

The

# Journal

of the

NATIONAL  
EDUCATION  
ASSOCIATION  
OF THE UNITED STATES

NOV 18 1936

Our American Schools  
at Work  
AMERICAN  
EDUCATION  
WEEK  
Nov. 9-15



November 1936

American Education Week • Rights and Duties of Academic Freedom • Tenure  
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ASSOCIATION headquarters is a busy place as this issue of THE JOURNAL goes to press.

American Education Week material is going out in a steady stream.

Membership returns for the Association and its leading departments are setting new highs for professional loyalty and interest.

JOURNAL schedules for the year are being filled with exceptionally worthwhile material.

The groundwork is being laid for the federal aid campaign, looking toward action in the next Congress.

Teacher welfare activities are gaining in strength and effectiveness.

Plans for the New Orleans and Detroit conventions are well along, and hotel reservations indicate a large attendance.

The Research Division announces the topics of its bulletins for 1936-37.

The Educational Policies Commission is at work on its longtime program.

Staff officers returning from the field bring enthusiastic reports of increasing personal work by individual members who are taking up some phase of organization as their special activity.

The Horace Mann celebration is attracting great interest as the first events of the centennial year begin at Antioch College.

*If we do not prepare children to become good citizens—if we do not develop their capacities, if we do not enrich their minds with knowledge, imbue their hearts with the love of truth and duty and a reverence for all things sacred and holy, then our republic must go down to destruction, as others have gone before it; and mankind must sweep thru another vast cycle of sin and suffering before the dawn of a better era can arise upon the world. It is for our government, and for that public opinion which in a republic governs the government, to choose between these alternatives of weal or woe.—Horace Mann in his Eighth Annual Report, 1844.*

### *The Journal goes to all members of the National Education Association*

The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL. The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Research Bulletins and the Annual Volume of Addresses and Proceedings. The payment of \$100 gives the privileges of the \$5 active membership for life. Subscription to non-members is \$2 per year; single copies, 25 cents. Advertising rates on application. Please report at once any change of address, giving old as well as new address. THE JOURNAL is a member of the Educational Press Association of America. Published monthly, except June, July, and August, by the National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. Entered as second-class matter October 23, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.

# The Journal

of the NATIONAL  
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OF THE UNITED STATES

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

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## Organization Takes Hold

THE WORK of our professional organizations is today entering a new phase. Teachers are taking a wider interest in the issues of education and civilization. Teachers are finding ways of working for the common welfare, and are thus gaining a new sense of worth and growth.

Our goal—100 percent enrolment in local, state, and national associations with every teacher at work on the problems of the profession—appeals each year to an increasing number of teachers as a personal opportunity to take hold. More and more we are coming to see that our professional organizations are in reality a part of the great worldwide cooperative movement by which people work together for their own betterment. It is a wholesome thing to see the cooperative spirit and the principle of united action growing within our professional group, since this group must increasingly influence the pattern of life for the country as a whole.

The biggest service the National Education Association performs or ever can perform is to promote the growth of its members in outlook and working power. This it does thru widespread personal contact among officers and leaders in the Association; thru conventions; thru *THE JOURNAL*; thru the yearbooks and other invaluable publications of departments and committees; thru research; and thru radio programs. This growth in common purpose and outlook is the Association's strength and hope.

We shall therefore place considerable emphasis in *THE JOURNAL* during the next few years upon the fundamentals of our Association program in an effort to arouse the membership to an increasingly active and effective participation. Many of us never suspect the power we possess until we begin using it. Many a teacher has lifted himself into a new sense of adventure and has gained a new satisfaction in life merely by taking hold of some project to promote the welfare of the profession.

Try this test on yourself. Turn to the platform of the National Education Association as given in *THE JOURNAL* for September 1936 (p179). Say to yourself: "I am going to make this platform my personal program of work. I am going to select one point in the platform that appeals to me most and concentrate on that especially. I am going to try to think of specific things which I can do every day to advance the cause so that by daily habit I shall learn the joy of this work."

SUPPOSE YOU SELECT for your professional enterprise the field of federal aid for education. This is a field to which the National Education Association proposes to give its best efforts. It cannot succeed in getting the required federal legislation without the active support of great numbers of individual teachers living in the 429 Congressional districts thruout the country. It ought not to succeed if teachers—who should understand the issues—cannot so enlighten the public that there will be a genuine desire for this new forward step in the national life.

The reasons for federal aid are fundamental; the necessity grows greater year by year. This necessity for federal aid has its roots in the fact that our economic life has become highly centralized. Our financial system has drawn out of the states and the smaller communities so much of the wealth and income that culture and civilization will be starved if the process is not reversed. Recent figures show that in the state of Iowa there has been for a generation a steady increase in farm tenancy. The figures run: In 1880 the proportion of farms occupied by tenants in Iowa was 23.8 percent; in 1910, 37.8 percent; in 1930, 47.3 percent. Consider the absentee-ownership in your own community. Make a study of the ways money goes out of the community and the ways by which it returns. Note the discrepancy and face with your neighbors the fact that the local community budget, like the individual budget or the family budget, must be balanced or bankruptcy will ensue.

We cannot have a stable civilization in America unless our money system, like the blood system, really circulates. And one of the ways to restore the balance is federal aid to bring to people everywhere the fundamental foundation of selfhelp, which is education. The whole situation might be changed by a realization that federal aid and the benefits which would flow from it would help even those large taxpayers who have most opposed federal aid.

Federal aid as a forced issue with Congressmen voting for it because they do not dare to vote against it might accomplish something. But federal aid as a result of understanding and enlightenment and the awakening of national purpose would mean vastly more.

The officers of the Association by mobilizing the desire for equal opportunity for children might be able to force the issue and to get this legislation, but it would be only a partial victory if the rank and file of the Association's members had not done their part to lead the public to an under-

standing of the deeper issues that are involved for their children and for democracy.

In this you can have a part. You can study conditions in your community. You can interest others in making this study. You can analyze not only financial conditions; you can note the human conditions. You can make a list of the graduates who have gone out of your school and note the different points in the nation where they now are. In this way you can show how our people move from state to state so that every state tends to gain when the level of education goes up and to lose when it goes down in any state.

In their local applications, these problems are fascinating subjects of study. They can be brought into the classrooms of the highschools and the colleges. The study of actual conditions and the effort to find the solutions of immediately pressing problems gives to the educational process an atmosphere of reality and adventure.

PERHAPS YOU LIVE in a state which has not ratified the Child Labor Amendment and you may wish to make that your special work. Today you telephone or write your representative in the state legislature about the matter, seeking his interest, advice, and help. Tomorrow you write to your state senator. Another day you talk with the editor of the local paper. Then you see ministers who will help, members of the American Legion, officers of women's clubs, service clubs, and so on. You get in touch with teachers in other parts of the state, encourage and support the state association in its efforts.

Let us assume that you encounter hostility as you well may in any worthwhile project. This is an opportunity to learn how to handle opposition in a spirit of mutual courtesy, goodwill, and fair play. It is an opportunity to interpret values, to emphasize standards, to investigate and weigh conditions, to take part in a community campaign of adult civic education. This process may at times seem slow and most discouraging, but it is the democratic way and the only way that yields permanent results. Education and cooperation are better instruments than force in the achievement of reform.

OR TAKE the Association's stand against compulsory military training of youth. This promises to be increasingly an issue among us. It is a part of the worldwide battle between force and enlightenment as a way of life. Certain army leaders have their eyes on the youth and in peace times they have plenty of time to lobby for their ideas. Thus Major General George Van Horn Moseley published in "Happy Days," newspaper of the CCC Corps, on September 12, 1936, a proposal to "pass every lad, without exception, thru one of these camps for a period of six months. . . . Over a million lads reach the age of 17 or 18 each year. They form the crop from which we develop the man power of the nation. Two six-month courses would enable us to handle all of them in any one year. . . . Every other day would be devoted to basic military training."

This is a matter for close study and organized action. Otherwise in a moment of hysteria, action may be taken hastily which will change the whole spirit of our national life. Where do your representatives in Congress stand on the issue?

OR IT MAY BE you wish to make the enlistment of the profession in the National Education Association your hobby over a period of years. You may wish to begin by making the first \$10 payment on a Life Membership in the Association. That gives you a tremendous advantage. It is a symbol of lifelong dedication to the cause and justifies your urging others to take part.

If your school is not 100 percent in its membership you will work toward that goal, emphasizing the importance of continued growth and pointing out that the Association has been for many years the central force in the development of our educational ideals and practices. Call attention to the part which it has played in training leadership, fostering legislation, and improving the preparation of teachers.

Take special interest in the beginning teachers. Find out if your teachers college is taking part in the Association's student enrolment plan, whether 100 percent of its faculty members belong to the NEA, whether the college is teaching the history of professional organization, whether it is encouraging graduates to take their part in professional organization.

Try to get one new Life Member each year, selecting your candidates for the excellence of their character and leadership. Point out to them that the world takes us at our own valuation and that life dedication to a great cause means much.

THE PROBLEMS SUGGESTED here are only a few of the many that you will find set forth in the Platform of the Association and in *THE JOURNAL*. Your study of these problems and your participation in the solution of them will make your professional life mean something. It will help you to discover for yourself in a way that no one else can give it to you, the real significance of professional organization as a cooperative movement. It will bring to your life a faith in the processes of democracy and a sense of security in the American future which you could not otherwise have. You will come to discover that the problems which seem difficult today yield when we work at them. You will come to sense the power of reason, of goodwill, of discussion, of common purpose. You will have become, as every teacher ought to be, not only an instructor of children but a participant in the great processes of adult education.

The Association is yours. You will value it according to what you put into it. In giving yourself to its great program, you are joining that large company of men and women who for three generations have poured their best into the National Education Association in an effort to achieve thru the American schools the ideals of our democratic civilization.

—JOY ELMER MORGAN.

# President Pratt Addresses Legion

"PRESERVATION OF FREEDOM OF SPEECH AND OF TEACHING" was the theme of President Orville C. Pratt's address before the American Legion at its Cleveland convention. The address was broadcast nationwide by radio. President Pratt extended the greetings of the Association and expressed appreciation for the Legion's share in developing American Education Week. The address in part follows:

EDUCATION is initiation into a way of life. Here in America we have developed an American way of living in which we whole-heartedly believe. Ours is the way of democracy: the right of a majority to decide any issue which may arise, and the equal right of a minority by discussion and persuasion to become a majority. This latter right involves freedom of communication, of assemblage, of the press, of speech, and of education. . . .

What is the position which the National Education Association takes toward freedom of teaching? I quote: "As concerns controversial issues, it is to be understood clearly that freedom of teaching implies presentation of facts on all sides, with interpretations. Freedom of teaching includes the right and the duty of the teacher to participate in the determination of the objectives for teaching and freedom in the treatment of subjectmatter." Previous to this statement the 1936 resolution said: "Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress. Suppression of such freedom inevitably leads to violent and reckless changes in the social order."

Teachers do not want to indoctrinate children, but they do want to have education deal with realities. They believe that every controversial topic ought to be approached in the spirit of scientific inquiry and by scientific technic. They believe the objective should be to arrive as nearly as may be at the truth. . . .

If controversial subjects are handled in this way, I have not the slightest fear that students will be led astray by communism, nazism, or by any other of the numberless "isms" which beset our times. Children are naturally loyal to their own country. They are taught American ideals both at home and in

school from their earliest years. It is better for them to get their ideas of any new doctrine which comes along from a calm and unbiased discussion from all points of view in school than it is to get an impassioned and one-sided diatribe on a street corner. . . .

There are three possible viewpoints with reference to the social function of the schools. This function might be conceived as: First, to induce an uncritical acceptance of things as they are; second, to develop social intelligence and goodwill; and third, to implement social change. It is the middle ground of social intelligence on which the schools must stand. . . .

The basic problem of life, and therefore of education, is to arrive at a harmonious relationship with the environment. . . . Things which will be unchanged during the lifetime of the individual, such for instance as the multiplication table, are to be learned as they are without question.

In a similar way, according to my belief, the ideals of our American way of life ought to be instilled in children because as ideals they will outlive the children. Complete acceptance of them and adjustment to them will be in the interest of the happiness and the social contribution of the children's lives.

However, such unquestioning acceptance of the ideals of democracy ought not to blind any citizen to the discrepancy which exists everywhere between ideals and their actual practice. Our American ideals are unchanging, but the forms which they take may be outmoded or imperfect.

Take as illustrations of outmoded educational forms the one-room rural school, the popular election of county or state superintendents of schools, and the practically complete financial support of schools by the small local-school districts thru the property tax. . . .

What is true of education is equally true of every segment of our human life. Every successful business or professional man realizes in these modern days that we are now living in a country where, as the Queen told Alice in Wonderland, "You have to run like everything to stay where you are." . . .

The teachers of America have their feet planted firmly on the American way. They are not in the remotest danger of subscribing to dictatorship in any form. While holding unswervingly to American ideals, they do not think these ideals can be best served by an uncritical acceptance of all the present procedures in American life. Insofar as these procedures fail to square with our basic ideals, they should be changed. The changes, of course, should be brought about by regularly constituted and orderly democratic processes. When change is being discussed in a community, whether the change be desirable or not, the school should be free to consider and discuss it, without bias.

