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JOURNAL *The of the* NATIONAL EDUCATION ASSOCIATION

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A Letter to President Roosevelt and His Reply

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Government in Business
Stuart Chase

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The Journal's Annual Roll Call

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The Life and Times of Horace Mann
Eleanor Craven

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Safeguarding Curriculum Results
Wm. H. Kilpatrick

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Pioneer Trails Still Lead to Portland

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MARCH

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

March

1936

VOLUME 25, NUMBER 3

Between Editor and Reader—

THE National Education Association at this moment needs the help of every one of its members in working out a problem which is of the greatest importance to the profession as a whole. For years the Association has been holding the fort, carrying an increased load with reduced income. No one can estimate how much worse conditions in the schools might have become had it not been for the sustained constructive work of the National Education Association and its Committees and Departments. The time is now at hand to repair the damage that has been done to the educational program of the nation. The Association is laying the foundation for the greatest constructive effort of its history—an effort which will mean something to every teacher in America.

Just now the Association is seeking to put its finances in shape for this effort. The results so far are encouraging, but there needs to be one more forward push this spring to achieve the final victory. This is an appeal to each member to do some definite thing to help—to pay dues if not paid, to become a life member, to work for a 100 percent school, to enlist the interest of one or more friends in membership.

Personal work counts most. It is strange that we often neglect to talk with one another about the most important things in life. I count myself fortunate that before I finished normal school I was urged by older professional friends to attend a meeting of the state teachers association. I appreciated their interest then. I know now that they helped to start me on the path of lifelong growth.

It would be a fine thing if older members of the profession—particularly our loyal body of life members—would talk personally with younger men and women emphasizing the importance of membership and participation in organizations which are doing so much to safeguard education and to promote the growth of teachers.

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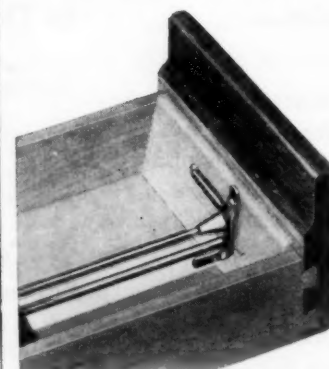
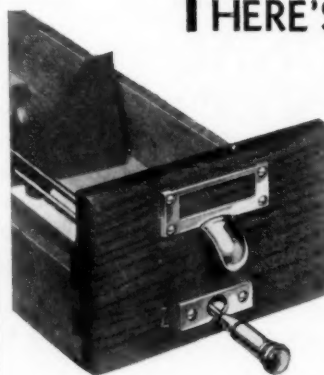
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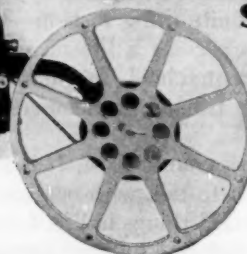
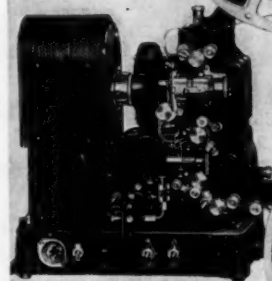
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Government in Business

NEARLY three centuries ago, a citizen of Massachusetts in the little town of Newbury was arrested with his wife Sarah, and fined five shillings for "picking peas on the Sabbath Day." He was Aquila Chase, and I am his great great grandson to the ninth generation. Perhaps I come by my unorthodox views naturally!

Government was in business then, as it has always been wherever human communities are found. The word socialism had not been coined. Certain activities were carried on by individuals on their own account; other activities were carried on by individuals on the community's account. In early New England, the latter had to do with the administration of justice, common defense, roads, schools, and the church. Church and state were closely allied in Puritan communities. In addition there was considerable community business of a cooperative nature, as when neighbors gathered to assist at barn raisings or at harvests.

By and large, however, Aquila and his family were dependent on their own exertions for the bulk of their food, shelter and clothing. Their farm, spinning wheel, wood lot, domestic animals, primitive crafts, gave them a living. A relatively small surplus was sold for cash, and the money purchased the few supplies and luxuries which the labor of the family could not provide—salt, sugar, spices, a beaver hat, a silk dress from London to be handed down from mother to daughter.

The harder the family worked, the more goods they produced, and the better they lived. A dole from the town fathers would have been regarded as an insult—plain evidence that Aquila was derelict in his duty of supporting his family; a reflection on his manhood. He had land, tools and skills, and took no charity from any man. He availed himself of government services in the form of roads, schools and justice, but he worked on the roads, or helped build the schoolhouse in exchange. If the Indians attacked, he shouldered his musket with the rest.

Between his farm and his community, he was almost completely self-sufficient.

STUART CHASE

In his old age, he sat in the chimney corner and the sons carried on. Barring drought or pestilence or military invasion, he was economically secure. He need not worry where the next shilling was coming from, for he could live the seasons around without shillings if he had to.

Government business was present; it was essential; but its activities were limited by the community pattern of self-sufficiency. Unemployment, of course, was a word as unknown as socialism. This pattern had not greatly changed, over most of the area of the Thirteen Colonies, when the Constitution was laid down.

Today in 1936, like Aquila, I live on a New England farm. But where he was certainly 90 percent self-sufficient, it is dubious if I am 10 percent. The ratio has been reversed. We grow a few vegetables, pick some berries and apples, chop a little firewood. Without money, we should presently starve or freeze or go unclothed. Our house obstinately refuses to function without the electric power and fuel oil which heat it, pump its water, light it, preserve its food supply, keep it clean. The power may come from Niagara, the oil from Texas or California. The house furnishings come from Grand Rapids, Mexico, Mr. Macy in New York, and Messrs. Sears, Roebuck in Chicago. Twelve different countries contribute to the metals in our Ford, without which means of transportation we should not be able to live in this location at all. The fibers in our clothing may come from Alabama, Wyoming, Japan; the leather in our shoes from Missouri. I have made no census, but I should guess that of all we use or consume at home, less than 15 percent originates in the state where we live. We are dependent for our material livelihood on the whole United States, and to a lesser extent, on the whole world. My neighbors who still farm their land are not, at the widest estimate, 25 percent self-sufficient. As for the workers in the cities about us, their self-sufficiency is practically zero. They

grow nothing and make little which they themselves consume.

To obtain the materials essential to life, I must first obtain money. Here is another complicated network. Publishers must be reasonably sure of a market before they will accept my books; editors must appraise the tastes of readers from coast to coast before they will print my articles; audiences must persuade themselves that I have something to say before they will invite me to address them. Again, no matter how eagerly publishers, editors, and forums may desire my wares, if the financial conditions of the nation are shaky, if banks are closing their doors, if the stock exchange is in a rout, less money or no money will be my lot. If I cannot raise money to make my mortgage payments I may lose the roof over my head. I depend for my livelihood not only on my own exertions but on a thousand complicated circumstances over which I have no control. At certain times, the harder I work the less I receive—absolutely contrary to the experience of Aquila. If I become ill, incapacitated, old, I have no assurance of any kind of security. In 1929, I had a few investments which I thought might help in this situation, but they are gone.

No single individual in this nation is secure as Aquila was secure. The material basis of security has gone out from under us. The money basis which remains is so much dry stuffing to be blown away by inflation, deflation, depression, panic, gold movements, compounding debt, shifts in market demand, war, new inventions. The majority of us survive, true, tho 20 millions of us are now on relief. The point is that no one of us really knows how long he is destined to survive, or what the next decade will do to his particular financial base. He may, in 1945, be worth another million, or he may be on relief.

The prospects for security tend to grow even worse. The steady march of invention is constantly increasing the threat of technological unemployment. The President of the Pittsburgh Coal Co., for instance, recently stated that in the next ten years fully half of all present coal miners will lose their jobs to ma-

chines. The new Rust mechanical cotton picker threatens the labor of two million field hands. The alarming breakdown of traditional capitalism makes the future of all investments highly speculative. Thus, whether we live by work or by absentee ownership, we know not from what quarter a blighting wind may blow.

The village moralities of Aquila are in my blood, but I cannot employ them without the taste of hypocrisy in my mouth. Regard, for instance, the imperative of hard work as the way to independence and success. Who am I to criticise a factory hand or a carpenter because of his failure to work hard, when a machine deprives him of his job, or the construction industry slows down to 10 percent of its former volume? This is not personal failure; it is the failure of a whole economic system. If inanimate energy and machines are destined to do most of our physical tasks, I cannot urge manual laborers to work hard and prosper. Only well-kept persons who have never dug a ditch in their lives can indulge in such cruel, illogical or hypocritical judgments. Certainly hard, conscientious work is a virtue, but we must be exceedingly careful in assessing blame until we are first sure that there is opportunity to work. Probably nine-tenths of the unemployed today are so because they have been hit by a social earthquake, rather than because of innate laziness.

Again take thrift. When capital was scarce, pecuniary thrift was indeed a virtue. Now capital is so abundant that opportunities for profitable investment are far short of our national savings. The unspent savings block the operation of the financial system. They are a curse and a danger to its equilibrium. Furthermore, why should I skimp and save when a possible inflation will sweep my dollars into pennies?

I was brought up with a proper horror of charity. A man must stand on his own feet, make his own way. How can I look at 20 million fellow citizens on relief without realizing that their feet were knocked out from under them, and that there, but for the grace of God, go I? The dole is not so sinister as death, and one must choose. Tomorrow, perhaps I must choose.

And so we come to one of the most obstinate of moral prejudices—belief that government must stay out of business; must not interfere; must let the individual work out his own salvation. Governments, we have been taught, are corrupt, inefficient, burdensome, dictatorial, and obnoxious. "The best public

servant," said the President of the United States Chamber of Commerce, in 1928, "is the worst one. He eats holes in our liberties. The better he is and the longer he stays, the greater the danger." When I was at college, I never dreamed of entering public service. It was considered a dirty business.

What a boiling paradox this invites. Private business has no use for a great fraction of our population; the fraction promises to grow with technological unemployment. Yet government is not to be trusted either to put these millions to work or to improve the conditions which undid them. The American Liberty League, Mr. Hoover, the chiefs of the Republican party, many Democrats, the bulk of business leadership, would paralyze us with bogies of regimentation, graft, red tape, bureaucracy; they would keep public business at its barest minimum, and so leave the whole situation in dead center. It is true that in the excitement of conquering a continent, we have been uninterested in government, and allowed it frequently to fall into dishonorable hands. Does this mean that public business is by nature corrupt and unworkable? The American public-school systems, the British Civil Service, are all the answers we need. Governments are corrupt if powerful groups are interested in corrupting them and if nobody is interested in maintaining their integrity.

Here is a nation insecure to a man, and with millions dependent on government work or government aid. "Terrible," cry the Liberty Leaguers, "let us remove the government aid and reestablish sturdy individualism." If this means anything at all, it means a retreat to the status of great grandfather Aquila. There is a great deal to be said for that status. It is the age-old pattern of mankind. It is simple, forthright, honest, but it is also exposed to disease, dirt, illiteracy, and poverty. I could go back to it if necessary, for my tastes are simple, but one imagines the members of the Liberty League would rather die than exchange their penthouses for log huts.

The blunt truth is that retreat has been cut off save by social cataclysm. Our bridges were burned long ago. For better or worse, we have entered a high energy, mechanized, specialized age, and if we do not like it we shall have to make the best of it. It is in this world that we must recover the security which we have lost, and no individual can fight it out alone, for the items which make security no longer depend upon the individual's

efforts, but upon a mighty network of goods and money which entangles the whole nation. I cannot write a book without calling on the assistance of at least a million people. You cannot eat a simple meal without involving the labor of at least that number.

The depression has proved conclusively what many of us have been suspecting for a long time, that the old "automatic" controls of free competition have utterly broken down. Somebody must take thought that the network functions, delivering goods and services, if, as, and when needed, underwriting a margin of security against those convulsions which are the fault of no individual. If the government as agent for the community is not to be trusted, who is to be trusted? Big Business? The Utilities? Mr. Morgan? The record shows that they have not the slightest interest in the task. For fifty years they have been busy increasing the margin of insecurity, primarily thru their operations in the stock market. Voluntary cooperative associations might increase security if they had generations in which to develop, as in Denmark and Sweden. We cannot wait a generation.

Nominate your coordinator. I care not who does it, so long as the task is well done, but for myself, I see no candidate on the horizon save the government. Certainly the government of nearly every nation has been forced to act as coordinator in the crises which have arisen since the War. It is far easier to improve standards of government than to go back to Aquila Chase.

What can the community do for me that I cannot do for myself? It can—

[1] Help me to find a new job if my old job evaporates. Nationwide unemployment exchanges can give me a maximum of opportunity to find work for which I am fitted in private industry. If, however, there are no jobs to be had in private industry the community can employ me in some division of public works or services.

[2] Guarantee me and my family an adequate minimum flow of food, clothing, and shelter in the event that no jobs can be found on any front or in the event of my disability thru illness or old age.

[3] See to it that industry is operated at something near capacity, so that the great potential abundance of modern technology is made actual, new inventions are put to work, living levels rise, and malnutrition, ignorance, disease, and crime decline.

[4] Conserve land, water and mineral resources so that our country may continue strong, vital and livable and that our children and our children's children may not be deprived of their most precious inheritance. Engineers tell us that unless the com-

munity takes energetic measures as to soil erosion great areas of America will be deserts within a generation.

[5] Stimulate the arts of civilization thru more and better education, public health services, research facilities, recreation areas, public libraries, museums, art galleries.

With my New England traditions, I should be the last to hold that the community should feed, physic, entertain, and pamper me from cradle to grave. The result would be Mr. Chase Casper Milquetoast. Those who close their minds to modern conditions, and believe dogmatically in the code of Aquila, rush into print to announce that government business will make Casper Milquetoasts of all of us. They belong, you see, to the all-or-nothing school; dealing in words and never in things. Has the fact that the community has provided universal free public education and employs nearly a million teachers in one of the largest economic activities in the country, made us into Milquetoasts? If these critics were consistent, they would hold that letters should be learned at the mother's knee—perhaps while mother was mending threads on an automatic loom in a cotton mill or punching the keys of a typewriter.

We have an enormous amount of public business today, of which education is perhaps the outstanding exhibit, and it is accepted without protest. The field is already divided. I ask that it be divided once more so that the community can do those essential things for the individual which he cannot possibly do for himself. With an average of 12,000,000 unemployed over the last five years, only an ignoramus would affirm that he can be sure of finding a job for himself. With thousands of citizens picking over garbage dumps before public relief was instituted, only the Liberty League would affirm that he can be sure of his food supply. Everything which the individual can do, under modern specialization, he should do for himself. The community should come in only when the individual is helpless and undone in the face of unmanageable circumstances. It is not a question of paternalism; it is a question of survival. If the community does not assume the role of coordinator, millions of us are faced with starvation and destruction of character, or are driven into the underworld of crime.

II

So much for theory. Looking at the world about us, we find governments the world around entering business in the dimensions of a landslide. We are not



THE ECONOMY OF ABUNDANCE

—Stuart Chase's address before the Department of Superintendence at Atlantic City—was published in *THE JOURNAL* for April 1935 and was ranked first by *JOURNAL* readers. The present article, "Government in Business," was written especially for *THE JOURNAL*. In connection with this article, the reader may wish to go further into the writings of Stuart Chase, one of the foremost economic analysts of today. Other periodical articles by Stuart Chase may be reached thru *Readers' Guide*. His writings in book form include the following:

- 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
- Government in Business*, 1935.

dealing with academic desirabilities, but with raw living facts. Public business is upon us—horse, foot, and guns.

In the United States, the growth was slow until after the turn of the century. Before 1900, the unemployed had the safety valve of free lands in the West, where, if they were willing to work hard enough, they could find a security something like Aquila's. When the frontier closed, business depressions became a more serious problem.

New invention has speeded up public business. The motor car industry has grown to immense proportions. But motor cars do not run over the landscape like tanks; they run on roads. So in order to have a great new private business we had to have an equally great new public business. Yet Mr. Sloan, president of General Motors, recently remarked: "Government as such creates nothing. The consciousness must be brought home to all that the more government takes, the less each one has—no one can possibly escape." Where would Mr. Sloan be without the roads which the government created? This is an excellent example of the loose thinking of many industrial leaders.

The growth of Megalopolis, the huge

modern city, has demanded a tremendous expansion of public business—fire departments, water and sewage system, garbage collection, subways, building inspection, police departments, traffic control, playgrounds, parks, clinics, public health services. Without these agencies, Megalopolis could not function. Any large modern city might be in ashes in a week if its fire department ceased to operate.

The flood of immigrants, running about a million a year up to the War, demanded a steady expansion of the school system. Otherwise the pot would not melt, it would congeal.

During the War, there was a further expansion of public business as the state took over the railroads and the control of a large part of industry and agriculture. Faced with an emergency, the government became virtually the director of the whole economic complex. After the War, the special controls were relaxed, but public business continued steadily to expand on its pre-War curve. Total expenditures of federal, state and local governments grew from 3.4 billions in 1915 to 11.5 billions in 1929, an increase of 179 percent per capita. The bulk of the outlay went for highways, schools, aids to agriculture, old age pensions, child welfare, afforestation, public health, airports. In *Recent Social Trends* we find the statement:

"Paradoxically, the general attitude was that of hostility to government expansion as such . . . while in fact, the demand for governmental action went on at a rapid rate at the very urgent insistence of business, labor, agriculture, the professions, and the general public. Each might be theoretically opposed to the extension of governmental functions, except in his particular instance."

The same thing is going on today. The National Association of Manufacturers has "ganged up"—to use the words of one of its own leaders—on government in business, and especially on the New Deal. The oratory is impassioned, and the theme song is: "Throw the government out." Suppose the government accepted this rhetoric at its face value and got out of the tariff business—a pleasant little dole which manufacturers have been enjoying for fifty years and more? The mind reels at the cries of anguish. The National Association of Manufacturers would move heaven, earth and hell to get the government "regimenting" imports again.

Mr. Hoover is a great defender of the moral code of Aquila. He believes in individualism and natural law. Yet as the

depression grew worse, he was forced to throw his philosophy into the ashcan. Here is what he did:

He spent vast sums for maintaining the prices of wheat and cotton.

He spent large amounts for public works.

He unbalanced the federal budget.

He tried to maintain wages and purchasing power artificially.

He sought to inflate credit thru open market operations.

He put unemployment relief on a federal basis—an unheard of thing in America.

He organized the RFC and began to pour billions into banks, railroads, insurance companies.

Mr. Hoover opened the tent door. Mr. Roosevelt pushed it wider. The camels came trooping in. With every bank closed, the emergency was far more threatening than it was in 1917 when we went to war, and the state was again called upon to assume direction. Bankers and business men, as well as the unemployed, the farmer, the small home owner with a mortgage, were literally on their knees, beseeching aid.

It would require hours to outline the agencies put in motion by the New Deal. Of them all, three impress me as of outstanding importance: the control of finance, the control of agriculture, the measures for relief and unemployment. Cash, food, and jobs—here is where collective effort has principally gone, and where in my opinion it must continue to go. A "recovery" to the 1929 output would still leave upwards of 5,000,000 people unemployed. Agriculture, not only in America but thruout the world, has run into a condition of chronic surplus, chronic depression, chronic unrest, under the old dispensation, and there is no way out but some form of collective control. The AAA was the first experiment in this country. It signed controls with upwards of 3,000,000 farmers. It had the warm support of the bulk of the farm population. In spite of the Supreme Court's ruling, collective control in some form must continue—at the risk of open revolt by the group which feeds us.

When the banks closed in March 1933, it was a sign that the financial mechanism would no longer be left in private hands. The government put its credit under the banks and forced their doors open; it guaranteed the deposits of the whole system, it made huge loans to the banks thru the RFC. Presently the Treasury found itself the largest investment trust in the world, with

\$16,000,000,000 of securities in its portfolio. The new banking act greatly strengthens the power of the government over the Federal Reserve System. As in the case of agriculture, there is no turning back.

A conservative calculation shows that 51,000,000 Americans, or some 40 percent of the entire population of the country, are now dependent on the government for all or a part of their income. This includes all on relief, all on government works projects, all on government payrolls—national, state and local—and farmers directly dependent on subsidies. In other words, government has been driven into the business of providing two families out of five with jobs or with sustenance.

Lifting our eyes from America, we see the same trend toward collectivism the world around. It apparently makes little difference whether radicals, conservatives, fascists, tories, or socialists are in power—the community, operating thru the state, is assuming more functions and more power. This should put us on our guard in attributing the trend to the machinations of any particular philosophy, or any particular group. Something bigger than the rhetoric of spell-binders seems to be forcing all mankind into a new collective pattern. Remember this when you read about Senator Obfuscatus denouncing relief, social legislation, the Utility Law, as part of the Moscow program.

It is true that Russia is frankly socialistic and has collectivized perhaps 90 percent of all economic activity. It is true that Great Britain is frankly anti-socialistic and under tory governments has cast off the gold standard, has collectivized electric power, much agriculture, radio broadcasting, and certain large housing projects, while its social legislation is a generation ahead of ours.

Germany and Italy have interfered with private business at a hundred points. Exports and imports have been monopolized by the state, prices and wages fixed arbitrarily, profits limited, banking control surrendered to the government, huge public works programs enforced, agriculture strictly controlled.

Sweden has collectivized more than half her economic life, partly by government control and partly by cooperative associations. Ninety percent of all Swedish farms now have cheap electric power, thanks to the state monopoly, and the nation as a whole has the highest standard of living in Europe. A quarter of all the housing in Stockholm is state owned. Sweden has accomplished the transition

to collectivism without revolution, class warfare, dictatorship or the surrendering of parliamentary government, free speech, free press, free assemblage. To a lesser extent, Norway and Denmark have followed the same pattern. Observe that in these three countries, citizens have formed voluntary cooperative associations which have finally grown very powerful and exerted pressure on the government and turned it toward intelligent collective action. The movement has been built from the ground up. In Italy and Germany the reverse has been true. Collective forms have been forced from the top down.

New Deals are in progress in Australia, the Argentine, Mexico, Uruguay, Canada, New Zealand, Turkey, South Africa. The Japanese government is the largest producer of steel in the empire. Private capitalism, free competition, rugged individualism are in full flight all over the world. Some of the new forms are probably worse than the old—as in Germany, for instance—but that is not the point. The point is that modern technology and specialization are driving nations everywhere to a new pattern.

What the final pattern will be nobody knows. All we can say definitely is that if we are going to keep science and the machine, it will have to be thru a collectivist pattern where the community guarantees jobs and economic security, where the community plans for the nation as a matron plans for her household. One can confidently say that it is either this, or very painful and disorderly retreat to the pattern of Aquila. Yet old men still fill the newspapers with appeals to preserve our ancient independence while running around in high speed motor cars, telephoning to London and flying from coast to coast in 13 hours. We cannot have our cake and eat it, and the old men are confusing the issue and making the transition more difficult.

No intelligent American today should waste one minute of time preserving the moralities of Aquila and sighing for the good old days. The machine must be accepted; the new duties of the community must be accepted, and our attention concentrated on the best pattern of collective control, a pattern which allows a maximum of individual freedom, consumers' choices, job choices, freedom of movement, free speech, political democracy. Sweden seems to have found a workable pattern; but she is a small country with a homogeneous population of 6,000,000. The United States is a huge country with a melting pot popula-

tion of 130,000,000. What shall our pattern be? The time to decide is not long. Here is where the young minds, the alert, the wise minds must concentrate their attention. Let the old and stubborn men go on mumbling about an unchanging Constitution, the virtues of pecuniary thrift, and balancing the budget. We who realize our country's need have more important work to do. We have to find the maximum of freedom consistent with universal security.

The modern credo might run something like this: "I accept Galileo, Watt, Faraday, Edison, Marconi and Henry Ford. I accept Boulder Dam, Niagara Falls, and 300,000 h.p. turbines. I accept a motor car for every family, running water, telephones, radios, and air mail. I accept automatic steel plants, glass plants, rayon plants, photo electric cells, tractors, combines, electric milling machines, agrobiology, and the Rust cotton picker. I accept a potential minimum income for every family in the United States of \$5000 a year in sound quantity-produced consumers' goods and services as calculated by the National Survey of Potential Product Capacity. I accept the substitution of inanimate energy for human muscles in doing the dirty and toilsome work of the world. I accept the added leisure, the added opportunities for cultural development, which the power age offers. I accept the guarantee which the age can give for the well-being of my children and my dependents.

"And—in return—I accept whatever curtailments are necessary in my unbridled right to secure income from property which I never use and have never seen, and for which I have never worked. I will surrender whatever hopes I may have cherished of obtaining a large platter of something for nothing, by obstructing, monopolizing, exploiting, or wasting the lands, resources, or natural wealth of America."

