance* and Downing's *An Introduction to the Teaching of Science* are also important for their new material. Other revisions of notable books are: Cubberley, *Public Education in the U. S.* and *Readings in Public Education in the U. S.*; Halle, *Which College?*; Kilpatrick, *Source Book in the Philosophy of Education*; Klapper, *The Teaching of Arithmetic*; Knight, *Education in the U. S.*; Morgan, *Child Psychology*; Wayman, *Education through Physical Education*; and Woodring, *Enriched Teaching of English in the Junior and Senior High School*.

Attention should be called to the seven volumes in the series of Reports by the Commission on the Social Studies, American Historical Association, which were voted into the list.

Books especially recommended for small public libraries and teachers have been starred.

All teachers and students of education who are doing intensive research in any subject should consult the complete list of titles appearing in *School and Society* for March 23, 1935, and the similar comprehensive annual lists that have appeared in *School and Society* since 1927.—Mary Rebecca Lingenfelter and Rea J. Steele.

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

Education for the New Social Order

COUNTS, G. S. and others. The social foundations of education [Amer. historical assn. Report of the Commission on the social studies, Pt. IX]. 579p. 1934. Scribner. \$3.

An analysis and interpretation of American society from its beginning to the present day, showing the relationship of school and society. As a result of these findings, the author "formulates an educational philosophy and program which will both harmonize with the objective facts and fulfill American ideals."

FINNEY, R. L. and ZELENY, L. D. Introduction to educational sociology. 341p. 1934. Heath. \$2.40.

Pictures typical communities, the effect of local traditions on teachers, the teacher-pupil conflict, the nature of culture, change and the curriculum, the nature of education, social control in the school, and the like. Despite one author's being committed to a philosophical, the other to a scientific technic of approach, a unified treatment has resulted which lends special value to the book.

*JUDD, C. H. Education and social progress. 285p. 1934. Harcourt. \$2.

A challenging work, addressed to parents, public officials, and taxpayers, which discusses briefly many current educational issues and outlines the sort of education we may have in the near future, all in less than 60,000 words. Will be welcomed by public-spirited and intelligent citizens and may be useful in educating others concerning the public schools.

History, Principles, and Philosophy of Education

*BAGLEY, W. C. Education and emergent man; a theory of education with particular application to public education in the United States. 238p. 1934. Nelson. \$2.

A view of the educational agencies that have molded man from early civilization thru the Greek, Roman, Arabic, and Western learning down to our contemporary and universal public school. Author points out the task of education in a machine age, the teacher's role in the scheme of things, her preparation and selection. A volume different in type and trend.

*BURTON, W. H. Introduction to education. 833p. 1934. Appleton-Century. \$3.

When a noted educator writes a book which aims "to inform, interest, and stimulate mixed groups of typical, uninformed, and inexperienced undergraduates" and he succeeds in presenting a work which many reviewers welcome as a one-volume supplement to Monroe's *Cyclopedia of Education*, nothing more need be said concerning its value to educational workers.

DOUGLASS, A. A. The American school system; a survey of the principles and practices of education. 491p. 1934. Farrar and Rinehart. \$2.50.

Clear and well-organized description of the American school system including the historical background of preschool, elementary, secondary, and higher education. Each chapter, in unique form, states the problem and purpose at the beginning and concludes with the usual question and up-to-date references. Material included helpful to both teachers and students.

EBY, FREDERICK and ARROWOOD, C. F. The development of modern education in theory, organization, and practice. 922p. 1934. Prentice-Hall. \$3.50.

Not a history of modern education but an outline of its general developments. Altho the recent tendency in education has been to specialize, these authors think that intensive specialization should be preceded by a general survey. They have furnished a perspective of the whole subject, tracing our educational inheritance from antiquity to the present day.

MORRISON, H. C. Basic principles in education. 452p. 1934. Houghton. \$2.50.

An authoritative presentation of the theory of education by the author of *Practice of Teaching in Secondary Schools*. It defines education as the process of adjustment to human society by adaptation and examines this evolutionary process in the light of biology, physiology, psychology, and sociology. Controversial in its approach to many educational questions.

WILSON, L. M. and KANDEL, I. L. Introduction to the study of American education. 328p. 1934. Nelson. \$2.50.

A simple discussion of the development of the American educational system. Altho intended for beginners, it contains bibliographies for advanced study. With the social organization of the United States constantly in mind, the authors trace the fields of elementary, secondary, and higher education, and give a clear and concise treatment of vocational, adult, private, and religious education.

Administration and Finance

*LINN, H. H. Practical school economies [School administration series]. 461p. 1934. Teachers College, Columbia Univ. \$3.

Since economy is the watchword in public-school administration, this book is especially welcome because of its sane and practical suggestions. Points out basic causes of waste such as the decentralization of control and legislative and political interference. True versus false economies, buying in proper quantities, and the weakness of competitive bidding are discussed. Will serve as a handbook for the purchase, storage, and distribution of school supplies.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERINTENDENCE. Twelfth yearbook: critical problems in school administration. 383p. 1934. The Department. \$2.

In addition to the current discussions of federal relations to education, this book takes up other prob-

lems of administration such as teacher participation, lay control, financial support, and increasing professionalism. The list of nine major problems concerns publicity and interpretation and is written in cooperation with the Joint Commission on the Emergency in Education.

NEWLON, J. H. Educational administration as social policy [Amer. historical assn. Report of the Commission on the social studies, Pt. VIII]. 301p. 1934. Scribner. \$2.

A new conception of school administration based on the theory that "a national system of education requires purpose and direction if it is to serve society effectively." Traces and summarizes presentday problems and tendencies. Emphasizes the importance of effective administration necessary to put into effect the findings of the Commission on the social studies.

OTTO, H. J. Elementary school organization and administration. 652p. 1934. Appleton-Century. \$3.

Outlines recent developments in elementary education relating them to their historical setting, digests and interprets important literature, and defines functions of the new elementary school. The most challenging chapter is one on promotion which recommends that every child regardless of ability or achievement be admitted to junior highschool after completing seven years in the elementary school.

Supervision

***DOUGLASS, H. R. and BROADMAN, C. W.** Supervision in secondary schools. 564p. 1934. Houghton. \$2.75.

Interprets the new concepts of the highschool principal's most important field of usefulness; namely, the improvement of teaching methods and a high type of objective supervision in his own building. Drawing from personal experience, the authors point the way with suggested procedures and techniques. Discusses observation, conferences, measurement, and effective devices.

GIST, A. S. The administration of supervision. 402p. 1934. Scribner. \$2.

Outlines the purpose, historical development, organization, objectives, and techniques of supervision. Gives clearly the fundamentals of progressive phases of classroom visitation, demonstration teaching, meetings, programs, and the curriculum. Contains a notable chapter on training for supervision. This is not an advanced text but an excellent one for students.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. Scientific method in supervisory programs: seventh yearbook. 194p. 1934. Teachers College, Columbia Univ. \$2.

The third of this series of yearbooks to deal with the scientific aspect of supervision. Main theme is how to conduct scientifically each of the chief activities carried on by supervisors. The use of scientific supervision in installing courses of study, in appraising instruction, in helping the group or individual teacher are phases ably treated.

Psychology of Childhood and Youth

GARRISON, K. C. The psychology of adolescence. 377p. 1934. Prentice-Hall. \$3.

Author's purpose is to give a fuller recognition of the importance of adolescence and to introduce students to the basic experimental studies in the field and thus lay a foundation for critical appreciation of future studies. Altho written as a college text, will appeal to highschool teachers and others interested in psychological problems of adolescence.

***GLOVER, KATHERINE and DEWEY, EVELYN.** Children of the new day. 332p. 1934. Appleton-Century. \$2.25.

A readable book, based on reports of the latest White House Conference on Child Welfare, which discusses child training in the light of social and economic changes likely to affect children. Ranges from laws of social and individual growth to recommendations for diet, habit formation, etc. Recognizes the importance of environmental factors.

STODDARD, G. D. and WELLMAN, B. L. Child psychology. 419p. 1934. Macmillan. \$2.50.

The authors, connected with one of the established institutes of child research, have assembled from an entirely objective viewpoint, "all the best research, sorting this wealth of data into proper relationships, showing the methods by which it was obtained, and estimating its significance." A source book in the major experiments in progress.

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WAYS THIS LIST IS USED—Individual teachers use it to discover the professional books of the year which they should examine, read, or buy.

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

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

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

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

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

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

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

### Educational Psychology

**FLETCHER, J. M.** Psychology in education; with emphasis on creative thinking. 524p. 1934. Doubleday, Doran. \$2.50.

Differs from the usual educational psychology textbook by emphasizing the psychological basis necessary for bringing "the creative capacities of youth into the realm of scientific study." Shows the difference between reflective and creative thinking and offers a psychological interpretation for some of the principles advanced in progressive education.

**FREEMAN, F. S.** Individual differences: the nature and causes of variations in intelligence and special abilities. 355p. 1934. Holt. \$2.50.

A valuable survey of the experimental work done in the field of individual differences. Highly controversial material is organized and interpreted. The historical background and such factors as environment, race, sex, age, personality, and ability, are considered in the light of recent findings. Clear and informal style will appeal to students as well as administrators.

### Educational Tests and Measurements

**KELLEY, T. I. and KREY, A. C.** Tests and measurements in the social sciences [Amer. historical assn. Report of the Commission on the social studies, Pt. IV]. 635p. 1934. Scribner. \$3.