On the other hand, the schools should not undertake to direct social change. . . . If the schools should undertake to direct social change . . . they would thereby become instruments of propaganda and their impartial character would be lost. There is no agreement as to the direction which social change should take. In a democracy there is only one way to decide this matter of direction; namely, by free and unlimited discussion ending in an expression of popular opinion. . . .

Democracy is not so certain of the direction in which it wishes to go as is a dictatorship. But it offers the individual infinitely more. It encourages the individual to stand on his own feet, to exercise to the full such initiative as he may have, and to decide for himself what manner of life he shall live. In whatever way conditions seem to him to be wrong, it is his privilege to associate himself with others and try to right them.

Teachers are citizens and have precisely the same rights as other citizens to hold political opinions and to express them. No citizen, and therefore no teacher, is free to introduce into the schools his own peculiar beliefs or brand of propaganda. . . . But the teacher should have the right, for the sake of making education realistic, interesting, and worthwhile, to have facts gathered, presented, and discussed impartially and scientifically for the sole purpose of revealing as much as possible of the truth.

# Rights and Duties of Academic Freedom

PERHAPS IT WOULDN'T be amiss if we were more conscious of the relationship between rights and duties. Our rights are what is due us from others; our duties are what is due others from us. Rights and duties are inseparable. They are the two sides of the same social situation. We cannot fully understand any situation unless we give attention to our duties as well as to our rights.

Our intelligence tells us that this is true, but our emotions are apt to cause us to attribute more importance to what we think we ought to get than to what we ought to give. As a consequence, every social situation is apt to be approached from opposite directions. On the one side are those who consider it from the standpoint of rights; on the other side are those who regard it from the viewpoint of duties.

School people desire "academic freedom" as a part of the freedom of speech which Americans consider to be a right. On the other hand, there are those who see danger in academic freedom unless teachers observe the correlative duty of loyalty to American ideals.

The official statement of the National Education Association concerning freedom of teaching is a statement of rights. Its weakness is that it does not equally stress our duties. Rights of any kind are limited. Their limitation is the point at which they interfere with the greater rights of other people. The newly-elected National Commander of the American Legion, H. W. Colmery, put the truth succinctly at the recent Cleveland convention when he said: "The right of free speech ends where treason begins." Academic freedom ends where the undermining of democracy begins.

As teachers, we claim that every issue ought to be approached in the spirit of scientific inquiry, with a desire to arrive only at the truth. Should we then not emphasize both sides of academic freedom? The issue of loyalty oaths would have made less headway if, in connection with the statement of our right to

ORVILLE C. PRATT

*President, National  
Education Association*

academic freedom, we had at the same time clearly and emphatically stated our duty to be absolutely loyal and to inculcate American ideals.

As a result of neglecting to state the duty side of academic freedom, we find ourselves now in the position of being regarded in some quarters with suspicion. We know that the suspicion has

no foundation in fact and so we resent it. Under these circumstances what we ought to do is to assure the public that the teachers of America are overwhelmingly and intensely patriotic. By all means, let us insist on our rights, but let us be no less zealous in acknowledging and performing our duties.

Our great Association cannot afford to be misunderstood and placed in a false light by failure to present a balanced view of academic freedom. Let us make clear to ourselves and to others our realization that academic freedom ends where the undermining of democracy begins. Let us proclaim unequivocally both our unswerving opposition to any teaching contrary to democratic ideals, and our full determination to give democracy our loyal and vigorous support.

## Selecting CURRICULUM CONTENT

CHILD DEVELOPMENT is an outgrowth of child activity and can be directed and guided only by means of determining and controlling his experiences. The content of the curriculum may be defined as the sum total of all the experiences which the child has under the direction and supervision of the school. Child guidance in its selection and organization is the most important function of teaching. Curriculum content should be selected, therefore, which will comply with rigid criteria established to safeguard the interests of society and those of the child as an individual.

Characteristics of effective curriculum content:

[1] It should involve significant race culture.

[2] It should be selected with reference to its value in giving the child an understanding of presentday society.

[3] It should appeal to the interests of children and serve their immediate needs.

[4] It should be of high potential value in adult life.

[5] It should contribute to the pur-

J. T. WORLTON

poses of society in maintaining the schools and to the developmental needs of children.

[6] It should be in harmony with the spirit of democracy.

[7] It should develop in pupils such understandings, appreciations, attitudes, and automatic responses as are necessary for participation in constructive social life.

[8] It should give the child the widest possible range of experiences suited to his maturity.

[9] It should be selected with reference to individual differences among children in interests, in abilities, and in the capacity to learn.

[10] It should make provision for continuous, consecutive, and cumulative growth thruout school life.

[11] It should be selected in terms of its value in developing independence and power.

[12] It should contribute to the child's mental and physical health and development.

# AMERICAN EDUCATION WEEK

NOVEMBER 9-15, 1936

WE CELEBRATE Christmas because it gave us a great religion. We observe the Fourth of July because it gave us a free nation. We magnify the schools during one week each year because thru them we develop the finer values of our civilization. American Education Week is a permanent institution. The effort to make the observance of such a week worldwide should be encouraged. Religion, politics, and commerce may divide, but love of childhood expressed in education is a mighty force for unity. What greater contribution could America make to the world than the ideal—a fair start in life for every boy and girl? In the name of this ideal, let every teacher make careful plans for American Education Week and aid in its full and fitting observance.

## TOWARD AMERICAN UNITY

THERE is no occasion in American life which can mean more toward the uniting of our people and the awakening of a constructive national spirit than American Education Week. We can all take pride in our schools and share in the common purpose to make them better. From kindergarten to adult education, our schools symbolize the aspiration of our people and are the foundation of that equality of opportunity for which democracy stands. During American Education Week those who have fought for America and those who have taught for America join hands with other citizens in every community in the nation and in every walk of life on behalf of opportunity, equality and enlightenment. Thru this quickening of the American spirit we shall give new life to the Republic.—ORVILLE C. PRATT, *President, N.E.A.*

BY THE PRESIDENT OF THE UNITED STATES  
OF AMERICA

## A PROCLAMATION

AN opportunity for all of our people to obtain the education that will best fit them for their life work and their responsibilities as citizens is the ideal of American education. It is an ideal which has been a vital factor in our national development since 1647 when the General Court of Massachusetts enacted the historic measure providing for an elementary school in every township of fifty householders and a grammar school in every town of one hundred families "to instruct youth so far as they may be fitted for ye university." In the expansion of the nation the school has moved with the frontier, and time and experience have demonstrated that universal education is essential to national progress.

It is accordingly with a feeling of earnest gratification that we note the improvement which has taken place with respect to the educational situation in the United States. Teaching positions which were eliminated during the depression years are being restored and teachers' salaries have returned to pre-depression levels in an encouraging number of school systems, colleges, and universities. There has been a steady increase in the attendance of students at elementary schools, highschools, and colleges.

It is particularly appropriate, therefore, that a time be set apart this year for a widespread and understanding observance of the benefits that flow from a continuing advancement of the standards of American education.

NOW, THEREFORE, I, Franklin Delano Roosevelt, President of the United States, do by this proclamation designate the week beginning Monday, November 9, 1936, as American Education Week and urge that it be observed thruout the United States.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the United States of America to be affixed.

DONE at the City of Washington this 30th day of September, in the year of our Lord nineteen hundred and thirty-six, and of the Independence of the United States of America the one hundred and sixty-first.

SEAL

By the President:

FRANKLIN D. ROOSEVELT.

CORDELL HULL,  
*Secretary of State*

*Further information concerning American Education Week will be found on the inside back cover of this issue.*

# TENURE *for the* Profession

THE FOLLOWING STATEMENT is from the report of the Association's Tenure Committee as presented by the chairman, Superintendent Donald DuShane, Columbus, Indiana, and adopted by the Portland convention. The complete report in mimeographed form may be had from the National Education Association, 1201 16th St., N. W., Washington, D. C. In addition to the aspects of tenure mentioned here, the complete report includes detailed information regarding the Committee's investigation of a number of tenure cases.

Another NEA publication on tenure is described on page A-122.

ONE OF THE most perplexing problems of the Committee on Tenure has been the making of investigations of unjust discharge of teachers and of unsatisfactory teaching conditions. The Committee is more than ever impressed with the impossibility of correcting injustices to teachers of the United States thru a central investigating organization. There is evidence that a number of the Committee's investigations were of direct help to the teachers involved, and it is probable that, if the Committee continues this activity, general knowledge of the Committee's willingness to act in cases of mistreatment to teachers will restrain certain school boards and school authorities from acts of injustice.

However, the only satisfactory method of protecting members of the teaching profession from various types of injustice is the passage and enforcement of tenure legislation. In every state having a good tenure law, it is advisable to have a standing committee on teacher problems with funds and authority to make investigations similar to those conducted by the Tenure Committee during the past year.

**Tenure campaigns**—To teachers of any state interested in tenure the Committee offers the following advice as to procedure:

[1] Secure the indorsement of tenure by the state teachers association and other professional bodies.

[2] Secure the appointment of a tenure committee by the state association.

[3] Have discussions of tenure on state and other teacher association programs.

[4] Publish articles on tenure in the various state educational journals.

[5] In drawing up a tenure bill secure the best advice in regard to its provisions and modify it to meet preexisting state laws and school procedures.

A majority of the states have meetings of their legislatures during the coming year and the Tenure Committee of the NEA plans to render assistance to states interested in tenure legislation. Such assistance may take the form of:

[1] Advice concerning proposed legislation and procedure; [2] the tenure studies and information printed by the committee; [3] addresses on tenure at state teachers meetings; [4] general support of tenure thru publication of bulletins and discussions in THE JOURNAL of the NEA.

**Minimum salary laws**—Perhaps the greatest detriment to the proper development of the teaching profession is the low salary scale prevailing in many states, particularly in rural areas.

Numerous inquiries have been made as to the effect of tenure on teachers' salaries. Generally speaking, the average salary paid in tenure territory is higher than that paid in non-tenure territory. The effect of tenure is to encourage the introduction of uniform salary schedules with definite plans of increment from year to year. Teachers on tenure dare to work for needed salary increases and schedule adjustments.

**Retirement laws and tenure**—The chief justification for spending tax funds on retirement systems is that, because of the assurance of a maintenance income after the age of retirement, teachers will be willing to continue in the profession during their most productive years and will be justified in devoting themselves wholeheartedly and solely to their school duties. The greatest social value of the retirement system comes from the feeling of certainty on the part of its members that they will eventually receive the promised annuities.

Without tenure no member of a teacher retirement fund can have any dependable assurance that she will be

permitted to stay in the service until retirement age is reached.

**The superintendent and tenure**—The Massachusetts tenure law passed in 1914 includes superintendents in its provisions, as does the Indiana tenure law, passed in 1927. With the exception of these two states the tenure laws generally exclude superintendents, and some of the laws exclude supervisory officers. There is a rapidly growing insistence that the protection of tenure be extended to all members of the teaching profession, including teachers, principals, supervisors, and superintendents of schools. The crisis thru which practically all schools have come during the past five years shows that the position of superintendent is particularly vulnerable. Teachers have a right to expect the superintendent to represent them before the board and public, to be loyal to their interests, and to administer his duties in an ethical and professional manner. Many superintendents who wish to conduct their offices in a professional manner often feel helpless in the face of influences and pressures of which most teachers are not aware.

**Recommendations**—The Tenure Committee of the National Education Association makes the following recommendations concerning the work of the committee during the coming year:

[1] Every effort should be made to secure the publication of tenure discussions and articles in educational magazines. It is especially important that members of the associations be kept informed of the problems of tenure thru the Association's JOURNAL.

[2] The committee should continue its policy of studying various phases of teacher tenure and protection.

[3] The committee should at its discretion continue investigations and report cases of unjust discharge and treatment of teachers.

[4] The committee should continue to extend its services to those state educational associations that are interested in tenure or are planning tenure campaigns.

[5] The committee should encourage the discussion of tenure by various teacher groups and in so far as possible supply speakers to state teachers organizations.



*Above: The Municipal Auditorium, New Orleans, which will house general sessions, registration, and exhibits.*

*Left: The new Huey P. Long Bridge across the Mississippi at New Orleans.*

# Looking Forward to NEW ORLEANS

AT NEW ORLEANS, LOUISIANA, February 20-25, 1937, the Department of Superintendence will hold its sixty-seventh annual meeting. Ten years have elapsed since the Department has met in the South. Frequently, members have suggested the selection of New Orleans. As a rule, however, the Mardi Gras occurs at the time of the winter meeting. Next year, the festivities will end on Tuesday, February 9, and Superintendent Nicholas Bauer therefore has taken the opportunity to extend the invitation of New Orleans for 1937. Not since 1885 have the superintendents been guests of this interesting Southern city.

Superintendent Bauer and his very active local citizens' committees plan to entertain the visiting educators in fashion typical of the wellknown New Orleans hospitality. On Sunday evening, the spirit of the South will prevail in a Dixie Night program of Southern high spots. Wednesday morning, breakfast will be served at a "Rendezvous Aux Chenes Verts," a meeting under the century-old oaks in City Park, which will also feature an historical program. On Thursday after-

noon, as the convention closes, the Parade of the Krewe of NOR, a spectacle of New Orleans Romance, will be reproduced from the Mardi Gras carnival. This parade of fifty or more floats is put on the streets of New Orleans each year at Mardi Gras time by a carnival organization made up of children of the public and parochial schools.