We must keep our minds young, elastic, and open; we must not resent change as change. Good. This determines an attitude, but for what shall we actively work? That is for you, my friends, to decide. I can only tell you what general measures I am interested in furthering.

To begin with, I am holding my eyes and ears wide open for a genuine Third Party which hopefully will become a powerful expression of real American progressivism. It will not be based on the class struggle, for there is no such popular ideology in the United States and the chances for creating it are not bright as the machine takes jobs away



THIS IS CALLED RECOVERY by everybody. The President glories in it. The Reserve Board proclaims it. Even the Republicans hail it. And the advertising salesmen are lyrical. The theme of the song is that we are in the arms of recovery. This has made Mr. Alfred P. Sloan and various other industrialists cocky and a bit impudent, in fact. They are over their jitters. They believe, these naive, ignorant men, that somehow business by its natural processes is moving back to recovery in spite of Roosevelt. In Detroit they like to speak of the motor makers leading the march back to recovery. In their simplicity they suppose it is their energy, initiative, and courage that are leading us out of the valley.

At the end of five years of depression they still have not the faintest notion what caused the disaster, what prolonged it, or what is working in the economic situation. With the faith of little children—greedy children, too—they imagine that a nation with 10,000,000 unemployed and another 10,000,000 below the subsistence level, with 20,000,000 people on government relief, with banks owing billions to the government and held open by government guarantees, with railroads popping into bankruptcy and others held out by government loans, with foreclosures at a record peak and farms and homes owing billions to the government on mortgages, with crop prices pegged by government action and farmers drawing hundreds of millions of dollars in subsidies, and with the government pouring about \$300,000,000 a month into business thru government spending, which alone supports the economic machine—these gentlemen think recovery is here. Well, there is a rude awakening ahead of them.—John T. Flynn in *The New Republic*, December 18, 1935.

from the proletariat at an ever increasing rate. This party will be dedicated to production for use rather than profit, to security, to constantly expanding living standards. It will maintain the principles of political democracy and the Bill of Rights. It will fight unregenerate Big Business, the private control of money and credit, all the irresponsible wasters, exploiters and destroyers of the American heritage.

The minimum program of such a movement should include, in my opinion:

[1] The nationalization of banking and credit.

[2] The use of the income tax to redistribute income and purchasing power, so that savings will be spent.

[3] The use of government credit to create vast new industries in the sector of public works and services—power development, housing, flood control, anti-erosion work, afforestation, public health, education, highways, parks, playgrounds, conservation.

[4] The progressive control by the government of natural monopolies—railroads, electric power, coal, oil, natural gas, aluminum, copper, telephone, telegraph, radio, munitions.

[5] The insurance of the food supply thru collective controls of agriculture, of which the AAA was the forerunner.

[6] The establishment of wage and hour controls, region by region, industry by industry, to the end that every worker receives at least a decent minimum standard of living for working reasonable hours.

[7] The intensive encouragement of ways and means to protect and inform the consumer; the encouragement of the consumers' and farmers' cooperative movements.

[8] The rapid extension of social security legislation—old age pensions, mothers' pensions, health insurance.

Such a program will be hailed by some as redder than the rose, and by others as reactionary gradualism. If we can win these eight points in the next decade, we shall be doing remarkably well. Everyone will have a job, if not in private industry, then in public. Everyone will receive a wage well above the poverty line. Every family will have security against unemployment, sickness, accident, old age. The backbone of predatory Big Business will be broken. Credit will be nationalized, and the backbone of private predatory banking will be broken. Consumers will be organized and active in cooperative associations. The income tax will prevent great wealth from demoralizing our national standards, as in the case of William Randolph Hearst.

To some such program we must come, or be driven, by the breakdown of capitalism, to far more dictatorial, intolerant, and obnoxious forms of collective control. Government is in business to stay, and our task is to make that business as just and decent as is humanly possible. It is no longer a question of collectivism versus individualism, but of what kind of collectivism.

The College Education of Tomorrow

IN A MAGAZINE of wide circulation there appeared a recent article which presents several points of criticism directed toward higher education. The author reports conversations which he has had with students of a certain university. In the course of the conversations, the author gathered these criticisms of higher education as carried on in the college of liberal arts at the given university:

The professors do not encourage critical thinking and judging. They will not listen with tolerance to the views of students if such views are contrary to their own. All that the college expects of its students is that they read, listen to lectures, remember what they read and hear, and pass examinations. The college now opens its doors to all, irrespective of their capacities to learn. In doing so, the school has found it necessary to so lower its standards that the work offered does not present a challenge to the more capable and talented students. Graduation from the college of liberal arts leaves a student with the feeling that he is not fitted to *do* anything in life. The college curriculum offers students a smattering of courses in many subjects; it should offer comprehensive study in a few fields.

It is unfortunate that these students did not have enough confidence in their school and in themselves to offer their honest, critical opinions to the administrators of the school. A student should have the right to do so, if he is a tolerant and sincere searcher after truth.

The fact that the student of today has a somewhat definite idea of what he thinks he should get from his college education is an encouraging sign that he is a searcher after truth. Such a student is impelled to plan for his future. Guidance, he desires from adults; but voice in the decision on directions, he would have also. The College of Today will do well to listen to youth, to cooperate with youth in planning for the College of Tomorrow and for the contribution it is to make to the development of the students attending.

The idea of cooperative planning by students and faculty for the future work of the college came to members of the staff of Eastern State Normal School at Madison, South Dakota, very forcefully last year. A student requested criticisms from a faculty member on an oration which he had given. In the course of the conference about the oration, it became evident that this student had definite ideas as to what he desired his college



STUDENTS in colleges everywhere, please rise! You must know that the scores of little colleges which you attend, so provincial, so American, are sick unto death. Within twenty years they will have died or changed into something greatly better. You can most effectively help them by simply insisting that they give you an education.

When, on Commencement day, your president says solemnly to each senior, "I admit you to the company of educated men and women," see that he makes good his word. It is sad indeed to be told that you are an educated man or woman and then find out that you are not. If your college refuses you an education, and you are unable to attend an institution more enlightened, get your training in some other way. There are still mines, factories, construction camps, and farms. And if you have a hankering to bum your way around the world, you will find that the world was never more instructive, nor more stimulating to a mind awake, than it is at the present moment.—Wendell Brooks Phillips in *The Atlantic Monthly*.

education to give him. It appeared, too, that he and several other students spent much time in discussing what they thought a college education should contribute to their future. As a result of the conference with this student, the idea of having a student-faculty forum originated. With the generous approval of the president of the institution, the forum was organized informally. The student who had come for the conference named the members. The qualifications necessary for membership were: keen intellect, tolerance of thought, and interest in education. The membership included seven students and three faculty members.

From time to time thruout the remaining part of the school year, the group met. They came at the call of any member, for there was no chairman in the organization. Freedom of speech was taken for granted. The ethical attitude of keeping within the walls of the meeting anything that was said, unless it was given out by general consent, was faithfully respected.

By the end of the school year, the group had made recommendations which the college considered so worthwhile that they were acted upon in a constructive way in almost every case. A resume of the recommendations of the forum of 1933-34 follows:

The formal grading system in terms of percentages should be abolished because it sets up false goals in education and fosters cheating. More class work should be conducted in forum style. A text in problems of conduct should be in use in the college. A course in ethics should be offered. Courses in botany, zoology, biology, children's literature, and speech should be required of all college students. Highschool courses should be improved, as evidenced by the fact that too many poorly prepared people are coming to college. Admission to college should be regulated by the use of standardized tests. A guidance program for students is needed; aptitude tests should be available. A battery of tests in such fields as English, arithmetic, reading, and intelligence should be used in selecting students for teacher-training courses. No person desiring a college education should be barred from entering the school, but should be kept from teacher-training courses if he cannot measure up to high standards of performance on standardized tests of achievement, and up to high normal in intelligence. Only those students who are in the upper half of their class in highschool should be admitted to teacher-training work. Students should not be admitted to student-teaching on *D* grades. Teachers in rural schools should be required to have more than one year of college preparation.

These recommendations of the forum of 1933-34 were forerunners of those made by the group chosen to carry on the work in 1934-35.

The faculty curriculum committee of Eastern State Normal School, working as a separate group, has offered some of the same recommendations in the light of presentday trends pointed out by leading educators. They have been glad to accept and to use the recommendations of the students. They feel that the college is stimulating its students to think constructively.

Middle-age and Age can learn from Youth, and Youth can learn from Middle-age and Age. The spirit of service for the better future demands that Youth be given an opportunity to contribute to the planning for that future.—Wilma Leslie Garnett, head, department of education, Eastern State Normal School, Madison, South Dakota.

A Letter to the President and His Reply

MY DEAR MR. PRESIDENT: Your kindness in inviting me to discuss the educational situation at the luncheon conference at Warm Springs is sincerely appreciated. Your efforts in various ways to strengthen our fundamental American institutions so that they may contribute the highest possible service in this crucial period prompt me to address you rather frankly but none the less sympathetically about the place of public education in the program of reconstruction. Your allocation of federal funds to establish emergency programs to furnish work for unemployed teachers, to keep schools open, to erect school buildings, and to assist youth bespeaks your deep appreciation of the importance of education in American life.

The National Education Association has a membership of nearly two hundred thousand educators including university presidents and college professors; state, city, and county superintendents; administrators and supervisors; principals and deans; directors and teachers of special subjects; school nurses and physicians; teachers of urban and rural schools; members of boards of education; and others. It is, of course, thoroly non-partisan, non-sectarian, and non-commercial and devoted entirely to the advancement of general education.

As teachers of America's children we feel that the importance of the educational process in our democratic society can hardly be overestimated. It seems to us to be the most vital of all processes. We believe that the experience of the last few years, both here and abroad, has underlined and validated all that is in the basic American tradition as to the role of universal education. We consider it to be a foremost duty of our Association to help strengthen the program of public education for its task of preserving our democracy. We heartily indorse every effort to extend the privileges of education to those upon whom the doors of schools and colleges appeared to be closing because of economic disaster and welcome every possible improvement in educational machinery and every extension of educational opportunity. We are sure that you will not misunderstand us when we urge that enlargement of the educational program shall not be permitted to lead in the direction of a diversification of educational control.

Permit me to amplify that; for here, as we view it, the basic principles are involved. It has ever been the purpose of American education to preserve our American ideals and purposes. In order to make sure that our entire system of public education might be free to serve the needs of democracy—and free, among other things, from partisan bias and political pressure—

the American people have established local schoolboards, state school systems, and federal agencies for education, each with appropriate duties and responsibilities, and each removed as far as possible from external controls.

The functions and management of American education are of momentous concern at all times, but especially in this critical period in our history. If our public schools are to be preserved and strengthened to meet the challenge of the social, economic, and governmental changes now taking place, the principles of local control, decentralization, and the integrity of the regularly constituted governmental agencies in education must, we believe, be respected and safeguarded. It may be added that, for reasons of economy and practicality, as well as principle, it is wise that existing educational agencies be used to administer educational programs. Those agencies are well established in public confidence and are accustomed to handling the ever-changing educational procedures effectively. Any tendency to set up conflicting or duplicating agencies for administration would not only tend to undermine our established educational system, but would also create excessive overhead costs and weaken the efficiency and influence of both the old and the new agencies.

While we are anxious to preserve the independence of state and local educational agencies from national control, we believe that the time has come for the real and continuous enlargement of the usefulness of federal educational agencies. The major lines of such usefulness are well known. We do respectfully recommend that in that field as well as in the local, the integrity and responsibility of existing and proven agencies, manned by educators and free not only from the reality but also from even the danger of political infiltration, be a first consideration.

Specifically, we urge that leadership in the national education program be placed in the United States Office of Education and that all educational activities sponsored by the federal government clear thru that channel, the state departments of education, and the local schoolboards. Not only can larger and better results be expected to flow from such procedure, but the practicability of public scrutiny of all activities, and particularly public informedness as to the implications of new ones, would unquestionably be advanced. We are fearful that departure from this basic principle endangers the integrity of our educational system and weakens one of the cornerstones of our democratic government.

It is my high privilege to express the appreciation of the educational profession

for your consideration of these fundamental principles and to offer its hearty cooperation in carrying them forward. We know you will receive with full understanding and sympathy this sincere expression of concern.

Respectfully yours,

AGNES SAMUELSON,
*President, National Education
Association of the United States.*

[January 13, 1936]

MY DEAR MISS SAMUELSON: Your letter of January thirteenth is a very cogent defense of a well-established American principle. I appreciate its candor and I am glad to assure you that I am not in disagreement with it.

If some activities of the Government during recent years have seemed to some persons in the field of education to violate the principle defended in your letter, the reason is that these activities have not concerned education alone. Always there has been the element of relief. In fact, it has been the relief feature which has justified the Federal Government's supplying funds for programs so largely educational as have been the emergency education program, the emergency aid to rural schools, the program of college student aid, and, in fact, the whole National Youth Administration. Had these programs been wholly educational and had they represented essentially a Federal plan to aid in the support of education, it would have been my policy to use only the regularly constituted agencies of education to administer them.

Relief, however, is a problem with which educational people are not generally well acquainted. It is even doubtful whether educational authorities would wish to administer the relief phases of the combined program of education and relief involved in such an enterprise as the emergency education program. Cooperation, therefore, between relief agencies and educational agencies was imperatively necessary.

Will you not accept my assurance that if and when the Federal Government enters into any program of Federal participation in education where the sole, or even the primary, consideration is the advancement of the nation's educational system, it shall be my purpose to avoid all division of responsibility and to expect the educational agencies, Federal, State and local, to have charge of such a program?

Very sincerely yours,

FRANKLIN D. ROOSEVELT,
President of the United States.

[February 4, 1936]

Planning for the 1936 Graduation

THE MOVEMENT to vitalize commencements, which THE JOURNAL has emphasized since 1927, has become widespread. Large numbers of the secondary schools of the country have abandoned the traditional exercises in favor of the "vitalized" program. The emphasis in such a program is upon the graduate. At the same time, it offers a unique opportunity for effective educational interpretation. This new type graduation program has met with the approval of administrators, patrons, and students.

A survey of the best programs of 1935 shows that the following themes or topics were most frequently used: the tercentenary of secondary education; educational progress; leisure time; adult education; education for the new day; the New Deal; desirable social-economic goals of America; our future security; citizenship thru participation; problems confronting our nation; the graduate views the future; why attend highschool and college; the citizen of tomorrow; vocational education; what the school has done for me; school tax problems; the school and community life; the spirit of America; and health.

Student speaker programs—At least two new devices were used in carrying out programs featuring student speakers. Many schools used the "panel-jury" idea and found it successful. The Phineas Banning Highschool of Wilmington, California, presented its commencement in the form of a convention operating under parliamentary law. The graduates played the role of delegates from various departments of the school; the audience represented spectators observing the proceedings. A president presided over the meeting, assisted by a secretary and clerk. The diplomas were credentials of recommendation for life activities.

A few of the other programs of the student speaker type presented last year are summarized below:

Our school and yours—Leesburg Highschool, Leesburg, Florida, chose the theme, "Our School and Yours," for its graduation theme and students spoke on the following subjects: the modern highschool; academic subjects; vocational subjects; physical education and athletics; music; student council; honor society; publications; clubs.

Desirable social-economic goals of America was the theme for the graduation program of the Valley Center, Kansas, Highschool. Students spoke on: why social economic goals are necessary; physical strength and security; an active flexible personality;

economic security; equality of opportunity; education's part in achieving these goals.

Problems confronting our nation—This topic was discussed by the members of the graduating class of the Dresden, Tennessee, Highschool. Students spoke on: social legislation; dreams of Tennessee Valley; health; schools of the future; taxes; accidents; use of leisure time; prohibition; crime; illiteracy.

Citizenship thru participation—At the 1935 graduation exercises of the Bound Brook, New Jersey, Highschool students spoke on the school's various clubs as follows: clubs in community life; student council; the school paper; science club; sewing club; nature club; art club; music club; dramatic club; book club; chemistry club; needle and thread club; assemblies; physical education.

The graduate views the future—The graduating class of the Tulsa, Oklahoma, Highschool, in addition to a symposium on "The Graduate Views the Future" had student speakers discuss such topics as the crisis in education; the achievement of peace; and economic security.

The pageant type program—Numerous classes wrote pageants which showed the development of education in their communities or the history of their schools. Others enacted pageants showing the historical development of secondary education in America. Two specific illustrations follow:

The citizen of tomorrow was the theme of a pageant presented by the Leominster, Massachusetts, Junior Highschool in its program. The pageant was built around the following scenes: the future citizen comes to America; the citizen forms his government; the citizen maintains his country; the citizen becomes an international figure; the citizen faces the future—intelligent citizenship.

America in song and story—The students of the Manchester, New Hampshire, Highschool presented tableaux at their graduation exercises as follows: Tableau 1—Early life in New England as revealed in song; Tableau 2—Early life in New England as revealed in literature; Tableau 3—Life in the South as revealed in song; Tableau 4—Life in the South as revealed in literature; Tableau 5—Life in the West as re-

vealed in song; Tableau 6—The opening of the West as revealed in literature; Tableau 7—Modern tendencies in American music; Tableau 8—Modern tendencies in American literature; Tableau 9—The patriotic music of America; Tableau 10—The Spirit of America.

The 1936 packet—The popularity of the vitalized graduation program is shown by the fact that approximately 2500 highschools used the special 1935 vitalized commencement packet developed by the National Education Association.

The purpose of the commencement packet, prepared annually, is to assist schools in planning their programs. Graduation programs may well grow out of school activities or local, state, and national issues bearing especially upon youth problems.

The 1936 packet emphasizes the importance of the discussion of present-day problems, particularly those which the senior must face after leaving school. It suggests the theme "Looking Forward with Youth." No topic is more appropriate this season in view of the widespread interest in youth problems and the many projects under way to help young people solve their problems. The packet contains model programs, suggested procedures, and materials with which to work.

Never in the history of our country has it been more important for young people to think intelligently about modern affairs. The greatest problem is for each individual youth to make a social adjustment satisfactory to himself and to society. The 1936 graduating classes, by discussion and analysis of their own problems before parents and citizens, may make a significant contribution to the solution of this problem.

A new feature in this year's packet is the writing project for graduating classes. The plan is for members of the class to write on the topic, "What My Highschool Has Done For Me," and to send the best three papers to the National Education Association. The best of the papers submitted will be published.

The 1936 vitalized commencement packet may be secured by sending 50¢ to cover its cost to the National Education Association, 1201-16th St., N. W., Washington, D. C. Cash must accompany orders for \$1 or less.



A National Election Project



The election judge explains the laws to the student election board

THE BIG GUNS of the 1936 presidential campaign are beginning to sound. In the few short months ahead millions of dollars will be spent for political purposes, innumerable speeches given, tons of printed matter distributed and approximately 40,000,000 voters will go to the polls to render the final verdict as to who shall be the next President of the United States. Present indications are that the fundamental principles of our government will be given an airing such as they have had few times in American history.

We have here an unparalleled opportunity for a very practical kind of civic education. The selection of leaders in a democratic society is an unusually important function and students cannot too soon be made aware of all the subtle maneuverings used to secure public support in this great American party battle. There is every indication that the full bag of political tricks will be on display, and schools should lay plans now for giving their students a pragmatic understanding of their operation. Think of the advantages which might accrue if every student in the country made a realistic study of at least two presidential elections during his junior and senior highschool days. This study should not be a matter of textbook reading but rather the careful observation, and so far as possible, actual participation in the campaign. The experience of the Hiram Highschool with a presidential election project in 1932 may be helpful to other teachers in planning similar work.

The Hiram Highschool is organized on the six-six plan and the project involved every student in the upper six grades. The project was started in April 1932. A small mimeographed pamphlet outlining the work was given each stu-

dent. It was titled "Who Will It Be in 1932?" On succeeding pages were listed eight projects or activities which were to last from April 1932 to March fourth, 1933. Briefly stated they were:

[1] Drawing a map of the presidential primary results.

[2] Suggested summer work such as listening by radio to national conventions.

[3] Instructions concerning the "You and Your Government" broadcasts of the National Advisory Committee on Radio in Education.

[4] An outline of student notebook work and the list of assembly talks for the next year.

[5] Instructions for a student political campaign with school party organizations. Plans for securing campaign literature, pins, posters, and the like.

[6] Plans for a highschool presidential election with regular printed ballots.

[7] Suggestions for the organization of a politics club to handle this project.

Our first activity was to watch the prospective presidential candidates lining up delegates to the national conventions. Students were given outline maps to record the trend of events. A report on this matter was required as a part of each current events lesson. A bulletin board display just before school closed with a colored map for each party showed how delegations were pledged.

The Ohio delegates to the national conventions are elected at a primary in May, and this was the subject of special study during the last month of school. Two days before the primary election the social science teachers taught a lesson on primaries based on the questions in the student pamphlet. The next day enough sample primary ballots of both parties were brought to the classes to supply each student. These ballots made it much easier to

REIGN S. HADSELL

Principal, Hiram Highschool, Hiram, Ohio

discuss such practical aspects of voting as the proper marking of ballots. Since Hiram is a small town it was possible to take several classes to the polls. One of the election judges explained the duties of the different officials to the class. The next day students discussed the results of the election.

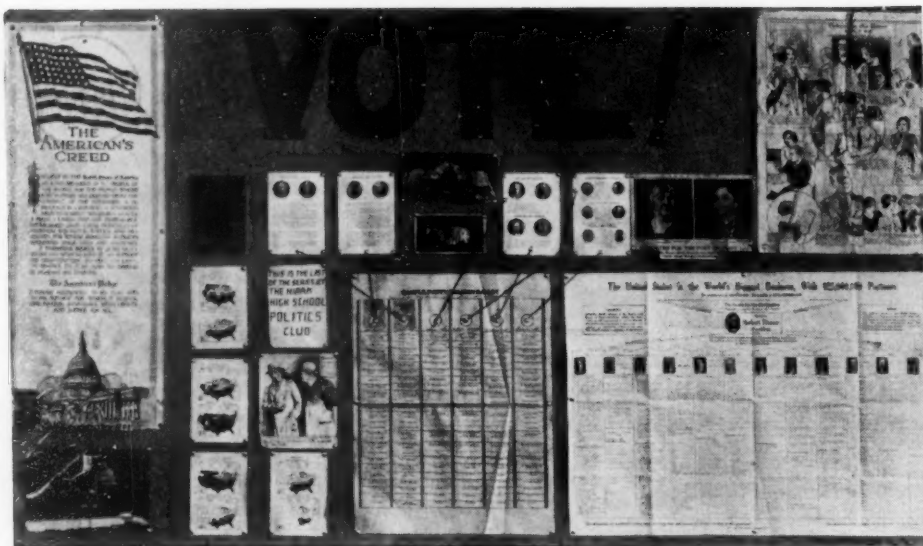
The work of the school year 1931-32 ended with the request that as many as possible listen in on the national conventions and collect material for their politics notebooks during the summer.

The first step of the new school year was the organization of a politics club. The pamphlet guide stated that there would be a political campaign with junior party organizations, and an election in November at the regular town hall voting booths using printed ballots. A meeting of students desiring to belong to a club which would supervise this campaign and election was called. Twenty students out of a possible seventy-seven in the school accepted the invitation and became charter members of the Hiram Highschool Politics Club.

There was one statement made at the organization meeting which deserves recording. The meeting had just been called to order when one young lady said, "Well, one sure thing, if we are going to have a politics club we ought to know what we are talking about instead of having so much hot air." And that is exactly what the club tried to do, to make meaningful the political news about which the students were reading and talking.

The politics club proceeded to set up organizations for each of the three major political parties. Time was given in activities period for these party organizations to meet and plan campaign strategy. It was a thoroly active campaign. It is not an exaggeration to say that there were more campaign buttons and leaflets passed out in the highschool than in the community.

A series of four assembly talks was planned to interest students in the political situation and help them understand it. The series was opened with a talk, *Why We Have Political Parties*, by a college instructor in political science. Then the student party organizations in conference with the principal



selected someone to present the case for each party. Each speech was followed by a question period.

During the four weeks before election each party prepared in turn a large 4 x 8 bulletin board display which was exhibited in the window of a local store. A special committee of the politics club prepared an exhibit for the final week urging every citizen to vote.

The election day required careful planning. Each party organization elected two members to a highschool board of elections which had full charge of the election. This group was carefully instructed in its duties by a member of the regular village board of elections. The highschool election was held the day before the regular election and permission was secured to use the precinct booths and ballot boxes. The printer who printed the sample ballots for one of the political parties ran off enough extra unmarked ballots for our own use.

Then came election day. The members of the board of elections were sworn into office and during a lengthened noon hour the students went to the polls, just as their parents would the next day, to indicate their choice for President of the United States.

The next day the principal and the members of the board of elections discussed in a student assembly the errors made by the students in voting. Also at various times during the day groups of students were taken to the polls.