Begun in 1929, this study is a record of the hopes, difficulties, disappointments, and achievements of experience in the use of new-type tests. Specific sections are written by experts, with the author's conclusions

rather than that of the Commission. A. M. Jordan makes a revealing study of cheating. An appendix is devoted to divergent opinion.

### Teachers and Teaching Methods

**HART, F. W. comp.** Teachers and teaching, by ten thousand high-school seniors. 285p. 1934. Macmillan. \$1.50.

Five hundred opinions about the teacher who was "liked best," 481 about the teacher who was "liked least of all," and 121 about the "best teacher." These testimonies, with minimum editing, make up most of the book, while a significant remainder gives composite pictures of the teachers and three tables with reasons arranged in order of frequency.

**MEAD, C. D. and ORTH, F. W.** The transitional public school. 371p. 1934. Macmillan. \$2.25.

Endeavors to bridge the gap between the old type public school and the modern program of education. An excellent guide to the meaning of activity curriculum, purposeful thinking, etc. There are valuable chapters on programs and schedules, problem solving, projects, and homework. Contains many illustrations, charts, and unique units of work.

**NATIONAL SOCIETY FOR THE STUDY OF EDUCATION.** The activity movement; thirty-third yearbook, Pt. II. 320p. 1934. Public School Pub. Co. \$1.75 paper; \$2.50 cloth.

"To put life into education" is one description of the activity movement. The compilers have pointed the way from formal study methods to the informal pupil-participation movement. After an historical sketch, they indicate what is being attempted, possible lines of production, and how some schools provide activity. Valuable also for its clarification of terminology.

**\*YOAKAM, G. A. and SIMPSON, R. G.** An introduction to teaching and learning. 498p. 1934. Macmillan. \$2.50.

Will admirably serve the training student as a general text introducing and digesting the abundant material available on teaching principles. The supervisor and teacher-in-service will be interested in the treatment of new types of learning, and evaluation of modern educational psychology. Has an accompanying unit plan manual in addition to excellent study questions.

### Preschool, Kindergarten, and Elementary Schools

**COLE, LUELLA.** Psychology of the elementary school subjects. 330p. 1934. Farrar and Rinehart. \$2.

A book of digested, selected, and well-organized material primarily concerned with the learning of the elementary-school subjects, and dealing with children only incidentally. Scientific integration of past researches is presented here in simple, readable form with the added pleasure of the author's confident style.

### Secondary Education

**COLLINGS, ELLSWORTH.** Supervisory guidance of teachers in secondary schools. 613p. 1934. Macmillan. \$2.50.

Addressed primarily to principals and supervisors, this book advocates a "child-centered school" at the secondary-school level. Discovery of the life-interests of students and the utilization of these in school activities are indorsed. Recommends a thoro integration of subjectmatter to coordinate English, economics, geography, and the like. A workable program actually tested is described.

**\*COX, P. W. L. and LANGFITT, R. E.** High school administration and supervision. 689p. 1934. Amer. Bk. Co. \$3.

A comprehensive study of all administrative duties which confront the highschool principal. The mechanical details of secondary-school administration are answered specifically and are reinforced by illustrative examples. The plan of organization and progressive spirit in which it is written, make it adaptable for use as a basis for faculty discussions.

### Reading, Writing, and Languages

**COLEMAN, ALGERNON, comp.** Experiments and studies in modern language teaching.



ing, comp. for the Committee on modern language teaching. 367p. 1934. Univ. of Chicago Press. \$2.75.

A publication of the American and Canadian Committee on Modern Languages. The criticisms and experiments encountered are a result of extensive research. Leading authorities have contributed and there are surveys of textbooks, syllabi, and frequency word lists. Chapters on basic vocabularies and developments in test construction and evaluation.

McKEE, PAUL. Language in the elementary school; spelling, composition, and writing. 482p. 1934. Houghton. \$2.

A valuable contribution in the elementary-school field of language. The author has assembled and evaluated in simple, direct style the latest experimental research on this subject. "Material on spelling and writing is presented concretely and specifically in terms of the teacher's or supervisor's needs."

McKEE, PAUL. Reading and literature in the elementary school. 592p. 1934. Houghton. \$2.

Reports faithfully practically every scientific investigation in the teaching of reading, and critically summarizes the results. A broad reading program includes testing grade-placements, varied interests, and extensive tastes in literature. What should be taught, where, and how, are determined by the social utility theory. Rich in practical ideas and viewpoints.

SMITH, N. B. American reading instruction; its development and its significance in gaining a perspective on current practices in reading. 287p. 1934. Silver, Burdett. \$1.96.

A story of the evolutionary progress in reading told and illustrated by delightful descriptions of readers that have held sway in the classrooms of America. Various movements, divided into six periods from 1607 to date, furnish an intelligent basis for evaluating present practices and selecting textbook materials.

### Mathematics and Science

COLE, W. E. The teaching of biology. 252p. 1934. Appleton-Century. \$2.

Not an outline of a biology course, but an excellent handbook for the biology teacher in its wealth of teaching aids, equipment, tests, etc. Treats biology as a unified course instead of dividing it into the independent fields of botany and zoology. Points out the cultural value of biology in its application to social life and social problems.

\*HUNTER, G. W. Science teaching, at junior and senior high school levels. 552p. 1934. Amer. Bk. Co. \$2.50.

Presents recent findings in science education, analyzing methods and objectives in general science, biology, chemistry, and physics. Prevailing methods and techniques are compared to point out strength and weaknesses without bias. Visual education, testing in the science program, the science library, and reference reading offer practical helps to the teacher.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Ninth yearbook; relational and functional thinking in mathematics. 215p. 1934. Teachers College, Columbia Univ. \$1.75.

In an effort to make mathematics more dynamic, the aims of functional mathematics are concentrated on three main objectives—utilitarian, disciplinary, and cultural values. In a scholarly and expert fashion Dr. Hamley traces the history of the function concept, discusses it in practice, and formulates a course of study based on this concept.

SLAVSON, S. R. and SPEER, R. K. Science in the new education; as applied to the elementary school. 396p. 1934. Prentice-Hall. \$2.50.

Considers the social and individual objectives of science education in the elementary grades as well as the usual acquisition of information. Studies the nature and determination of children's scientific interest as based on free activity. Various methods in current practice are described with special emphasis on the "research-discovery" method so important in the mental development of youth.

### Geography and Social Studies

\*AMERICAN HISTORICAL ASSOCIATION. COMMISSION ON THE SOCIAL STUDIES. Conclusions and recommendations of the Commission. 168p. 1934. Scribner. \$1.25.

THE PRINTER—Thru countless centuries of old time, from pyramid building to cathedral building, civilization limped along, dragging one foot wearily after the other, unmindful of passing years, ignorant of the thought world, and not suspecting the possibilities of the common man. Then came the printer, heaven-appointed prophet of the new ages to be, opening the doors to worlds unknown. Civilization leaped forward, alive and eager, romping thru the years, scattering new ideas with a prodigal hand as seeds into the fertile soil of human possibility. Today, thanks to the printed word, the common man, conscious of his powers, may look upon a broader horizon than did the wisest men of old. Tomorrow, perchance, the sky will brighten into an unclouded day in human progress—a day more worthy of the cumulative efforts of the ages—Waldo Pondray Warren, thru the courtesy of the Reading Paper Mills.

Most controversial title on the list. Summarizes the findings of the Commission on the Social Studies—"is the outcome of a very large number of special studies and researches and of a vast deal of deliberation and reflection during the past five years." Should not be overlooked by any administrator or teacher of the social sciences.

BEARD, C. A. The nature of the social sciences in relation to objectives of instruction [Amer. historical assn. Report of the Commission on the social studies, Pt. VII]. 236p. 1934. Scribner. \$1.75.

Because of the vagueness and confusion surrounding the social sciences, the author gives a brief survey of their nature and relationship, stressing the differences between social science and natural science and discussing the influence of the scientific and the humanistic method as applied to each. History, political science, economics, sociology, and social trends are treated in separate chapters.

BOWMAN, ISIAH and CLARK, R. B. Geography in relation to the social sciences [and] Geography in the schools of Europe, by Rose B. Clark [Amer. historical assn. Report of the Commission on the social studies, Pt. V]. 382p. 1934. Scribner. \$2.25.

In a vigorous style the author shows what geography can contribute to the social sciences. Reports the present state of geography, urges the essential role of the map and the importance of "independent discovery by the student." An analysis of geography in the schools of Europe by R. B. Clark, gives the objectives, curriculum, and valuable suggestions drawn from European teaching.

MERRIAM, C. E. Civic education in the United States [Amer. historical assn. Report of the Commission on the social studies, Pt. VI]. 196p. 1934. Scribner. \$1.75.

"Not a plan for a new curriculum, but a new orientation, a new goal, a new spirit." Examines the social sciences to determine their contribution to civic education rather than to describe practical teaching methods. Stresses the need of adequate civic training in terms of modern trends in society and government.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES. Fourth yearbook: the social-studies curriculum. 227p. 1934. McKinley Pub. Co. \$2.

Fourteen articles dealing with controversies and trends in the social science curriculum. Discusses the tendency to organize material in instruction units and the lack of uniformity shown by a study of the social science curriculum in nine specific school systems. Concludes with a bibliography of books, articles, and theses which have appeared since 1920.