Facing Beauregard Square and approached by streets of type and interest unique to New Orleans is the modern, splendidly equipped Municipal Auditorium. The arena of the Auditorium provides ample seating capacity for the large general sessions; a concert hall of good size is suitable for other meetings; rooms for committees, press service, and similar convention activities also are available. Directly connected with the arena, and a part of the Auditorium plant, is a well-equipped exhibit hall, where the official convention exhibit, registration, and accompanying services will be housed. Plans for the exhibit have been developed in cooperation with the Exhibit Committee of the Department of Superintendence and officers of the As-

sociated Exhibitors of the National Education Association, who visited New Orleans in September and studied the problem directly on the ground.

So many advance requests for sleeping room reservations have been received by the New Orleans Housing Bureau that all of the hotels have been reserved to capacity. However, due to the activities of Superintendent Bauer and his enthusiastic committee of leading citizens, many of the residents of New Orleans, in true Southern spirit, have offered to provide accommodations in their homes for persons who are unable to obtain hotel rooms. New Orleans is a picturesque city, and the visitor will find it a real privilege to stay in one of the fine old residences. Reservations may be secured by writing Sam Fowlkes, chairman, Housing Bureau, New Orleans Association of Commerce, New Orleans.

The convention visitor to New Orleans will find much to claim his interest. Excellent programs are being worked out. The city itself will fascinate. New Orleans is a city of dual charm. Here we find both the Old World and the New. The old French city, founded by Bienville in 1718, stands today, little changed since those early days. Around it has grown modern New Orleans, a great shipping metropolis which has become the gateway to the South. A visit to this unique city is something to which one may look forward with real pleasure.

# The HORACE MANN CENTENNIAL Conference

ANTIOCH COLLEGE, in Yellow Springs, Ohio, held a two-day conference October 16 and 17 commemorating the centennial of Horace Mann's entrance into the field of education. Leaders in American thought and life addressed themselves to the topic, "The Function of Education in a Democracy." The central event of the conference was the unveiling on the college campus of a bronze statue of Mann. The conference marked the formal opening of the centennial year sponsored by the National Education Association to be observed throughout 1937 as outlined in the report of the NEA committee published in the September JOURNAL. The following statement is from the announcement issued by Antioch College:

WHEN HORACE MANN accepted, in the year 1837, the post of Secretary of the Massachusetts State Board of Education and with it undying fame in educational history, he was already 41 years old. When at the age of 52 he resigned that position in order to take up the anti-slavery battle in Congress, he had in a bare eleven years accomplished what we are still gratefully remembering after a century.

Mann found conditions in the Massachusetts public schools perhaps not appalling, but judged by our standards today extremely bad. The teachers were usually inferior and consistently underpaid; texts and teaching methods were alike antiquated and pedantic; the buildings were improperly lighted and ventilated; and worst of all, the schools were under the control of local trustees who all too frequently let the twin considerations of gain and narrow religious sectarianism eclipse what little educational light they may have had. Those persons who could afford to do so sent their children to private schools; the rest of the public, being poor, regarded the school system more or less philosophically, as perhaps not a perfect, but at least an unchangeable, institution. Children had to go to school; schools had always been like that. Lack of public conscience in the matter was equalled only by lack of public vision. It remained for Horace Mann to

realize the importance of the public school to any nation that professed democracy. During his eleven years as Secretary to the Board of Education he introduced into the Massachusetts schools many specific and tangible reforms, but his greatest contribution to the cause of education as a whole was his flaming conviction of its tremendous significance. He held firmly that education was the prime tool toward realizing the "accelerating improvability of the race."

It was this conviction of Mann's that animated all his efforts. For it he gave up a large legal practice, accepting in return the meager pittance of \$1500 a year, all of which beyond bare subsistence was turned again into the work. Moved by his faith he sold his law library and gave the proceeds to education; he crusaded tirelessly for better schoolhouses, properly trained and more intelligent teachers, normal schools in which these teachers might be prepared, good school libraries, adequate textbooks, instruction free from the cramping effects of sectarianism, and teaching methods based not so much on Mosaic Law as on the children's own nature and interests. Invaluable as all these separate reforms were—and he brought them about for the most part single-handed—they drew their real vitality from the larger philosophy of which they were a part. What awakened the public conscience of Massachusetts was not better schoolhouses so much as it was Mann's own passionate eagerness in the work and the impact of his vivid personality. Forward-looking thought in education even today draws inspiration from Mann's spirit and work.

Horace Mann's work for education was not confined to the public schools. As president of Antioch College from 1853 to 1859 he instituted a program which, if his life had been spared, might have advanced American higher education by at least a quarter of a century. As it was, he did much to promote the cause of higher education in a culturally backward territory. . . .

Horace Mann was less an originator than a synthesizer in the field of college education, gathering into a unified whole the myriad "advanced ideas" of his day. Thus he believed in the full equality of the sexes educationally (Antioch possessed several "lady professors" who had full rank with men); he believed in equal educational opportunities for all races; introduced the then new and little-tried elective system of studies; granted the students a fuller measure of responsibility for their conduct; emphasized and encouraged physical health and physical exercise and introduced hygiene into the curriculum; denounced the spirit of competition (or, in his words, "emulation") as an incentive to study; and deprecated religious sectarianism altho insisting on an irreproachable moral life as a requirement for graduation. . . . No man or woman, he felt, was truly educated unless cultivated in character as well as in mind. Otherwise the sharpening of the intellectual powers of the individual might be more a curse than a blessing to society.

The stamp of such an energetic and earnest soul as Mann's could not soon be lost; and indeed, much of Horace Mann still lingers at Antioch. The three original college buildings, barely finished when he came to assume the presidency, are still extant and in active use. The towers still stand within whose shadow his dynamic restlessness held sway. Antioch's oldest and loveliest tradition, the May Walk, was originated by Mann and bears witness to his sensitiveness toward natural beauty. And the new plan of education inaugurated at Antioch by President Morgan in 1921 is only a restatement in modern terms of the central tenet of Mann's creed—that education does not concern only the mind, but the whole individual.

At Antioch it is not difficult, even now, to visualize that spare form, worn with work and suffering, the face yet young and eager, the white hair brushed back square off the forehead. One can almost hear ring again those last public words of his at the last College Commencement he was ever to see—"Be ashamed to die until you have won some victory for humanity."

# Reading Disabilities

IN AN ARTICLE in the October JOURNAL [p205] the fact that serious disability in reading usually results in general school failure and usually in serious personal and social maladjustments was pointed out.

The results of the remedial reading WPA project in New York City indicate that there are at least a half million such cases in the first four grades in American schools. The problem of setting up an adequate program of diagnostic and remedial work for these pupils is one of immediate and practical significance.

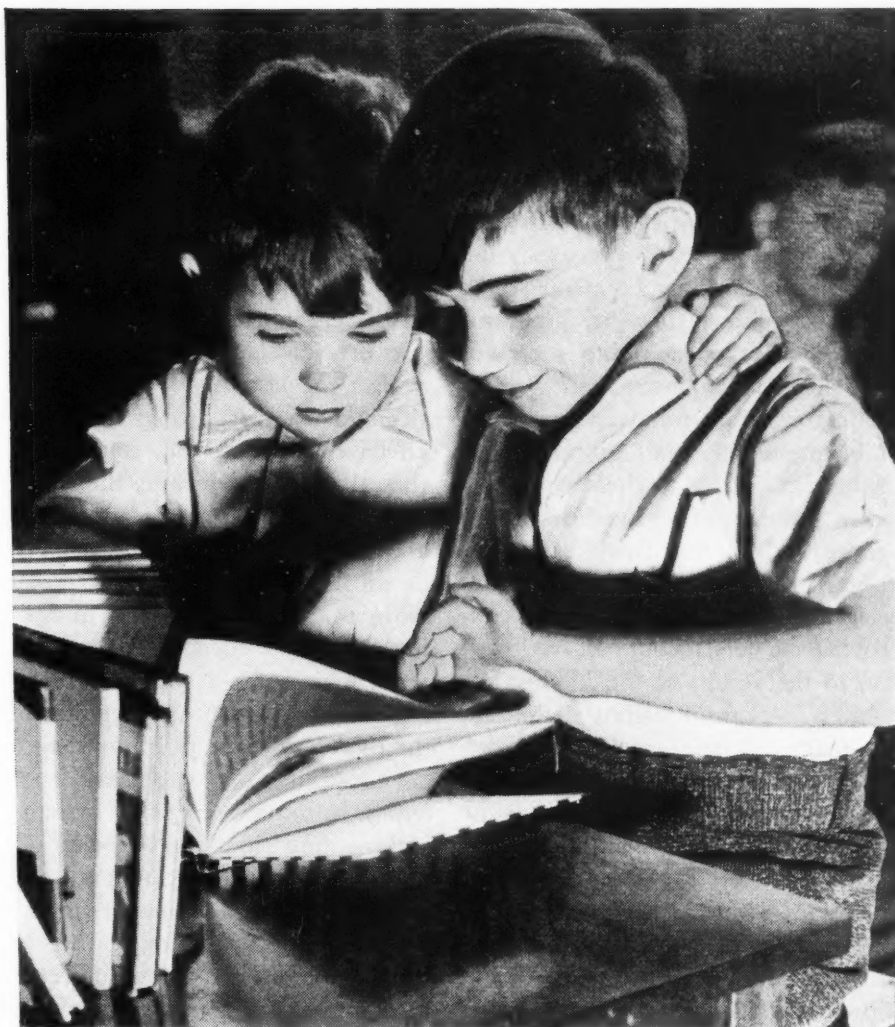
In the New York citywide remedial reading project and in several important studies conducted under the direction of the authors, a variety of remedial programs and organizations have been tried out. The most thorough plan involved the establishment of a remedial reading clinic equipped with modern diagnostic apparatus, materials, and methods and conducted by persons welltrained in this work. This clinic was established in the Speyer School which is now an experimental school (Public School 500) operated by the Advanced School of Education of Teachers College and the board of education of the city of New York. To this clinic were brought cases apparently subject to the most severe deficiencies and here they were given a thorough diagnostic examination individually. On the basis of these findings remedial work was conducted by reasonably well-trained remedial instructors. The typical procedure was for the instructor to take the pupils one at a time until they were thoroughly understood and well started on the way to recovery. When this point was reached, two or three children would be taken together and the number in some places was gradually increased to form a group consisting rarely of more than eight pupils. Among disabilities treated in such a

manner there has thus far not been a single case which did not make satisfactory improvement during the period of remedial instruction. This fact is interpreted as evidence that there are probably no children physically able to go to school, with an IQ of 70 or more, who cannot be taught to read to the extent roughly commensurable with their mental ability.

Other methods employing the facilities of the reading clinic have also been tried out. For example, in February 1936 a remedial reading class of twenty-five reading disabilities, with IQ's ranging from 75 to 90, was established in the Speyer experimental school. The pupils in this class were diagnosed by trained workers, who recommended forms of treatment to the teacher in charge. The teacher, altho unquestionably a superior person, had previously been engaged only in regular classroom instruction in

the New York City schools. During the summer session a similar class of disability cases was conducted under a more experienced remedial instructor for a period of six weeks. Altho the results of instruction carried on in these groups were not as brilliant as those of individual instruction, there were no pupils who did not make some progress. Most of the cases made a rapid advance in interest and ability. In both groups there were a few who were slower in responding than were any of the pupils receiving individual attention.

The most severe cases need to be carefully studied individually and when too many are thrown on a teacher at once, she is offered a difficult task in meeting the needs of every child. Nevertheless, under such group organiza-



Courtesy, Washington Post

*The best heads the world ever knew were well read, and the best heads take the best places.—Emerson.*

Arthur I. Gates  
and  
Guy L. Bond

tions, provided expert service is available, it is a rare pupil, even among the most seriously retarded, who will not eventually achieve success in reading commensurate with his general intellectual endowment.

In the citywide project, in which from 500 to 750 teachers previously untrained in diagnostic and remedial work were engaged, a variety of programs was tried. In the beginning stages of the work remedial instruction was individual for a time, followed by instruction of pupils in small groups of increasing size. These teachers were supplied with the results of much less thorough diagnosis. Indeed, in a considerable proportion of the cases, the teacher had no special information about the pupils except what she herself could secure in addition to the results of the intelligence test and a few group reading diagnostic tests. Later, as the teachers secured somewhat more experience, the remedial cases were taken from the beginning in groups, varying in number from three or four up to, in a few cases, as many as twenty. In all these instances, remedial instruction was obviously carried on individually or in group organizations without the facilities of a typical reading clinic. In general, the results were remarkably good. It may be conservatively estimated that 90 percent of the cases treated under such circumstances improved satisfactorily but that about 10 percent offered difficulties so great as to require more expert diagnosis and guidance. In all probability, moreover, many of the 90 percent who made satisfactory improvement would have made even greater progress under more expert management.