The project closed when the students listened in by radio to the inauguration of the President on March fourth.

Then the question arose, "Should the politics club be continued?" The club had active and efficient officers, and the students had developed a real interest in the activity. This interest plus the

realization that politics does not end with the inauguration were the factors which led the temporary group to the decision to continue the club. Their immediate objective was watching the development of the New Deal during the most amazing ninety-nine days of American congressional history. The other activity of last year was to have the local Justice of the Peace as our guest at a pot luck supper. He brought along his legal forms and law books, and after explaining the work of the justice of the peace, presided at a mock trial of one of the members.

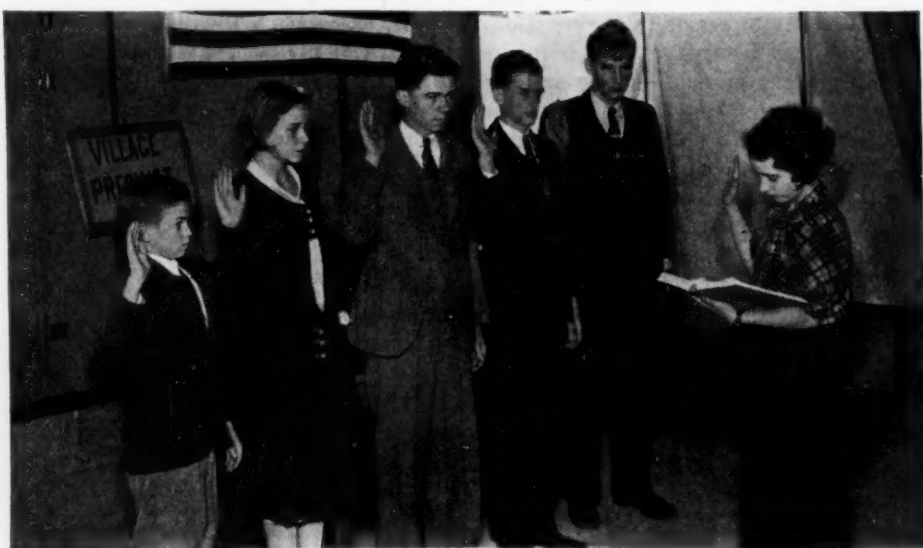
During the succeeding school year a study was made of the Roosevelt monetary policy. The "Plan for Hiram" was developed. The "Plan for Hiram" first served as a discussion topic for one of the Politics Club meetings. The results of this discussion were then written up in a more formal style by the president of the club and mimeographed copies

distributed to every citizen of the township. The plan deals not so much with the laying out of streets as the broader aspects of community planning. The plan called for the establishment of a community council with committees for welfare, community beautification, recreation and education, and local history.

The organization suggested in the "Plan for Hiram" was actually adopted by the community as the Hiram Civic Improvement Association. The recreation and education committee of this organization finances a summer music program for young people and sponsors one adult education class each year. The local history committee has provided for fireproof storage facilities for local history materials and has sponsored an FERA project for the collecting and filing of such materials. The highschool has cooperated by using local history as a commencement topic, and has turned over the materials thus collected to the history committee.

The results of the election project, both from the standpoint of the interest in political affairs created in the minds of the students, and the values received from the organization of the Civic Improvement Association, have made it eminently worthwhile.

It is easy to get students to discuss politics in the few hectic days before election when interest is at fever pitch. It is more difficult to get them to develop a real understanding of the whole process thru careful observation and study. An election project running thru this school year and the next is a method which merits further trial. Such a method if more universally applied might conceivably improve one of the most important democratic processes.



The student election board is sworn in

The Journal's Annual Roll Call

AS ONE TURNS toward the future in an effort to see what practical steps can be taken toward a better order of life, he needs to keep before him the elements of strength, the achievements that are encouraging, as well as the weak spots and the points of breakdown. To aid in such an evaluation, THE JOURNAL for the fourteenth year presents a summary of the educational situation thruout the nation. Letters were sent to three persons in each state—the state superintendent of education, the NEA state director, and the secretary of the state education association. From the replies received, the following facts have been compiled:

Alabama—Curriculum studies are being organized under supervision of the State Department of Education in cooperation with state colleges. During 1935 progressive school legislation, including a minimum school program act and a school budget act, was passed. Appropriations for schools were increased by about three million dollars, but revenue for payment of appropriations is short. To meet the crisis, a special session of the legislature will convene in the spring or late winter.

Arizona—Various departments which had been curtailed during the past four years have been reinstated. The legislature returned \$5 per capita to the amount of school apportionment by the state. Revision of the elementary-school curriculum has been continued. A course of study for highschools, the first ever prepared in this state, was provided thru the efforts of committees of highschool teachers. A vocational school has been established at Phoenix.

Arkansas—The educational situation is brighter. The schools will receive approximately \$1,500,000 more money from a recently enacted sales tax. The equalizing fund, dormant for four years, is providing a seven-month term for 500 districts. The schools are cooperating with the National Youth Administration. The state is in the third year of a five-year program designed to adapt the curriculum to changing social and economic needs.

California—Many schools, which for the

past three years have been housed in tents or temporary buildings, are now in comfortable structures. Altho the state government faces a heavy deficit, every school has continued most of its regular program. Statewide committees are working on reorganization of curriculums to meet new social demands. Special projects are under way in safety education and education for world peace. Collegiate opportunities for highschool graduates have been expanded.

Colorado—For about six years the Colorado Education Association has been working on the articulation of highschool courses with life problems; significant progress has been made this year. The course of study for elementary schools on which the state department of education is working will appear early in 1936. Headway is being made to secure state aid from a graduated income tax for the public schools. The last legislature authorized the appointment by the governor of an interim committee to study problems of education in the state and submit recommendations to the assembly meeting January 1, 1937.

bill and undertook to guarantee payment, using the general revenue fund if necessary. In November the State Supreme Court declared this guarantee clause unconstitutional. Nevertheless, the governor and state officials came before the annual meeting of the Florida Education Association and pledged to teachers and the public that the school appropriation would be met.

Georgia—The curriculum is being revised. The state government has paid all debts due the public schools and university system for unpaid appropriations for the years 1929, 1930, and 1931. The total paid to the schools in 1935 is over nine million dollars, the largest in the state's history. The Georgia Education Association has taken steps to see that every teacher and school official is a registered voter for 1936 and is pledged to support only state candidates committed to a program of tax reform and greater public support for education.

Idaho—A statewide curriculum revision program was inaugurated. A permanent textbook commission has been appointed. The state department of education is cooperating with the

Connecticut—The Teachers College of Connecticut is fully established and all curriculums lead to the Bachelor of Education degree. Four years of post high-school education is now the minimum requirement for all new teachers, whether rural or urban, elementary or secondary, academic or vocational.

Delaware—The development of more definite work in the social studies in the elementary school, the extension of prevocational opportunities in a number of Negro junior highschools, the restoration of half the salary cuts made for the biennium beginning July 1, 1933, and additions to school plants, constitute the principal steps of advance.

District of Columbia—The congressional demonstration in character education introduced in the schools in 1934 is an outstanding achievement. The education association of the District of Columbia is reorganizing for more responsible action and the increasing of professional status.

Florida—For several years the Florida Education Association—supported by the PTA, the American Legion, League of Women Voters, Federation of Women's Club, and the State Federation of Labor—has striven to secure adequate financial aid from the state to help all counties guarantee a minimum eight-month school term. The legislature passed the requested appropriation

STATE	SUPT. OR COM.	NEA DIRECTOR	STATE SECRETARY
Ala.	J. A. Keller	J. D. Williams	Frank L. Grove
Alaska	Anthony E. Karnes	C. H. Bowman	C. H. Bowman
Ariz.	H. E. Hendrix	Emil L. Larson	J. J. Clark
Ark.	W. E. Phipps	W. E. Phipps	Miss Willie Lawson
Calif.	Vierling Kersey	Frank A. Henderson	Roy W. Cloud
Canal Zone	Ben M. Williams		
Colo.	Mrs. Inez J. Lewis	W. B. Mooney	W. B. Mooney
Conn.	Ernest W. Butterfield	Helen T. Collins	Francis E. Harrington
Del.	H. V. Holloway	H. V. Holloway	Mrs. Mabel Alexander
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Idaho	John W. Condie	W. D. Vincent	John I. Hillman
Ill.	John A. Wieland	John W. Thalman	Robert C. Moore
Ind.	Floyd I. McMurray	Charles O. Williams	Charles O. Williams
Iowa	Agnes Samuelson	Fred D. Cram	Charles F. Pye
Kansas	W. T. Markham	F. L. Schlegle	F. L. Pinet
Ky.	H. W. Peters	William S. Taylor	W. P. King
La.	T. H. Harris	P. H. Griffith	G. O. Houston
Me.	Bertram E. Packard	William B. Jack	Adelbert W. Gordon
Md.	Albert S. Cook		Walter H. Davis
Mass.	James G. Reardon	Annie C. Woodward	Hugh Nixon
Mich.	Eugene B. Elliott	Edith M. Bader	A. J. Phillips (Acting)
Minn.	John G. Rockwell	Harry Wahlstrand	C. G. Schulz
Miss.	J. S. Vandiver	H. V. Cooper	Walter N. Taylor
Mo.	Lloyd W. King	Thomas J. Walker	E. M. Carter
Mont.	Elizabeth Ireland	Martin P. Moe	Martin P. Moe
Nebr.	Charles W. Taylor	G. F. Knipporth	Charles A. Bowers
Nevada	Chauncey W. Smith	Mrs. Hazel B. Denton	Bernice Griffith
N. H.	James N. Pringle	Lyle Wilson Ewing	John W. Condon
N. J.	Charles H. Elliott	Raymond B. Gurley	S. C. Strong
N. M.	H. R. Rodgers	Vernon O. Tolle	Vernon O. Tolle
N. Y.	Frank P. Graves	H. Claude Hardy	Arvie Eldred
N. C.	Clyde A. Erwin	T. Wingate Andrews	Julie B. Warren
N. D.	A. E. Thompson	L. A. White	M. E. McCurdy
Ohio	E. L. Bowsher	B. F. Stanton	Walton B. Bliss
Okla.	John Vaughan	M. E. Hurst	C. M. Howell
Ore.	C. A. Howard	Austin Landreth	E. F. Carleton
Pa.	Lester K. Ade	J. Herbert Kelley	J. Herbert Kelley
P. I.	Luther B. Bewley		
P. R.	Jose Padin		Antonio Sarriera
R. I.	James F. Rockett	Charles Carroll	James F. Rockett
S. C.	James H. Hope	A. C. Flora	J. P. Coates
S. D.	J. F. Hines	S. B. Nissen	N. E. Steele
Tenn.	Walter D. Cocking	S. L. Ragsdale	W. A. Bass
Texas	L. A. Woods	Rush M. Cawwell	B. B. Cobb
Utah	Charles H. Skidmore	James T. Worlton	B. A. Fowler
Vermont	Francis L. Bailey	Joseph A. Wiggins	Marion C. Parkhurst
V. I.	George H. Ivins		
Va.	Sidney B. Hall	Mrs. Edith B. Joynes	C. J. Heatwole
Wash.	N. D. Showalter	Samuel E. Fleming	Arthur L. Marsh
W. Va.	W. W. Trent	W. W. Trent	J. H. Hickman
Wis.	John Callahan	Amanda Schuette	O. H. Plenzke
Wyo.	Jack R. Gage	H. H. Moyer	H. H. Moyer

NYA officials in providing educational and employment opportunities for unemployed high-school graduates. Educational conditions are fair. The equalization law passed in 1933 and additional funds provided by the legislature in 1935 have kept all schools open for a minimum of seven months.

Illinois—State aid to elementary schools was increased last year by over 20 percent. However, the crisis in educational finance in many districts still continues. There will probably be no relief legislation for the schools until after the next election. A statewide curriculum program will soon be under way, headed by the office of the superintendent of public instruction. The governor has appointed an educational commission consisting of five senators, five representatives, and four educational consultants.

Indiana—Important legislation includes a school bus law, teachers minimum salary scale and state revenue of not less than \$400 for each teaching unit. A number of courses in the curriculum have been revised. Safety courses are required of all highschool students. About 500 teachers have been restored to former positions. Over one hundred one-teacher schools were discontinued. Many schools have restored the term length above eight months. Ninety-six buildings have been approved for construction thru federal aid.

Iowa—There is renewed interest and confidence in the public schools. Recognition given to American Education Week was more universal and enthusiastic than ever. The department of public instruction has been reorganized. State aid for the education of handicapped children has been provided. New curriculum materials in the social studies and safety education have been provided and a program of pupil guidance in secondary schools, inaugurated. Rural teachers are planning a professional organization to be affiliated with the state teachers association.

Kansas—The schools are badly in need of legislation which will give them financial support from sources other than property tax. The state teachers association, working with the office of the state superintendent, is making a five-year study of the curriculum. State school laws have been revised. Special attention is being paid to the promotion of public safety.

Kentucky—A curriculum committee has been appointed to reorganize the offerings in elementary and secondary schools. Steps are being taken to improve the rural-school program. Pupil-school support will probably be maintained upon a high level; the teacher retirement law will be strengthened; and the 1934 school code continued without major change. Schools are cooperating with the National Youth Administration.

Louisiana—A series of new laws greatly increased the share of needed funds contributed from state sources. Statewide programs were set in motion by the newly appointed state supervisors of music and of health and physical education. A large increase in the number of classroom supervisors has been brought about by state recognition of supervision as a part of the minimum educational program on which the equalization fund is based.

Maine—Tho laboring under reduced appropriations, the schools are going forward. An intensive publicity campaign, largely financed by the Maine Teachers Association, has laid the groundwork for the passage of a bill providing better support of education, which will

be presented to the next legislature. The normal school course has been extended to three years, and a committee from normal school faculties is revising the curriculum. The secondary school curriculum is constantly being revised. A state director of physical education has been appointed. A junior college of business has been established at Portland.

Maryland—Elementary teachers are increasing their knowledge of science to put into effect the science curriculum. Reorganization of English curriculum is under way in many centers. The highschool curriculum is being liberalized to meet needs of non-academic pupils. Many salaries are being restored to former levels. Institutions offering four-year curriculum training for elementary field are now designated "state teachers colleges."

Massachusetts—The schools are making rapid recovery of ground lost during the depression. Courses and studies are being reinstated where dropped. Salaries are much better. A new law provides for a proclamation by the governor on American Education Week. No fundamental legislative changes have occurred. Elementary and highschool curriculums are being revised to meet changing social and individual needs.

Michigan—The 1935 state legislature accepted greatly increased financial responsibility for public education by passing a state aid and equalization bill. The same bill guarantees free highschool tuition for all boys and girls. The state board of education is now the sole agency for granting teachers' certificates; formerly there were six certificating agencies. Any school district may legally pay tuition and transportation for highschool graduates to the nearest public junior college.

Minnesota—The 1935 session of the legislature passed important school laws drafted by the state department of education. These provide for classified six-year highschools and six-year elementary schools; increased state aid for consolidated school districts; and a larger amount of state aid on the basis of the number of pupils in average daily attendance. Study courses are under revision to be adapted to present conditions in home and community.

Mississippi—School people were successful in their drive to get the special session of the legislature to appropriate over \$1,000,000 for schools out of the state surplus. Salaries have been increased from 10 to 20 percent above the low mark of depression salaries. The Mississippi Education Association, in cooperation with the state department of education, has inaugurated a five-year program of curriculum revision in which over 95 percent of the educational workers of the state are participating.

Missouri—Approximately \$1,500,000 has been added to the state school distributive fund by increase in sales tax. Appropriations for school support have increased 40 percent. Most school districts are in good financial condition. Transportation of rural highschool students has been placed on a better service basis. Over a hundred small rural districts have combined with other districts to make larger and more effective school units.

Montana—Majority of highschools are vitalizing social science courses by showing present-day application of principles. There is more interest in educational and vocational guidance. The most important educational legislation during the year was the creation of a fund for equalization and state support. Educational conditions are improving.

Nebraska—The state department of public instruction has laid special stress upon character education the past year. A character training conference was held in Lincoln, and prominent national and state leaders addressed the meeting. Little constructive educational legislation was passed during this biennium. School budgets have increased slightly. The state department of public instruction is revising the state courses of study. The state teachers association is adding a research department, with a fulltime director in charge.

Nevada—With the legislature allotting \$100,000 for 1935 and 1936 from liquor license receipts as a new source of revenue for the public schools, it has been possible to increase teachers' salaries and to lengthen school terms in many rural communities. Hereafter, preference in employment of teachers will be given to qualified Nevada residents.

New Hampshire—All programs of study are being brought up to date. The state has as yet no tenure, pension, or retirement law. No schools are closed for lack of funds. Most teachers' pay rolls are back to normal, although some districts are still 10-15 percent below normal. Only a comparatively small number of highschool graduates are now unemployed.

New Jersey—Business seems to be on the upward trend. Probably 40 percent of the boards of education have restored in whole or part the salary cuts; others are planning to restore the cuts on July first. The uncertainty of the relief situation may tend to offset these gains. A movement to increase the NEA membership is now under way.

New Mexico—The state is cooperating with governmental agencies aiding unemployed youth. The state board of education is considering the complete reorganization of the elementary grades with emphasis on bilingual instruction. This would aid greatly in the progress of rural schools.

New York—Full support of education has been maintained, state and local. School people are faced with a fight on a constitutional tax limitation. School attendance up to 16 years of age is provided for after September 1936. Progress is being made in the readjustment of secondary education to the needs of increasing enrolments. Over 3300 are enrolled in 21 emergency collegiate centers. A majority of school districts have restored salaries by eliminating teacher contributions. A comprehensive survey of all phases of public education is under way.

North Carolina—School support is definitely on the upgrade. State appropriation for 1935-36 was increased 20 percent and for 1936-37, 25 percent; teachers' salaries increased correspondingly. A textbook rental plan was successfully inaugurated. A state course of study is nearing completion.

North Dakota—A school finance law providing a state equalization fund was passed. The money thus realized, together with money from the permanent school fund makes the state supply over 25 percent of the expenses for elementary and secondary schools.

Ohio—The School Foundation Program Law containing a minimum education program was enacted. Educational situation is in better condition than it has been for past five years. A number of local surveys of highschool graduates have been made. YMCA's and other civic groups are assisting in finding employment for highschool graduates.

Oklahoma—Thru recent legislation, the state pays about 40 percent of the school program.

The funds are distributed, first, on the "needed" teacher basis, and second, for equalization. All terms will be eight months or more, and the uncashable warrant has largely disappeared. One thousand teachers will be used in a curriculum revision program for elementary grades and highschool science. The educational outlook is gradually improving.

Oregon—The state textbook and curriculum commission has begun a study looking toward curriculum adjustment in line with modern thought. Many teachers will be drawn into this task. A definite step toward the development of a new curriculum was made by the 1935 convention of the Oregon State Teachers Association.

Pennsylvania—A Bureau of the Curriculum, which has been created in the state department of public instruction, is effecting closer coordination of curriculum responsibilities. A state inventory of highschool graduates has been made. Local postgraduate highschool and university extension services are encouraged; a state program of evening schools is maintained. Desirable educational legislation included restoration of teachers' salaries to original state schedules, amendment of the child labor act raising the legal provisions for the employment of minors, and retention of the beneficent features of the emergency legislation of 1933.

Rhode Island—The state department of education has been reorganized. The school program has been well maintained, and financial support generous. PWA building programs are being carried out in cities, rural towns, and at State College.

South Carolina—Schools are slowly but soundly getting on their feet again. Salaries are being restored. New equipment is beginning to be purchased. An adjusted curriculum is being worked on. Teacher morale is greatly improved. The people have a much better attitude toward their schools than they had three years ago.

South Dakota—The theme for the South Dakota Education Association for 1935, "Improved Education with Improved Conditions," is indicative of the more promising educational outlook in the state. Indebtedness has been reduced and salaries are being restored. The 1935 legislature again recognized the state's responsibility to support education by allocating a percentage of the revenue derived from a new sales and net income tax to schools; created a

commission of legislators to study school finances; and provided for a popular vote next November on two amendments to the state constitution, to take the offices of state and county superintendent out of politics and remove the term limit from county superintendents' office.

Tennessee—The schools are just about holding their own. The state is doing little independently of the WPA or the NYA to take care of unemployed highschool graduates. A state curriculum director has been appointed by the commissioner of education, and supervisors are being appointed in the various counties. The number of one-room one-teacher schools decreased by approximately one hundred. The enrolment in the highschools was almost three thousand more than for the previous year.

Texas—The statewide curriculum revision movement has been in progress for two years, with more than 30,000 teachers participating. Legislative appropriations have increased state aid to schools. Recent legislation encourages vocational work and countywide systems of school bus transportation. Other noteworthy factors are a compulsory attendance law, wider in scope; a statewide salary schedule; increased requirements for teachers; and constant increases in length of term.

Utah—Under the direction of the state superintendent of public instruction, Utah is revising the curriculum from the first grade thru the senior highschool. Practically all employable, certificated teachers are under contract. Certification requirements in Utah are relatively high and all employed teachers are properly certificated.

Vermont—Vermont made real progress last year. State support for schools was increased nearly 50 percent. The state was redistricted for supervision, thus reducing the number of superintendents and eliminating all uncertified superintendents. A fourth year was added to the course at Castleton Normal School. The elementary school term was increased by one week. To the state department of education were added a highschool supervisor, a supervisor of health and physical education, and a director of educational research.

Virginia—The educational situation, in general, is better than it has been for many years. The unanimity of thought and action among school people, backed by the public, makes progress certain. The Virginia Education As-

sociation has an effective program of school interpretation. A statewide course of study for the elementary schools has been completed and is gradually being installed in classrooms. The first year of the highschool curriculum has been completed, and committees are working on the curriculum for the other years. About two years ago the state launched a program to deal with the out-of-school youth; the program is moving forward slowly but successfully.

Washington—The general revenue act adopted in 1935 provides for state support of the public schools up to 60 percent of cost. The appropriation for schools will provide 25c a day per pupil, a 50 percent increase in state support. The governor and other lay leaders are most helpful and all educational forces are in close cooperation. The secondary curriculum is being broadened. Subjects such as manual arts, music, and home economics have been restored. Kindergartens have been reopened in the cities. Crowded conditions have been relieved by the employment of additional teachers, and salaries show an upward trend.

West Virginia—In the school year 1934-35 all elementary and highschools had terms of nine months; 66.7 percent of all teachers had two years preparation beyond highschool. A new course of study is taking form. Ninety-three and one-half percent of all white elementary and highschool teachers and the total faculty membership of five of the teacher educating institutions are members of the state education association. The phenomenal growth in the number of parent-teacher associations brings promise of increased public interest in education.

Wisconsin—The year has seen a decidedly improved public opinion in regard to education. The legislature increased state aids for common schools; provided special aids for needy schools; made scholarships available. Pernicious school legislation was thwarted. Teachers' minimum legal salary was put back to \$75 per month, and the minimum salary for county supervising teachers raised. Depression-riddled curriculums are being rebuilt, subjects and departments reinstated.

Wyoming—The outstanding piece of school legislation during the past year was the \$287,000 state equalization fund law sponsored by the state department of education. It is supported by a retail sales tax of 2 percent on all articles sold and not otherwise taxed.



The New Topeka, Kansas, Highschool

Part I—Useful Drill

THE ARTICLES by Dr. Benezet [see November and December 1935 and January 1936 JOURNALS] have brought several inquiries to me about the experiment, and some activity also in the National Council of Teachers of Mathematics. All of these things, I am sure, are to the good. I was greatly pleased with Dr. Benezet's articles. However, there is a little disturbance in some quarters over these articles. . . . I have tried to show in the following article that we may eliminate the useless material and still have a program.

The epochal studies of Doctor J. M. Rice under the title "The Futility of the Spelling Grind" [*The Forum*, 1897, vol. 23, p163, 409] appeared to indicate that the teaching of spelling was futile. Confusion resulted and some cities abandoned the teaching of spelling. Studies by Cornman, Wallin, Ayres, Tidyman, Thorndike, Anderson, Horn, and many others followed over the next thirty years, and only at the end of numerous studies do we see the meaning of Dr. Rice's original study. It meant: *If you teach spelling as now taught, you are wasting your time.* That was in 1897; even Dr. Rice did not see the meaning at that time.