### Art, Music, and Drama

GEHRKENS, K. W. Music in the grade schools; grades 1-6. 233p. 1934. Birchard. \$2.

Sets forth objectives of music teaching in these grades, outlines psychological bases, explains methods of approach, describes teaching problems, and suggests means for their solution. The relation between music appreciation and actual participation is defined and considerable attention is paid to correlation of music with other subjects. Practical, authoritative, and very well-written.

\*MURSELL, J. L. Human values in music education. 387p. 1934. Silver, Burdett. \$2.40.

Compared with his *Psychology of school music teaching*, which assumed that music had a recognized place in the curriculum, this book defends that place by explaining why it should be taught. Shows that the music program can "raise the level of human quality" if it stresses participation instead of spectatorship.

TOMLINSON, R. R. Picture making by children; ed. by C. G. Holme. 120p. 1934. Studio Publications, Inc. \$3.50 paper; \$4.50 cloth.

One hundred forty-five pictures by children from fifteen countries are excellently reproduced. Parents should see them to know what children can express! A third of the book is text covering the history of art teaching in the schools, modern tendencies, and aims and methods of eleven countries. The value of a sense of design is stressed.

### Vocational, Business, and Industrial Education

BAWDEN, W. T. and others. Industrial arts in modern education; published in celebration of the twenty-fifth anniversary of the manual arts conference of the Mississippi Valley. 168p. 1934. Manual Arts Press. \$1.75.

Written by eight members of the conference to fill the need for "an adequate statement of the present philosophy, objectives, methods, trends, and administrative problems of industrial arts in education." They show it as a vitalizing and integrating force in public-school work.

EASTERN COMMERCIAL TEACHERS ASSOCIATION. Seventh yearbook: business education in a changing social and economic order. 463p. 1934. The Association. \$2.50.

A brief historical sketch showing the influence of social and economic conditions as revealed in changing attitudes and objectives in business education. The most valuable sections are devoted to the various business subjects with suggestive units and lesson plans in each. Especially helpful to teachers in making their pupils "socially minded and economically intelligent."

THORNDIKE, E. L. Prediction of vocational success. 284p. 1934. Commonwealth Fund. \$2.50.

The school records of 1807 children have been scientifically checked over a ten-year period. These records are interpreted in their educational and vocational significance. Mechanical ability at fourteen does not foretell such ability at maturity. Findings of a similar and interesting nature make the work a valuable guidance reference. Tables, tests, and extensive appendices.

WILLIAMSON, MAUDE and LYLE, M. S. *Homemaking education in the high school*. 500p. 1934. Appleton-Century. \$2.60.

Aims to help teachers of homemaking "in acquiring all the elements which make for success, as well as help with problems of teaching." Especially valuable for proving that homemaking is not a fad or frill and for stressing the teacher's influence in the community as well as in the classroom. Clear and well-organized.

### Guidance and Personnel Service

ALLEN, R. D. *Self measurement projects in group guidance; a laboratory course for pupils in the study of individual differences* [Inor group-guidance series, Vol. III]. 274p. 1934. Inor Pub. Co. Inc. \$2.25.

ALLEN, R. D. *Organization and supervision of guidance in public education* [Inor group-guidance series, Vol. IV]. 420p. 1934. Inor Pub. Co. Inc. \$3.65.

Vol. III develops a new guidance technic in which the individual pupil can test his own special abilities and discover the "nature and extent of his own capacities." Vol. IV is the "how-to-do" book of this series and is rich in charts and hints for those wishing to inaugurate this particular type of guidance program.

\*MCKOWN, H. C. *Home room guidance*. 447p. 1934. McGraw-Hill. \$3.

Presents in readable style and simple form the basic objectives and principles of home room organization. The first complete book on the subject that tells what to do and how to do it. Essentially sound in theory, it is practical and presents many useful suggestions for pupils as well as teachers.

STRANG, RUTH. *Personal development and guidance in college and secondary school*. 341p. 1934. Harper. \$4.

The first of four volumes, this one includes administrative aspects and educational guidance. The generous section on selection and orientation is valuable for its integrated summary of investigations in the field. The "creative summary" throughout the text is supported by an excellent classified bibliography covering the period from 1919 to 1934.

### Health, Physical Education, and Mental Hygiene

BASSETT, CLARA. *Mental hygiene in the community*. 394p. 1934. Macmillan. \$3.50.

A complete and unusually well-integrated survey of the place of mental hygiene in modern life and education. Present practices in school, hospital, court, social agencies, and the home are described, showing the extent of efforts now being made. Teachers will find this well-balanced and instructive with few technical terms.

MITCHELL, E. D. and MASON, B. S. *The theory of play*. 547p. 1934. A. S. Barnes. \$2.80.

This work attempts to meet present leisure-time problems and serve as a basis for future standards. Play is discussed as an avenue for character building, a scheme of citizenship training, and a source of physical and mental benefit. An important section on clubs, play centers, activities, camps, and the like.

NIXON, E. W. and COZENS, F. W. *Introduction to physical education*. 262p. 1934. Saunders. \$2.50.

The new conception of physical education as an integral part of the whole educational project with all its responsibilities is concisely interpreted. The authors stress the evils of competition, social-moral outcomes, attention to individual differences, and the implications of increased leisure time. They call for more leadership in the qualifications and training of teachers.

\*SYMONDS, P. M. *Mental hygiene of the school child*. 321p. 1934. Macmillan. \$1.50.

A LIBERAL EDUCATION may be had at a very slight cost of time and money. Well-filled tho the day be with appointed tasks, to make the best possible use of your one or of your ten talents, rest not satisfied with this professional training, but try to get the education, if not of a scholar, at least of a gentleman. Before going to sleep read for half an hour, and in the morning have a book open on your dressing table. You will be surprised to find how much can be accomplished in the course of a year.—Sir William Osler.

A simple, well-organized, and interesting book emphasizing the positive and preventive side of mental hygiene. Early symptoms of social maladjustment are described and theories are illustrated with case records. Because of the emphasis now placed on mental hygiene, this "should be of special value to teachers whose training has not included courses in this subject."

WILLIAMS, J. F. and BROWNELL, C. L. *Administration of health and physical education*. 598p. 1934. Saunders. \$3.

Presents health and physical education as a single administrative unit. Covers multitudinous phases—state and local aspects, publicity, finance, office management, and the curriculum. There are questions after each of the twenty-one chapters. A good text for courses in the administrative field, the book in itself provides a well-articulated program.

### Rural Education

JAGGERS, R. E. *Administering the county school system*. 232p. 1934. Amer. Bk. Co. \$2.50.

Economy and efficiency are linked as bywords throughout the book. Problems are grouped according to county school organization, budget making, and the school program. Altho this is an elementary treatment, it is well-organized and practical. The business side is stressed. "Problems for study" follow each chapter.

### Adult Education

AMERICAN ASSOCIATION FOR ADULT EDUCATION. *Handbook of adult education in the United States, 1934*. 384p. 1934. The Association. \$2; \$1.50 to members.

A compendium of information concerning adult education enterprises, both national and local. It is divided into thirty-seven sections dealing with activities of vocational, avocational, formal, and informal character. Each section introduced by a summary of the subject treated. Answers a longfelt need for an essential survey of adult education activities, but reveals a host of detailed activities.

### Visual and Radio Education

\*MACLATCHY, J. H. ed. *Education on the air; fifth yearbook of the Institute for education by radio*. 366p. 1934. Ohio State Univ. \$3.

One of the best yearbooks presented thus far by this Institute. Addresses and informal discussions of national aspects of radio education, broadcasting for the schools, the development of educational stations and how they function, relations with newspapers, libraries, museums, etc., and research studies in radio education. An excellent introduction reviews briefly the past five years of the Institute and its purposes.

### Addresses of Publishers Mentioned in this List

American Association for Adult Education, 41 E. 42nd St., New York City

American Book Co., 88 Lexington Ave., New York City

D. Appleton-Century Co., Inc., 35 W. 32d St., New York City

A. S. Barnes & Co., 67 W. 44th St., New York City

C. C. Birchard & Co., 221 Columbus Ave., Boston, Mass.

Commonwealth Fund, Division of Publications, 1 E. 57th St., New York City

Doubleday, Doran & Co., Garden City, N. Y.

Eastern Commercial Teachers Association, 1200 Walnut St., Philadelphia, Pa.

Farrar & Rinehart, 12 E. 41st St., New York City

Harcourt, Brace & Co., 383 Madison Ave., New York City

Harper & Bros., 49 E. 33d St., New York City

D. C. Heath & Co., 285 Columbus Ave., Boston, Mass.

Houghton Mifflin Co., 2 Park St., Boston, Mass.

Inor Publishing Co., Inc., 30 Irving Place, New York City

Manual Arts Press, 105 Fourth Ave., Peoria, Ill.

The Macmillan Co., 60 5th Ave., New York City

McGraw-Hill Book Co., 330 W. 42d St., New York City

McKinley Publishing Co., 1021 Filbert St., Philadelphia, Pa.

National Education Association, Department of Superintendence, 1201 16th St., N. W., Washington, D. C.

Thomas Nelson & Sons, 381 Fourth Ave., New York City

Ohio State University Press, Columbus, Ohio

Prentice-Hall, Inc., 70 5th Ave., New York City

Public School Publishing Co., Bloomington, Ill.