Our experience has led to the rather obvious conclusions: *First*, that the majority of the most serious cases can be helped very greatly by an organization which permits a competent teacher to study and teach them individually; *second*, that a teacher with some experience and training in diagnostic and remedial work can successfully handle a large proportion of the disabilities by the individual method and can bring most of the children up to the norm by teaching them in small groups; *third*, that a small proportion of the most serious disabilities, perhaps 10 percent of this group, presents problems so compli-

cated that only fairly expert diagnosis and remedial work will guarantee a removal of the difficulties; and *finally*, that, in general, the success of remedial work varies with the teacher's mastery of modern diagnostic and remedial technics.

Rapid progress in the development of diagnostic and remedial measures and in the organization of these devices for use in typical schools has been made within the last decade. Many universities and teachers colleges now provide effective programs of training along these lines. Furthermore, there are several books and manuals of diagnostic and remedial materials and apparatus by means of which teachers and supervisors may assist themselves in developing skill while engaged in teaching. Indeed, many school systems are providing for their own use equipment of the more essential apparatus, diagnostic devices and tests, and remedial materials. In some cases, school systems are making provisions for a special officer, such as the school psychologist, the specialist in tests and measurement, the supervisor, or a talented teacher to secure training in diagnostic and remedial work and to assume charge of the study of particular problems in the school.

It is the prevailing opinion among those who have been training students in this specialty that any of these and other officers in the school can, by dint of study and practice, learn to do excellent diagnostic and remedial work. Adequate training in this field, however, is necessary, since it has been found repeatedly that many of these officers, however expert they may be in the use of tests or in classroom instruction, are unable to solve many of the problems without study and experience in the newer lines of diagnostic and remedial work.

In many schools difficulties are encountered in making arrangements for a person, even when she is properly trained, to devote any considerable amount of time to the treatment of reading disabilities. In schools in which it is impossible to appoint a new officer for this purpose, several devices have been successfully tried. For example, in some schools leadership in diagnostic and remedial work is assumed by the supervisor, who undertakes to instruct some or all of the classroom teachers in

doing as much as they can and who somehow finds time to make individual studies of those pupils whose difficulties baffle the teachers.

In other schools a particular teacher is selected to assume the main responsibility and some of her time is freed for this work by arrangements with other teachers to take care of her pupils during certain periods of the day.

In schools in which a psychologist or specialist in tests and measurements is provided, a teacher or supervisor may develop a cooperative program involving all these officers. Teachers, supervisors, and specialists meet occasionally together and plan a program in which each does as much as she can in conducting the testing and diagnosis and each is given as much freedom as possible to do the things which she alone can do. For example, the teachers may learn to give many of the group tests, both in reading and in other subjects which the program for the year calls for, thus relieving the psychologist or specialist in tests and measurement to devote himself to the more technical aspects of the study. The supervisor in such a case may specialize on the selection and development of remedial materials. Certain teachers may cooperate with her in developing materials which will be used for all the pupils in any of the grades, thus avoiding the duplication of effort which results when each teacher attempts to find or make all the remedial materials for her own pupils.

In these and in other similar ways, much can be done to provide for the diagnosis and correction of the serious reading disabilities. Such organizations will not only save many pupils from school failure but will increase the interest and ability of teachers in their ordinary school work.

Failure in reading springs from many causes which, if recognized and taken into account in the early stages of instruction, would prevent the appearance of the trouble. Indeed, important as it is to relieve the pupils now enmeshed in reading difficulty, it is even more important in the long run to prevent the appearance of any such handicaps. In a succeeding JOURNAL article, suggestions will be made concerning the feasible preventive measures which may be taken in the typical American school.

# AVIATION

## creates a new world

IN 1927, the year Lindbergh flew from New York to Paris, the newspapers were full of aviation news. Flying was a favorite conversational topic in the Union Club and at the booths in the Main Street soda store, at dinner tables in Washington embassies and in kitchens on Iowa farms. Everyone was talking about Lindbergh, Byrd, Chamberlin, Goebel, Maitland and Hegenberger, Brock and Schlee—recalling the spectacular flights in years past of such flyers as Lieutenant Commander Read and his Navy crew of the NC-4, Major Scott in the British airship R-34, Alcock and Brown.

Aviation still makes news, but not on the 1927 scale. Pilots still make unusual flights that put their pictures on page one, but the really significant news stories are more likely to be found back inside the papers and to deal with such topics as the issuance of specifications by five major airlines for a 40-passenger airplane with 4 engines which these airlines intend to make their standard for transportation of mail, passengers, and express during the next few years.

In other words, aeronautics in this country has entered our daily lives. It is a part of the commercial and social order along with railroads, steamships, factories, stores, motion pictures, and radio. Its destiny is enmeshed with the destinies of other industries and with those of many individuals.

Civil aeronautics in the United States is divided into three parts, like Gaul.

There is the scheduled air transportation system, with service for passengers, mail, and express on nearly 30,000 miles of air routes within the United States and over 32,000 miles of foreign extensions to Latin America, Canada, and across the Pacific to Hawaii and the Philippines.

Miscellaneous flying includes charter and taxi service, student instruction, test and experimental flying, exhibition

flying, special services such as crop dusting and photographic flying, and flying done by private owners. Airplanes and pilots in the miscellaneous phase of aeronautics, with its wide variety of activities, far outnumber those of the scheduled airlines, and the miscellaneous operators do more flying and carry more passengers than the scheduled lines.

The other phase is manufacturing, including the plants which produce airplanes and airplane engines, also those which supply propellers, parachutes, and other components and accessories for use in construction of airplanes or for use by pilots in connection with flying activities. Civilian aircraft manufacturers also supply flying equipment for the military services, and this constitutes an important part of their business.

Flying is a new development in our national life and one which has significance for everyone, even for those who never do any flying.

If you have no direct contacts with aeronautics, it nevertheless touches your life by helping others to serve you. Some of the federal departments and a number of state governments use airplanes in carrying out the functions of your government. Business organizations which supply things that you use send letters by air mail, and their officers travel by air.

If you hold one of the 15,000 active pilot licenses or one of the 25,000 student pilot licenses issued by the Bureau of Air Commerce, Department of Commerce, you are a part of civil aeronautics yourself. Or you may have been one of the 860,000 passengers on the scheduled airlines last year; perhaps you made more than one trip and put several units into this passenger total, which was the highest ever reached by the airlines, and a 50 percent increase over 1933, the former record year.

It may be that you were among the

million and a half passengers who flew with miscellaneous flying operators. But even if you had nothing to do, directly, with any of these phases of aeronautics, flying now has become so interrelated with industrial and commercial enterprises that it is sure to have touched your life in some way.

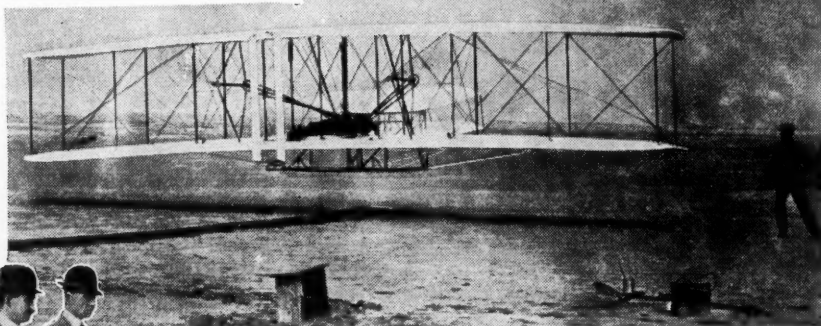
The federal government has a big stake in civil aeronautics. Thru the Post Office Department it has been contracting for air mail carriage since 1926, and has consistently paid out to the carriers sums larger than the revenue from air mail stamps. It has done this to assist in the development of an air transport system, and the rates of payment now are gradually being reduced with the thought that eventually the air mail postage will pay for the transportation of air mail.

Thru the Bureau of Air Commerce of the Department of Commerce, the federal government has provided aids to air navigation on more than 22,000 miles of air routes. These lights, intermediate landing fields, radio stations, and weather reporting services aid the scheduled airlines, and are utilized also by many miscellaneous operators and private flyers.

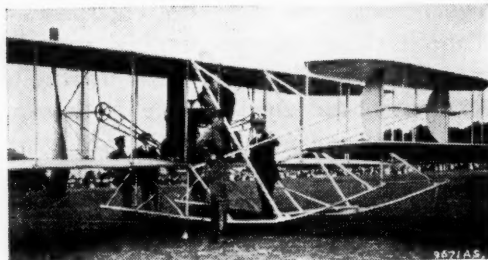
In addition, the federal government has for years been a leading customer of the aircraft manufacturing industry. Largest purchases have been for the Army and Navy, and airplanes also have been purchased by the Bureau of Air Commerce, the Coast Guard, and other agencies of the government.

Since the federal government is your government, supported by the taxes which you pay, or which are paid on your behalf by your parents or guardians, every one of its functions concern you, including its aeronautical activities.

It is to your advantage, therefore, to become familiar with the background, past achievements, present trends, and prospects for the future in aeronautics, and you could hardly find a subject for study that would be more interesting and worthwhile.



The Wright brothers



Above: The first airplane flight by man—the Wright brothers at Kitty Hawk, N. C., Dec. 17, 1903.  
Left: The first Army plane

## Man's Conquest of the Air

**W**HEN ORVILLE and Wilbur Wright arose at Kitty Hawk, N. C., the morning of December 17, 1903, they found ice on the puddles of water around the camp. A strong cold wind had blown from the north during the night, and it was still blowing at about 25 miles per hour.

This was a little too much wind, and they waited, hoping it would lessen its force. They were anxious to get out to the starting rail for a trial of the powered biplane which represented the results of experiments which had started with gliders several years before.

On December 14 they had made their first trial, which was unsuccessful and resulted in minor damage to the machine. By December 17 the plane was ready for another test, and the brothers were eager to get started.

When 10 o'clock arrived and the wind still had not abated, they decided to go ahead. First they hung out the signal to call the men from the Life Saving Station. Five witnesses came.

The starting track was laid out on a smooth stretch of ground. This first powered airplane had no wheels, but took off from skids which slid along the rail. When all was ready Orville

took his place at the controls. Wilbur had won a toss of the coin to gain the first trial on December 14—this first attempt on December 17, therefore, belonged to Orville.

After running up the motor Orville released the wire holding the machine to the track. It started, Wilbur running alongside to steady it. After a run of forty feet it started slowly away from the ground, and stayed in the air. Its course was erratic, a series of climbs and darts back toward the ground, and after 12 seconds there was a dart which ended with the machine on the ground about 120 feet from the point of take-off.

This flight was, as Orville Wright put it, "the first in the history of the world in which a machine carrying a man had raised itself by its own power into the air in full flight, had sailed forward without reduction of speed, and had finally landed at a point as high as that from which it started."

Three other flights were made during the day, in the last of which Wilbur stayed aloft 59 seconds and flew 852 feet. Then, while the brothers and their guests were discussing this last flight, a gust of wind picked up the machine, rolled it over and over,

and damaged it so that it could not be flown again during that season. Later it was repaired, and the Wrights built many other successful airplanes, including one which was sold to the United States Army in 1908, the first military airplane in the world.

A contemporary of the Wrights, and one who achieved wide recognition for his exhaustive studies of flight theory, was Samuel Pierpont Langley.

On December 8, 1903, nine days before the Wrights made their four flights at Kitty Hawk, Professor Langley had his "aerodrome" out on the Potomac River ready for a test flight. This aircraft of Langley's was designed for launching by means of a catapult from a houseboat.

C. M. Manly, Professor Langley's assistant, took his place in the craft. The craft started away—but there was something wrong. A guy post seemed to drag, bringing the rudder down on the launching ways. At the end of its run on the houseboat the aerodrome lifted into the air and plunged into the water just in front of the boat. It was damaged so much that it could not be repaired for another trial immediately.

Others were studying air currents, experimenting with gliders and trying to produce powered airplanes at the same time that the Wrights were doing their work, and there had been many experimenters before them. Leonardo da Vinci studied the theory of flight in the fifteenth century and suggested a method by which man might fly, but there is no evidence that he put his theoretical speculations to actual test. Joseph and Stephen Montgolfier made the first successful balloons in 1783, first sending animals aloft and afterward men. In the nineteenth century John Stringfellow built a powered model which was able to fly, but not to carry men. Otto Lilienthal in Germany, Octave Chanute in America, and others built successful gliders. The work of these men was an inspiration, and their writings were sources of information for the Wright brothers, who were first to achieve success with a powered machine carrying a man.

## World War Contributions to Progress in Flying

**W**HATEVER MAY BE SAID of the World War, it must be recognized that the struggle between the Allied nations and the Central Powers hastened advances in the science and art of flying. These advances were along military lines, but much of the progress was applicable to civilian flying as well.

Going into the war, Germany probably was best prepared for waging aerial warfare. She had more than 600 airplanes, mainly two-seaters of a standardized design for use in photographing fortifications and fields works, spotting for the artillery, and scouting for news of enemy movements. The two-seaters were equipped with cameras and equipment for dropping bombs. The Germans also had some single-seater scouts built for speed.

the craft of the enemy as soon as one could be captured in reasonably good condition. As a result, progress in designing went forward at an amazing rate.