In 1919 there appeared the first large study on the usage of arithmetic by adults. That study was promptly supported by further studies by Wise, Woody, Charters, Thorndike, Schorling, Bobbitt, and others. The meaning of these studies is not yet clear to all. There is considerable confusion and a few are inclined to abandon all teaching of arithmetic in the grades. It is possible that in arithmetic today as in spelling during the latter part of the last century, we could truthfully say: *If you continue to teach arithmetic as now commonly taught, you might just as well throw it out entirely.*

But it may be that we can profit by our experience in spelling. When we abandoned our mental discipline theory (substituting the mastery of useful tool material as an aim); when we abandoned the cold-storage-for-future-use theory (substituting ability to use the dictionary when needed); when we abandoned for small children the rare-experience, social-development, word-growth viewpoints (substituting clearly understood words that would serve as useful tools in writing); in short, when we began to conceive spelling as the mastery of sim-

ple useful tools already charged with meaning and thus insuring immediate usage, then it was that spelling in the schools became a valuable subject.

There is a comparable story in arithmetic. The mental-discipline, race-social-psychology viewpoint, so recent as the 29th Yearbook of the National Society for the Study of Education must be abandoned. The cold-storage view on little-or-never-used topics of arithmetic must be replaced by an informational reference viewpoint. Drill must be deferred and kept well behind meaning and it must be limited to useful tool materials. If the original drill must be reinforced by heavy maintenance drills, then the value or grade placement of the original drill is in serious question.

Is there a desirable program of useful drill in arithmetic for the grades and if so how should it be placed in the curriculum? The answers must rest on evidence, evidence as to child and adult usage, child and adult learning and forgetting, and the teaching success of the schoolroom vs. the place of experience as a teacher.

Evidence supports the view that many processes still taught in many schools are used so little in life that they should be omitted from the drill program. The list of little used processes includes not only GCD, LCM, etc., as listed on page 12 of *What Arithmetic Shall We Teach?* by G. M. Wilson (Houghton, 1926) but most of fractions as usually taught, practically all of decimals and denominate numbers, and most of what follows in the usual arithmetic except simple percentage and interest.

There is evidence also that experience will give the child much of the needed arithmetic, that he will acquire it incidentally exactly as he acquires language (Buckingham and MacLachy, "Number Abilities of Children Entering Grade 1." 29th Yearbook, N.S.S. Ed. p473-519); that there is no hurry about beginning systematic drill (Taylor, J. S. *Omitting Arithmetic in the First Year*, Sch. Ad. and Super. 1916. p87-94); and that incidental experience learning in the lower grades is equal to systematic drill (Wilson, G. M. "New Standards in Arithmetic," *Journal of Educational Research*, Dec. 1930. p351-360).

There is further evidence that the usual drill teaching is ineffective (Berman, Etta, "Omitting Arithmetic from Grades 2-5 in Manchester, New Hamp-

shire." Master's Thesis, Boston University, 1935); that higher standards are possible; and that the 100 percent standard on essential drill is possible when properly limited, sufficiently deferred, and systematically taught (Wilson, G. M. "What Research Reveals on Proper Drill Content of Elementary Arithmetic." *Mathematics Teacher*, 28: 477-481, Dec. 1935). Drill should be unitary, not mixed.

Therefore, I am proposing the following simple program of drill in arithmetic for the grades.

Grade 1—None, but much meaningful number experience

Grade 2—None, but extension of meaningful number experience

Grade 3—100 percent mastery of addition and subtraction; no counting for results

Grade 4—100 percent mastery of multiplication and short division; no saying of tables

Grade 5—Mastery of long division

Grade 6—Drill on simple fractions, halves and fourths, thirds, eighths, twelfths. No crossing of denominators except halves and fourths. Acquaintance, without drill, with fifths, tenths, sixteenths

Grade 7—Percentage and interest

This is a defensible drill program, comparable to the 2000-word spelling program, or the meaningful tool-mastery program in reading. Bright third-grade pupils are ready for complete process mastery if one process is undertaken at a time, and if the teaching is good. (See story of Mrs. Allen of Everett, Massachusetts, under article on Arithmetic, *American Childhood*, Nov. 1935.)

Poor teaching is a greater handicap than dull children. Where the two exist together it were better to defer systematic drill for another year. Most drill is poorly organized in textbooks, and it is poorly taught. The 100 percent standard is the only acceptable standard for essential drill, and this does not mean merely a median of 100; it means an average of 100, or all pupils with perfect scores. (Our old 75 percent average for a class means that about 40 to 45 percent of the pupils have perfect scores.)

Next month in Part II, I shall discuss the problem work in arithmetic. It has remained essentially unchanged for over a century. It is inexcusably bad, positively detrimental. The isolated text problem should be completely abandoned. A new functional program should take its place.—Guy M. Wilson, Boston University.

These Travel Seminars

TWO ENGLISHMEN on the *Aquitania* were regarding the ship's bulletin board where was posted the picture of a group of people labeled "Second Russian Seminar."

Said one: "That's that group of students."

Said the other: "Yes, they're an intelligent-looking lot of devils, aren't they?"

This remark, overheard by one of the "devils" in question set her pondering on the popularity and purpose of seminars. Since it was the second summer she had spent traveling with a group whose aim was not just to sightsee, but "to know and understand," she felt it was time to evaluate the experience, to judge it beside other ways in which she might have spent her time and money in the continuing process of education—summer schools, extension courses, and what not.

So far as I know, no one has seriously considered these educational trips as a branch of adult education. We do not usually think of that field as embracing the *overprivileged* in either income or education. And surely those who can afford to go to Mexico or Europe, and those who have the educational equipment that makes them choose a trip which openly professes that it considers "understanding" more important than rooms with private baths are not of the underprivileged class. We sometimes forget in our enthusiasm for work with those who left highschool early that the continuing process of education must go on for doctors, teachers, and other business or professional people. In spite of degrees and their cultivated backgrounds, they are as much in need of new insights as the mechanic who wants to be an engineer.

Of course, intelligent people, in small groups or as individuals, have always gone traveling with the motive of understanding and learning. But to organize such interest under the regular tourist technic is rather a new departure. The popularity of seminars has risen with the decline of wholesale tours. Ten years ago the more serious traveler who had no companions for his contemplated trip had little choice between various commercial tours, each trying to outvie the other in more places visited and less money spent. Perhaps the growing interest in countries like Mexico and Russia partly accounts for the popularity of

seminars, where a more serious interest is needed to sustain the possible discomforts of the journey.

For one emphasis of a seminar, as contrasted with a tour, is on the contemporary and often disturbing problems of the world. It used to be fashionable, and still is with many, to go to Europe as if one were stepping back into static history; a motor trip thru rural France, calling it Gaul; visits to all the art museums and ruined abbeys, to none of the factories and schools; lectures on the glory that was Greece and the grandeur that was Rome; but no chance to talk in the market place, to inquire the price of meat, or discuss the election of a Führer. On a seminar all this is changed. A rural school in Oaxtepec, a tractor plant and a day nursery in Stalingrad vie with a view of Popocatepetl and the historic significance of the Volga.

A quotation from the folder of one of the seminars might speak for the spirit of them all: "We are interested in seeing and understanding. We desire something more lasting than the memory of de luxe accommodations. For these we do not ever need to leave our American homes where these comforts abound; but Russia has something to show us. Let us try to comprehend."

The technic of this comprehending is also very similar in all the seminars of which I know. Each group is accompanied by a portmanteau or two of books for the use of members of the seminar; these are, of course, books on the country visited, and represent opinions on both sides. Prospective members are also sent a suggested reading list as soon as they register their intention to take the trip. Some seminars claim that academic credit may be obtained for the experience of the summer by arrangement between the seminar leader and the institution with which the individual is connected. This would involve the writing of a paper and a report on books read. However, I have known very few people who have tried to get such tangible rewards for their seminar trips.

Besides the library, a seminar is accompanied by one or more leaders who give lectures and organize round table discussions during the course of the journey. These men are college professors, authors, and authorities in their field. Many times they have visited the countries in the itinerary before, know the language, and have friends there with

whom they can make interesting contacts for the group. Their function is not that of the ordinary tour manager. For in the larger seminar groups all the wheels of baggage checking, room assignments, and time tables are kept oiled by a special business manager.

Not the least important part of the seminar plan is the arrangement for meeting people in the countries visited. The importance of these contacts varies; it may range all the way from an interview with the editor of *Izvestia* to the chance for shaking the hand of the president of Mexico. Usually there is a chance to talk with Americans living in the country, from the Ambassador down, as well as with many of the native born, both famous and obscure.

The personnel of the seminar is in itself an education. There are always a few strays who have overestimated their enthusiasm for the Great Experiment, whether it be Latin or Slav, and mourn inconsolably for their American-made coffee; and there are always some who consider it fashionable to have serious interests. But the group on the whole is ready to take the announcements on the advertising folders at their own worth. Professional people, to many of whom this trip has meant careful financial planning to make it possible, are in the majority. A glance at the group would amply justify the remark of the Englishmen at the beginning of this article; and a further glance would reveal that they have obeyed instructions to "bring your old clothes and leave all expensive jewelry at home." Not that they are shabby or slovenly; they simply look like people who get dressed in the morning and then have more important things to think about for the rest of the day. There are many famous names on the roster of a seminar, yet there is no hierarchy, social or intellectual.

In spite of one of our leaders who exclaimed in a moment of exasperation: "I believe you're all going to take out of Russia exactly the same ideas that you took in—" a great deal of opinion making and unmaking goes on. If those who come back from such a trip still hold to the same ideas they at least have a basis for them. There is a value in the immediacy of experience for which no amount of reading can be a substitute. As one college librarian wrote on a postal card: "I can at least evaluate the books I read on Russia next year."

The definite results of a seminar are hard to measure. There are facts learned and recorded for further use. Morning, noon, and night pencils are busy in the invariable little black notebooks (provided by the seminar), jotting down the annual rainfall at Verblud, the percent of mestizos in Cholula, or the number of lakes of which Finland boasts. Months later the more obvious results will appear in print, in everything from *The Chicago Herald-Examiner* to *The New Masses*—a good example of the wide range of political feeling within the group. We even have a book or two to our credit; and I doubt if there is a single person who has not given a lecture or talk on some phase of the summer. Some have indulged in a whole series for women's clubs, community forums, or college classrooms.

But the true value of a seminar goes

deeper than that. Many were the visitors in the USSR last summer who, having come 7000 miles to enter their first factory, law court, or clinic, vowed that they would go back home to visit similar institutions and compare. They were ashamed to find how little they knew about social and economic conditions in their own country. Even if it took the outlay of several hundred dollars it was worth it, if it opened their eyes to what lay at their very doors.

There is an old proverb that says: "He that would bring home the wealth of the Indies must carry the wealth of the Indies with him." But however meager the treasure with which we started—and in many cases this was not meager at all—that treasure is increased a hundred fold by the opportunity to "see, to know, and to understand." It seems to me that the seminar is a very

important phase of adult education. Since it is growing in favor, mostly by word-of-mouth enthusiasm of its former participants, its importance will continue to grow as long as conditions abroad make it possible. Perhaps if more people had the opportunity to travel in the seminar way, there would be less cause for worrying over the future peace of the world.

We may be a small group, we seminarists, numerically too inconsequential to attract the notice of adult educators. But the fact that so many are leaders and educators of others—by word or by pen—makes what we have gained of real significance. Surely it is no heresy to say that the leaders are as much in need of adult education as the led, and that the field is broad enough to include even the educated!—Margaret P. Coleman, Public Library, Omaha, Nebr.

Federal Writers' Project and Education

IN EVERY STATE of the United States, American writers are now unearthing material concerning cities, towns, counties, and institutions which will prove of great value to educational organizations thruout the country. This work, initiated primarily to relieve the desperate situation of writers during the depression, is resulting in great interest on the part of teachers, colleges, libraries, and historical societies. They have offered the cooperation of their great facilities in many instances, and their cooperation is greatly needed if the work is to be done both efficiently and expeditiously.

The main project on which the writers of the country are engaged is the compilation of *The American Guide*. This work in five volumes, each covering a large section of the United States, is under the supervision in each state and region of men and women who are experts in their fields. Under them thousands of professional writers are examining local records, interviewing local residents, and describing local customs and institutions. When the work is completed, there will be available for the first time in the history of the United States a combination guide book and social history of the country.

The Guide will be of special interest to educators because it will give them a new and valuable textbook for use in the schools and colleges of the nation. At present there is no handy reference guide to the life of America. *The American Guide* can be used in schools to ac-

quaint pupils with the unique customs of various parts of the community, as well as with the industrial, agricultural, scientific, artistic, historical, geographical, and scenic features of the United States. Teachers of history, geography, political science, sociology, and economics will find the material useful.

Dedicated as we are in the United States to perfecting the democratic process, it is of vast importance that the citizens of the country realize the wealth of educational facilities at their command not only in their own communities but in the communities which they may happen to be visiting or in places which they ought to visit for their work or their education. *The American Guide* will be of great importance to teachers and scholars thruout the country, for it will put into their hands in interesting form the knowledge of facilities which no one can keep in his head or accumulate in his own private filing cabinets. In many instances material is being gathered concerning records and institutions which was not previously available to educational workers. Documents are being translated from the Spanish and French which were not previously available in English, and in many instances the work of the writers for *The American Guide* has resulted in the discovery of private collections of historical data which had not been generally available until trunks and attics were searched after public interest was aroused in the work of *The Guide*.

In order that the work on *The Amer-*

ican Guide may be as perfect as possible the directors and writers carrying on this national project need the full cooperation of societies and individuals who will benefit by the work. Since the work is necessarily designed to give employment to writers who in some instances may not be completely trained to their jobs when they start out, these writers can be directed into the right channels by men and women whose superior experience in educational work puts them in a position to further the enterprise.

In addition, the workers on *The Guide* will need aid in the way of furnishing library and study quarters. The money available for *The Guide* must be spent primarily for the wages of the workers on the project, and supplementary aid can be of great value in improving the quality and speed of the work.

Educational leaders who have suggestions to make for the improvement of the project or ideas on what should or should not be included in such a general guide book of facilities, customs, and manners, would be doing a great service to education if they would send those suggestions to the state directors of the Federal Writers' Projects in care of the Works Progress Administration in their states. The project is a vast one and a new one, and we can make it important only if we obtain the aid and individual ideas of the leaders in education thruout the country.—Henry G. Alsbury, director, Federal Writers' Project.



PIONEER TRAILS

Lead to Portland



IF THERE WAS an embankment of even five feet to be moved I would not consent to expend five dollars to remove it and enable our population to go there. I thank God for His mercy in placing the Rocky Mountains there." So Senator McDuffie of South Carolina shouted his contempt for the Far West in the year 1843.

But Oregon—enchanted land beyond the Rockies that attracted the pioneers—now beckons to the nation's teachers for the 74th annual convention of the National Education Association to be held in Portland, June 28-July 3.

"On to Oregon," the hardy pioneers placarded their prairie schooners—and they arrived—some of them. Others perished on the way and were laid to rest by the trail.

Those who travel to Portland next summer on smooth highways, ribbons of steel rails, or by air will wish to refresh their minds as to the stirring history of the western half of our nation. For there is truth in the statement on the Union Station in Washington: *A man must carry knowledge with him if he would bring home knowledge.*

For those interested in geology, geography, history, botany, sociology, photography—almost any field of learning or hobby—the trip to Portland will be highly profitable.

There was life and action on the plains and in the mountains of the West long before the pioneers trailed across them in their schooners of the prairie. Here the diplodocus and the apatosaurus of seventy foot length roamed more than a hundred million years ago. The tools of the Folsom man of 20,000 years ago have been found at Folsom, New Mexico, and Fort Collins, Colorado. While no skeletal remains of these early men have been located, the projectile points of their weapons embedded in the skeletons of animals show their presence.

When white men first pushed their way into the country west of the Missouri they found scores of Indian tribes. While the story of the white man's taking of the red man's land is too long to be recounted here, we know that if the



THE PURPOSE of this article is to recall for those planning to attend the Portland convention some of the highlights in the story of the West. An article in a succeeding issue will deal in greater detail with the history and scenery near Portland.

Indian was savage and merciless, it was often due to injustice on the part of white men. Was not the Indian's land, his hunting ground being slowly but relentlessly wrested from him?

Those going to Portland will recall that Coronado (1540-42) was the first early explorer of the land between the Mississippi and the Pacific. In his search for the famed "seven cities of Cibola," he discovered the Grand Canyon and pushed as far north from Mexico as Kansas, perhaps even into Nebraska.

The French Verenderyes (1741-44) explored the northwest as far as the Big Horn Mountains in search for a route to the western sea.

Lewis and Clark (1803-06) made the first overland expedition to the Pacific, traveling by water up the Missouri, portaging across to the Columbia, and shooting the rapids of the Dalles in Oregon where the Columbia River turns on edge.

Zebulon Pike went overland across the plains in 1806 to the headwaters of the Arkansas and on turning south to the Rio Grande was captured by the Spanish. Long (1819-20) took another expedition across the plains following the Platte River "a mile wide and an inch deep."

The trappers and the fur traders—Manuel Lisa, the Astorians, William

Ashley, Jim Bridger, Jed Smith, Bonneville, Sublette, and many others—pushed fearlessly into territory unknown by white men up to that time where they built a farflung business.

Those passing by way of St. Louis will be interested in the story of how religious zealots were spurred to action by the words of an Indian at a banquet just before he left St. Louis to return to his people in 1832:

I came to you from the trail of many moons from the setting sun. . . . I came with an eye partly open for my people, who sit in darkness. I go back with my eyes closed. How can I go back blind, to my blind people? I made my way to you with strong arms thru many enemies and strange lands that I might carry back much to them. I go back with both arms broken and empty. . . .

My people sent me to get the White Man's Book of Heaven. You took me to where you allow your women to dance as we do not ours, and the Book was not there. . . . I am going back the long and sad trail to my people in the dark land. You make my feet heavy with gifts and my moccasins will grow old in carrying them, yet the Book is not among them. When I tell my poor blind people that I did not bring the Book . . . one by one they will rise up and go out in silence. . . . I have no more words.

This appeal made a profound impression. The Methodist Missionary Board decided to set up a mission in the west under Jason Lee. In 1835 the Presbyterians answered the call and sent Rev. Samuel Parker accompanied by Marcus Whitman. On the way out it was decided that Whitman should return to recruit helpers. While in the East he married, and, with another couple, again turned west. These were the first women to traverse what was to become the Oregon Trail. On the same trip Whitman was the first man to take a cart all the way to Oregon, showing that overland wheeled traffic was possible. By 1838 the Congregationalist and Catholic faiths also sent missionaries into Oregon. Of all the missionaries Whitman was best known and was largely instrumental in saving Oregon for the United States. Altho he had tried faithfully to take the "Book" to the Indians he and his Walla Walla Mission were massacred by Indians in 1847.



It was left for a Boston schoolmaster, Hall J. Kelley, actively to acquaint the people with the vast western territory. As early as 1815 he began agitation for occupation of Oregon. Gathering such information as he could he published pamphlets

and wrote for newspapers, and was instrumental in bringing about several western expeditions in the 1830's.

Those going to Portland will remember how Fort Kearny, Fort Bridger, Fort Laramie, Fort Hall, Fort Union (Montana), Fort Boise, Fort Walla Walla, and others sprang up at strategic points as outposts of civilization.

Great trails threaded their way to the West—the Oregon Trail, the Santa Fe Trail, the Great Salt Lake and California Trails, the Gila Trail, and others. East of the Mississippi the frontier had pushed steadily westward tho always step by step into a familiar type of wooded territory. But when the first pioneering ox wagon teams left the banks of the Missouri and headed west they started on a long trek that was to carry them over a vast expanse of plains and rugged mountain trails to Oregon. They knew Oregon was wooded and well-watered like the pioneering sections of the east they had left behind—the only kind of country in which they knew how to live. The trip required of the pioneers in reaching Oregon was the heroic aspect of their epic performance. The fact that they were willing to live in Oregon was not especially praiseworthy; thousands of pioneers east of the Mississippi had done as much. In reality, they were seeking the familiar and avoiding the need of developing new ways of living that were required on the plains.

After the fertile valleys of Oregon and the gold placer communities of California had been settled, restless and greedy spirits drifted back into the mountains collecting at points of mineral wealth. Finally, from both East and West, a hardy population spread out like a thin veil over the great plains. Thus the first land traversed by the old trails was the last to be settled. Except for the plains the ruts of the great western trails would never have been indelibly carved by crunching wheels over 2000 miles of turf and stone.

In 1847 the first band of Mormons made their way to Salt Lake, not to Christianize the Indians as had been the aim of the previous religious movements, but to estab-

lish a home for the followers of their faith. The great exodus was under the guidance of Brigham Young. Upon meeting them, Jim Bridger said: "Mr. Young, I would give a thousand dollars if I knew an ear of corn could be ripened in the mountains where you are to end your journey. I have been in this country twenty years and have tried it in vain over and over again." They replied, "Wait a little and we will show you." And soon, the sage brush land in which they stopped became a garden spot.

The early attitude of Congress toward the Southwest was indicated by the fact that in 1855, \$30,000 was appropriated to bring camels into the Texas country to provide desert transportation.

The story of how the white man was forced to make fundamental adjustments when he finally did attempt to till the soil of the plains is fascinating. But the necessary inventions and adjustments took time.

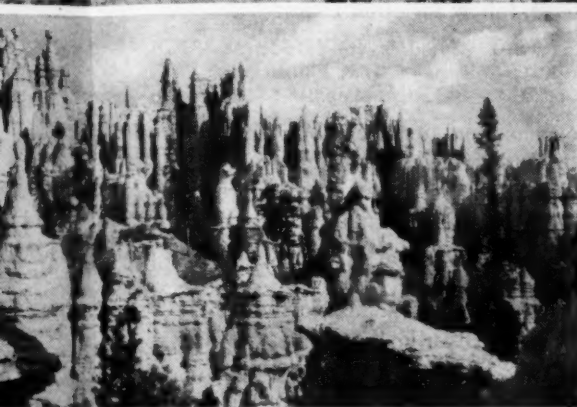
Meanwhile the cattle kingdom burst the boundaries of its beginning in Texas before the Civil War and surged over the entire plains in a torrent. Where trails meet, history is made. T. G. McCoy first hit upon the idea of developing a cowtown where sellers and buyers of cattle might meet. In 1867 he selected Abilene, Kansas, located at a point where north and south cow-trail intersected the east-west railroad. According to Webb:

Abilene was more than a point. It is a symbol. It stands for all that happened when two civilizations met for conflict, for disorder, for the clashing of great currents which carry on their crest the turbulent and disorderly elements of both civilizations—in this case the rough characters of the plain and of the forest. On the surface Abilene was corruption personified. Life was hectic, raw, lurid, awful. But the dance hall, the saloon, and the red light, the dissonance of immoral revelry punctuated by pistol shots, were but the superficialities which hid from view the deeper forces that were working themselves out round the new town. If Abilene excelled all later cowtowns in wickedness, it also excelled them in service—the service of bartering the beef of the south for the money of the north.

Aside from cattle, the symbols of the cattle kingdom were the cowboy, the lariat, the six-shooter, and the horse. These symbols of another day still retain a huge following if our cheap news stands are an accurate barometer of public interest. The cattle rustling desperado, the ruthless fence cutter, and the contemptible horse thief were also features of the cow country.

Scenes from some western national parks (reading from top to bottom): Temple of Zinawawa—Zion; Old Faithful—Yellowstone; Wall of Windows—Bryce; Mt. Vaught—Glacier





Meanwhile, the industrial revolution was working to produce the tools that would make farming profitable on the plains and eventually crowd out the cowboy as relentlessly as the Indian had been deprived of his land. The railroads had already pushed thru to provide transportation, but there were three other necessities for agriculture—fencing, water, and farm machinery adapted to the large areas of the plains. The evolution of barbwire and windmills, exciting stories in themselves, met the need for the first two, and plains machinery met the third.

The sojourner to Portland will remember that in 1848 the discovery of gold at Sutter's Mill on the Sacramento River in California inspired the quickest, queerest, migration of its kind ever known. During April 1849, 20,000 people left the Missouri River for the gold fields. Cities of tents grew along the valley of the Sierra as if by magic. In 1859 the famous Comstock Lode was discovered in what is now Nevada near Lake Tahoe. Mark Twain, in Virginia City at the time, presents a vivid picture of those wild days in *Roughing It*.

As strikes of precious metals were found in Colorado, Montana, and Idaho, the freight wagon business grew to great proportions between the Missouri and the mining camps. In 1860 500 freight wagons frequently passed Fort Kearny in a day. Then came the stage coach and express for the passenger business—but it took two weeks to reach Helena from Atchison or three weeks to go to Sacramento.

Even stages were not fast enough for the mail. In 1860 with the roar of cannon the pony-express was touched off at St. Joe, Missouri, and Sacramento, California. Ten days later dust-covered boys and their ponies had reached the far ends of the journey, sending a thrill thruout the nation. Eighty daring men and 400 wiry ponies took part. The scheduled time for this mail service was 250 miles per day. Buffalo Bill became a rider at fourteen.