W. B. Saunders Co., W. Washington Sq., Philadelphia, Pa.

Charles Scribner's Sons, 597 5th Ave., New York City

Silver, Burdett & Co., 39 Division St., Newark, N. J.

Studio Publications, Inc., 381 4th Ave., New York City

Teachers College, Columbia University, New York City

University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.

OUR YOUTH should read, read, read. Science may facilitate the use of the senses in acquiring knowledge—thru motion pictures and the radio. But I do not believe these will supplant the surest process of instruction—reading. While science may improve ease and pleasure in life, it can never replace the will to learn as an instrument of culture.—Charles W. Eliot.



# Notes and Announcements

**CHARTER AMENDMENTS**—The Committee on Amending the Charter, to remove life directors from the Board of Directors, met at the Atlantic City convention and with the approval of the Executive Committee is proceeding to introduce a bill into Congress which will carry out this mandate of the Representative Assembly at the Washington meeting in 1934.

The Committee on Amending the Charter and the Committee on Reorganization of the National Education Association are working together to draft a proposed simplification of the charter as a whole in order that it may be put before the Representative Assembly at Denver for its consideration. If this proposed simplification is ready in time it will be printed in the May JOURNAL.

## The officers of the Department of Superintendence for 1935-36 are:

President, *A. J. Stoddard*, superintendent of schools, Providence, R. I.

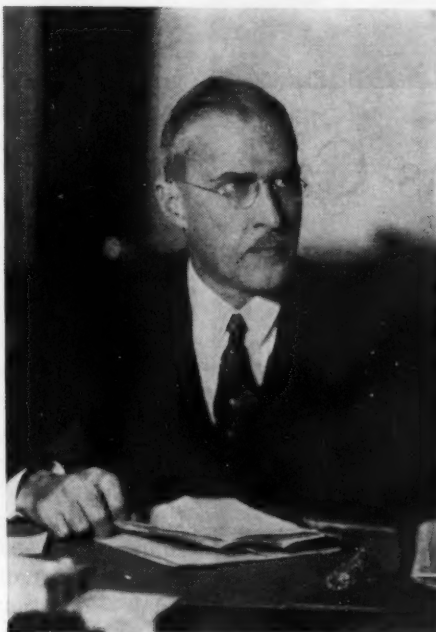
First vicepresident, *E. E. Oberholtzer*, superintendent of schools, Houston, Tex.

Second vicepresident, *A. L. Threlkeld*, superintendent of schools, Denver, Colo.

Executive secretary, *S. D. Shankland*, 1201 16th Street, N. W., Washington, D. C.

Executive committee: *Carroll R. Reed*, superintendent, Minneapolis, Minn.; *Charles S. Meek*, superintendent, Toledo, Ohio; *George C. Bush*, superintendent, South Pasadena, Calif.; *Ben G. Graham*, superintendent of schools, Pittsburgh, Pa.

The convention radio programs at Atlantic City went out over both nationwide radio networks and included the following speakers: *Florence Hale*, *E. E. Oberholtzer*, *Agnes Samuelson*, *Mr. Rulon*, *William Dow Boutwell*, *William J. Carrington*, *Caroline S. Woodruff*, *Don M. Cresswell*, *James N. Rule*, *E. C.*



**H. A. SPRAGUE**, president, State Teachers College, Montclair, N. J., and president of the American Association of Teachers Colleges, 1935-36.

*Fisher*, *Bess Goodykoontz*, *Mary E. Woolley*, *John Finley Williamson*, *C. B. Glenn*, *Charles A. Beard*, *Charles H. Judd*, *Vierling Kersey*, *William J. Bogan*, *Rollo G. Reynolds*, *M. Emma Brookes*, and *Paul C. Stetson*. Other radio programs were sponsored by allied groups.

Among outstanding features of the Atlantic City convention were: large attendance; varied programs; intense interest in the addresses; the jury-panel discussion of the yearbook; the joint meeting with the Secondary School Principals; the musical features, including the choral-opera, "Hansel and Gretel" and the Westminster Choir. The radio

programs were especially good. Newspaper coverage reached a new peak of 150,000 words sent out from Atlantic City by wire.

## The officers of the American Association of Teachers Colleges for 1935-36 are:

President, *H. A. Sprague*, president, State Teachers College, Montclair, N. J.

Vicepresident, *Eugene Fair*, president, State Teachers College, Kirksville, Mo.

Secretary-Treasurer, *Charles W. Hunt*, principal, State Normal School, Oneonta, N. Y.

Executive Committee: *L. A. Pittenger*, president, Ball State Teachers College, Muncie, Ind.; *Norman W. Cameron*, president, State Teachers College, West Chester, Pa.; *Clarence L. Phelps*, president, State Teachers College, Santa Barbara, Calif.

The eighteenth annual meeting of the School Masters' Rotary luncheon under the presidency of Superintendent *Carroll R. Reed* of Minneapolis was an outstanding event at the Atlantic City meeting of the Department of Superintendence. *George D. Strayer*, Teachers College, Columbia University, addressed the group on the subject, "How Can We Finance a Desirable Program of Public Education?"

An Official Report of the Atlantic City program of the Department of Elementary School Principals has been sent to all members of the Department. Additional copies and copies to nonmembers may be purchased from the Department, 1201 16th St., N. W., Washington, D. C., for \$1 each.

Heard at Atlantic City—A speaker who saw the title of his address printed in the *Official Convention Program* and who wished to speak [Cont. on page A-50]

~~~~~  
MY DEAR DOCTOR OBERHOLTZER: It is with deep regret that I find it impossible to be with you in person. At least I can take this opportunity to extend cordial greetings to you who work in education—you who constitute one-third of all of us who are engaged in public service. ♦ I am glad that the central theme of your convention is "Social Change and Education." Education must light the path for social change. The social and economic problems confronting us are growing in complexity. The more complex and difficult these problems become, the more essential it is to provide broad and complete education; that kind of education that will equip us as a nation to decide these problems for the best interest of all concerned. ♦ Our ultimate security, to a large extent, is based upon the individual's character, information, skill, and attitude—and the responsibility rests squarely upon those who direct education in America. It is your duty, no less than mine, to look beyond the narrow confines of the school-room; to see that education provides understanding, strength, and security for those institutions we have treasured since we first established ourselves as a nation and shall continue everlastingly to cherish. Very sincerely yours,
FRANKLIN D. ROOSEVELT, February 20, 1935.
~~~~~



## The Mountains Call



The silver surface of Lake Fern

**T**HE OPPORTUNITIES for professional study and health-giving play that combine in the 73rd annual convention of the National Education Association at Denver, June 30-July 5, 1935, are expected to bring to the Rocky Mountain city an attendance that sets a record for recent years.

President Henry Lester Smith and Secretary Willard E. Givens are preparing a convention program of outstanding character which will devote attention to the chief fields of education touched by presentday conditions, and to the principal problems faced by teachers as individuals in the current whirl of social change.

A wellknown bishop has been invited to open the convention with a vesper service address on Sunday afternoon.

The Monday morning session will be dedicated to the rapidly expanding field of adult education in all its varied phases. The presentation itself will take the form of an increasingly popular type of adult school with leading authorities in jury-panel under the direction of United

States Commissioner of Education John W. Studebaker, whose reputation as creator of forums in Des Moines has been greatly enhanced by his leadership of the nationally popular forum in Washington under the name of the Town Hall. State superintendents of schools; leaders in the American Association of Adult Education, National Commission for the Enrichment of Adult Life, and Department of Adult Education of the NEA; members of the U. S. Office of Education; college professors; librarians; and representatives of national organizations with educational ob-

jectives, such as service clubs, the National Congress of Parents and Teachers,

and the American Association of University Women, have been asked to participate in the panel, the discussions of which will be extended to the convention floor.

President Smith will deliver his formal official address on Monday night, when a wellknown university president will appear on the same program.

The first business session of the Representative Assembly will convene on Tuesday morning. A parallel meeting will feature two principal convention speakers, A. J. Stoddard, superintendent of schools, Providence, R. I., newly-elected president of the Department of Superintendence; and Frederick M. Hunter, chancellor of the University of Denver, and former NEA president.

John H. Finley, associate editor of the *New York Times*, will speak on Tuesday evening.