Upon the entry of the United States into the struggle, American factories undertook an intensive campaign of building, chiefly copying foreign designs. There was one distinctly American contribution at this time, the Liberty engine, designed in the summer of 1917 and rushed into production with the cooperation of automobile manufacturers. A very successful engine, it was in use several years after the war had ended.

Thousands of airplanes were built in America, but not many of them went to France. About the time deliveries might have started in volume, hostili-



*Above: Formation of modern military pursuit planes*

*A French Spad biplane, one of the types used by the U. S. Army in the World War*

The French also had more than 600 airplanes, but of many and varied types. Great Britain sent about 80 airplanes into action the first year and the other Allied nations contributed a few airplanes each. Despite the initial advantage held by Germany in flying equipment, the Allied forces gave a good account of themselves in the air from the beginning, and later on in the war when designers in England, France, and the other countries had been able to put in some time on their ideas, the Allied designs gained the upper hand.

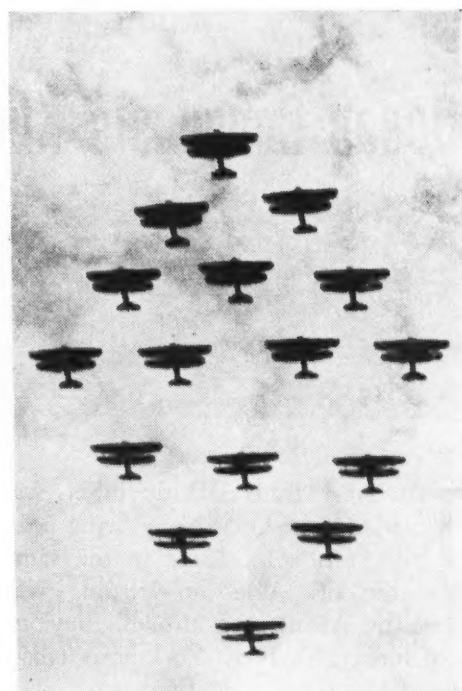
The significant thing about this design race was that progress was measured in weeks or months. If the Allies sent to the front a new bomber or fighter with a decided advantage, designers on the other side of the line were called upon to meet the challenge with something of their own or to copy

ties ceased. The United States did send some fine airmen to the front lines, but these men flew chiefly in foreign-built airplanes.

From the military point of view, the World War demonstrated the important role of which the airplane is capable in modern warfare. It serves as an army's eyes thru observation work and aerial photography. Photography from airplanes reached a high level of development during the war, and progress has continued.

The airplane is a powerful military weapon. One wellplaced bomb can deprive the enemy of light and power by destroying an electric plant; another can start one of his ammunition dumps on its way to destruction by fire and explosion; another can cut communication lines by destroying a bridge.

These uses for airplanes in a military



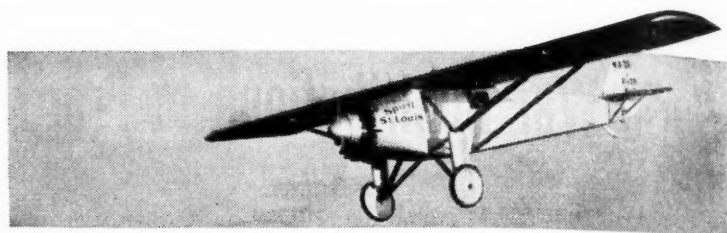
way developed during the war and have been further improved since. The war also had a profound effect upon civil aeronautics. As already mentioned, design progress was rapid, and many of the advances were applicable equally to civilian flying.

Other important factors in postwar flying development were the surplus airplanes and engines purchased by the United States government, but not required after peace had returned, and the men trained in Army schools to fly airplanes or to maintain and repair them.

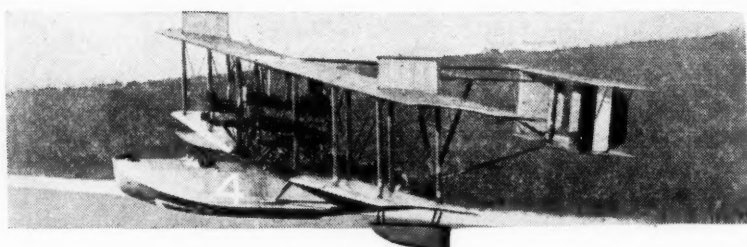
Some of the pilots returning to civil life purchased surplus airplanes and started to barnstorm the country. They appeared at country fairs to give stunt shows and carry passengers, or perhaps merely dropped into a town, started flying from a pasture, kept it up until interest had subsided, and then moved on to another town.

Some of these barnstormers eventually settled at established airports, offering flying instruction and other flying services, and some of them are still in that business. Others went into the scheduled airline phase of aeronautics which will be described in succeeding pages.

One of the most famous of all planes—the Spirit of St. Louis—in flight



## Ocean Conquests Kindle Enthusiasm for Flying



In the NC-4 the first flight across the Atlantic was made in 1919

THE FIRST trans-Atlantic flight was made by the U. S. Navy flying boat, NC-4, in 1919. Later in the same year the first non-stop crossing was made by Alcock and Brown. Previous to Lindbergh's New York-Paris crossing of May 20-21, 1927, there were other Atlantic crossings, including a round trip by the British airship R-34; the England - Greenland - Newfoundland portion of the Army round-the-world flight; the journey of the German airship ZR-3 from Germany to Lakehurst, N. J., to become the Los Angeles; and flights across the shorter South Atlantic route.

Lindbergh's was the first non-stop trip between New York and Paris, and the first solo Atlantic crossing. More important, it was the flight which fired the imagination of the entire world. Lindbergh became an international hero overnight, and the beneficial effects for aeronautics of this public enthusiasm can never be measured.

Noteworthy flying feats, along with developments in civil aeronautics which were going on concurrently, are listed in the following chronology:

1903—Orville and Wilbur Wright made the first successful airplane flights at Kitty Hawk, N. C.

1908—The U. S. War Department accepted delivery of the first military airplane in the world, a Wright biplane.

1914—An air passenger line was inaugurated between St. Petersburg and Tampa.

1918—Experimental air mail service was inaugurated between Washington and New York.

1919—The U. S. Navy flying boat, NC-4, made the first trans-Atlantic flight. The first section of a transcontinental air mail route between New York and San Francisco was inaugurated.

Capt. John Alcock and Lt. Arthur W. Brown were first to fly non-stop across the Atlantic, Newfoundland to Ireland.

The British airship, R-34, flew from Scotland to New York and back to England.

1920—Air mail service began over the entire New York-San Francisco route.

1924—Two U. S. Army airplanes flew around the world.

Thru transcontinental air mail service with night flying over lighted and radio-equipped airways was inaugurated.

1926—The Air Commerce Act, charging the Secretary of Commerce with responsibility for promoting and regulating air commerce, became law and the Bureau of Air Commerce (then the Aeronautics Branch) was established. The Bureau took over 2041 miles of lighted airways established by the Post Office Department, as the nucleus of the Federal Airways system developed by it in subsequent years, and began the task of licensing and regulating airmen and aircraft. The Post Office Department began awarding contracts for carriage of air mail by private enterprise under the Kelly Act which had become law on February 2, 1925. By the end of 1926, fourteen domestic air routes were operating on contract basis.

Five-year building programs for the Army and Navy air forces were started. American-operated scheduled airlines carried 5782 passengers, 810,855 pounds of mail, 3555 pounds of express.

1927—Charles A. Lindbergh made the first solo trans-Atlantic flight, New York to Paris.

Clarence D. Chamberlin flew the Atlantic, New York to Eisleben, Germany, with a passenger; Lt. L. J. Maitland and Lt. A. F. Hegenberger flew from California to Hawaii; Wm. S. Brock and Wm. F. Schlee flew from Detroit eastward to Japan; Commander Richard E. Byrd with three others flew from New York to France.

1928—Baron G. von Huenefeld, Capt. Hermann Koehl, and Major James Fitzmaurice made the first non-stop west-bound North Atlantic crossing by airplane.

Charles E. Kingsford-Smith and his crew flew from California to Australia.

Dr. Hugo Eckener with a crew of 38 and 19 passengers in the Graf Zeppelin flew eastward from Friedrichshafen, Germany, to Lakehurst, N. J.

1929—The Graf Zeppelin, with Ernst A. Lehmann in command, flew around the world.

1930—During the year American-operated scheduled airlines carried 417,505 passengers, 8,513,675 pounds of mail, 468,571 pounds of express.

Special safety regulations governing scheduled airline operations of passengers were made effective by the Bureau of Air Commerce.

1935—Capt. Albert Stevens and Capt. Orville Anderson set an altitude record of 72,395 feet when they ascended in the balloon Explorer II from Rapid City, S.D. China Clipper flying boat completed first regularly scheduled round trip flight between Alameda, Calif., and Manila, P.I. During the year American-operated scheduled airlines carried 860,761 passengers, 13,779,608 pounds of mail, and 5,511,737 pounds of express.

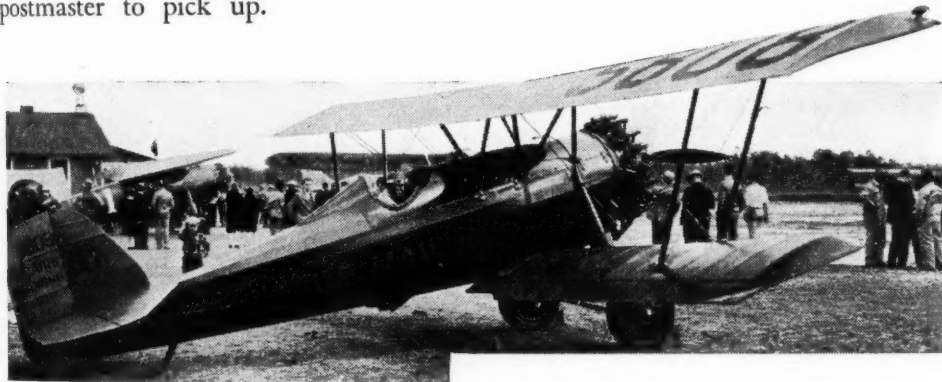
1936—Mail was being flown regularly across the Pacific, and plans were being made for the addition of passenger service, also for mail and passenger service with airplanes across the Atlantic. The German airship Hindenburg was operating between Germany and the U. S.

DeHaviland Mail Plane  
used in early 1920's by  
the U. S. Post Office  
Department

## Pioneering the Air Mail

AS EARLY AS 1911 the Post Office Department officials had in mind the possibility of transporting letters by airplane. In that year the Post Office actually appointed an air mail pilot, the first in the United States. He was Earle L. Ovington.

Ovington's appointment was for one week only—September 23 to 30, 1911. His duties consisted of picking up pouches of air mail from a flying field on Nassau Boulevard, Long Island, flying with them to Mineola, Long Island, and throwing them over the side in the vicinity of the Post Office for the postmaster to pick up.



Pitcairn Mailwing, one of the first commercial air mail carriers in the late 1920's

There were other similar demonstrations in subsequent years, and then, in 1918, the first regularly scheduled air mail line began operations. Sponsored by the Post Office Department as an experiment, this air mail service began on the route between Washington, D. C., and New York City on May 15, 1918. The Army assisted in getting the service under way.

Lieutenant Torrey Webb took off from a race track on Long Island, with the first load of air mail from New York to Washington stowed in the mail compartment, which was the remodeled front cockpit of a Curtiss "Jenny." At Bustleton, Pa., he landed. Lieutenant James C. Edgerton then flew the mail on to Washington, landing in the Potomac Park polo field.

The Army continued to furnish airplanes and pilots for the service until August, when the Post Office Department supplied its own planes and pilots and assumed entire responsibility. One round trip was flown daily except Sunday.

The Washington-New York service enabled the Department to study problems of operation and maintenance, of handling the mail and of stimulating interest in the service, and it also demonstrated that air mail would not begin to be a really valuable time saver for the public until it provided for

transmittal of letters between cities farther apart than a night's journey by train.

Accordingly the Post Office Department laid plans for a transcontinental service between New York and San Francisco. The route was opened up section by section.

Next, the Post Office Department prepared for night flying by installing beacon lights and radio stations. Lights were installed first between Cheyenne and Chicago. The airplanes were equipped with navigation and landing lights, and test flights at night were made during August 1923. Thru transcontinental service with day and night flying began July 1, 1924.

Night air mail came to be one of the outstanding achievements of civil aeronautics in the United States. Airmen of this country were the pioneers in scheduled flying at night and still hold a position of leadership in that regard.

By 1925, the development work of the government service had reached the point where private operation of the transport service seemed feasible. Accordingly, the Air Mail Act of February 2, 1925—providing for service by contract—was passed. A number of contract routes were operated in 1926.

The postage rate in 1918, on the New York-Washington route, was 24 cents an ounce, later reduced to 16 cents, then 6 cents, and finally the letters were carried at the standard 2-cent rate. Later, when the Post Office Department had established the transcontinental service it put into effect a zone postage rate. There were three zones and the charge was 8 cents per ounce for each zone thru which the letter traveled. In 1927 the flat rate of 10 cents per half ounce was adopted. This was reduced in August 1928 to 5 cents for the first ounce and 10 cents for each additional ounce. When postage rates in general were increased in July 1932, the air mail rate was made 8 cents for the first ounce and 13 cents for each additional ounce. On July 1, 1934, the rate was reduced to 6 cents for each ounce or fraction thereof.