In 1861 telegraph lines were completed to the coast via Salt Lake. The Indians soon discovered that the humming wires carried messages bringing help to the whites and would cut them down before attacking.

In 1869 the gold and silver spikes were driven near Ogden, Utah, connecting the Union Pacific which had been built west from Omaha and the Central Pacific which had been built east from Sacramento. All over the nation the people recognized the importance of this meeting. Bret Harte, the poet of the occasion, broke into song

in "What the Engines Said":

What was it the engines said,
Pilots touching, head to head,
Facing on the single track,
Half a world behind each
back?

And made his western engine retort to the eastern:

"You brag of the East! You do.
Why, I bring the East to you!
All the Orient, all Cathay
Find thru me the shortest way;
And the sun you follow here
Rises in my hemisphere.
Really,—if one must be rude,—
Length, my friend, ain't longitude."



Then the Southern Pacific and the Santa Fe met in 1880 at Santa Fe, and the Northern Pacific and the Great Northern were completed soon after. Feeder lines fed into these transcontinental trunks. Their coming definitely marked the end of America's physical frontier—the one outstanding characteristic of America which had been constant since the landing of the Pilgrims.

As Hough writes in *The Story of the Cowboy*, "The West has changed. The old days are gone. The housedog sits on the hill where yesterday the coyote sang. The fences are short and small, and within them grow green things instead of gray. There are many smokes rising over the prairie, but they are wide and black, instead of thin and blue."

And while the West continues to change, the beauty and the majesty of the mountains remain. Many who travel to Portland either by auto or train will make visits to national parks including Yellowstone, Glacier, Bryce, Crater Lake, Yosemite, Grand Canyon, Mt. Rainier. Others may wish to visit the Canadian National Parks in British Columbia and Alberta. Still others will travel on to Alaska.

And remember to go in the spirit of the West. As Arthur Chapman sings of it:

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.

SOME BOOKS TO READ:

The Log of a Cowboy—Adams; *The Santa Fe Trail*—Duffus; *The Road to Oregon*—Ghent; *I Sing the Pioneer*—Guiterman; *The Bozeman Trail*—Hebard and Brininstool; *The Covered Wagon*—Hough; *Stories of the Far West*—Masters; *The Song of Hugh Glass*—Neihardt; *The Oregon Trail*—Parkman; *The Last American Frontier*—Paxson; *A Frontier Lady*—Royce; *Old Jules*—Sandoz; *The Pacific Northwest*—Schafer; *The Great Plains*—Webb.

—Lyle W. Ashby.

Plan Your PORTLAND TRIP Now

Now is the best time to plan for attending the Portland convention of the National Education Association, June 28-July 2. Whether traveling by train or auto many points of historic and scenic interest enroute may be visited. Careful planning adds to the joy of the trip.

Many will wish to take advantage of the comfort and speed of travel by rail. Railroad rates, greatly reduced, permit travel by diverse routings with stopover privileges at national parks and other points of interest. Advertisements of transportation companies in THE JOURNAL are informational and helpful. Some, at the close of the convention, may wish to travel to Alaska or Hawaii; others may wish to visit California or to return by way of ship thru the Panama Canal.

Others will wish the freedom of travel by automobile. Each of four teachers traveling by auto the 1810 miles from Omaha to Portland would need for the round trip:

Gas and oil	\$13.47
Meals—thirteen days	19.50
Rooms—twelve nights	18.00

Upon arriving in Portland (whether

FEATURES of the PROGRAM

PRESIDENT AGNES SAMUELSON announces five general sessions beginning with a Vesper Service, Sunday, June 28. Four evening sessions will be devoted to "Democracy and Education," "The Conservation of Youth," "Moving Into New Frontiers," and "International Friendliness."

THE REPRESENTATIVE ASSEMBLY will meet Tuesday, Wednesday, and Thursday mornings.

FORUM DISCUSSIONS will be held Wednesday morning relating to teacher welfare and various teaching interests. One forum subject will discuss ways schools may elevate tastes in radio, movies, and newspapers.

MUSICAL FEATURES will consist of sacred and patriotic selections, folk songs of the nation, highschool and college choruses, and special Hawaiian music.

ALL BREAKFAST MEETINGS should be closed by 8:45 A. M., all luncheon sessions by 1:30 P. M., and all dinners by 7:30 P. M.

VARIOUS Portland and Oregon committees are working to make this meeting outstanding in the history of the Association. The Portland NEA Radio Committee, Edith P. Darling, chairman, has sponsored 27 broadcasts concerning the coming convention.

traveling by train or auto) each may enjoy the five days of the convention at the following approximate costs:

Hotel (sharing room and bath with one other person)	\$10.00
Meals—five days	10.00
Recreation	5.00

Thus for a total of \$75.97 an Omaha teacher may enjoy this convention-vacation trip. Comparable auto travel and convention expense estimates, on the same basis as the expense account budgeted above, follow for other cities:

Los Angeles—\$55.56; Denver—\$64.30; Atlanta—\$105.23; Chicago—\$79.65; Philadelphia—\$109.40; Dallas—\$82.30; Memphis—\$84.30.

Those belonging to automobile clubs will be able to secure maps and travel literature from them. Others may secure free maps and travel information for the trip by writing the travel bureaus of motor fuel companies.

In Oregon and the Pacific Northwest are many fine institutions offering summer courses. The convention-summer-school combination is possible and worth investigation.

Hotel facilities at Portland are outlined in the advertising pages of this JOURNAL.



Safeguarding Curriculum Results

IN THE PRECEDING ARTICLE the curriculum was considered as a process of living, and certain superiorities were claimed for the learning process therein provided. There are, however, those among us—a diminishing number, it appears—who refuse to accept the line of argument there presented. They fear, for example, that certain definitely foreseeable needs as reading, writing, spelling, arithmetic—to mention only the more elementary—may suffer from what looks to them like a haphazard process. And they are further apprehensive that certain old-fashioned but still necessary values as thoroughness, continuity of learning, and logical organization will suffer. It is the purpose of this article to consider the values thus judged to be in jeopardy and to ask how the curriculum as a living process proposes to take care of them.

It is in part review of preceding articles to point out that the life process itself is far from haphazard; that on the contrary there is in it very considerable inherent guidance. The very process of pursuing ends, in the degree that it is zealously done, brings inherently an education both in the knowledge of the thing pursued and in the effectual pursuit of similar things. The phrases, "learn by experience," "learn to do by doing," are but popular testimony to easily observed facts in support of these claims. But, further, the surrounding social group adds its selective and reinforcing influence. Whoever grows up in a group absorbs in greatest measure the dominant attitudes and customs of the group. And probably nowhere else is this influence stronger than in this country. Any parent knows how weighty with our young people is the approval and disapproval of their fellows. However, powerful as is this inherent guidance, few if any would claim that it is sufficient. In fact, schools exist precisely because it does not suffice. The question then raised by the critic-opponents of the life-process curriculum is exactly at this point: whether this type of curriculum will in fact take adequate care of the necessary learning. In brief, to use their words, will all desirable subject-matter be taught? Will the necessary thoroughness and organization be attained?

The answers herein returned to these questions are that we expect to get more subjectmatter, better thoroughness and organization, and besides to build better

minds, richer and finer interests, finer personality adjustment, and better moral character. The question here, however, is primarily as to subject matter, thoroughness, and organization.

The curriculum procedure herein contemplated is a succession of pupil-pursued activities, chosen and directed—at least predominantly—by the class-and-teacher group. The whole is to go forward under the control of the teacher, who may if need arise either veto a proposal or direct positive action. But the teacher will look upon these interpositions rather as emergency measures. Selfdirection on the pupils' part, that it may be ever more adequate, will be the teacher's chief aim; and for this, of course, responsible practise in acting or thinking is necessary. As means to this selfdirection a secondary aim will be to build up in the class (and also cooperatively in the school and as far as possible still further in the community) an ever better internally directed group-life process, a true public spirit, which thru its ever stronger and more discriminating momentum will in turn react on the constituent members of the group, partly to stimulate them to increasing sensitivity of finer values, partly to hold them to ever higher standards of thought and action. The question thus becomes whether this type of teacher-directed procedure will suffice.

Let us ask first how a succession of such teacher-guided pupil-pursued activities will serve to acquire and organize, among other desirable learnings, the subjectmatter in which our critic-opponents are chiefly interested. Suppose, to simplify the discussion, we ask how the pupil-student acquires and organizes knowledge regarding what will later in his life be called government and political theory.

When the child comes to school he has already begun at home to experience government and to learn already more or less adequately how to fit his life at this stage into the family regime. Law and order have for him already begun. Already certain nascent conceptions have been acquired of personal rights, of simple selfrestraints, of ought and obligation with reference to others. Also some sense of authority and of obedience thereto have been built up. All of these constitute beginnings along the line under consideration.

Now every period of each day will

bring its call to use some of this previous learning in application sometimes to quite familiar situations, at other times to quite new situations. The former will call not so much for new learnings as for consolidation and exercise of the old. The "practise" which is perhaps to make "perfect." The novel situations call for more active thinking, for the getting perhaps of new concepts, more often for the revising of old ones. This new must be "thought thru" and (in our kind of school) acted upon, thus consolidating new and old and joining this new compound of old and new thinking with habits of acting. In all of this the teacher is there to help the child do better than otherwise he would in sensing the situation, thinking it thru (on his level, of course), and acting upon it.

In such matters the teacher possesses, in far more adequate degree than do these young children, whatever the culture has to offer to the activity at hand. She must know the children and help them, at their several levels, to call to their aid anything from the culture appropriate for them now to use. If she underdoes her guidance part, the pupils will fail to grow as best they might in acquiring the culture and accordingly in enriching their lives. If the teacher overdoes her guidance (as did the older school), the pupils will fail to practise—and accordingly to grow—in selfdirection. The test of the teacher's part is the totality of learning that results to the children. And the results will on the whole be wholesome in the degree that the situation itself—and not the teacher—calls out and tests the learning. For then the learning is joined fruitfully for the pupils with the meaningful cues of the situation rather than with the teacher's word.

Note here the cumulative effect in whatever line may be under consideration, government or arithmetic or anything else. Each situation effectually met will utilize past experience and so will consolidate that past learning with the present learning in and for action. Each new element considered in the situation at hand calls for its positive addition to what the child knows or does, and this must be incorporated in with all the pertinent old (else learning has not well taken place) so as to bring all together up to date for use (because learning is acceptance and in-

corporation for use). It is this continual incorporation of new with old for use that makes continual effectual organization of all pertinent past experience and keeps it continually up to date.

The conception of continual organizing in the preceding paragraph requires emphasis. The older view seems to have been that subjectmatter had to be presented to the child in an already organized form else he would never get it organized in his own mind. This is almost totally erroneous and false. Each one in largest measure makes his own organization-for-use. The purpose and test of organization is to have the material so organized ready for use when the time comes. This means learning each item in many meaning connections so that when the meanings of a situation are sensed, these by their meaningful connections already previously built in one's own past experience will call up for thought and action whatever of that past experience is pertinent to the matter at hand. Organization then is effected by thinking things together for use, particularly the kind of thinking that calls for abstracting and generalizing for further use. We as teachers then can help our pupils and students form better thought-organizations by helping them to think better about the various matters at hand, think more numerous connections, make better generalizations, etc. Thinking for use—ever better thinking for ever wider use—this is the key to organization. Orderly arrangement within such thinking is always a possibility, but the main means for effecting this is the thinking itself, much thinking, many connections well thought, generalization, orderly thinking for present understanding and later use. And with each new learning situation the thinking done in connection with it will automatically—by the inherent fact of learning—be organized together with the pertinent thinkings brought over from the past and called to mind by the effort to deal with this situation. Thus it is that organization is a cumulative affair inherent in intelligent learning based on the pursuit of ends.

Two things thus appear as necessary if the pupils are to acquire and organize adequately: [1] they must in their succession of learning-activity-experiences meet in the aggregate such a variety of situations as will take reasonable care of the varied significant aspects of life; and [2] they must think these thru so as to get from them their reasonable quotas of organized thought. Both of these depend largely on the teachers,

especially as these study and cooperate together with reference to their growing pupils during the successive years of school life. And for this the teachers must have both insight and skill. This needed insight calls for further comment.

The successive activity-experiences which make up our curriculum are to be chosen by the class-teacher group, the teacher being the expert, but the class will learn better how to choose as they think and act responsibly. Each succeeding activity-experience must lead into new territory, else learning does not advance. It must be challenging, else the work is badly done. It must be hard enough to call out the best in the pupils, but not so hard as to bring too many failures. Moreover the succession of activities must be sufficiently varied in type. Now the teacher's part in helping to direct, first, the choice of the next activity and, second, the enterprise-experience itself, can go forward intelligently only as the teacher has organized—cooperatively with the other teachers, for the year-by-year work must be cooperative—a sufficient aggregate of life-and-education values by means of which to guide each step and stage of the developing process. It is in terms of relative potential values that the teacher will help steer the process of choosing the next enterprise-experience. It is in terms of values potentially to be got that the teacher will help the pupils think thru each phase of the developing activity-experience. The teacher will also know sources of information and help, such as books, articles, museums to be visited, etc. Still further the teacher will know special dangers to be avoided, special weaknesses likely to develop; and also whatever of tests and measures may wisely be used in diagnosis or otherwise.

If we speak of values, we stress the need of an adequate philosophy which one is forever building and improving. This must be built, as far as possible, cooperatively; for only on this basis



can the school work successfully as a unity. Values, knowledge of source materials, teaching and testing helps—all of these go together to make up a teacher's equipment. It is on them as they have been adequately built and are skilfully used that we must rely to help our pupils and students go forward adequately..

How well this type of procedure works in comparison with the older is well brought out for arithmetic in the series of articles that Superintendent Benezet of Manchester, New Hampshire, has been running simultaneously with these in this same JOURNAL. Pupils who have not been taught at all in arithmetic, so far as old-fashioned assignments go, come up to the sixth grade better prepared than those who have had the ordinary textbook treatment. It is an excellent illustration of the comparative failure of the old and success of the new. Probably most school people count arithmetic the most difficult of the "school subjects." If this can thus be taught without assignments up to beginning sixth-grade standards, there seems no reason to fear for the rest, except perhaps for beginning reading where more definite procedures seem helpful. And experience of innumerable schools increasingly bears out these contentions.

The proponents of this newer type of curriculum are not then indifferent to subjectmatter; they need it and expect to use it, more of it in fact than our critics, but they get it, as has been many times herein said, in a different way. In order for the life process to grow in the desired richness and fineness, it must and will make use of the cultural stores embodied in persons, in institutions, in books and other cultural works. The life process, in the degree that it is well directed from within, will call for the intelligent and sympathetic mastery and application by the pupils themselves of what is got from these cultural stores. When things are thus sought and used because a life situation inherently calls for them, they are better learned both because they are personally desired and because they are more intelligently thought thru and used. These are ideal conditions for study and learning.

In the next article we wish to consider specialization along particular lines, but this will be taken up in connection with a proposal for remaking the secondary school. — William H. Kilpatrick, Teachers College, Columbia University, New York City. [All rights reserved by the author.]

The Life and Times of Horace Mann

IN 1837 occurred two events important in American educational annals. First, an act was passed in the Massachusetts legislature creating a state board of education. Second, Horace Mann was elected secretary and began a twelve-year service which laid the foundations of the free public-school system in America.

The centennial of these events in 1937 will be marked by a nationwide observance sponsored by the National Education Association. The plan was begun at the Atlanta convention in 1929 when the following resolution was adopted:

Resolved that the National Education Association approves the plan to hold a centennial Horace Mann celebration in 1937; that it calls the attention of all state and national educational and welfare associations to the importance and value of such a celebration . . . and recommends that state and national associations look ahead to build their programs in 1937 around the theme "The Educational Achievements of a Century."

The 1930 resolutions reaffirmed the plan and also recommended that "in the naming of schools consideration be given the pioneer advocate of the common schools—Horace Mann."

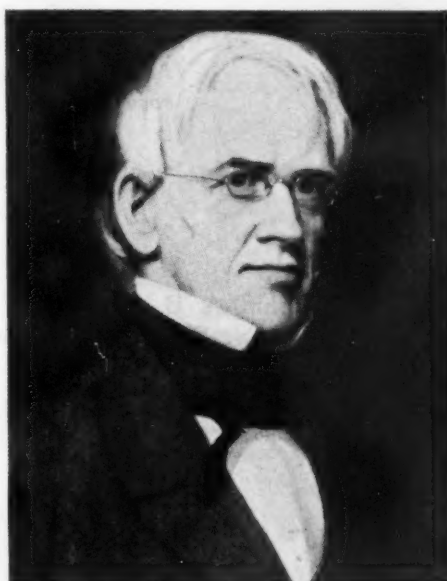
The Association has appointed a special Committee on the Horace Mann Centennial to serve as a clearinghouse for information and plans. Payson Smith, Brookline, Massachusetts, is chairman, and Joy Elmer Morgan, editor of *THE JOURNAL*, is secretary. Other members are: Eugene J. Coltrane, Arvie Eldred, Elizabeth Hall, George W. Kirn, Arthur E. Morgan, James N. Rule, Charles H. Skidmore, and E. I. F. Williams. All state superintendents of education are also members.

The many-sided career of Horace Mann makes him an appealing figure to all groups in American life. As legislator, author of social reform, as secretary, and as college president, Mann pioneered in a dozen fields which lay and educational groups can emphasize. The various states, especially Massachusetts and Ohio, will give special attention to Mann's great service. American Education Week 1937 will stress his contribution to free schools.

Several groups including the Horace Mann League of the United States and the Educational Press Association have committees at work. Kappa Delta Pi, honor society in education, has announced a Mann Centennial Award for

the best study on the history of American education.

To help schools and libraries in build-



HORACE MANN

ing up their Mann collections, *THE JOURNAL* has selected a few references most likely to be available in the average library. The items are numbered consecutively with cross-references from one to the other. Those starred were in print when the list was prepared. Research students will wish to consult B. Pickman Mann's list of more than 700 titles published in 1896. ("Bibliography of Horace Mann," *Report of the U. S. Commissioner of Education for 1895-96*, Vol. I, p897-927.)

The Centennial offers a unique opportunity to students, writers, and publishers. Much of the material about Horace Mann, including his own writings, is now outofprint. The following gives a study outline of his life:

- 1796—Born May 4, at Franklin, Mass.
- 1819—Graduated with first honors from Brown University, Providence, R. I.
- 1821—Entered Litchfield, Conn., law school
- 1823—Admitted to the Massachusetts bar; opened law office in Dedham
- 1827-36—Served in the Massachusetts House of Representatives and the Senate
- 1836—Elected president of the Massachusetts Senate from which he resigned in
- 1837—To become secretary of the Massachusetts state board of education
- 1839—Founded the first normal school in America at Lexington, Mass.
- 1843—Visited the schools of Europe
- 1844—Controversy with the Boston schoolmasters over the Seventh Annual Report

- 1848—Succeeded John Quincy Adams in the United States House of Representatives
- 1852—Appointed president of Antioch College, Yellow Springs, Ohio
- 1859—Died August 2, at Antioch College.

BASIC SOURCES

[1] *Committee on Horace Mann Centennial*, National Education Association, 1201-16th St. N. W., Washington, D. C.: Source material copied from originals, including letters and newspaper clippings; also photos and cuts, and plays [44].

[2] *Library collections* of which the following are the most complete: Boston Public Library and the State Library, State House, Boston; Widener Library of Harvard University, Cambridge; New York Public Library, and Columbia University Library, New York City; Horace Mann Library, Antioch College, Yellow Springs, Ohio; Library of Congress and U. S. Office of Education Library, Washington, D. C.

[3] *The Mann Papers*—Several thousand letters written to Mann or by him, in the possession of the Massachusetts Historical Society, Boston. Includes the manuscript of his journal or diary. The American Antiquarian Society, Worcester, Mass., also has photographs and papers.

[4] *Encyclopaedias*, such as the following now in print, give brief accounts of Mann's life: *Cyclopedia of Education*, Paul Monroe, ed. Macmillan, 1918; *Dictionary of American Biography*, Scribner's, 1933; *Encyclopaedia of the Social Sciences*, Macmillan, 1933; and *Encyclopaedia Britannica*, 1929.

[5] *Reports and Proceedings*—Valuable background material will be found in: *Annual Reports of the U. S. Commissioner of Education*, especially for 1895-96 and 1896-97; *Proceedings of the National Education Association*, especially for 1858, 1859, 1870, 1894, 1896, 1906, and 1908; and *Barnard's American Journal of Education* (1855-1882).

BIOGRAPHIES

[6] *Baldwin, James. *American Book of Golden Deeds*. N. Y. American Book Co., 1907. 72¢.

"Horace Mann, School Children's Friend," p157-66. Suitable for grades 4-6.

[7] *Brooks, E. S. *Historic Americans*. N. Y. Crowell, 1899. \$2.



Courtesy E. I. F. Williams

The frame house just outside Franklin, Mass., where Horace Mann was born and reared

Sketches of great Americans including Horace Mann; suitable for highschools.

[8] Compayré, Gabriel. *Horace Mann and the Public School in the United States*. N. Y. Crowell, 1907. 134p.

[9] Clifton, J. L. *Ten Famous American Educators*. Columbus, Ohio, R. G. Adams, 1933. \$1.20. Horace Mann, p7-27.

[10] Hinsdale, B. A. *Horace Mann and the Common School Revival in the United States*. N. Y. Scribner's, rev. 1900. 326p.

A readable account of Horace Mann's life and influence; includes good bibliography.

[11] Hubbell, George Allen. *Horace Mann, Educator, Patriot and Reformer*. Phila. Wm. F. Fell Co., 1910. 285p.

"It has been my good fortune to wander thru the haunts of his early life . . . in Franklin, Providence, Dedham, Boston, West Newton, and Yellow Springs."

[12] Mann, Mary Peabody. *Life of Horace Mann*. Boston, Walker, Fuller, and Co., 1865. 602p. See also [46]

"Mrs. Mann's *Life* of her husband is a work that should be found on the shelves of every teacher who prizes his calling or reveres the memory of a pioneer of education."

[13] *Morgan, Joy Elmer. "Pioneers in Public Education." Chap. 10, *Our Public Schools*. Washington, D. C. National Congress of Parents and Teachers, 1934. 208p. 25¢

[14] *Morris, Charles. *Heroes of Progress in America*. N. Y. Lippincott, 1919. \$2.

Horace Mann, p214-18. Suitable for upper elementary and junior highschools.

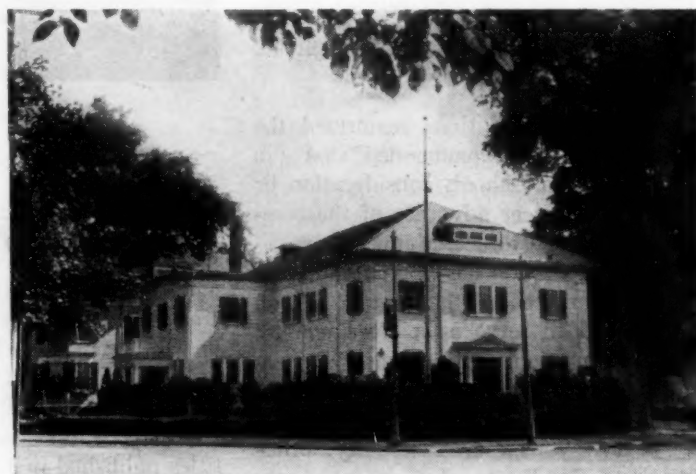
[15] *Williams, E. I. F. "Horace Mann, Champion of the Public Schools." *Kadelpian Review* 14: 208-26, March 1935. Reprints from the author, Heidelberg College, Tiffin, Ohio. 15¢

From a biography of Horace Mann which is being prepared by the author for early publication. See also [42].

[16] *Winship, A. E. *Great American Educators*. N. Y. American Book Co., 1900. 252p. 64¢

Readable account of nine educators including Mann; suitable for elementary and highschools.

The first public normal school in America, founded by Mann at Lexington



Courtesy E. I. F. Williams

EDUCATION IN MANN'S DAY

There are in American schools today more youth than the total population of the United States in Horace Mann's day. A century ago the importance of education was not so widely appreciated. Schools were poor, teachers were untrained, many people thought of free schools as institutions maintained for paupers.

The one man who did more than any other to bring about a change in public attitude was Horace Mann. For his part in laying the foundation for universal education, he has been called "father of the American public schools."

[17] *Beard, Charles A. and Carr, William G. *Schools in the Story of Culture*. Washington, D. C. National Education Association, 1934. 32p. 25¢

Useful in junior and senior highschools and study groups. Horace Mann, Article 5.

[18] *Caldwell, Otis W. and Courtis, Stuart A. *Then and Now in Education*. N. Y. World Book Co., 1925. 400p. \$2.20.