The Representative Assembly will continue on Wednesday morning when its business deliberations will be restricted to one hour. Following this preliminary, the convention will again listen to a jury-panel whose discussions will be devoted to the *Needs of Youth* in the present national emergency, with emphasis upon those types of youth education which are expected to extend beyond the crisis as a permanent addition to the American system of public education. Chosen for service on this panel are officials of organizations devoted to youth and its problems, specialists in the study of crime and its tendency to enmesh a constantly mounting horde of young people, deans



A souvenir of a happy summer

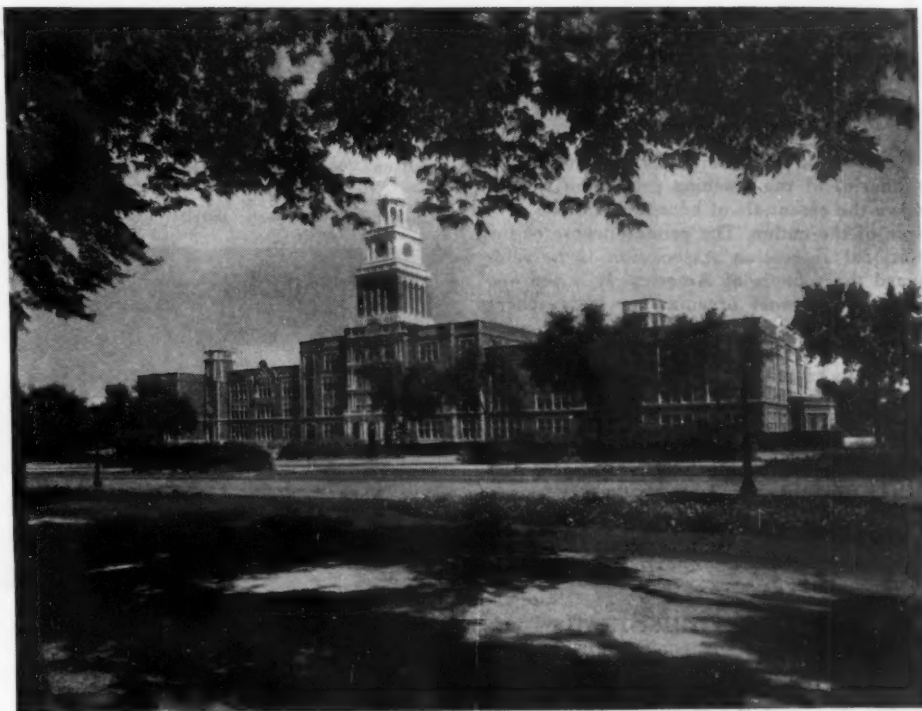


of women, social workers, directors of the CCC camps, and psychologists who devote their major attention to adolescence.

A feature new to NEA conventions will be introduced on Wednesday night, when the assembly breaks up into six divisions, each of which will listen to a jury-panel discussion of topics that are of vital concern to teachers. Special interest will attach to the division devoted to *Academic Freedom*, a theme which permeated many of the general sessions and special meetings of the superintendents and other leading educators of the 65th annual convention of the Department of Superintendence in Atlantic City last February. Another division will have for its subject *The Economic Status of the Teacher*, a matter of great importance to those whose incomes have been so adversely affected by the depression, and for the recovery of which so little provision has as yet been made. *Teachers as Citizens* will be the topic to which a third division will devote its discussions, with the purpose of clarifying the teacher's position in a changing social order. A fourth division will take for its subject *Education's Oldest Challenge—Character*. Two additional discussion groups are being planned, one devoted to teachers credit unions, and the other to teacher health. In each of these divisions nationally-known figures will take the lead in discussion, bringing to their respective groups the latest and most reliable information upon which blue-prints for advance may be based. It is hoped by those arranging these programs that the groups will be large enough to enrich the discussions by varying viewpoints, and still of a size that will enable delegates to participate as well as to listen. The plan is in keeping with the growing policy of the NEA and its departmental bodies to enable delegates to take part actively in the annual conventions.

The formal sessions will close on Thursday night, July 4, with an appropriate recognition of Independence Day in a program on which government representatives will be the principal speakers. The convention will not adjourn, however, until Friday, which will be "recreation day" of the meeting. The Colorado State Committee plans a real Colorado welcome which will feature the unique advantages of that state as a playground.

Many teachers will remain in the Rockies for their summer vacations, while others will take advantage of the rich opportunities for professional study



Upper: East Highschool, one of Denver's many beautiful school buildings;  
lower: where the road to Pike's Peak begins.

in the fine summer schools of the West, which annually attract thousands to the delights of cool climate and inspiring aspects of nature. The University of Denver and other institutions of higher learning in Colorado will offer special courses of interest to teachers in every field. Those who are interested in school publications will find the Institute of Vitalized Journalism, sponsored by the University of Denver, especially attractive.

The annual summer League College of the National League of Teachers Associations will be held this year at Colorado State Teachers College at Greeley. The progressive teacher who measures his growth not by the number of years of teaching, but by the gains made thru profitable study will find the convention a good starting point for a summer devoted to greater professional vision and knowledge of modern teaching trends.

# Builders of Our Profession

**I**N ORGANIZATION there is strength. The present period of economic stress demands the solidarity of the teaching profession to preserve the essentials of education for the children of the nation. The prime purpose of the National Education Association is to safeguard the schools of America. It is the one great professional organization for teachers of all ranks and should command the allegiance of everyone engaged in the profession. If it is to safeguard the schools, it must not only present a united front, but it must have the weight of numbers to make its influence felt and to guarantee adequate financial support. Now, above all times, every teacher should enrol as a member of the NEA, not only for his own welfare, but also for the sake of the pupils he teaches.—William F. Vogel in *Indiana Teacher*, February 1935.

## New Life Enlistments

**A**LL life memberships received between the first of January 1935 and the life membership dinner at the Denver convention in July will be designated "Crabtree life memberships." The number of life members in the National Education Association on March 1 was 5338. The following life members have been reported since the list was published in the March JOURNAL.

INDIANA—Earl W. Ensinger.  
IOWA—Alma B. Thiese.  
MASSACHUSETTS—Edmund R. Sawyer.  
NEW HAMPSHIRE—Alice D. Goodwin.  
OHIO—John M. Emde, Paul Rees Rainey.  
PENNSYLVANIA—Elton E. Stone.  
RHODE ISLAND—Alice E. Stucker.  
WEST VIRGINIA—William Wiley Givens.

## Completed Enrolments

**T**HE FOLLOWING SCHOOLS have completed their one hundred percent enrolment in the National Education Association since the list was published in the March JOURNAL.

### Seventeen Years

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

### Sixteen Years

OHIO—*Elyria*, Allen.

### Fifteen Years

TEXAS—*Beaumont*, Junker.

### Fourteen Years

ILLINOIS—*East St. Louis*, Hawthorne.  
OHIO—*Bedford*, Bedford Public Schools, Central, Ellenwood, Glendale, High, Interstate.

### Thirteen Years

CALIFORNIA—*Berkeley*, Washington.  
IOWA—*Burlington*, Burlington Public Schools.  
MISSOURI—*Kansas City*, Searritt.

### Twelve Years

CALIFORNIA—*Long Beach*, George Washington Junior High.  
DELAWARE—*Wilmington*, Public Number 21.  
OHIO—*Youngstown*, Harding.  
TEXAS—*Beaumont*, Averill.  
WYOMING—*Worland*, Worland Public Schools.

### Eleven Years

COLORADO—*Pueblo*, Bradford, Hinsdale, Irving, Park View, Riverside, Somerlid, Thatcher Junior High.  
MARYLAND—*Queen Anne's County*, Queen Anne's County Public Schools, Barclay, Centreville, Centreville High, Chester, Church Hill, Church Hill High, Crumpton, Grasonville, Price, Queen Anne, Queenstown, Stevensville, Stevensville High, Sudlersville, Sudlersville High, Tri-County High.



**W**ALTON B. BLISS, the new secretary of the Ohio Education Association. Mr. Bliss succeeds Frank E. Reynolds.

MASSACHUSETTS—*Revere*, Theodore Roosevelt.  
NEBRASKA—*Omaha*, Beals.  
OHIO—*Cuyahoga County*, Fairview Public Schools.  
PENNSYLVANIA—*Clearfield*, Fourth Ward.

### Ten Years

COLORADO—*Pueblo*, Pueblo Public Schools (District Number One), Bradford, Centennial High, Fountain, Hinsdale, Irving, Park Hill Junior High, Park View, Riverside, Somerlid, Thatcher Junior High.  
ILLINOIS—*Cicero*, Sherlock.  
OHIO—*Wood County*, Bloomdale.  
PENNSYLVANIA—*Berks County*, Perry Township, Windsor Township.

### Nine Years

MICHIGAN—*Dearborn*, Garrison, Southwestern.  
NEW YORK—*Rochester*, Public Number 40.  
PENNSYLVANIA—*Clearfield*, Clearfield Public Schools, Fourth Ward, Junior High, Market Street, Senior High, Third Ward.  
WISCONSIN—*Ashland*, Ashland County Normal.

### Eight Years

ALABAMA—*Birmingham*, Barker.  
ILLINOIS—*East St. Louis*, Wilson.  
MICHIGAN—*Dearborn*, Dearborn High, Whitmore-Bolles.  
NEW JERSEY—*Absecon*, Absecon Public Schools; Plainfield, Evergreen.

### Seven Years

KANSAS—*Topeka*, Quincy.  
MICHIGAN—*Dearborn*, Dearborn Public Schools, Dearborn High, Garrison, Lindbergh, Oxford, Southwestern, Whitmore-Bolles.  
OHIO—*Ashtabula*, Ashtabula Public Schools; Marion County, LaRue Public Schools.  
PENNSYLVANIA—*Montgomery County*, Hatfield Joint Consolidated.

TENNESSEE—*Hamilton County*, Bakewell, Chickamauga, East Dale, Fairmount, Meadowview, Miller's Grove, New Providence, Shady Grove, Tyner.

### Six Years

ILLINOIS—*Des Plaines*, Central.  
TENNESSEE—*Hamilton County*, Red Bank.