There now are more than 29,000 miles of routes in the United States over which contract air mail is carried, and more than 25,000 miles of mail routes extending to foreign countries. The foreign mileage includes the trans-Pacific service from San Francisco via Hawaii, Midway, Wake, and Guam to Manila, Philippine Islands, over which a round trip with mail is being made every week during 1936.

## Pioneering Passenger Service

FROM THE EARLIEST DAYS of the airplane, aeronautics enthusiasts dreamed of airline services crossing the continents and oceans. Old files of newspapers and magazines will reveal many early ideas of future airliners.

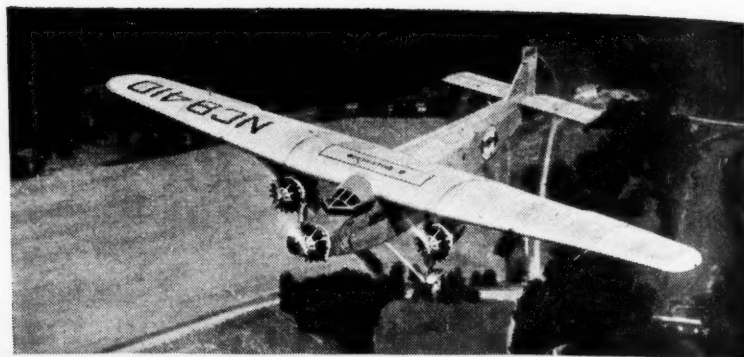
What probably was the first passenger airline was in operation in 1914 between St. Petersburg and Tampa, Florida—at least a search for the first air passenger made recently by one of the present airlines found no scheduled service earlier than this. The Florida line was discontinued after a time; other similar experiments were started and dropped. The industry and the public were not yet ready for a regular and permanent air passenger service.

In 1926, the year when the transportation of air mail became a field for private enterprise, with the federal government contracting for the service, the air mail contractors did some passenger business. Records of the Bureau of Air Commerce show that the airlines carried 5782 passengers in that year.

The average air traveler of that period first had to seek out the air mail contractor and ask for the privilege of buying a ticket. The lines at that time were in the business of flying the mail, and they were not always enthusiastic about having passengers.

Having arranged for passage, the traveler would put in his appearance at the airport in time to meet the schedule, and would be handed a flying suit—fur-lined if the weather was cold—a helmet, and goggles. The mechanics would boost him up into the open cockpit of the mail plane along with a spare engine part.

As the pilot opened the throttle for the take-off, the blast of the slip stream would hit the passenger in the face, and he would dodge down below the level of the windshield. From that moment until the landing he could count upon a continuous pounding of air from the propeller, sometimes mingled with oil and soot. Cramped into the



*Above: A Ford tri-motor metal passenger plane in flight over a section of the Mississippi Valley. Below: A TWA 14-passenger Douglas transport, winging its way at 200 miles an hour across the continent*

cockpit, cold, with perhaps a drizzle of rain adding to the discomforts, the air traveler of 1926 and 1927 convinced himself that he was having an enjoyable and exhilarating experience—but he hadn't many co-travelers. The real development of airline service for passengers began about 1928 or 1929.

Operators of airlines began to purchase big multi-motored airplanes, to carry loads of passengers along with mail. A popular airline plane in the early days of passenger service was the all-metal tri-motored Ford, sometimes called the "tin-goose."

High fares kept people out of the airline planes at first. In 1926 the average rate was 12 cents a mile. It dropped to 10 cents in 1927, climbed back to 11 in 1928, and was 12 again in 1929. Then the operators were ready to make a serious bid for air passenger patronage. They pushed fare rates downward until the average was slightly over 8 cents a mile in 1930. That also was the first big year for air passenger traffic—

417,505 passengers carried during the year.

The depression was getting under way by this time, but airline passenger traffic continued to mount, year by year. Probably it would have grown even faster had general economic conditions been brighter. In any event, the passenger total for American airlines has exceeded a half million in every year since and including 1931, and there has been an increase in every year with the one exception of 1934.

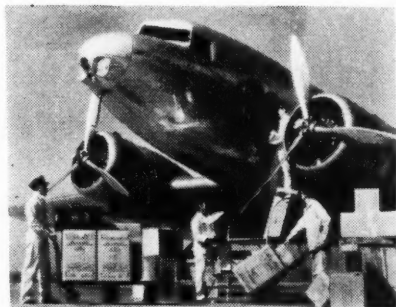
A major development in scheduled air transportation which is about to be realized is trans-oceanic service. On the Pacific route, already in operation with mail, plans are well advanced for carrying passengers. The route, equipment, and operations methods have been inspected and approved by the Department of Commerce and the airline company is completing preparations for passenger service. Preliminary plans for airplane service across the Atlantic have been made, and the necessary diplomatic negotiations are being conducted. Already the German airship Hindenburg is making regular trips between Germany and the United States.

## Beginnings of a Great Industry

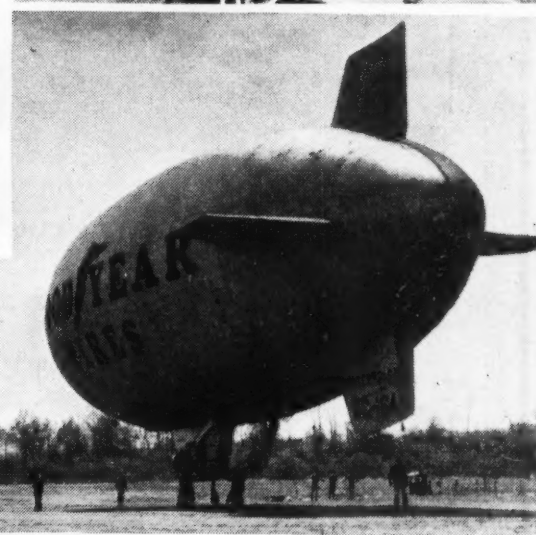
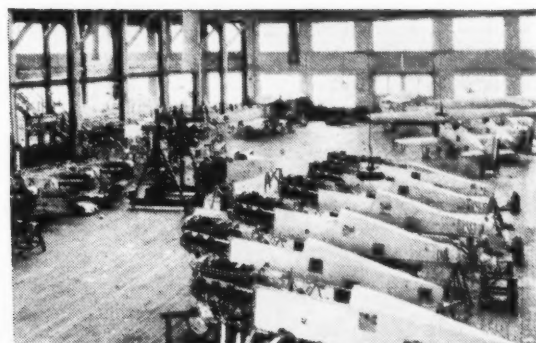
**C**IVIL AERONAUTICS in the last decade has become one of the most important industries of the United States.

There are some 1500 firms engaged in aeronautical enterprises, with a capital investment of something like 400 million dollars and employment rolls totaling approximately 45,000 (Bureau of Air Commerce estimates).

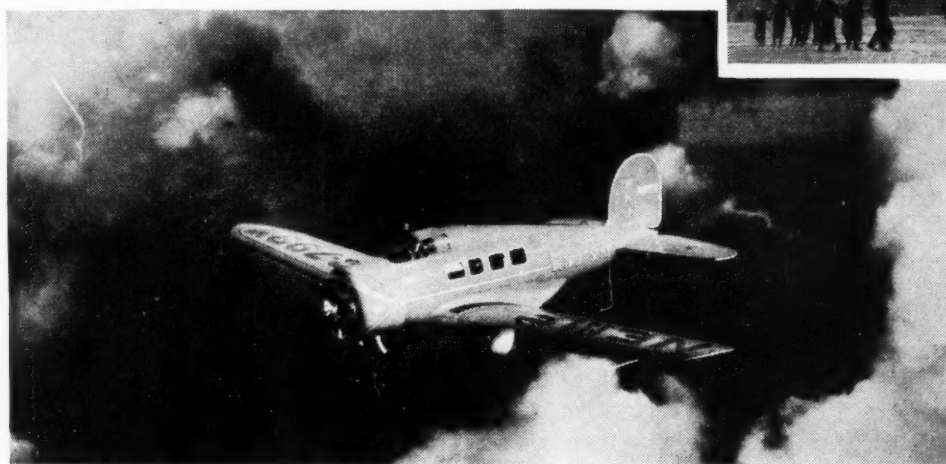
The three main divisions of the aeronautics industry are scheduled air transportation, miscellaneous flying operations, and aircraft manufacturing. Development of the air mail and passenger service has already been dis-



*Above: A Douglas plane. Below: This plane is used extensively by The Detroit News to secure aerial photos and to cover news stories*



*Above: The assembly department of an aircraft factory in 1927. Center: Non-rigid airship taking on passengers for a sightseeing flight over Washington, D. C. Ships of this type are also used for advertising flights*



cussed. The airlines in addition carry air express, and the last four years have seen a rapid growth in this phase of scheduled air transportation: A million pounds of air express carried in 1932; a million and a half in 1933; more than two million in 1934; and almost four million in 1935.

Miscellaneous flying operations include such activities as charter and taxi flying, student instruction, aerial photographic service, crop dusting, and private flying. More than 8000 airplanes are engaged in such pursuits.

The charter flyer gets public attention when he undertakes some spectacular mission—such as rushing a sick child to a hospital for an operation, making a flight to meet an ocean liner at sea to collect news reels being brought from abroad, or carrying a camera-

man aloft to get pictures of a flood or fire—but he makes many other special trips which do not make news. Crop dusting is a specialized type of work in which the airplanes are fitted with hoppers for spreading poison over fields or groves of trees to eradicate insect pests.

For aerial photography special cameras are used. The oblique type of camera is pointed over the side of the cockpit, or thru the window of the airplane. Another aerial camera, the vertical type, exposes its film at regular intervals thru an opening in the cabin floor. After the airplane lands, the pictures are developed and fitted together to form a map.

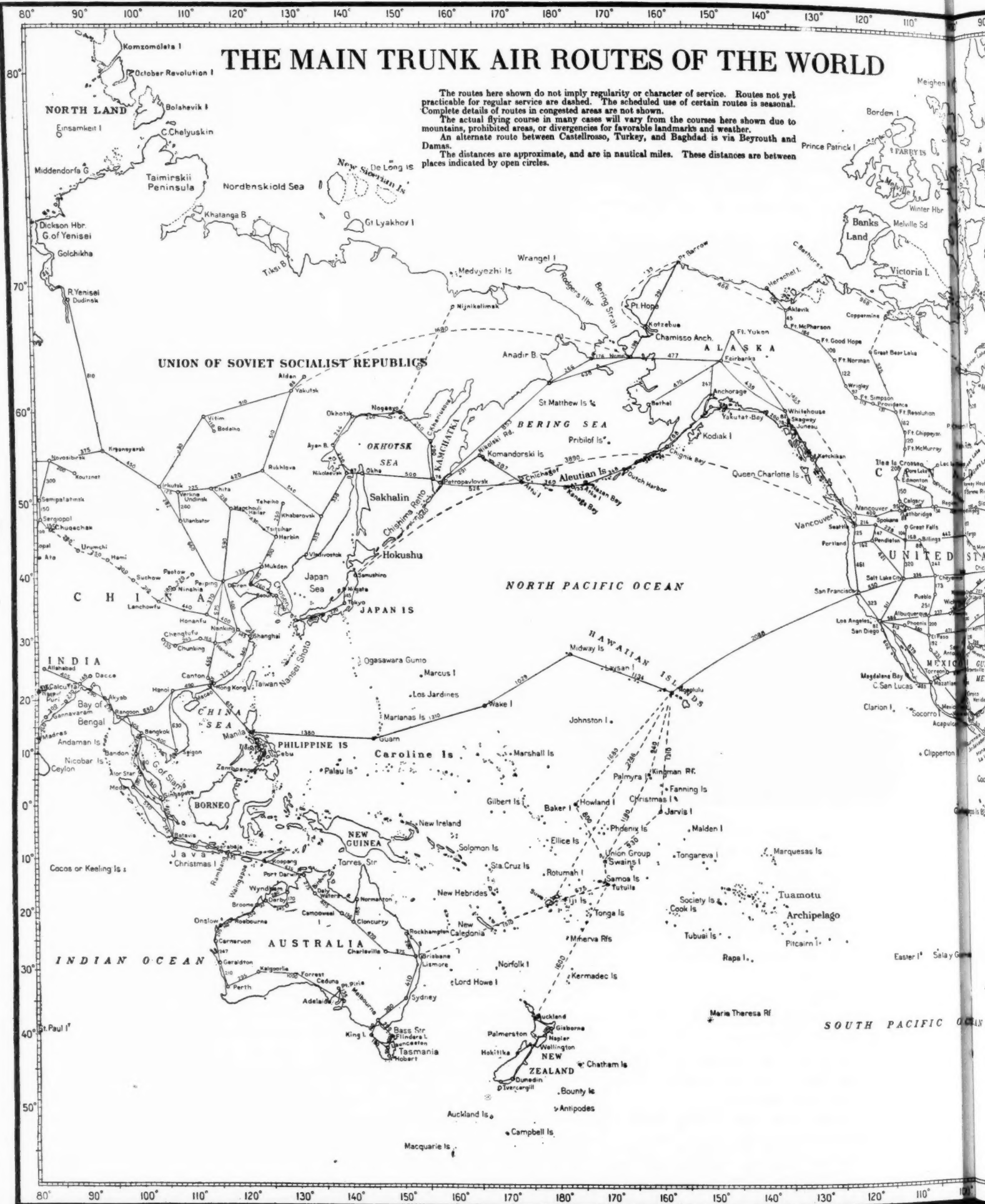
The third general division of the aeronautics industry—manufacturing—consists of factories producing airplanes,

engines, propellers, parachutes, and accessories. The number of airplane factories is not large, but each of these factories must look to others for special products: Instruments, dope for wings, fittings, bolts, and special parts like carburetors which are fabricated in other factories and delivered ready for use to the engine manufacturer or the airplane manufacturer.