Compares conditions in Mann's day with those of 1925; excerpts from his writings.

[19] *Cubberley, Ellwood P. *Public Education in the United States*. N. Y. Houghton Mifflin, 1934. 728p. \$3.

[20] *Culver, Raymond B. *Horace Mann and Religion in the Massachusetts Public Schools*. New Haven, Yale University Press, 1929. 301p. \$3.

[21] *Curti, Merle. *The Social Ideas of American Educators*. N. Y. Scribner's, 1935. \$3.

"Education and Social Reform: Horace Mann," p101-38. Excellent summary of Mann's ideas; footnotes give clues to original sources.

[22] Hubbell, George Allen. *Horace Mann in Ohio; A Study of the Applica-*

tion of Public School Ideals to College Administration. Columbia Univ. Contributions Vol. 7, No. 4. N. Y. Macmillan. 1900.

[23] *Johnson, Clifton. *Old-Time Schools and School-Books*. N. Y. Peter Smith. Reprinted 1935. \$3.

One of the best sources of pictures and information about early schools.

[24] *Messenger, Franklin J. *An Interpretative History of Education*. N. Y. Crowell, 1931. \$2.

Chap. 28 is a readable account of "Horace Mann and His Times."

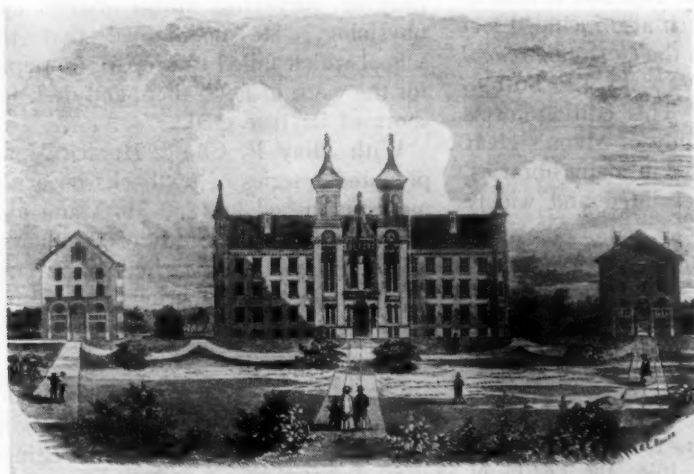
[25] *National Education Association, Dept. of Superintendence. *Eleventh Yearbook: Educational Leadership*. Washington, D. C. The Association, 1933. \$2.

Portraits and sketches of leaders in education including Horace Mann.

HORACE MANN AND HIS TIMES

Two factors influenced the progress of education in America in the 1840's: [a] the opening of the West, and [b] the industrial revolution. New ideals of human freedom and justice were beginning to take root. A temperance crusade was in progress; the abolition of slavery was gaining headway. Emerson wrote: "We are all a little wild here. . . . Not a reading man but has a draft of a new community in his waistcoat pocket." In literature this was the American golden age. In this period lived Longfellow; Lowell; Emerson; Whittier; Thoreau; Bryant; Irving; Poe; Holmes; Cooper; the Alcotts, and Nathaniel Hawthorne, who was Horace Mann's brother-in-law.

[26] *Adams, James Truslow *The Epic of America*. N. Y., 1931. \$2.



Courtesy Antioch College

An inspiring account of the evolution of the American nation.

[27] *Beard, Charles A. and Mary R. *The Rise of American Civilization*. N. Y. Macmillan, 1927. \$3.50.

Stresses social trends in American life, rather than military or political events.

[28] *Fisher, S. H. *The Litchfield Law School, 1775-1833*. Tercentenary Commission of Connecticut, New Haven, Yale Univ. Press, 1933. 25¢

Mann entered this school in 1821. It was the first law school in America. Many of the famous statesmen of our early history, including John C. Calhoun, studied here.

[29] *Hayes, Cecil B. *The American Lyceum*. U. S. Office of Education Bulletin 12, 1932. Washington, D. C. Supt. of Documents. 15¢

"Will furnish a valuable background for the Horace Mann Centennial in 1937."—U. S. Commissioner of Education in the Foreword.

Mann's statue on State House Grounds, Boston; statue of Daniel Webster in right background



[30] *Our American Heritage of Leadership." JOURNAL of the National Education Association 24: 249-56, Dec. 1935. 10¢

Photographs and sketches of Americans in the Hall of Fame, New York University, to which Mann was elected in 1900.

- [33] "Horace Mann," 12: 170-71, May 1923
- [34] "Horace Mann and Our Association." by Joy Elmer Morgan, 14: 1-2, Jan. 1925
- [35] "Horace Mann at Association Headquarters." 18: 25, Jan. 1929
- [36] "Horace Mann as Curriculum Content" by R. L. Finney. 19: 115-6, Apr. 1930
- [37] "Horace Mann Then and Now" by A. J. Stoddard. 19: 263-6, Nov. 1930
- [38] "Horace Mann and Beverage Alcohol," classroom poster. 20: 178, May 1931

In other periodicals (alphabetical):

- [39] Aurner, C. R. "Iowa a Debtor to Horace Mann." *Journal of Education* 78: 315-16, Oct. 2, 1913
- [40] Bellamy, Francis Rufus. "Thanks to Horace Mann." *The Reader's Digest*, July 1935, p101-3
- [41] Burnham, Wm. H. "Horace Mann." *School and Society* 14: 109-15, Sept. 3, 1921
- [42] Williams, E. I. F. "Horace Mann and the Normal Schools." *Education*, Dec. 1935. Also [15]

PORTRAITS AND MEMORIALS

Readers are invited to write THE JOURNAL as memorials are dedicated to Horace Mann or new schools named for him in the various communities. For a partial list of schools named for Mann, see THE JOURNAL for May 1935, pA-74. The following is an incomplete list of memorials to Mann:

- Monument erected in 1930 on site of Mann's birthplace, Franklin, Mass. [15]
- Monument on site of first burial place, Antioch College Campus, Ohio. [15]
- Monument in North Burial Ground, Providence, R. I. where Mann is now buried. [15]
- Monument on State House Grounds, Boston, Mass. Statue is by Emma Stebbins from a pencil drawing by Mrs. Nathaniel Hawthorne. Funds contributed by school children thruout the nation. [15]
- Bronzed statue at headquarters building of the National Education Association, Washington, D. C., dedicated Dec. 3, 1928. Full-sized replica of the Boston monument. [35]
- In 1907 a bust of Mann was unveiled at the Hall of Fame, New York University. [30]
- It was the gift of Dr. Henry M. MacCracken and the sculptor is unknown. On May 8, 1930, a bronze bust by Adolph A. Weinman was unveiled at the Hall of Fame,

[31] *Rugg, Harold. *A History of American Government and Culture*. Rugg Social Science Courses. N. Y. Ginn, 1931. \$1.96.

Vol. IV, Chap. 24, "Popular Education and the March of Democracy."

[32] *Weigle, Luther A. *American Idealism*. Vol. X of *The Pageant of America*. New Haven, Yale Univ. Press, 1928.

A pictorial history of American education and religion. Includes photograph of Mann.

MAGAZINE ARTICLES

Only a few articles can be cited here. By consulting the *Readers' Guide* and *Education Index*, the student will get a complete list.

In THE JOURNAL of the National Education Association (chronological): [See also (17)].

the gift of the Horace Mann League of the United States and the Horace Mann School of Columbia University. [30]

An 8-inch bust made by Caproni Galleries, Boston, Mass., after the statue by Stebbins and a marble bust owned by the family, is distributed by the World Federation of Education Associations, 1201-16th St. N. W., Washington, D. C., as part of the \$5 Horace Mann Membership.

Portraits of Mann have appeared in *THE JOURNAL* for May 1923, p170, Jan. 1925, p1, April 1929, p118 (classroom poster). The following references mentioned in this article contain portraits of Mann: [1], [13], [15], [17], [19], [25], [30], [32].

DRAMAS AND PLAYS

[43] **Faith in Education*. Radio program on Horace Mann presented by the Du Pont Co., Wilmington, Delaware, 1935.

[44] **Dramatic Episodes in the Life of Horace Mann* by Mildred Sandison and Eleanor Craven. Washington, D. C. National Education Association. Available October 1936.

WRITINGS OF HORACE MANN

Horace Mann's salary as state secretary was only \$1500. He had no allowance for clerical help and was obliged to do all his writing in longhand. Neither fountain pens nor typewriters had been invented. Yet he wrote literally thousands of letters in behalf of the schools. His Annual Reports were read thruout the world and have fresh interest for today's readers. He prepared or helped prepare several textbooks. He deserves fame also as editor of the *Common School Journal* which, along with his lectures before lay and educational groups, served to stamp upon American schools the principles to which he devoted his life.

[45] *The Reports*

Mann issued twelve reports during his secretaryship, the most famous of which were the fifth, portraying the advantages of an education, and the seventh, recording his observations of European schools which led to the famous controversy with the thirty-one Boston schoolmasters.

The Reports were published from 1838 to 1850 by Massachusetts. They are now outofprint, and it is hoped they will be reprinted for use during the Centennial.

[46] *"The Life and Works"*

In 1891 Mrs. Mary Mann and George C. Mann published the reports in a 5-



Statue of Horace Mann at the headquarters of the National Education Association, Washington, D. C.

volume edition—*The Life and Works of Horace Mann*—which also included lectures, excerpts from the *Common School Journal*, and *The Life* [12]. (Boston, Lee and Shepard.) This edition forms the nucleus for a study of Mann's great service. It is available in many libraries, but it should be reprinted and widely distributed.

The National Education Association has one set of the 5-volume collection which is arranged as follows:

Vol. I, *Life of Horace Mann* by Mary Mann
Vol. II, Reports 1837-1838; Lectures on Education; excerpts from the *Common School Journal*

Vol. III, Reports 1839 to 1844

Vol. IV, Reports 1845-1848; the Fourth of July Oration at Boston, 1842

Vol. V, Educational Writings; A Review of Horace Mann's Work by Felix Pécaut

[47] *The Common School Journal*

Horace Mann founded the *Journal* in 1838 and was its editor until December 1848. It was a semimonthly of 16 pages. The first issue in November 1838 announced the purpose:

"The great object of this work will be the improvement of Common Schools and the means of Popular Education. It is also intended to make it a depository of the Laws of the Commonwealth in relation to Schools, and of the Reports, Proceedings, etc., of the Massachusetts Board of Education."

[48] *The Lectures*

The lyceum or public lecture was a popular diversion of the people in Mann's day who had few books to read and little leisure to absorb them. [29] Mann made the most of this agency of adult education, and asked others to help him. "He laid under tribute bril-

liant clergymen, distinguished lawyers, prominent men of letters, and wellknown college professors as speakers at the hundreds of public meetings held thruout the commonwealth. Thru these public meetings he literally stirred the thoughts and feelings of the entire state."

Mann's lectures have been widely published in educational journals and as separate pamphlets. [5] [46] The best known include:

The Boston Fourth of July Oration, 1842

Lectures on Education, 1845

A Few Thoughts for a Young Man, 1849

A Few Thoughts on the Powers and Duties of Women, 1853

Inaugural Address at Antioch College, 1853

Demands of the Age on Colleges, 1854

Baccalaureate at Antioch College, 1857

The Teacher's Motives, 1858

[49] *Textbooks*

Horace Mann advocated the teaching of such practical studies as arithmetic, drawing, surveying, nature studies, and physiology. He maintained that the school which failed to prepare its pupils for the work of field, shop, and desk fell short of its true goal.

With Pliny E. Chase, Horace Mann prepared a series of textbooks on arithmetic published in 1850-51. Mann also wrote a text on the Study of Physiology in the Schools, and a Lecture on the Best Mode of Preparing and Using Spelling Books.

[50] *Letters and Journal*

Mann's correspondence was more voluminous than all his other writings and sometimes amounted to more than thirty letters a day. Shortly before he became secretary, Mann began to keep a personal journal or diary. The letters and journal are part of the "Mann Papers." [3] They are a rich source of information about his health, methods of work, friends, travels, and ideas. They are quoted extensively in Mrs. Mann's biography [12]. On June 30, 1837, Mann wrote in his journal: "This morning I communicated my acceptance of the Secretaryship . . . Henceforth so long as I hold this office, I devote myself to the supremest welfare of mankind on earth. . . . I have faith in the improvability of the race." It was that faith which laid the foundation of the free public-school movement in America.—

Eleanor Craven.

[Editorial note—The reader will wish to keep this article as a reference that will be valuable during the Horace Mann Centennial.]

An Evening with the Magazines

THE LOYALTY OATH FOR TEACHERS—"What crime have the teachers committed," asks Carl Joachim Friedrich in the January *Harper's*, that they "are being singled out for suspicion and calumny?" He interprets the recent laws requiring teachers to swear an oath to the Constitution as a deliberate insult to the profession. "The suggestion that every citizen be required to swear such an oath was brushed aside in several legislatures."

"The oath has always cropped up as a political device when the political order was crumbling," says Mr. Friedrich, referring to British history. And in our own day it is in Fascist Italy and Nazi Germany that dictators are demanding oaths of allegiance from teachers and professors. Mr. Friedrich points out that such maneuvers come naturally to a dictatorial government, but they are contrary not only to the words but the spirit of the American Constitution.

"It was no accident that the Constitution expressly granted freedom of speech to every citizen. Can it be reasonable to guarantee such freedom to any uninformed, illiterate demagog, and to deny it to educated men and women who have something to say, whose very profession is to talk, to teach, to instruct?"

The forces which are actually getting the bills passed seem to be "the Hearst press and the patrioteering societies," according to Mr. Friedrich. What they are really aiming at, he believes, is "to find grounds on which to accuse educational institutions of being 'red'." A second objective is "to intimidate forward-looking teachers in the public schools."

The real issues of the situation are three, says Mr. Friedrich: "We are confronted by an attack upon the Constitution, by an attempt to create a fundamental rupture in the American people, and by a gross interference with the true purposes of education. For this intimidation of school teachers is built upon the fascist doctrine that education is essentially propaganda, a doctrine which is alien to the United States. While we may readily admit that much education has a certain element in common with propaganda in that it molds the attitudes and beliefs of those who are being educated, true education is primarily interested in developing the person who is being educated, to make him a more cultured, more well-rounded man or woman. Propaganda, on the other hand, looks upon the

men and women of the nation as . . . a mass of voters, just as advertising looks upon them as a mass of buyers."

Straws from Alberta—"It takes a steady head and a good education to resist the blandishments of the modern socio-economic politician," says William F. Russell in the January *Atlantic Monthly*. He comments on a recent election in Alberta, which brought into office a political party pledged to pay \$25 a month to every citizen, the amount to be expended within the province.

"What happened in Alberta may happen in the United States" according to Mr. Russell, unless the American educational system, which reaches all ages, can give our citizens a basis upon which to decide questions of political economics. These are some of his recommendations:

"We need immediate, widespread, and thoro appraisal of the problems which are likely to become critical. We need an analysis of the knowledge necessary to provide a basis for the development of a reasoned opinion concerning these problems. We need to determine what should be taught early and what late; for if the American voter is to avoid the example of his Alberta brethren, much of the political economics of the future must be taught in the elementary and secondary school. We need attention to the problem of how to present these materials, how much by lectures, by books, by charts, by the radio, by the talking picture."

A further and most important step as proposed by Mr. Russell, will be the effort to win the approval of the general public. It will be necessary to change the traditional attitude which has excluded from the schools the consideration of questions which reflect a division of opinion. "We need a national campaign to convince the people, including patriotic societies, the American Legion, and the press. Only with their support can the schools go forward."

Mr. Russell holds that American chil-



Courtesy, The National Parent Teacher Magazine

dren should be taught about *laissez faire*, capitalism, democracy, dictatorship, Fascism, autocracy, Communism—what each means, how each works, what sort of life people lead in these various societies. "The surest way to make America Communistic is to adopt the hush-hush policy that Russia once had. Keep ideas from the light of day; confine discussion to the dark corner of the cellar; have whispering in the back alleys, and a mushroom movement will spread. . . . American voters . . . have elected candidates whose platforms closely approached those of Communism, altho they did not know it. If the American people generally agree that they wish to preserve their old plan of life, social organization, and government, then it is all-important that they recognize Communism when they see it, and be wary of its plans and promises and early allurements."

Living with Children—An experienced nursery-school teacher, Katherine Herring, gives in the January *Good Housekeeping* some of the "recipes" which help to make it pleasant to live with little children. Here are several of the ingredients:

"When I go toward a child, I go slowly and smile. . . . I move slowly with children, especially when I touch them. . . . Touch says a great deal to children, but I use it sparingly. . . . Most small children find security and comfort from a gentle hand. . . .

"When I speak to a small child, I speak slowly and in a low voice. I use a simple sentence and words that he can understand. I use the shortest, most vivid words I can find. . . . He is only just learning what words mean. . . .

"I always try to find out why a child is doing a thing before I try to cure him of it. The cure ought to suit the why. . . .

"In general it is wise to be firm with the nervous child. . . . He cannot bear the strain of too much choice. Give him the security of a fixed routine. . . .

"I believe in using charm for children. Smile at them when you ask them to do anything. Give them all the warmth and gaiety you can. . . .

"My recipes will not work unless you modify them with your own judgment and sense until they are your own. They will not work unless you are a firm person, whom your children can trust."

—Hazel Davis, Educational Research Service, NEA.

Membership in Education Associations

States and other units	Number of teachers	Membership in National Education Association						Membership in State Associations			
		Jan. 1, 1935	Jan. 1, 1936	Percent of teachers members 1936	Relative rank Jan. 1, 1936	Life Membership		Jan. 1, 1935	Jan. 1, 1936	Percent of teachers members 1936	Relative rank Jan. 1, 1936
						Jan. 1, 1935	Jan. 1, 1936				
1	2	3	4	5	6	7	8	9	10	11	12
Total.....	908,488	187,645	190,944	21		5,093	5,172	689,721 ¹	723,601 ²	83 ⁷	
Alabama.....	16,964	1,249	1,404	8	43	71	69	14,671 ⁴	15,990 ⁴	94	14
Alaska.....	275 ¹	167	216	79	3	7	8		162 ⁴	59	47
Arizona.....	3,500 ¹	1,928	2,000	57	6	46	52	3,153	3,222	92	20
Arkansas.....	12,153	392	306	3	53	67	64	4,137 ⁵	5,215 ⁴	43	51
California.....	40,428	19,467	18,952	47	9	449	477	33,500 ⁶	34,245	85	28
Canal Zone.....	198	13	12	6	49	3	3				
Colorado.....	9,195	3,750	5,303	58	5	59	72	7,823	8,149	89	25
Connecticut.....	10,777 ¹	1,753	1,530	14	34	57	56	10,631	10,610	98	8
Delaware.....	1,628	961	903	55	7	20	19	1,919 ⁵	1,628	109	5
District of Columbia.....	2,946 ¹	2,178	2,009	68	4	76	90	1,850 ⁴	2,078 ⁴	71	41
Florida.....	11,237 ¹	1,470	1,383	12	36	61	63	8,075 ⁴	8,736 ⁴	78	37
Foreign.....		142	157			9	12				
Georgia.....	20,303 ¹	1,215	1,273	6	47	73	70	14,000 ^{6,5}	14,500 ^{6,5}	71	40
Hawaii.....	2,630 ¹	2,396	2,180	83	2	133	125		2,498 ⁶	95	13
Idaho.....	4,502 ¹	631	729	16	28	29	29	3,930	4,200	93	16
Illinois.....	46,361 ¹	11,321	11,633	25	20	256	248	39,682	42,930	93	19
Indiana.....	21,983	5,476	6,322	29	17	132	142	16,569	15,483	70	42
Iowa.....	25,108 ¹	3,055	3,436	14	35	95	100	17,300	18,795	75	39
Kansas.....	19,234 ¹	3,084	3,566	19	24	68	73	16,282	16,246	84	30
Kentucky.....	17,833	1,303	1,303	7	44	52	53	15,483 ⁵	18,458 ⁵	104 ³	1
Louisiana.....	12,899	963	892	7	45	36	37	13,000 ^{6,5}	12,000 ^{6,5}	93	17
Maine.....	6,119	1,548	1,470	24	21	40	40	6,453	6,286	103 ³	2
Maryland.....	8,536	1,575	1,227	14	33	47	46	4,652 ⁵	4,194 ⁴	49	49
Massachusetts.....	26,250 ¹	4,947	5,024	19	23	114	112	21,000 ⁶	21,000 ⁶	80	35
Michigan.....	33,027	7,141	7,080	21	22	109	116	27,800 ⁶	29,148	88	26
Minnesota.....	21,679 ¹	3,834	3,557	16	27	79	77	14,291	14,814	68	44
Mississippi.....	14,912	875	929	6	48	26	25	12,159 ⁵	12,024 ⁵	81	34
Missouri.....	24,759 ¹	6,058	6,381	26	19	120	128	21,503 ⁴	23,146 ⁵	93	15
Montana.....	5,648	656	616	11	38	31	32	4,640	4,773	85	29
Nebraska.....	14,253 ¹	2,257	2,479	17	25	104	105	11,280	11,608	81	32
Nevada.....	867 ¹	571	762	88	1	5	7	467	700 ⁶	81	33
New Hampshire.....	2,949	530	477	16	29	18	18	2,807	2,690	91	22
New Jersey.....	27,300 ¹	8,374	8,162	30	15	193	186	27,000 ⁶	27,300	100	5
New Mexico.....	4,300 ¹	577	671	16	30	34	38	3,456	3,742	87	27
New York.....	78,512	12,689	11,952	15	31	333	327	45,070 ⁶	46,139 ⁶	59 ⁴	46 ⁴
North Carolina.....	23,455	595	660	3	52	65	69	16,330 ⁴	17,616 ⁴	75	38
North Dakota.....	8,145 ¹	743	712	9	42	56	55	3,084	3,890	48	50
Ohio.....	41,582	17,360	17,185	41	10	474	474	37,430	37,932	91	21
Oklahoma.....	18,856	2,036	1,858	10	40	66	61	17,146 ⁴	17,948 ⁴	95	12
Oregon.....	7,503 ¹	1,949	2,708	36	12	60	61	4,883	5,009	67	45
Pennsylvania.....	62,221 ¹	25,237	23,620	38	11	409	425	62,494	63,337	102 ³	3
Philippine Islands.....	26,850	105	105		55	38	28				
Puerto Rico.....	5,000	63	47	1	54	26	24				
Rhode Island.....	4,400 ¹	280	291	7	46	12	15	4,260 ⁶	4,400	100	5
South Carolina.....	13,072	603	671	5	51	24	24	9,456 ⁵	12,474 ⁵	95	11
South Dakota.....	9,024	866	933	10	39	44	40	7,049	7,562	84	31
Tennessee.....	18,720	2,309	2,064	11	37	75	67	13,223 ⁵	14,804 ⁵	79	36
Texas.....	44,523	3,112	4,084	9	41	275	280	21,514 ⁵	24,661 ⁵	55	48
Utah.....	4,980 ¹	2,422	2,581	52	8	28	29	4,802	4,887	98	9
Vermont.....	2,944	597	759	26	18	16	17	2,562	2,625	89	23
Virgin Islands.....	119	8	7	6	50	7	7				
Virginia.....	16,974	2,809	2,848	17	26	85	98	16,207 ⁵	16,898 ⁵	100	7
Washington.....	11,154 ¹	3,080	3,791	34	13	52	51	9,445	9,925	89	24
West Virginia.....	15,476	1,844	2,261	15	32	71	73	14,074 ⁵	15,062 ⁵	97	10
Wisconsin.....	21,513	6,333	6,675	31	14	126	124	19,292	19,955	93	18
Wyoming.....	2,712	748	788	29	16	32	31	1,887	1,907	70	43

THIS table shows the facts regarding professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 187,645 on January 1, 1935, and 190,944 on January 1, 1936. This latter figure is 21 percent of the 908,488 teachers in the United States and territories. The life membership in the National Education Association was 5,093 on January 1, 1935, and 5,172 on January 1, 1936.

The figures for state associations for January 1, 1935 show a membership in these associations of 689,721. This figure for January 1, 1936 is 723,601 which is 83 percent of the 876,321 teachers in the forty-eight states, Alaska, District of Columbia, and Hawaii.

In the United States in 1934, 20 percent of the teachers of the country were enrolled in the National Education Association, in 1935, 21 percent were enrolled; the corresponding

percent for 1936, given at the head of column 5, is 21. The percent of teachers enrolled in state associations in 1934 was 73; in 1935, 79, and in 1936, 83, the percent given at the head of column 11. The preceding percents are based upon the number of teachers in each state in 1933-34, as reported by the U. S. Department of Interior, Office of Education. The figures of Column 2 include teachers, principals, supervisors, and administrative officers in public elementary and secondary schools. The figures for state associations are based on signed reports from officers of those associations.

e The letter "e" indicates that the figure is an estimate.