### Five Years

CALIFORNIA—*Fresno*, Fremont; *Lakeside*, Lakeside Union.  
ILLINOIS—*Cicero*, Cicero, Drexel; *East St. Louis*, Manners; *Kenilworth*, Joseph Sears; *Peoria*, Harrison.  
NEVADA—*White Pine County*, Ruth.  
NEW JERSEY—*Bergenfield*, Harding Junior High.  
NEW YORK—*Kenmore*, Lindbergh.  
OHIO—*Sandusky County*, Washington Township.  
TENNESSEE—*Hamilton County*, Anna B. Lacey.

### Four Years

MICHIGAN—*Dearborn*, Edison.  
MINNESOTA—*Minneapolis*, Calhoun, Dowling.  
MISSOURI—*Kansas City*, E. F. Swinney.  
NEW HAMPSHIRE—*Portsmouth*, Haven.  
OHIO—*Wood County*, Liberty Township, Olney (Ross Township).  
PENNSYLVANIA—*Tioga County*, Knoxville High.  
TENNESSEE—*Hamilton County*, East Brainerd, East Ridge.  
TEXAS—*Dallas*, Lisbon.  
VIRGINIA—*Richmond*, John B. Cary.

### Three Years

GEORGIA—*Atlanta*, Connally.  
ILLINOIS—*Cicero*, Woodbine; *Des Plaines*, Des Plaines Public Schools, Central, Junior High; *Springfield*, Sunshine.  
MASSACHUSETTS—*Newton Upper Falls*, Ralph Waldo Emerson.  
NEW YORK—*Mechanicville*, Public Number 4; *Rochester*, Public Number 11; *Valley Stream*, Union Free District Number 13.  
PENNSYLVANIA—*Montgomery County*, Green Lane-Marlborough Consolidated, Lower Pottsgrove Township, Upper Salford Township.  
TENNESSEE—*Bristol*, Anderson, Central, Haynesfield, High, Holston Heights; *Hamilton County*, Red Bank Junior High.  
WISCONSIN—*Milwaukee*, Case Street Rotary, U. S. Grant, Green Bay Avenue, Greenfield, Hartford Avenue, Lapham Park, William McKinley, Alexander Mitchell, Morgandale, Mound Street, North Bartlett Avenue, North Twentieth Street, Riverside High, West Brown Street, West Garfield Avenue.

### Two Years

CALIFORNIA—*Ripley*, Ripley.  
COLORADO—*Sterling*, Franklin, Lincoln.  
CONNECTICUT—*Central Village*, Central Village Grammar.  
FLORIDA—*Tampa*, A. L. Cuesta.  
ILLINOIS—*Danville*, Collett; *Mount Morris*, Elementary.  
INDIANA—*Evansville*, Baker, Delaware, Henry Reis, Howard Roosa.  
MASSACHUSETTS—*Saugus*, Felton; *Waltham*, Phineas Lawrence.  
MICHIGAN—*Grand Rapids*, Coldbrook.  
MISSOURI—*Kansas City*, Henry C. Kumpf.  
NEVADA—*White Pine County*, White Pine County High Number 3.  
NEW JERSEY—*Summit*, Franklin.  
NEW YORK—*Rochester*, Public Number 37; *Syracuse*, William H. Taft.  
OHIO—*Newark*, Newark Public Schools, Woodrow Wilson; *Youngstown*, Haselton.  
PENNSYLVANIA—*Tioga County*, Wellsboro Public Schools; *Wilkesburg*, Kelly, Semple.  
SOUTH DAKOTA—*Sioux Falls*, Riverside.  
TENNESSEE—*Knoxville*, Van Gilder.  
WISCONSIN—*Milwaukee*, Humboldt Park, Robert M. La Follette, James Whitcomb Riley, Thirty-first Street.

### Current Year

CALIFORNIA—*Beverly Hills*, El Rodeo; *El Centro*, Wilson; *Los Angeles*, Normandie Avenue.  
COLORADO—*Eads*, Eads Public; *Weston*, Weston District 16.  
FLORIDA—*Miami*, Buena Vista, Gladeview.  
ILLINOIS—*Chicago*, Talcott, Van Vlissingen; *Danville*, Jackson; *Sterling*, Central, Lincoln District Number 11; *Towanda*, Towanda Public Schools.  
INDIANA—*Evansville*, Bosse, Bosse High, Centennial, Chestnut Walnut, Reitz High, Daniel Wertz, Wheeler; *Indianapolis*, Theodore Potter Fresh Air, Public Number 25, Public Number 27, Public Number 37, Public Number 44.

[Continued in Notes and Announcements]





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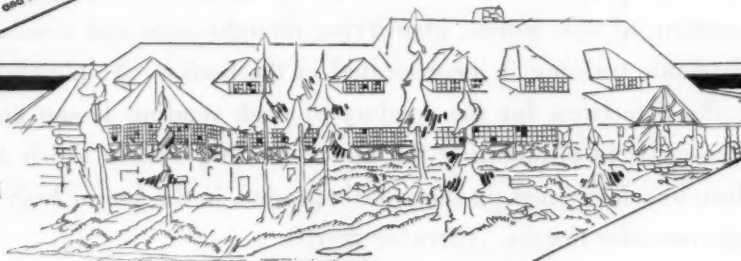
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*The Journal of the National Education Association*

[Cont. from page 131] on a different subject told the following story of the boy who had just had his picture taken. When the boy received the finished picture he saw that his mouth was wide open. "Well, father, I guess it's too late to close it now."

**How to use JOURNAL material—**Take the addresses by Lotus D. Coffman [pages 103-4] and Stuart Chase [107-10] to your local editor, pastor, or some other citizen who will make public use of them. Use them in the school paper. Have them read in civics classes and assemblies. Put them on school bulletin boards. You can make a valuable scrapbook civics reader from these carefully selected articles in the JOURNAL. Form the practise of lending your JOURNAL each month to some leading citizen, calling attention to articles of special interest.

**President Henry Lester Smith**, who is giving an exceptionally able and spirited leadership to the Association, has the plans and program for the Denver convention well in hand. Low rates by rail and bus plus good roads to the heart of the greatest open air vacation area in the world should mean a record attendance at Denver.

**The officers of the Department of Secondary School Principals for 1935-36 are:**

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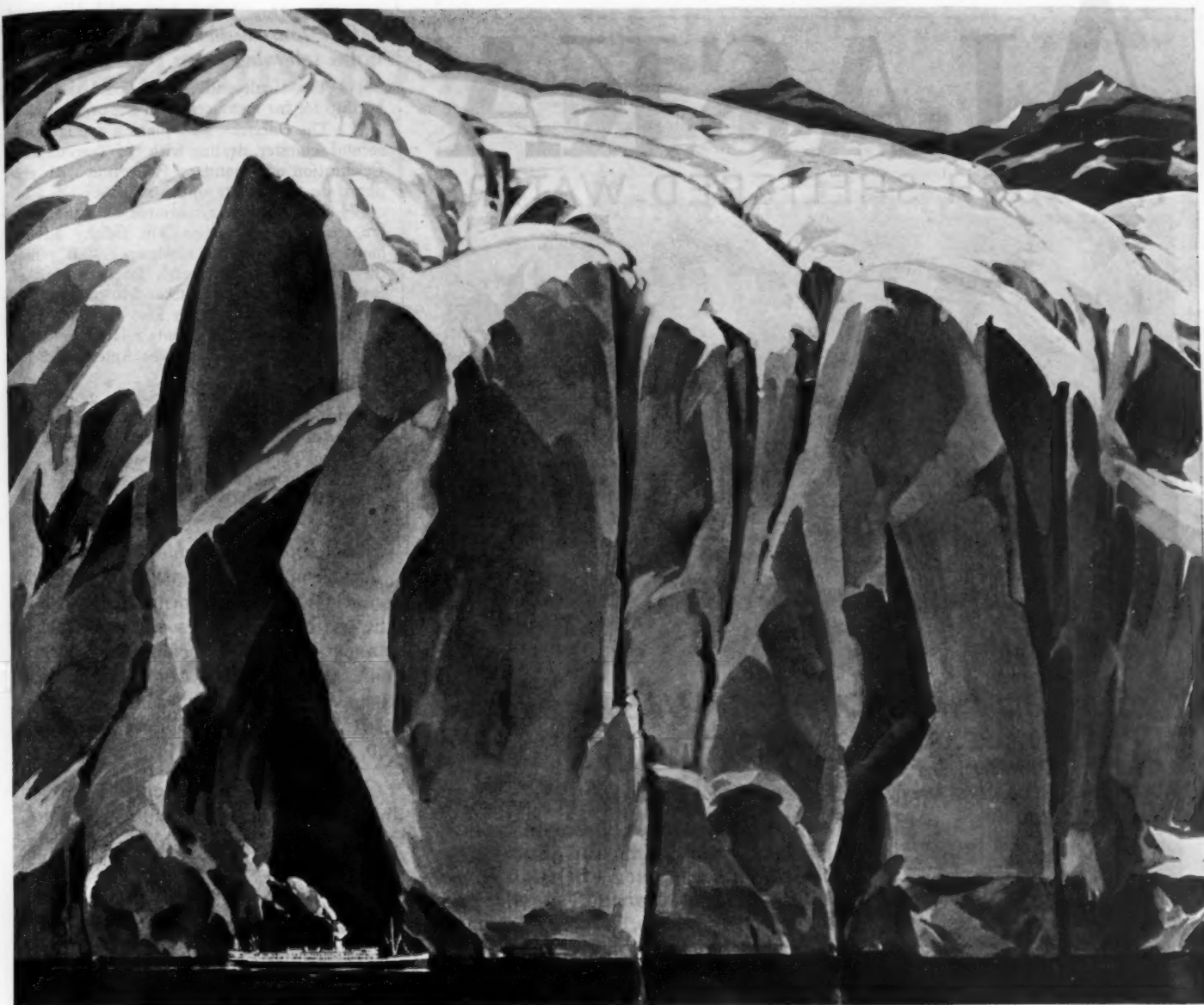
Treasurer, *Agnes Helmreich*, girls' adviser, East Des Moines Highschool, Des Moines, Iowa.