Lighter-than-air, a phase of aeronautics which boasts a much longer history than aviation (or heavier-than-air flying), is represented in the United States at the present time by the blimps which are used for advertising and photographic flying, and by the lighter-than-air activities of the Army and Navy. Since the destruction of the Akron and Macon, this country has no large rigid airships in operation. The Germans have the veteran Graf Zeppelin, which has been engaging in scheduled service across the South Atlantic for several years, and the new Hindenburg, constructed for trans-oceanic service.

# THE MAIN TRUNK AIR ROUTES OF THE WORLD

The routes here shown do not imply regularity or character of service. Routes not yet practicable for regular service are dashed. The scheduled use of certain routes is seasonal. Complete details of routes in congested areas are not shown. The actual flying course in many cases will vary from the courses here shown due to mountains, prohibited areas, or divergencies for favorable landmarks and weather. An alternate route between Castellorosso, Turkey, and Baghdad is via Beyrouth and Damas. The distances are approximate, and are in nautical miles. These distances are between places indicated by open circles.



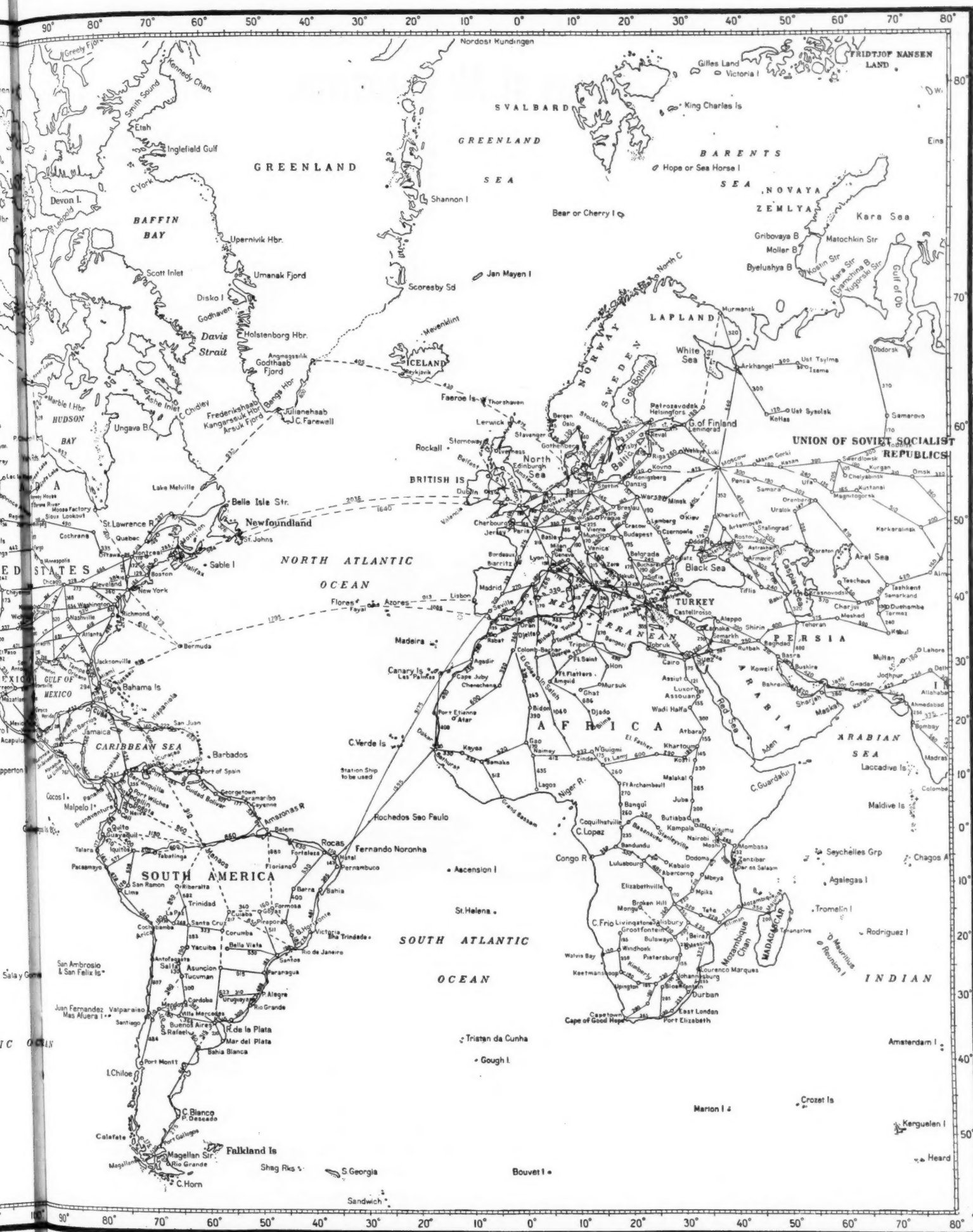


Chart from the Hydrographic Office of the United States Navy Department



Above: Airways rotating beacon light at Department of Commerce intermediate landing field



FOR THE AVERAGE person, contact with the work of the Commerce Department's Bureau of Air Commerce is most likely to come about thru a flight over a federal airway. Flying from one city to another he will see the beacon lights on the ground 10 to 15 miles apart, and intermediate landing fields established by the Bureau at 50-mile intervals, approximately, between airports.

There are other aids on the airways not so readily apparent to the air passenger but equally important in rendering assistance to the aircraft operation. Directional signals are broadcast by Department of Commerce radio range beacons. If the airplane is cleared for an intentional instrument flight, or, in other words, if it is to fly on top of or in a cloud layer, the pilot will fly the radio beams laid down by the radio range beacons. He uses these beams as added checks when flying in good visibility.

Before starting his flight the pilot will receive information as to weather

## Bureau of Air Commerce

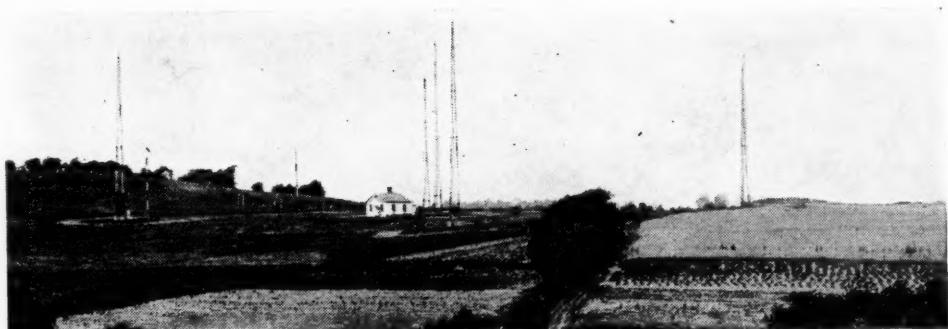


conditions along his route. This information has been collected at observation stations maintained by the Weather Bureau and the Bureau of Air Commerce, and transmitted to central points over Bureau of Air Commerce leased teletypewriter circuits. During the flight the pilot will receive additional weather information from Bureau of Air Commerce radio broadcast stations and from the airline's own radio stations. The airline stations in addition keep track of the plane's progress and transmit instructions from operating officials on the ground.

air transport rating by showing that he has had at least 1200 hours of flying (most of them exceed that requirement by hundreds, or even thousands of hours), 500 hours of cross-country flying, 75 hours of night flying; by passing a rigid examination on the airline regulations and aids to air navigation; and by passing a flight test in instrument and radio flying.

Airmen and aircraft in other phases of civilian aeronautics are licensed by the Bureau. Federal licenses are required for interstate commercial operations. For flying not in this category federal regulations make licenses optional, but many of the states require all aircraft and airmen within their borders to be federally licensed.

Airplanes, engines, propellers, parachutes, aircraft components, and aircraft accessories are examined by the Bureau and given type approvals when they meet the airworthiness standards. For an airplane, type approval means that any craft built in exact accordance



Center: A student pilot is bringing his plane in as near as possible to the white line as a part of the test for a pilot's license. Below: A Department of Commerce airways radio station

In no sense *guarantees* of safety, the facilities provided on the airways are valuable *aids* to operators in flying safely and efficiently. With them, pilots are able to take off for flights under weather conditions which otherwise would be prohibitive.

Another way in which the Bureau of Air Commerce assists in maintaining safety standards is thru regulation. Regulations governing airline service set up the requirements as to airworthiness of aircraft, competency of airmen, and adequacy of arrangements for operation. For example, the first pilot of an airline has to qualify for a scheduled

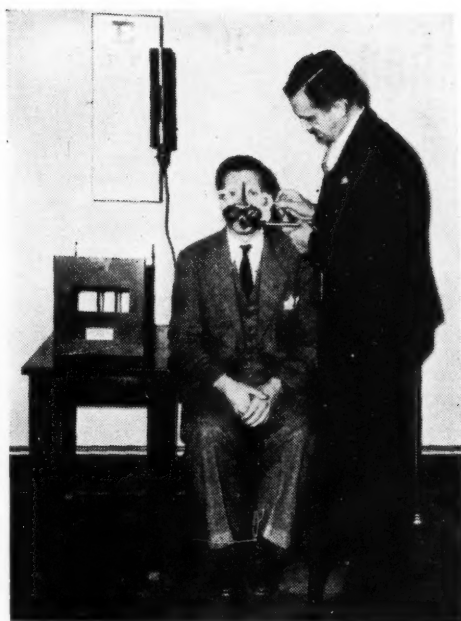
with the approved plans is eligible for license. For engines and other items the type approval means that the article is approved for use in licensed airplanes.

Besides maintaining airways and regulating air commerce the Bureau engages in a research and promotional program to improve aids to air navigation and assist the industry in making progress in flying equipment.

# Learning To Fly



*A Department of Commerce medical examiner testing the eyesight of an applicant for a pilot's license*



**AVIATION**  
*creates a new world*

if he intends to pursue his work with the idea of becoming a professional pilot, more extensive ground school work will be necessary. His studies will include also such subjects as meteorology and navigation, and he will have to pass written examinations on these subjects to win his commercial license (elementary engine and plane mechanics and rigging for the limited commercial license; the foregoing subjects plus meteorology and air navigation for the transport grade).

*This student seated in the rear cockpit is receiving final orders from his instructor preparatory to the take-off*

find that a considerable part of this instruction will consist of work on the ground, in a school classroom. Ground instruction is a very important part of the pilot's education. But flying itself cannot be learned in any other way than by getting into an airplane with an instructor and flying. The two phases go hand in hand and the student will devote part of his time to practice flying and part to work on the ground.

In the ground school the student will learn the structure of the airplane. He will be taught to recognize the various parts, and to understand how they contribute to flight. Similarly, he will study the functions of the engine propeller and control surfaces.

If he intends to be only an amateur or private flyer the ground school work will cover only basic fundamentals, but

Like any complicated technic, airplane piloting requires long experience for development of a high grade of skill. The men who fly mail, passengers, and express on the scheduled airlines have qualified themselves for this work thru years of experience which has enabled them to enter thousands of hours of flying on their logs.

Flight training may be obtained in any one of a number of excellent commercial flying schools, in the Army or Navy flight schools, or the student may receive his instruction from a qualified transport pilot without going to a school. The latter procedure is satisfactory for one who expects to fly only for pleasure or to own and operate an airplane for personal transportation, but for one who expects to make flying his profession there are many advantages offered by the organized flying school.

## School Courses in Aviation

**S**CHOOL COURSES in aviation subjects are of several types. There are the courses in flight instruction offered by commercial flying schools and by the flying schools of the Army and Navy. There are aviation courses in highschools offering general instruction in the history and background of aviation, also courses giving training in airplane and engine mechanics. The flying schools, in many cases, also have courses for mechanics. Technical training for aeronautical engineers is included in the curriculums of a number of engineering colleges.