¹ Figure furnished by officials of state associations.

² Less than one percent.

³ Total for reported and estimated memberships.

⁴ Membership in colored state teachers asso-

ciation is an estimate. Figure includes enrollment in both white and colored associations (separate organizations).

⁵ Includes enrollment in both white and colored associations (separate organizations).

⁶ The rank of the New York State Association is lowered by the fact that New York City teachers at present work wholly thru local organizations. There are approximately 45,000 teachers in this state outside of New York City. When this figure rather than the one given in column 2 is used in calculating the percent of teachers who are members 103 percent is obtained. This would change the rank in column 12 to three.

⁷ Calculated using number of teachers in the forty-eight states, Alaska, District of Columbia, and Hawaii.

⁸ The percents in excess of 100 percent are accounted for by the fact that members are enrolled among laymen and teachers in private schools and institutions of higher learning.

Notes and Announcements

THIS ISSUE of THE JOURNAL is going into the mails during the convention of the Department of Superintendence in St. Louis. The report of that convention will appear in THE JOURNAL for April.

The Educational Policies Commission (see THE JOURNAL for December 1935) held its first meeting in Chicago on January 17, 18, and 19. The Commission elected A. J. Stoddard, superintendent of schools, Providence, R. I., as chairman, and proceeded with its work of defining the major issues confronting American education. It entered upon a 5-year program for securing the united action of the profession and interested citizens in improving American education. The Commission made a decision of great significance when it decided to develop its program by democratic processes, using the advice and assistance of a large number of consultants occupying positions of leadership throughout the country.—William G. Carr, secretary, Educational Policies Commission.

Federal aid legislation—The fairness as well as the absolute necessity of federal participation in financial support of the schools, *without federal control*, is gaining wide favor. In keeping with the resolutions passed at Denver last summer, legislation has been drawn and will soon be introduced into Congress providing for an annual appropriation of \$500,000,000—\$225,000,000 to be distributed to state departments of education on the basis of \$5 for each child between the ages of five and twenty years; \$75,000,000 for an equalization fund to be distributed to the states on the basis of relative need; and \$200,000,000 for school buildings.

Success in securing favorable action by Congress depends upon the support of the united teaching profession. The best evidence of a united profession is membership in the national organization sponsoring this legislation. To be successful, this program requires both the moral and financial support of all teachers. No other single activity means more to the nation's children and teachers than the passage of this legislation *now*. It merits the support of every member of the profession. There is no better way to command the attention of Congress than thru a united membership.—Willard E. Givens, executive secretary, National Education Association.

NEA affiliated groups—An analysis of local associations affiliated with the National Education Association was completed recently under the direction of Willard E. Givens, executive secretary. The report shows which affiliation dues are paid and which in arrears, groups sending delegates to the convention, and other information on the status of local groups. Secretaries of affiliated associations were requested to pay dues by March 1. The response has been highly satisfactory. Affiliates which have not yet sent in their payments will wish to do so promptly as only those whose dues are paid will receive notices concerning delegates' credentials for the Portland meeting in June.

The cooperative movement—The brightest spot on the horizon of this confused world is the steady growth of the cooperative movement for which Sweden has been especially noted. The main hope of economic democracy and world peace is to encourage people to take more interest in the management of their own lives. Teachers wishing to know more about this significant movement may write to the Cooperative League, 167 West 12th St., New York City.

A personal favor—The biggest service that one person can perform for another is to do something that will encourage his personal growth and set him on the path of increased attainment. That is exactly what it means to lead forward in professional organization. The Department of Elementary School Principals of the National Education Association is doing a great pioneering work to build up and strengthen the elementary school. It is the elementary principals of the nation working together. No principal who values his own future can afford not to take part. A little sacrifice now will come back manyfold later by way of improved conditions. Dues of \$3 including subscription to *The National Elementary Principal*, may be sent to Eva G. Pinkston, 1201 16th St., N. W., Washington, D. C.

New general secretary—William H. Bristow was recently appointed General Secretary of the National Congress of Parents and Teachers, Washington, D. C. Mr. Bristow, who assumed his new duties on February 1, was formerly director of the bureau of school curriculum, Pennsylvania State Department of Education.

Miss Williams to Hawaii—As president of the National Federation of Business and Professional Women's Clubs, Miss Charl Ormond Williams of the NEA staff visited the Hawaiian Islands in December. While the visit was under the auspices of business and professional women, it afforded an opportunity for contacts with the teaching profession.

On December 27, Miss Williams spoke at a meeting of teachers from all parts of the Territory who were in Honolulu on their Christmas vacation. Later she addressed all the teachers of the Islands by radio. Conferences were held with teachers, with the superintendent of schools and his staff, and with officers of the Territorial Association.

Hospitality extended by the teachers included the picturesque "luau" or native Hawaiian feast, arranged by the Principals' Club, and the stirring flight in the "Baby Clipper" over Mauna Loa, a courtesy of the Hilo Education Association.

Life membership spreads to Canada—Enclosed you will find the initial payment on a Life Membership in the National Education Association. . . . In the years that I have been a member of the Association you have at all times been most anxious to assist me. . . . This service is very much appreciated.—From a letter by Harold D. Stafford, supervising principal, Kimberley, British Columbia.

NEA director dies—Dr. Charles Carroll, supervisor of public education in Rhode Island, and state director of the National Education Association, passed away on February 4. Dr. Carroll was also a vice-president of the Association.



An experimental public school in Los Angeles (Richard J. Neutra, architect). One of the unique features of this school building is that classrooms open into garden space by means of sliding glass partitions.

A neglected factor in planning instruction—As the teacher plans for the pupils, she should ask herself such questions as: What desirable changes can be made in me thru this teaching experience? What reading should I do to get an adequate background of information? What technical help do I need to make my instruction efficient? How can I improve my personality thru teaching this unit of work? If the setting up of teacher objectives were practised generally, it would add zest to even the best teaching. It would keep the teacher alive professionally and culturally. It would encourage her to improve her personality.—W. A. Barton, Jr., Coker College, Hartsville, S. C.

World Goodwill Day, May 18, will be widely observed in the schools of the United States. Uel W. Lamkin, secretary-general of the World Federation of Education Associations, recently received a letter from President Roosevelt wishing success to the observance in "fostering the good neighbor policy."

Student tutors—In November 1933 THE JOURNAL published an article, "An Experiment with Student Tutors," by H. M. Horst, West Highschool, Akron, Ohio. Soon after the article appeared, various highschools asked for further information.

John Adams Highschool of Cleveland, Ohio, was one of the first to organize a special department of student tutors. Most of the tutors are chosen from the honor society of the highschool. To receive help at John Adams Highschool, a student must be worthy and be recommended by his class teacher and his homeroom teacher. About 375 good students gave help to about 500 poor ones in this school in the last two years.

At Topeka, Kansas, highschool, 94 tutors gave help last year to 117 pupils, 82 percent of whom passed their work satisfactorily. This school reports: "We like the experiment because the weak pupil discovers usually that he can do the work, and we like the effect it has on the tutors. The fact that they are helping someone else and have been especially chosen to do the work gives them self-confidence and self-respect."

Principal John W. Flood of West Highschool, Akron, Ohio, under whom student tutoring has been carried on, compares it with other activities in the social science department and rates it first in its influence on students and the community, first in economy of school funds and time, and first in being pedagogically sound.—H. M. Horst, Akron, Ohio.



Ten best American books—In response to a JOURNAL note requesting readers to name the ten best books written in America, Mary Powell Brantley, teacher, Raleigh, N. C., suggests the following: *Autobiography of Lincoln Steffens*; *Education of Henry Adams*; *Creative Power* by Hughes Mearns; *Economy of Abundance* by Stuart Chase; *Story of Philosophy* by Will Durant; *Arrowsmith* by Sinclair Lewis; *The Folks* by Ruth Suckow; *Fifty Years as a Surgeon* by Robert T. Morris; *A Mind That Found Itself* by Clifford W. Beers; *Americanization of Edward Bok*.

What is your choice? Send your list to the editor of THE JOURNAL.

A program of civic education—

[1] The teachers of every school system should organize themselves into a circle or forum for the encouragement of study, reading, and discussion, to the end that they be brought into contact with the moving current of contemporary thought.

[2] The teachers should, thru friendly and tutorial association, draw the most promising students into the circle of their reading and thinking.

[3] The teachers should assume leadership in the development of community forums after the pattern of the Des Moines plan.

[4] A place should be made in the curriculum for a continuing course dealing with the events, problems, and issues of the current political, social, and economic life, using materials suited especially to student needs. This course should run from the later elementary years thru the highschool.

[5] In the advance highschool years and on thru college, students should be

Oregon State Board of Higher Education—At rear of room, middle of head table, is seated: President Willard L. Marks, E. C. Pease, B. F. Irvine, F. M. Hunter, F. E. Callister, Herman Oliver, Walter Redford, C. V. Boyer, H. E. Inlow, E. C. Sammons, J. A. Churchill, George W. Peavy, L. S. Finseth, C. A. Brand, Mrs. Beatrice Walton Sackett, C. D. Byrne, Miss Johnson, Miss Bennett.

given an expanding amount of time for reading and discussing contemporary books and periodicals.

[6] The continuous course dealing with public affairs may be conducted as a discussion club. Whether or not the class is incorporated in it, there should be formed in each school some sort of discussion club; possibly a Junior Citizens' Council or Town Hall. The students should graduate from the work of the school club or forum into the activities of the adult community organization of similar form.—Walter E. Myer in the Dec. 1935 *Oklahoma Teacher*.

Using THE JOURNAL—I want to congratulate you upon the splendid work you are doing on THE JOURNAL. From my point of view, it is easily the most stimulating journal we have today. I have been much pleased with the results of using THE JOURNAL in class the first semester. I am considering using periodicals as text materials during the second semester.—C. O. Williams, associate professor of education, Pennsylvania State College.

An Occupational Index—The National Occupational Conference, 551 Fifth Avenue, New York, announces the publication of an Occupational Index, a [Cont. on page A-43]

The LAYMAN'S JOURNAL of EDUCATION

MARCH 1936

(Pass this page on to the editor of your local paper, who will be glad to publish important information about the schools. Items may be printed with or without the credit line, "From THE JOURNAL of the National Education Association." Readers are invited to send short items to THE JOURNAL.)

Youth and unemployment—There were in 1930 about twenty-five million young people in the United States between the ages of fourteen and twenty-four years of age. About eleven million were gainfully employed and not attending school, and eight million were enrolled in schools and colleges. Apparently nearly six million young people were drifting—unable to obtain regular employment and unable or unwilling to attend full-time school.—Frank W. Hubbard in THE JOURNAL of the National Education Association.

Instruction in automobile safety is now emphasized in the best schools everywhere. It is advocated by some school authorities that every high-school student should have a thorough course in the automobile—including the machine itself, economics of purchase and ownership, the rules and courtesies of the road, and actual practise in driving under traffic conditions. A certificate from this course would entitle the graduate to his driver's license.

Teachers and engineers now outnumber all other professions combined.

The total value of gold owned by all the nations of the world is estimated to be about 22 billion dollars. This estimate is based on statistics recently compiled by the United States Treasury. The population of the world is about two billion and constantly increasing. By comparing the total value of gold owned by all the nations of the world with the world's population, it will be found that there is only about \$11 in gold for each inhabitant of the earth.—From *Money and Its Power*, published by the National Home Library Foundation, Washington, D. C.

There are greater opportunities for American industry and agriculture among the underprivileged half of the American people than there are overseas.

"Our American Schools" radio program is broadcast by the National Education Association each week, coming at 11 o'clock EST on Saturday morning, and 7:45 EST on Wednesday evenings.

"Education in the News," United States Office of Education broadcast, comes over the air every Monday evening at 7:45 EST.

"News and Views of the NEA" is broadcast on the first Sunday of each month by Agnes Samuelson, President of the National Education Association, thru station WHO, Des Moines. The time is 10:30 PM, CST.

The dates for American Education Week 1936 are November 9-15. It is estimated that more than 6,000,000 parents visited the schools during American Education Week 1935.

A yardstick—One way to measure the cultural level of a community, ac-

cording to THE JOURNAL of the National Education Association is to notice the amount it spends for free public library service. One dollar per capita annually is considered 100 percent; fifty cents per capita, 50 percent.

More than a billion dollars is paid out in the United States each year for interest in connection with instalment buying. The so-called 6 percent rate is actually 12 percent.

Should discuss education—If I could have my way, I would bring it to pass that the leading citizens of every community would come together and discuss education, not as a political or financial issue but as one of society's greatest undertakings. I do not believe that the community as a whole realizes its obligations to the schools. If we of the schools have been remiss in not seeing to it that the schools receive adequate public attention, let us resolve today that we will be more active in bringing together the leaders and informing them with regard to the experiments thru which we are reorganizing the schools.—Charles H. Judd.

The practise of reading aloud in the family circle enriches the life of all members of the family and helps to bind them together.

A proper appreciation of the importance of free education of all the people is the first and last test of the statesman.

Bad companions and delinquency—A survey of 460 different individuals brought before the juvenile courts in St. Paul, Minnesota, revealed that 47 percent of the offenders belonged to gangs while 40 percent of the activities engaged in were with the gang. Other careful investigators have found that "bad companions" were contributory factors in more than 60 percent of the cases of delinquency.

Parents who wish their children to succeed in life do well to have them perform a variety of regular duties about the home. The skills learned, the character formed, and the habit of joy in work are important parts of the child's growth and development.

Both in America and abroad young people now remain in school longer than formerly. In this country among the young people of highschool age seven out of every ten are in school. Highschool enrolment has jumped from a million in 1910 to seven million in 1936.

Character is the major outcome of education. All activities of the school should contribute to the habits and attitudes which manifest themselves thru integrity in private life, law observance, and intelligent participation in civic affairs.—From the Platform of the National Education Association.

LIFE

*Life is a leaf of paper white
Whereon each one of us may write
His word or two, and then comes night.*

*Greatly begin! Though thou have time
But for a line, be that sublime—
Not failure, but low aim is crime.*

—JAMES RUSSELL LOWELL

A quarter's worth of government—There would be less complaint from citizens because of taxes if they knew what they actually receive in return for the taxes they pay. The following, from the *Journal* of the New Jersey Teachers Association, February 1935, is an example of how to illustrate the services which the citizen receives in return for the taxes levied upon his estate:

New Jersey government—state, county, and municipal—is costing less than \$365,000,000 a year. That is \$1,000,000 a day. It sounds like too much.

BUT there are 4,000,000 people in New Jersey.

That makes the cost of government to each of them—to you, to every citizen of the state—approximately twenty-five cents a day.

Every minute of the day somebody dashes into the cigar store on the corner, drops a quarter on the counter, and shouts,

"Hey, Bill, two packs of cigarets." Bill pockets the quarter and tosses out the cigarets.

Nobody ever stops at the City Hall, hands out two bits, and says to the Tax Collector:

"Hey, John, give me my day's supply of government."

But if you did, this is part of what you would get—

Police protection all day long, wherever you happen to go.

A dozen or more firemen standing by all day, with their equipment, on a chance that your house will catch fire.

A modern school building for your school children, lighted and heated, with a carefully selected teacher, free textbook and supplies.

Playgrounds for those same boys and girls, parks and other recreational facilities for you.

Courts of law in which you can have your disputes settled.

Good roads—the best in the country—on which you can run your car.

Three men on a truck to collect your garbage; a sewage system; and protection from communicable diseases.

A large number of hospitals and homes to which you can turn in the event of extreme illness or poverty-stricken age.

An elaborate relief organization, should you find yourself absolutely "up against it."

All these things you get for the same quarter that buys the two packs of cigarets.

We advocate public education as a national policy while at the same time our government has no representative of education in the Cabinet of the President. War, Navy, Post Office, Commerce, and Agriculture are ably represented but education must be content with an "office".

Preparation for public service—It is now believed that colleges and universities should offer specific courses to prepare youth for government service. Under this plan, people who work in government offices would be as well prepared as the best teachers and school superintendents now are.

It is only a poor sort of happiness that would ever come by caring very much about our own narrow pleasures. We can only have the highest happiness by having wide thoughts, and much feeling for the rest of the world as well as ourselves.—George Eliot in *Romola*.

Recently the Committee on Social-Economic Goals of America, sponsored by the National Education Association of the United States, stated that the things we covet in the highest degree for the largest possible number of individuals are: [a] hereditary strength; [b] physical security; [c] participation in an evolving culture; [d] an active, flexible personality; [e] suitable occupation; [f] economic security; [g] mental security; [h] equality of opportunity; [i] freedom; and [j] fair play.

Health is the greatest of all assets.

The teaching of homemaking in the schools has helped to raise the standard of living in America.

Every government, whatever its form, reflects the personal qualities of those who govern. Men act in government as it is natural for them to act as persons. Reasonable men are reasonable, ruthless men ruthless, and orderly men orderly, in public life.

Leaders become what they are by inheritance and environment. There can be no great leadership, and no great government, unless there exist families, communities, or institutions in which great personal qualities can develop.—From *Antioch Notes*.

The United States has a greater future ahead of it than anything that was ever known in the past. Fundamental opportunities will be greater.—Willard E. Givens, executive secretary of the National Education Association.

Many times the reading of a book has made the fortune of the man—has decided his way of life. It makes friends. 'Tis a tie between men to have been delighted with the same book. Every one of us is always in search of his friend, and when unexpectedly he finds a stranger enjoying the rare poet or thinker who is dear to his own solitude, it is like finding a brother.—Emerson.

The Honor Roll of the NEA

TEACHER AFFILIATIONS—"Much of the credit for the improvement in educational standards that has developed in our country during the past is due to the National Education Association. We commend that organization for its splendid leadership and we urge all Indiana teachers to support its program by taking out annual memberships."—From a resolution adopted by Indiana State Teachers Association.—*The Indiana Teacher*, November 1935.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on February 1 was 5532. The following life members have been reported since the list was published in the February JOURNAL.

CALIFORNIA—William E. Froggatt, Lawrence A. Blucher.
CANADA—Harold D. Stafford.
MASSACHUSETTS—Beulah C. Church.
MISSOURI—Herbert P. Stellwagen.
NEBRASKA—Raymond A. Watson.
OHIO—W. Hobart Ogden.
PENNSYLVANIA—Iona G. Hoffman.
TEXAS—E. H. Watson, K. J. Sides.
VIRGINIA—Ida Saxton Samsell.

Completed Enrolments

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association since the list was published in the February JOURNAL.

Eighteen 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, Lafayette Junior-Senior High, Lincoln, Charles A. Lindbergh, Longfellow, McKinley, Musser, Neely, Noyes, John J. Pershing, Roosevelt Junior High, St. Joseph Junior College, Sherwood, South Park, Special Teachers and Supervisors, Washington, Webster.

Seventeen Years

IOWA—Keokuk, Garfield, Jefferson, Lincoln, Torrence, Washington, Wells-Carey.

Sixteen Years

CALIFORNIA—Long Beach, Fremont.

Fifteen Years

CONNECTICUT—East Hartford, Burnside.

Fourteen Years

CALIFORNIA—Santa Ana, Roosevelt.
OKLAHOMA—Muskogee, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoyah, Washington, Whittier, West High.

Thirteen Years

CALIFORNIA—Long Beach, Washington Junior High; South Pasadena, El Centro.
MAINE—Caribou, Caribou High.
MICHIGAN—Grand Rapids, Madison.
MINNESOTA—Minneapolis, Harrison.
WASHINGTON—Seattle, Horace Mann.

Twelve Years

DELAWARE—Wilmington, Public No. 5.
FLORIDA—Palm Beach County, Northboro.
ILLINOIS—Elmhurst, Lincoln, Roosevelt.
KANSAS—Hutchinson, North Side.
PENNSYLVANIA—Chester, Morton; Pittsburgh, Bane; Pottstown, Pottstown Public Schools, Adams, Buchanan, Franklin, Garfield, Grant, Hancock, Junior High, Lincoln, Madison, New Grade, Rupert, Senior High, Union, VanBuskirk, Washington.
TENNESSEE—Shelby County, Shelby County Public Schools, Arlington, Bartlett High, Boulton High, Brunswick, Capleville, Coleman, Collierville High, Cordova, Ellendale, Forest Hill, Frayser, Gregg,

George R. James, E. E. Jeter, Levi, Lucy, M. C. Williams High, Millington High, Oakville, Rosemark, Whitehaven High, White Station.
WASHINGTON—Bellingham, Roosevelt.

Eleven Years

CALIFORNIA—Glendale, John Muir, Verdugo Woodlands; Long Beach, Horace Mann; Los Angeles, Lockwood; San Francisco, Franklin.
COLORADO—Fort Lupton, Fort Lupton Public Schools, Grade, High.
FLORIDA—Palm Beach County, Palm Beach Junior High.
ILLINOIS—East St. Louis, Longfellow.
MASSACHUSETTS—Malden, Judson.
MINNESOTA—Mankato, Franklin; Minneapolis, Whitney.
NEW JERSEY—Asbury Park, Asbury Park Public Schools, Bond Street, Bradley, High.
PENNSYLVANIA—Chester, Harvey, Howell.
TENNESSEE—Memphis, L. C. Humes High.
TEXAS—Dallas, Sam Houston.
WYOMING—Casper, Casper Junior High.

Ten Years

ILLINOIS—Elmhurst, Hawthorne.
INDIANA—Michigan City, Michigan City Public Schools.
NEW JERSEY—Asbury Park, North Bangs, South Bangs.
PENNSYLVANIA—Braddock, Braddock Public Schools, Carnegie, Copeland, Hamilton, Henning, High; Chester, Special Teachers and Supervisors; Camp Hill, Camp Hill Public Schools, High, Lincoln, Nathan C. Schaeffer; Delaware County, Aston Township, Upper Chichester Township.
TENNESSEE—Knoxville, Oakwood.
TEXAS—Dallas, Mirabeau B. Lamar; Port Arthur, Tyrrell.

Nine Years

CALIFORNIA—Glendale, Thomas Jefferson; Los Angeles, Forty-ninth Street; Modesto, Franklin.
FLORIDA—Palm Beach County, Palm Beach County Public Schools, Belle Glade, Boca Raton, Boynton, Canal Point, Central Elementary, Central Junior High, Delray, Greenacres, Jupiter, Kelsey City, Lake Worth Junior-Senior High, Lake Worth North Grade, Lake Worth West Grade, Lantana, Pahokee, Palm Beach Senior High, Palmetto, Riviera Junior High, South Palm Beach, West Gate Junior High.
MISSOURI—Kansas City, Foster Opportunity.
PENNSYLVANIA—Bradford, Fourth Ward, Fifth Ward, Senior High, Sixth Ward, Third Ward; Montgomery County, North Wales Borough.

Eight Years

CALIFORNIA—Long Beach, Longfellow; Los Angeles, Twenty-eighth Street; Pasadena, Andrew Jackson, James Madison; Santa Ana, Edison.
PENNSYLVANIA—Williamsport, Daniel Webster.
TEXAS—Texarkana, Akin.

Seven Years

ILLINOIS—De Kalb, De Kalb Township High; Elmhurst, Elmhurst Public Schools, Old Field, Washington.
NEW JERSEY—Atlantic City, Indiana Avenue Vocational.
OHIO—Cleveland, Buhner.
PENNSYLVANIA—Chester, Watts; Williamsport, George Washington.
TEXAS—Dallas, Arcadia Park.



Six Years

CALIFORNIA—Claremont, Claremont Public Schools, High; Fresno, Jane Addams, Chester Rowell; Glendale, Balboa; Santa Ana, Delhi, Franklin; Siskiyou Union High School District, Fort Jones High; Stockton, Jefferson.
ILLINOIS—Glen Ellyn, Glen Ellyn Public Schools, Forest Glen, Junior High; Stockton, Stockton Public Schools.
MISSOURI—Kansas City, W. W. Yates.
NORTH DAKOTA—Carrington, Lincoln High.
OHIO—Findlay, Liberty Township.
PENNSYLVANIA—California, State Teachers College.

Five Years

CALIFORNIA—Long Beach, Seaside; Los Angeles, Grape Street; Wilmington, Fries Avenue.
GEORGIA—Griffin, Griffin Public Schools, Sam Bailey, Fourth Ward, High, North Side, Third Ward, West Griffin.
ILLINOIS—Elmhurst, New Field.
MASSACHUSETTS—Williamstown, Williamstown Public Schools, South Center.
MISSOURI—Kansas City, Allen, J. S. Chick, E. F. Swinney, Westport Junior High, Whittier.
NEBRASKA—Omaha, Minne Lusa.
NEW HAMPSHIRE—Portsmouth, Haven.
NEW JERSEY—Gloucester, Brown Street.
NEW YORK—Irondequoit, Ridgewood.
TEXAS—Dallas, Lisbon, Thomas J. Rusk.