Secretary, *Evelyn W. Jones*, dean of women, University of Arizona, Tucson, Ariz.

Headquarters secretary, *Gwladys W. Jones*, 1201 16th Street, N. W., Washington, D. C.

**"The journalism department of Venice Highschool has been and still is cooperating with the National Association of Student Edi-** [Cont. on page A-52]





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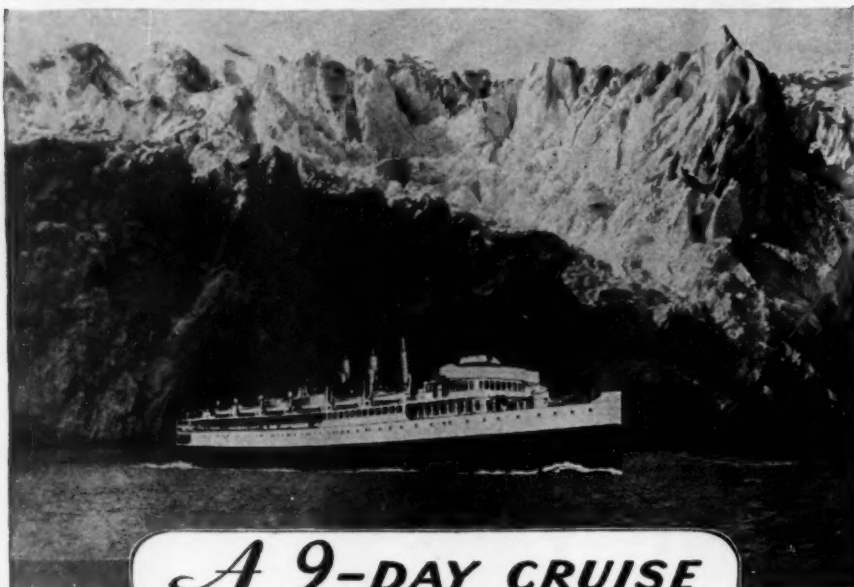
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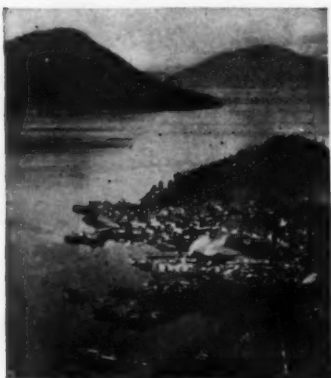
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[Cont. from page A-50] tors, with *Vitalized School Journalism* as the official organ, in the following ways:

[1] The faculty adviser has paid the membership fee for membership in the organization.

[2] The *Oarsman* staff plans a special issue, second semester, dealing with the Tercentenary Celebration of Secondary Education with emphasis on the history of the schools.

[3] Staff becomes acquainted with the modern trends in journalism. The faculty adviser has tried to have the newspaper staff reflect this one outstanding trend, interpretation of the schools to the students and to parents.

[4] Editors and adviser keep in touch with events, plans, and movements related to school life and journalism. Example: American Education Week.

[5] Other things that have been gained and used by staff from reading *Vitalized School Journalism*. These in turn are disseminated in the school paper insofar as space permits.

[a] Educational ideals

[b] Interesting information and ideas from other schools."

The above comments are from the Journalism Department, Venice High-school, Venice, California. They show the use of the services of the NASE to student editors. For complete information write to the Division of Publications, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

**Auctioneers in Education**—Superintendent Clarence J. Gludt of Leonard, N. D., in the January 1935 *School Executives Magazine* discusses practises which "strike at the very heart of the principles which carry education on its upward trend. The first is that of letting teachers' positions out on bids. This practise was in effect in several North Dakota schools a year ago and in a city school system in Minnesota. . . . In the past year, this policy has continued in some schools in various parts of the United States, but the extension of it was not necessary, for a position would barely become vacant, when perhaps a hundred applications would flood in. . . . Thru listening to the pathetic stories of so many applicants, the board received the impression that a great number of qualified teachers could be secured for the asking."

**A test**—How many young people could you name to the development of whose personal character you have made a definite contribution? That is the supreme test of a teacher.

**An interesting experiment** is being tried by Bard College, which is part of Columbia University. There will be an academic year of two semesters, one extending from Labor Day to Christmas and the second from [Cont. on page A-54]



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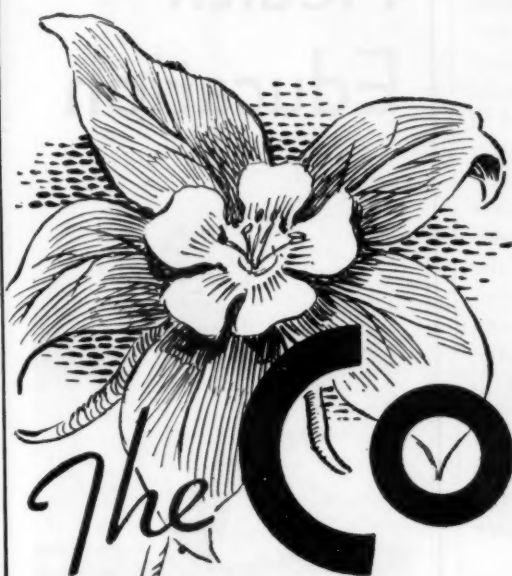
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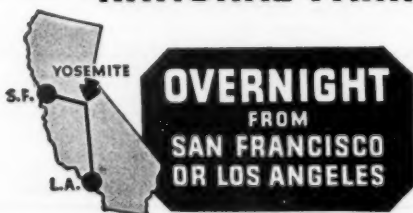


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*Yosemite*  
**NATIONAL PARK**



[Cont. from page A-52] Lincoln's birthday to June. According to information in the *New Republic* for January 9, 1935, "the six-weeks midyear period will be devoted to field work and independent reading more or less under the students' own guidance. In addition, the college will reverse the usual order of special courses and general surveys. Instead of having the freshmen asked to scatter their attention by broad, reputedly cultural courses, specialization will come first... and the generalized courses are to come after a thoro mastery of the student's own field. Entrance requirements are greatly modified; classroom work practically disappears; and all the emphasis is on helping the student to do well the things he wants to do and for which he seems fitted. The Bard experiment is one more sign of the profound self-searching thru which the American educational system is now going."

**Postal savings**—Every child should be taught in school how to use U. S. postal savings accounts. Ask your local postmaster for information. He might be asked to talk to the student body.

**The School Garden Association of America**, which has been actively interested in nature study in the public schools since 1910, has launched a campaign to bring together into a national organization the nature study and garden clubs in the schools of the United States. Superintendents, principals, and club advisers who are interested should write to Karl H. Blanch, East Mauch Chunk Highschool, East Mauch Chunk, Pa.

**The new education**—Our youth today need an education that gives them a clearer understanding of the perplexities of our civilization; an education that develops a sense of social responsibility for the intelligent and effective solution of developing problems which endanger and retard the blessings of democracy; an education that will make of our youth the builders of a finer and more enduring civilization.—E. E. Oberholtzer in *School Executives Magazine*, March 1935.

**The American Way**—United States Commissioner of Education J. W. Studebaker, who as superintendent of schools in that city, developed the Des Moines forums, has asked Congress for federal appropriations to extend this work thruout the nation. Special forum leaders will be trained and the work will be carried on in selected cities thruout the nation. Dr. Studebaker has described the work of the Des Moines forums in a book entitled, *The American* [Cont. on page A-56]

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[Cont. from page A-54] Way, recently issued by the McGraw Hill Book company.

The officers of the Department of Rural Education for 1935-36 are:

President, Sue M. Powers, Memphis, Tenn.; Vicepresident, James B. Palmer, Albany, N. Y.; Secretary, Mrs. Katherine M. Cook, Washington, D. C.; New member of executive committee, Chloe Baldrige, Lincoln, Nebr.

**Credit union development**—Credit unions organized in the teachers associations in Hartford, New Britain, Bridgeport, New Haven, and Stamford are now in operation. They have taken over loans on which teachers were paying 36 percent. They have furnished money for cash purchases where the installment price included a usurious interest charge. They have made loans for the consolidation of small debts, for sickness, for insurance premiums, for family emergencies, and for a variety of other remedial or constructive purposes. In some cases there has been hesitancy about approaching the credit union for loans because of uncertainty as to what degree of privacy can be assured. This will disappear as it becomes evident that negotiations for a loan are strictly confidential between the credit union manager and the applicant.—*Connecticut Teacher*, March 1935.

"Can you get my father a job?"—The sentence, written a dozen times on a piece of schoolroom tablet paper, was laid on the teacher's desk. "Is my writing better?" questioned Jerry eagerly. Jerry was left-handed and had been practising his penmanship. And "Can you get my father a job?" was the sentence upon which he had chosen to practise. One illustration of the mental state of the child victim of the depression.—*School Review*, official publication of the Denver public schools.

**Diphtheria immunization** has been chosen by the May Day Committee of the State and Provincial Health Authorities of North America as the May Day-Child Health Day project for 1935. It was chosen because there has been practically no reduction since 1930 in the number of deaths from diphtheria thruout the United States.

**Our Heritage of Freedom**—A timely warning is issued by the Methodist Federation for Social Service against proposed measures to suppress radicals. Speaking for the Federation, Dr. Harry F. Ward said:

If American citizens let these laws pass, they will wake up and find they have lost all the freedom guaranteed them by the Constitution. If the communists are denied their constitutional rights, we shall soon see the order of events that was followed [Cont. on page A-57]



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[Cont. from page A-56] in Europe. First the communists are repressed, then the socialists, then the labor unions, then the others.

If this legislation is passed big business will have the legal machinery to put out of business any organization that opposes capitalism or war or that conducts a strike. It will not be necessary to subsidize fascist storm troops. They will kill democracy in the name of democracy, and they will trample upon every sacred principle of Christianity.

—Editorial in *The Washington Daily News*, February 13, 1935.

**Sampler Days** is the title of the 1935 graduation pageant which will be produced by the Hannah Penn Junior High-school in York, Pa., on June 1 in commemoration of three hundred years of secondary education in America.

The officers of the American Educational Research Association for 1935-36 are:

President, *Philip A. Boyer*, Philadelphia, Pa.; Vicepresident, *Hollis L. Caswell*, Nashville, Tenn.; Secretary-Treasurer, *William G. Carr*, Washington, D. C.; Executive committee: The president, vicepresident, and secretary, exofficio, and the following past presidents: *T. C. Holy*, Columbus, Ohio; *Paul T. Rankin*, Detroit, Mich. Editorial board: *Frank N. Freeman*, Chicago, Ill.; *Margaret A. Norton*, New York, N. Y.; *Walter E. Morgan*, Sacramento, Calif.; the president and secretary, exofficio.

**Tenure**—At a meeting of the Indiana City and Town Superintendents' Association held in February at Indianapolis a resolution was unanimously adopted in favor of the retention of the present tenure law, and condemning any attempted abuse of tenure by those administering the law.

Perhaps the most important thing that teachers and principals can do between now and the close of school is to have an intimate personal talk with each graduate before the commencement season, helping him to find his way toward the more important values of life, building up perspective, faith, courage, and the will to act.

**From Atlantic City**—We must have a unified purpose of some kind or we shall have disintegration.—Secretary Wallace.

A simple prayer used in a school for the deaf has been submitted by Grace D. Ely, Washington, D. C.: Our Father in Heaven, we love Thee; we want to be good. Bless father, mother, brothers, sisters, and me. Amen.

The Federal Housing Administration as part of its efforts to secure better American living standards is conducting a nationwide radio continuity contest in connection with its better housing program. Highschool students are eligible for the contest. For information write to the [Cont. on page A-58]

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[Cont. from page A-57] Radio Continuity Contest, Federal Housing Administration, Washington, D. C.

**Accident facts—1934**—There were approximately 99,000 accidental deaths in the United States in 1934. This startling figure is roughly comparable to the population of Lowell, Mass.; Evansville, Ind.; Knoxville, Tenn.; El Paso, Tex.; or Tacoma, Wash. One person was killed every fifteen minutes and one injured every thirty-one seconds in automobile accidents thruout the year. The automobile death rate for 1934 was 13 percent above 1933. States with efficiently administered drivers' license laws had smaller increases than states without them.—*The League News*, Richmond, Va., March 1935.

Have you ordered your vitalized commencement packet yet?—Send 50¢ to cover the cost to the Division of Publications, National Education Association, 1201 16th St., N. W., Washington, D. C.

The first South Dakota conference of "Future Teachers" was held in 1934. The second annual conference will be held at Eastern State Normal School, Madison, South Dakota, April 5, 1935. The conferences are held to give new teachers a larger idea of their professional relations.

**Have you changed your address?**—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 as well as new to the NEA, 1201 16th St., N. W., Washington, D. C.

In my opinion, absentee ownership in industry is one of the chief obstacles to higher wages: for two reasons—it imposes an extra tax on an industry in the form of unearned dividends, and it will not or cannot give the same attentive care to conditions that ownership and a regard for the good name of the business and the product can give.—Henry Ford in *The New York Times*, February 28, 1935.

The officers of the Department of Supervisors and Directors of Instruction for 1935-36 are:

President, *Rudolph D. Lindquist*, Columbus, Ohio.; First vicepresident, *Mary Browning*, Louisville, Ky.; Second vicepresident, *Robert H. Lane*, Los Angeles, Calif.; Secretary-Treasurer, *James F. Hasic*, New York, N. Y.; Executive committee: The officers of the Department, exofficio; *Mildred English*, Raleigh, N. C.; *Ernest Horn*, Iowa City, Iowa; and *Paul T. Rankin*, Detroit, Mich.

One of the important services of the National Education Association is that offered thru [Cont. on page A-60]

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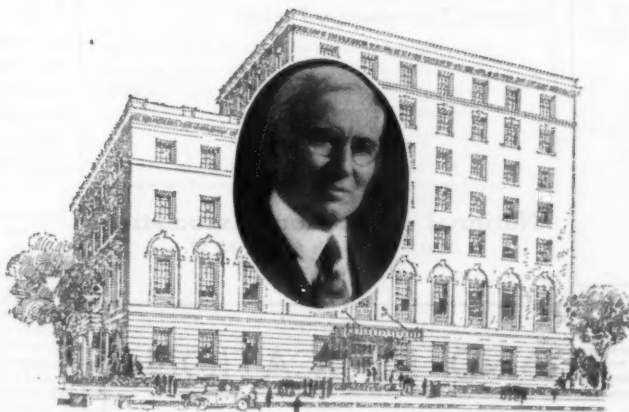
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Department of Superintendence, N. E. A.

1201 Sixteenth St., N. W., Washington, D. C.

[Cont. from page A-58] correspondence. The following letter from the Editor of THE JOURNAL, answering a request for suggestions as to improving a district association meeting, illustrates this service:

I speak before a great many conventions and sit thru many programs. I often feel that we are not making the most of our opportunities; not getting as much as we should for the time and energy spent in connection with the meeting. . . . I believe the solution lies primarily in attaching more importance to the local people and encouraging them to lead out, to experiment, to make special studies, and then to come together to report the results of their experience.

Supposing for example you were to send out now [Jan. 8] a letter to each of the various groups which will gather at the district convention asking each member of the group to begin work in his school and community on some special project and to be prepared to report results in connection with the meeting.

To make this idea more explicit, supposing the people in the elementary school were to concentrate on the problem of visiting homes; talking with parents; establishing an understanding of education and its relation to the child's development, his home life, his spiritual growth, and the various services which the school performs for the community. If your best teachers and principals would actually work at that task, they would raise many problems and learn many results which would be worthy of discussion.

Or again supposing each highschool would take up the idea of offering one new short course, never offered before in the school with the thought of introducing new materials, which might later be replaced with still other new materials. . . . The series of articles giving the story of the school which are now appearing in THE JOURNAL, and which are available in reprint form, furnish the basis for such a course.

Or again each highschool might make a study of unemployment among its own graduates or of the total problem of unemployment in its community, or it might approach matters from another angle by talking with young people who were able to get started in an effort to find out how they succeeded in doing it.

[Cont. from page 134]

LOUISIANA—Lake Charles, First Ward; New Orleans, Audubon.  
MAINE—Boothbay Harbor, High; Old Orchard Beach, Old Orchard Elementary, Old Orchard Beach High; York County, Saco-Old Orchard Beach-Dayton & North Kennebunkport Union Schools, Dayton, North Kennebunkport.  
MARYLAND—Elk Mills, Elk Mills.  
MASSACHUSETTS—Athol, Lyman Ward; Holden, Alonzo K. Learned High; Malden, Laura A. Leonard; North Adams, Freeman; Saugus, Mansfield.  
MISSOURI—Kansas City, Blenheim, Irving, Penna; Little Blue, Jackson County Industrial Home; Pevely, Pevely Public.  
NEW JERSEY—Rumson, Rumson Number 2.  
NEW YORK—Oneonta, River Street.  
OHIO—Toledo, Glendale; Wood County, Freedom Township, Middleton Township, Perry Township.  
PENNSYLVANIA—Newport, Newport Public Schools, Junior and Senior High; Norristown, East Norriton Township; Pittsburgh, Greenfield.  
TENNESSEE—Hamilton County, Gold Point.  
VERMONT—Burlington, Lawrence Barnes, Pomeroy; Rutland, Madison.  
VIRGINIA—Richmond, Franklin.  
WEST VIRGINIA—Bartley, Bartley Junior High; Ben's Run, Ben's Run; Bluefield, Brushfork; Flat Top, Flat Top; Harrison County, Monticello; Matoaka, Matoaka Grade.  
WISCONSIN—Milwaukee, East Center Street, Eighteenth Street, Eugene Field, Frattney Street, Nees-Ska-Ra, North Fifth Street, Peckham Junior High, Roosevelt Junior High, Twenty-seventh Street, Walker Junior High, West Dakota Street; Waukesha, Waukesha Junior High.