Four Years

CALIFORNIA—Anaheim, Horace Mann; Fresno, Burton Einstein, Lowell, John Muir; Santa Ana, Hoover, Wilson.
ILLINOIS—Chicago Heights, Franklin, Roosevelt.
INDIANA—Indianapolis, Public Number 38.
MISSOURI—Kansas City, Gladstone, John J. Pershing.
NEW YORK—Johnstown, Irving Street.
OHIO—Cincinnati, Douglass Colony; Youngstown, Sheridan.
PENNSYLVANIA—Montgomery County, East Greenville, Hathoro, Horsham, Lower Pottsgrove, Montgomery, New Hanover, Pennsburg, Souderton, Towamencin, Upper Frederick, Upper Hanover, Upper Pottsgrove, West Pottsgrove, Whitmarsh, Whitpain, Worcester; Pittsburgh, Bennett.
TEXAS—Dallas, Richard Lagow, San Jacinto.
WISCONSIN—Milwaukee, Cass Street Rotary, Green Bay Avenue, William McKinley.

Three Years

CALIFORNIA—Fresno, Lafayette; Glendale, Eugene Field; Long Beach, Garfield, Lincoln, Los Cerritos, John G. Whittier; Los Angeles, San Pascual Avenue; Modesto, Lincoln; Redondo Beach, Beryl Heights, Central Departmental, South; San Bernardino, Burbank, Cajon; Santa Ana, Logan.
COLORADO—Golden, Golden Public Schools, High, North, South Junior High.
FLORIDA—Dade County, Redland Elementary, Redland Junior and Senior High.
ILLINOIS—Petersburg, First Ward, Third Ward.
MASSACHUSETTS—Gloucester, Maplewood.
NEVADA—Humboldt County, Winnemucca Grammar.
NEW JERSEY—Atlantic City, Massachusetts Avenue.
NEW YORK—Irondequoit, Abraham Lincoln; Yonkers, Public Number 12.
PENNSYLVANIA—Chester, Lincoln.
SOUTH DAKOTA—Sioux Falls, Riverside.
TENNESSEE—Knoxville, McCampbell.
TEXAS—Burkburnett, Burkburnett Public Schools; Dallas, James Bowie, James S. Hogg, George Peabody, John H. Reagan.
VIRGINIA—Hot Springs, Mitchelltown.
WASHINGTON—Spokane, Adams, Emerson, Finch.
WISCONSIN—Milwaukee, North Thirty-sixth Street.

Two Years

ALABAMA—Bay Minette, Bay Minette Elementary; Birmingham, Minor.
CALIFORNIA—Berkeley, Le Conte, Oxford; Fresno, Jackson, Jefferson, Winchell; Glendale, Columbus, John C. Fremont; Long Beach, Lafayette, Frances Willard; Los Angeles, Humphreys Avenue, Theodore Roosevelt Elementary, Union Avenue; San Bernardino, Arrowhead; Santa Ana, Juvenile Home, Lincoln.
COLORADO—Arapaho County, Englewood Public Schools.
CONNECTICUT—East Haven, Laurel Street.
ILLINOIS—Champaign, Champaign Public Schools, Columbia, Gregory, Dr. Howard, Junior High, Lawhead, Lincoln, Marquette, South Side, Switzer, Willard, Col. Wolfe; Chicago, Bell (Specials), Bell (Hearing); Mendota, Mendota Public Schools, Mendota Township High.
INDIANA—Evansville, Chestnut, Walnut; Indianapolis, Henry P. Coburn, Theodore Potter Fresh Air, Public Number 73.

[Continued on page A-49]



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[Continued from page 100]

continuous monthly bibliographical listing of occupational information in current books and periodicals. For information about this new service, address the Conference.

Opportunity knocks—Plans for reduction of the CCC in the spring will mean abandonment of many camps. Alert school officials interested in developing camp enterprises under school auspices may be able to obtain some of these valuable properties *without cost*. Abandoned camps are offered first to Federal CCC cooperators such as national parks and forestry. Then other governmental agencies, states, municipalities, schoolboards, and philanthropic institutions, in order named. Each camp represents a \$20,000 investment, approximately. Some would be perfect for state Future Farmers of America summer camps. Better get your requests in early. Requests should be addressed to the Procurement Division, Treasury Department, Washington, D. C.

If teachers' loyalty oaths are allowed to stand, why not the same oaths for newspaper, radio, and movie workers who also hold large responsibility for the formation of other peoples' minds?

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

America Must Act is the title of an important new book on world affairs by Francis Bowes Sayre, assistant secretary of state, published by the World Peace Foundation, 8 West 40th St., New York City. In discussing the "menace of economic nationalism," the author urges the adoption by America of a broad and liberal policy in regard to foreign trade.

Geography made real—Thru the cooperation of steamship owners, London school children carry on correspondence with the officers of various ships. The pupils follow the ship's route, study ports and countries visited, and obtain firsthand information on exports and imports.

Racial freedom—The Maryland Court of Appeals recently directed the University of Maryland to admit a colored youth who had previously been refused entrance in the Baltimore law school of the university. The court said: "The case as we find it—is that the state has undertaken the function of education in the law, but has omitted students

[Continued on page A-44]

5 Reasons why Yellowstone is Incomparable!



No. 1. Geysers—● No other area in the world contains so many active geysers. They number more than 100 in all. Old Faithful is the world's best known geyser for it erupts regularly every hour and is certain to be seen by every visitor.

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No. 3. Terraces and Hot Springs—● Exquisitely fretted and colored terraces cup the colored pools of Mammoth Hot Springs, one of the Park's major wonders. There are 4,000 hot springs in all, in addition to colored beds of boiling mud, known as the "Paint Pots."



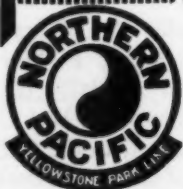
No. 4. Hotels—● Hospitality is typified in the very design and completeness of Yellowstone's immense rustic hotels, the premier of which is Old Faithful Inn. Each hotel is distinctly adapted to its locality, harmonizing with its setting, and furnishing metropolitan comforts.



No. 5. Wild Animal Sanctuary—● More wild animals than in any other American national park dwell in their natural haunts in Yellowstone. The bears, black, brown and grizzly, are in evidence everywhere, and are second in fame only to the spectacular scenic phenomena. Buffalo, deer, elk, antelope and mountain sheep inhabit the mountains, valleys and forests.

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[Continued from page A-43]

of one race from the only adequate provision made for it, and omitted them solely because of their color. If those students are to be offered equal treatment in the performance of the function they must at present be admitted to the one school provided."

Roll Call is hopeful—THE JOURNAL's Annual Roll Call (p81-83 of this issue) is more encouraging than for many years past. Conditions in the schools reflect the gradual improvement thruout the country. Many states report work in curriculum revision.

The following report from Anthony E. Karnes, Commissioner of Education in Alaska, was received too late for inclusion with the Roll Call: "The 1935 Legislature accepted the provisions of the George-Ellzey Act for vocational education. Laws were also passed requiring certification of teachers in private and denominational schools, as well as attendance reports from such schools. Ample appropriations were made for the operation and maintenance of the schools."

Question from reader: You have been advocating in THE JOURNAL that all students should be taught about the school as a regular part of the curriculum. Are textbooks available which include such material?

Answer: Yes. It is gratifying to see the newer books on social studies employing the themes that have been stressed in THE JOURNAL. For example *Our Changing Social Order*, a sociology text for highschools by Ruth Wood Gavian, A. A. Gray, and Ernest Rutherford Groves (published by D. C. Heath & Co., 1934), has chapters on housing, community planning, and education.

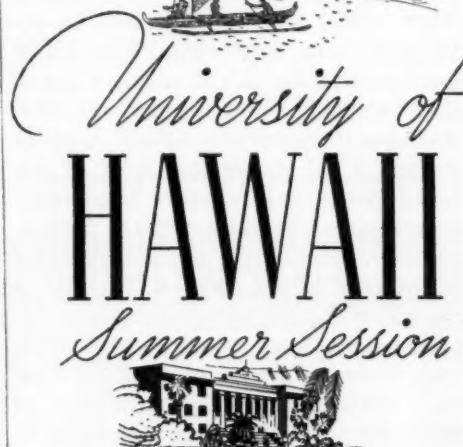
The following notice from a local weekly newspaper is an interesting comment on the times: "For rent: A good 4-room house with pantry, also out-buildings, a good cement cellar and 16 lots, at \$6 per month."

The daily question—At the end of every day let each of us as teachers ask himself this question: What have I done today to help at least another one to face life with head up, with clear purpose, with goodwill, and a determination to be his own best self?

At least 90 percent of the graduates of Antioch College under the program instituted by President Arthur E. Morgan in 1921 have been regularly employed thruout the depression. Antioch officials attribute this record to the College's cooperative plan of study and work on jobs in business or industry.

[Continued on page A-46]

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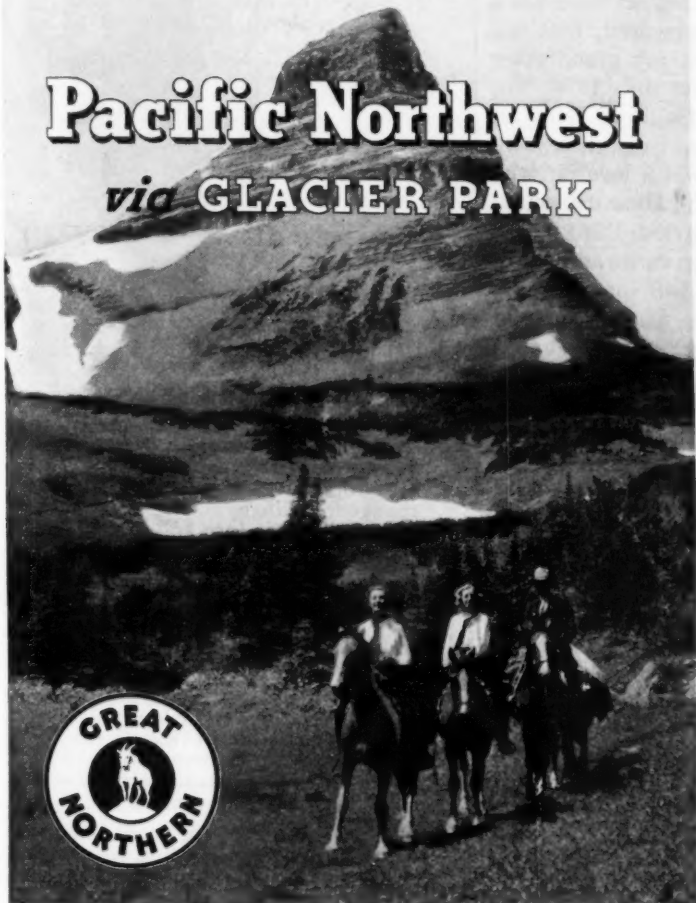
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[Continued from page A-44]

An apostrophe to youth—Recently I noted that my daughter was preparing her Latin with the help of the lexicon and Vergil texts that her brothers used, that I and my brothers used, that my mother used, and that my grandfather used. Not a new ablative since 1836. Not a war since Bellum Gallicum. Not an oration since Cicero discourteously bawled out Catiline. Not a love intrigue since that of Aeneas and Dido. However, to be fair, I will admit that, tho Latin is static, the interpretation varies and youth rises triumphant. This was shown by the cribbed notes on the margins of the Vergil text, aids left by my children and my ancestors.

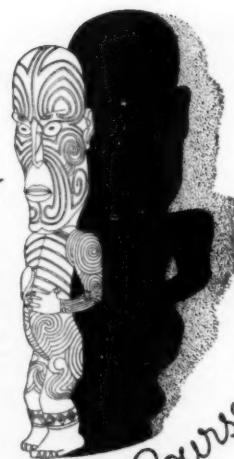
Vergil's expletive is "Mehercule!" My grandfather, in the great Daniel Webster tradition, wrote as his idiom, "By the eternal!" My mother, as a gentle Victorian maiden, wrote "Goodness gracious!" My son wrote "Oh, Hell!" and my daughter, "Yeah?"

We may trust youth to aid in our attempts to restate eternal truths in understandable language.—E. W. Butterfield in *Educational Method*.

An entertainment bureau—"One of the most pleasant and effective ways of establishing a friendly connection between a community and a school is the establishment of an entertainment bureau," writes Beryl M. Simpson, director of Speech Arts, Arizona State College, Tempe, Arizona. The speech, physical education, and music departments at Arizona State College cooperate in the operation of an entertainment bureau which furnishes suitable programs for civic organizations, schools, and churches of the territory which the college serves. Talks; prose, poetry, and drama recitals; tap and other dances; orchestral and vocal music—all presented by students of the college—constitute the programs now available.

Cooperation in a small rural community—Mrs. Mary Sell, an NEA member for eight years and a teacher in Arlington, Arizona, in a letter to THE JOURNAL describes a Woman's Club which for eight years has played a vital and active part in that community. Thru the club, school and home have united in sponsoring projects to provide social life and educational advancements. For instance, the club distributes clothing to needy school children.

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4000 such clubs in the United States. Are the children in your school enrolled? For information address the National Association of Audubon Societies, 1775 Broadway, New York, N. Y.

The South is sick—The following statement, which is abridged from *The Nation* for January 8, suggests a condition with which school people should be familiar:

The industrial side of the picture is revealed in the familiar pattern of the Northern textile manufacturer who moves South, where the inexperienced worker, fresh from a starved and almost literally moneyless existence on the soil, is more than willing to work for a few dollars a week. The sordid details of this pattern are vividly if incidentally brought out in such an investigation as was reported by Louis Stark in the *New York Times* of December 22. This report, made to the federal commissioner of education, has never been officially released to the public. Altho it was completed in June it has been circulated confidentially only among a few government officials and labor-union officers. It deals with the misuse of federal grants to states for vocational-training purposes; and while it covers Northern states as well as Southern, it seems apparent from Mr. Stark's summary that the worst abuses occur in the deep South.

The investigators, Anna Lalor Burdick and Ruth Scandrett, found officially what has been known for some time unofficially, that these funds for vocational-training purposes have been used ever since they were authorized in 1917 for the benefit of private industry. They

found that workers are trained on production without pay for six to twelve weeks and then transferred to pay rolls at learners' wages, and that goods thus produced without payment of wages are sold on the open market. They found, moreover, that the superintendent of the factory or the foremen are appointed as teachers and paid at public expense, that persons employed as instructors serve as foremen on production, that public schools rent quarters in which workers are trained for a particular plant, and that communities, particularly in the South, in the attempt to attract industries, offer an "abundant supply of workers with highschool education trained for the factory at public expense."

An argument for tenure—I used to be opposed to permanent tenure for professors. I thought it was an invitation to mediocrity and that it had a depressing effect on professional salaries. I now believe that the greatest danger to education in America is the attempt, under the guise of patriotism, to suppress free inquiry, discussion, and teaching. Therefore I am now in favor of permanent tenure, with all its drawbacks, as by far the lesser of two evils.—Robert M. Hutchins, president, University of Chicago.

The South Carolina Education Association is offering two four-year scholarships of \$50 per year to any college in South Carolina to two highschool students, a boy and a girl, and a \$10

award to one elementary student in each congressional district. The association is sponsoring a statewide oratorical contest, with the general theme for all orations, "The Educational Conditions and Needs of South Carolina." The state winners will deliver their orations at the next annual convention of the South Carolina Education Association.

Strength thru conference—The McKeesport, Pa., Public Schools have established a democratic system of administrative policies. Thru group discussions and committees, teachers and principals are given an important part in determining school policies. James H. Lawson is Superintendent.

A citywide hobby show for boys and girls between ages of 9 and 20 was sponsored recently by the Kiwanis Club of Baltimore.

Valuable for highschools—There has been issued for the CCC camps thru the U. S. Office of Education a group of pamphlets known as the CCC Vocational Series. They may be had from the Supt. of Documents, Washington, D. C., 10 cents each in coin. The series is as follows: *Manual for Instructors; Agriculture; Automobile Repairing; Automotive Electricity; Carpentry;*

[Continued on page A-48]

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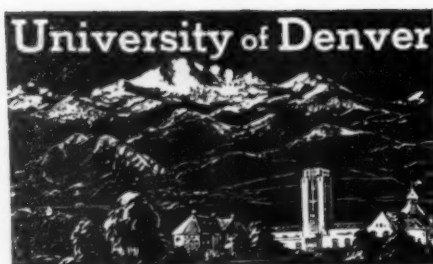
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WASHINGTON UNIVERSITY

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[Continued from page A-47]

Concrete Construction; Cooking; Conservation of Natural Resources; Forestry; House Wiring; Elementary Masonry and Bricklaying; Mechanical Drawing; Photography; Radio Servicing; Soil Conservation; Plane Surveying.

National Young Citizens League

Plans for a national league have been outlined by the Young Citizens League of South Dakota. It will be known as the Young Citizens League of America. This year all young citizens will be invited to carry out the South Dakota project, "The Conservation of Wild Life."

A letter from Max Zimpel—*JOURNAL* readers will be interested in the following excerpts from a letter by Max Zimpel of Frankfurt-on-Main who was in America a few years ago and spoke before the National Education Association:

As a reader of THE JOURNAL I often hear from you and I always enjoy every line you publish in your paper. . . . I was glad to hear that the building of youth hostels is making rapid progress in your great country. . . .

Very soon I have to give up teaching. I am now 61 years old and in the coming Fall must retire with three-fourths of my last income. It will be a strange sensation to change suddenly from a busy life to unemployment. As I am, accustomed to work, I will try to make myself useful by some investigations I started in the Congressional Library five years ago. . . . I have been invited, too, by my old friends in Minnesota and North Dakota to give a number of lectures there about the New Germany.

Finally I have been asked to disseminate information about the summer courses of our Frankfurt University which took place for the first time last summer and will be repeated next summer. We are especially interested to have teachers among our students. Ordinary visitors see only the outside of our public life. Teachers will observe the underlying principles of all the changes going on in our country.

Special classes lasting three weeks will be formed for teachers, in connection with other classes in which German will be taught and with lectures and excursions of all kinds. Frankfurt in itself is worthwhile seeing as it is not only one of Germany's oldest towns but at the same time is highly modern. It is also situated in the center of beautiful spots so that at weekend we could take our students to places like Heidelberg, the Rhine, the Black Forest, Rothenburg, and the Spessart.

[Continued from page 102]

IOWA—Keokuk, Keokuk Public Schools, Junior High, Senior High.
MAINE—Old Orchard Beach, Old Orchard Elementary; Saco, Bonythan, Jordan, Locke, Sweetser.
MARYLAND—Elk Mills, Elk Mills Elementary.
MICHIGAN—Detroit, Bixen.
MISSOURI—Kansas City, Humboldt, Horace Mann, Marlborough.
NEW JERSEY—Atlantic City, Junior High, Venice Park.
NEW YORK—Johnstown, Perry Street.
OHIO—Akron, Rankin; Reinersville, Manchester Rural.
PENNSYLVANIA—Chester, Jefferis, Smedley Junior High, John Wetherill; Easton, Franklin, Lehigh, Traill Green, Vanderveer, Webster; Edinboro, State Teachers College; Montgomery County, Lower Salford District, Upper Moreland Township, Elementary, Junior and Senior High.
TEXAS—Dallas, Alamo, Benito Juarez, Cedar Valley, Leila P. Cowart, James W. Fannin, Robert E. Lee, Ben Milam, Mount Auburn, John F. Peeler, William B. Travis, Vickery Place, Winnetka.
UTAH—Box Elder County, Bear River High; Emery, Emery.
VIRGINIA—Hot Springs, Thomastown; Winchester, John Kerr.
WASHINGTON—Bellingham, Roeder Elementary.
WEST VIRGINIA—Middlebourne, Ellsworth.
WISCONSIN—Kenosha, Deming Ungraded; Milwaukee, Garden Homes.

Current Year

ALABAMA—Bay Minette, Baldwin County High; Birmingham, Elyton, Powell.
ARIZONA—Tucson, Amphitheater.
CALIFORNIA—Berkeley, Columbus, Jefferson, Longfellow; Chula Vista, Junior High; Compton, Clark Street, Thomas Jefferson, Mark Keppel, Abraham Lincoln, Col. Lindbergh, Augusta A. Mayo, Theodore Roosevelt, General Rosecrans, George Washington; Fresno, Parental; Glendale, John Marshall; Gridley, Gridley Union High; Long Beach, U. S. Grant, Robert E. Lee, Roosevelt; Los Angeles, Eagle Rock, Meyler Street, Selma Avenue, Toland Way; North Los Angeles, Zelsah; Palos Verdes Estates, Malaga Cove; Pasadena, Thomas A. Edison, James A. Garfield; Rancho Santa Fe, Rancho Santa Fe Public School; Redondo Beach, Grant; San Bernardino, Meadowbrook; San Diego, Emerson; San Francisco, Lincoln; San Gabriel, Wilson; San Pedro, Miraleste; Santa Ana, Fremont, Jefferson, McKinley, Muir, Spurgeon.
COLORADO—Arapahoe County, Ash Grove, Cherry Creek, Cherry Hills, Curtis, Littleton Public Schools; Otis, Lone Star High.
FLORIDA—Miami, Miramar Elementary; Palm Beach County, Lake Harbor; St. Petersburg, Forest Hills.
GEORGIA—Atlanta, Murphy Junior High.
ILLINOIS—Chicago Heights, McKinley; Dundee, Dundee Commercial High.
INDIANA—Indianapolis, Charity Dye.
KANSAS—Dodge City, Lincoln Elementary.
KENTUCKY—Maysville, Maysville Public Schools.
MAINE—Castine, Eastern State Normal; Southport, Southport.
MASSACHUSETTS—Auburndale, Charles C. Burr, Williams; Holden, Holden High; Newton Lower Falls, Hamilton; Somerville, Burns.
MICHIGAN—Grand Rapids, Coit.
MINNESOTA—Mankato, Franklin Junior High, Lincoln Roosevelt, Union.
MISSOURI—Kansas City, Teachers College of Kansas City, Van Horn, Wheatley; Kirkwood, John Pitman.
NEBRASKA—Elgin, Elgin Public Schools.
NEW JERSEY—Bridgeton, Junior High; Gloucester City, Ridgeway Street; Mantoloking, Lavallette.
NEW YORK—Northport, East Northport.
OHIO—Barnesville, Barnesville Public Schools; Columbus, Mifflin; Niles, Garfield, Harrison, Jefferson, Lincoln, Monroe, Roosevelt; North Canton, North Canton Public Schools, Rossford High; Toledo, Oregon Township Public Schools; Warren, Warren G. Harding Senior High; Youngstown, Kyles Corners.
OKLAHOMA—Oklahoma City, Emerson, Linwood.
OREGON—Clackamas County, District Number 123; Hood River, Coe Primary, Junior High, Park Street.
PENNSYLVANIA—Berks County, Wyomissing; Montgomery County, Telford District; Westmoreland County, Penn; Williamsport, Andrew G. Curtin Junior High, Josiah Emery.
TEXAS—Alba, Gunter; Dallas, Stephen F. Austin, David Crockett, Margaret B. Henderson, Lida Hoce, Obadiah Knight, Roger Q. Mills, Oran M. Roberts, T. G. Terry; Texarkana, Whitaker.
UTAH—Elmo, Emery; Lark, Lark.
VIRGINIA—Warm Springs, Warm Springs; Winchester, Handley Elementary.
WASHINGTON—Blanchard, Blanchard; Seattle, Alki, Coe, Hawthorne, Latona, Maple, McGilvra, James Monroe Junior High, North Queen Anne, University Heights, Van Asselt, Whittier; Spokane, Browne, Holmes, Lincoln.
WEST VIRGINIA—Dott, Wenonah; Standard, Stanaford; Wolf Summit, Wolf Summit.
WISCONSIN—Eau Claire, Eau Claire Public Schools; Milwaukee, Clarke Street.

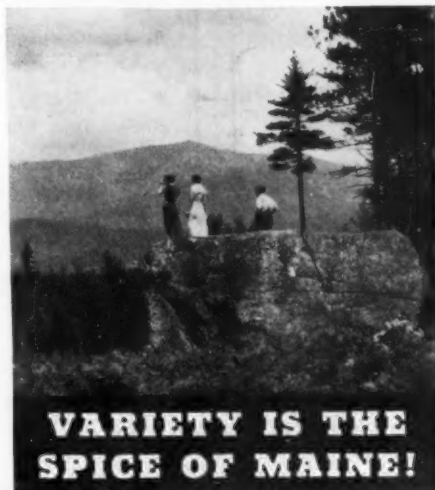
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