The typical commercial flying school offers courses leading to the various grades of pilot licenses, including both ground and flight instruction. In a survey by the Bureau of Air Commerce of lengths and costs of flying courses in commercial schools, the following were found to be averages:

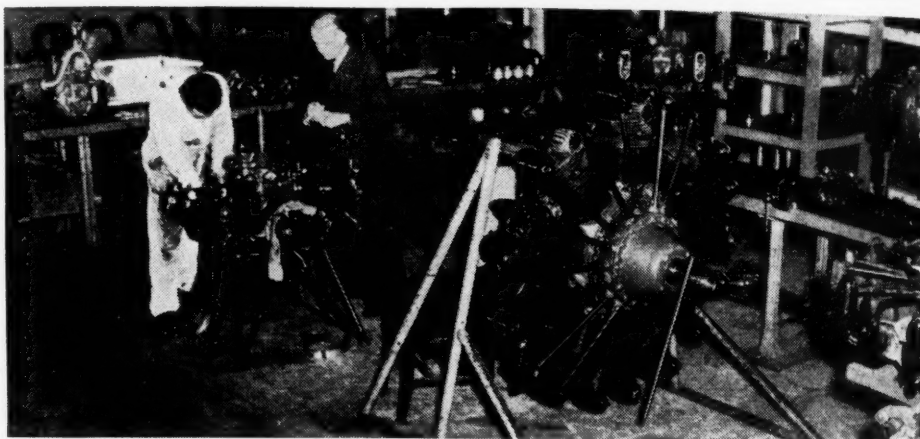
| License            | Average length<br>of course | Average<br>cost |
|--------------------|-----------------------------|-----------------|
| Amateur .....      | 10 weeks                    | \$276           |
| Private .....      | 17 "                        | 505             |
| Limited commercial | 20 "                        | 553             |
| Transport .....    | 46 "                        | 1,777           |

The foregoing represents tuition costs. Room, board, and other living expenses have to be met. One school has announced that its students pay an average of \$25 a month for room and board; another sets the figure at \$30 a month. Naturally these costs vary in different localities.

To assist students in selecting schools, the Department of Commerce issues approved school certificates to those institutions which apply for them and meet the requirements. Since schools are not required to ask for approval and are not examined for compliance with the school regulations unless they do so apply, an unapproved school need not be rejected by the prospective student on that score alone. However, there are about 25 schools which have this approval and the prospective student can be assured that the Department has thoroly satisfied itself as to the airworthiness and suitability of equip-



*The student pilot lands at a Department of Commerce intermediate field for practice in unfamiliar surroundings*



*Under the eyes of his instructor the student engine mechanic learns how to repair aircraft engines*

ment, competence of personnel, and adequacy of the various courses of instruction.

Mechanics' courses at aeronautical schools average about 42 weeks in length for airplane mechanic, and 43 weeks for engine mechanic. The average cost for either course is about \$180.

For appointment to the Army Air Corps flying schools as a flying cadet, the candidate must be at least 20 and less than 27, shall have completed at least two years of college work or pass an examination which is the equivalent thereof, and pass a rigid physical examination.

There normally is a large waiting list, and candidates are chosen according to a prescribed priority, which sets up various groups among the candidates from the Army, National Guard, Reserve Corps, and civilian life. Because of the number of candidates, a civilian has little prospect of appointment unless he is a college graduate.

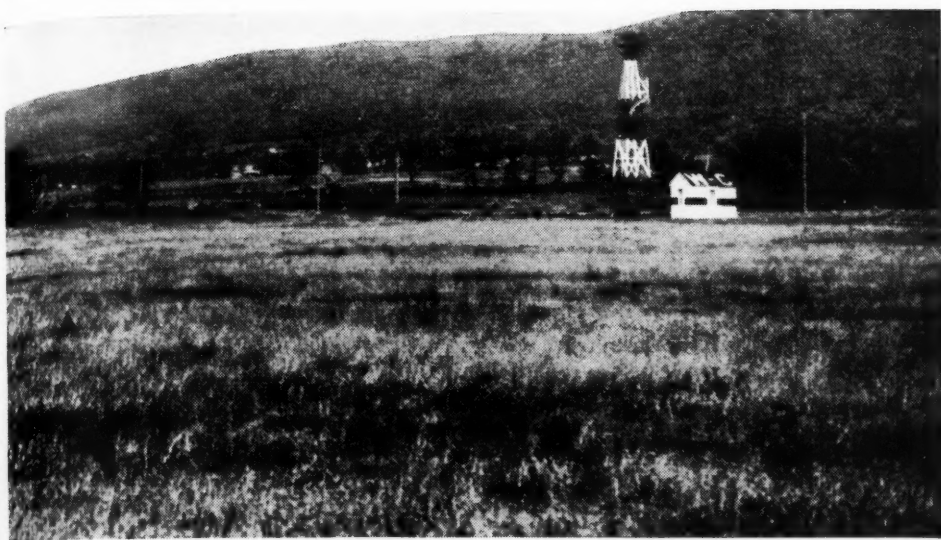
Requirements for appointment to the Naval Reserve training schools are comparable to those for Army Air Corps cadet courses. The period of active duty, including flight training, is

4 years. A similar course trains pilots for the Marine Corps Reserve.

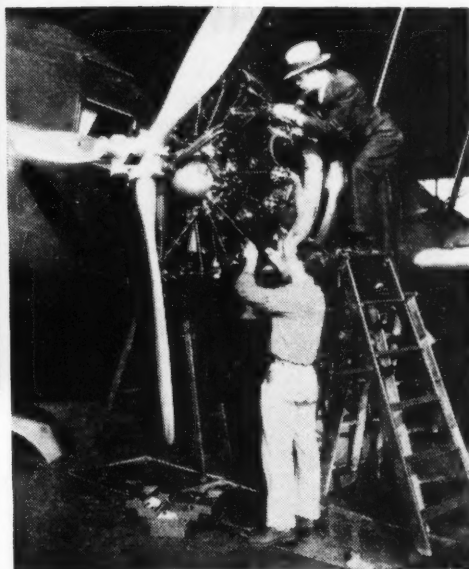
Of courses training men for non-piloting work in aviation, the mechanics' courses of the aeronautical schools have been mentioned. These schools in some cases also train instrument men, parachute riggers, aeronautical engineers, and draftsmen.

Aviation courses have become definite parts of the vocational work offered by some secondary schools. Besides teaching the principles of engine and airplane construction and affording actual shop experience in working on engines and airplanes—with the background that such a school normally has in such related crafts as welding and machine shop practice—schools of this character often have related subjects such as history of aeronautics, meteorology, and air navigation.

Training for aeronautical engineers is available at many of the engineering colleges, some of which offer degrees in aeronautical engineering. The student specializing in aeronautical engineering will devote a great deal of his time and effort to general engineering subjects, especially in the first two years of his four-year course, and will specialize in such aeronautical subjects as applied aerodynamics, engineering drawing, aircraft materials, and aircraft designing.



**AVIATION**  
*creates a new world*



## Aviation Requires New Laws



**D**EVELOPMENT of aviation has brought with it a new field of endeavor for the legal profession.

Statutes and codes which have been in effect for years, which have their roots in the body of law which came to us from England, were made effective with no thought that they ever would be applied to aircraft and pilots. Before the turn of the century there was no such thing as aviation, and even had the lawmakers foreseen it and wanted to make provision for it, they would not have known what detailed provisions would be appropriate.

Thus, when aviation companies have encountered problems involving legal counsel they have turned to lawyers who also are familiar with the background of aviation. Sometimes the application to aviation is no different than for any other kind of enterprise. Again, the ability of the airplane to operate high above the earth and to cut across a number of state lines without ever touching the ground may introduce factors which call for much study in the application of existing law to aviation, and such problems usually have to be decided by a court in passing upon an actual case.

In the meantime, new laws dealing specifically with aviation have been adopted by the federal government and by individual states. Thus there is an extensive body of laws to which aviation is subject, and it is natural that certain lawyers would have specialized



in the study of these laws and counseling of those who are affected. Not large in comparison with some other specializing phases of the legal profession, the aviation law group is very active, and its work is of utmost importance to the orderly development of civil aeronautics.

From the beginning it was recognized that certain features of state law should be uniform thruout the country, to avoid confusion among pilots who may operate in many different states. Thru the efforts of the National Association of State Aviation Officials, the American Bar Association, and the Bureau of Air Commerce, a considerable degree of uniformity has been achieved, especially with respect to licensing of pilots and airplanes.

Federal regulation of air commerce, based on the interstate commerce clause

*Above: A Department of Commerce airline inspector examining an airline plane's engine for proper maintenance. Below: A scene which is enacted many times every twenty-four hours thruout the country*

of the Constitution, makes airman and aircraft licenses compulsory for interstate commercial operations only—optional for those not operating commercially and for those operating entirely within the borders of one state. However, nearly three-fourths of the states now require all airmen and aircraft within their borders to hold federal licenses. They do this, in nearly all cases, instead of setting up state licensing requirements, thus avoiding the necessity for setting up an organization for making license examinations and issuing the licenses, and at the same time contributing to the uniformity of licensing requirements thruout the country.

## Safety in Aviation



*Calculation of the flight path by pilot, dispatcher, and meteorologist*

*Teletypewriter machines gather weather information which is then broadcast on hourly schedules to airmen*

**I**S FLYING SAFE? This question frequently is asked by prospective air passengers and the mothers and fathers of young folks who want to learn flying. The fear that flying is not safe has been something that air transport operators have had to combat diligently in developing patronage for airlines and other passenger services.

That there are hazards in flying is undeniable. There are airplane accidents in which people are killed and injured and in which property is destroyed. But there are many other ways in which a person may expose himself to the danger of suffering serious or fatal injury. Automobiles take a huge toll of human life. Steamships are lost at sea and passengers are lost. Railroads have wrecks, and grade crossings still constitute a painfully prominent menace to safety.

If by safe we mean freedom from any risk whatever, we cannot say that flying is safe. But how extensive are these risks? Is it reasonably safe for a person to step into an airplane for a flight or is he acting the part of a daredevil when he does so?

Five years ago, Bureau of Air Commerce statistics show, the scheduled airlines were flying 4,300,000 passenger miles per passenger fatality. At that rate, an air traveler might go aboard an airplane every morning of the year, fly 1000 miles every day, and keep this up



day after day for ten years before he would be due for a fatal accident. Ten years' flying at a thousand miles a day might be called his flight expectancy.

This does not sound like a daredevil practice, and the statistics referred to are those of five years ago.

Last year the average was nearly 20,000,000 passenger miles flown per passenger fatality. At this rate the pas-

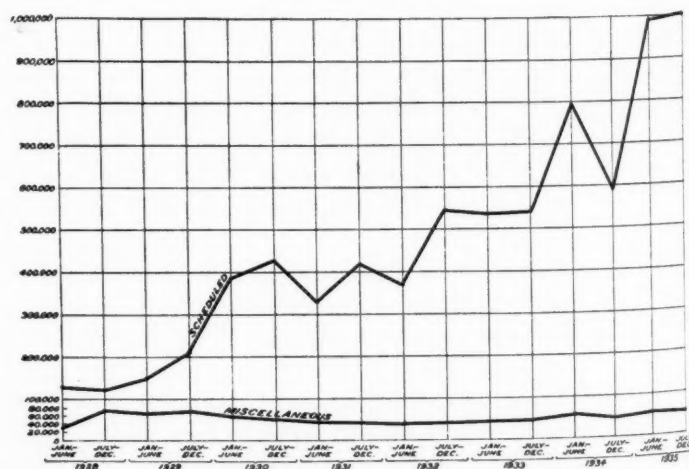
senger could expect to fly his 1000 miles per day for 60 years before it would be his turn for a fatal airplane accident. This is a sixfold increase in safety in five years, and a sixfold increase over a level that already was reasonably safe.

In miscellaneous flying operations the safety level is not as high as that for the air lines. Relative safety is illustrated by the chart, which is based upon all accidents, fatal and non-fatal.

In considering this margin between miscellaneous operators and airlines it is well to keep in mind that the miscellaneous category includes all types of operations. It includes some flying which has peculiar risks, such as test flying of new type airplanes, racing, and exhibition flying. It includes some flying done by old airplanes and by airplanes which are not licensed and may not be airworthy. It includes also a great volume of flying by competent airmen in airworthy and properly maintained aircraft.

The miscellaneous flying phase of civil aeronautics is comparable in a number of respects to motoring, and one of these points of similarity is the personal factor in safety. A foolhardy automobile driver is a menace to himself, his passengers, and every other automobile on the highway with him. The same holds true of an airplane pilot who disregards rules of the air and rules of common sense.

**MILES FLOWN PER ACCIDENT IN SCHEDULED AIR TRANSPORTATION AND MISCELLANEOUS FLYING**



## A Look into the Future



**S**CHEDULED AIRLINE SERVICE over the world trade routes, operations at high altitudes, greater speed, further victories over adverse weather, and increased usefulness of the airplane to many people are among the future developments which may be expected in aviation.

Already the South Atlantic and the Pacific have been spanned and plans made for airline service across the North Atlantic between the United States and England.

Indications are that future long distance airline operations will take place at very high altitudes—so high that cabins will have to be sealed up and pressure of the air maintained at a safe and comfortable level by artificial means.

By flying high the airplanes will gain in operating efficiency and freedom from surface weather disturbances. However, the airplanes have to

there is no evidence that the designers have come anywhere to the limit that may be achieved. Specifications for a new airplane drawn up by five of the major airlines call for a 40-passenger airplane to fly with a top speed of 230 miles an hour, cruising speed 193 miles using 60 percent of the horsepower, or 210 miles per hour at 75 percent horsepower.

This airplane is to be powered by 4 engines, each capable of producing 1000 horsepower—4000 horsepower in all—for take-off and somewhat less at altitude. The airlines ask that the same airplane be designed also to accommodate 20 passengers in sleeping compartments, instead of 40 in seats.

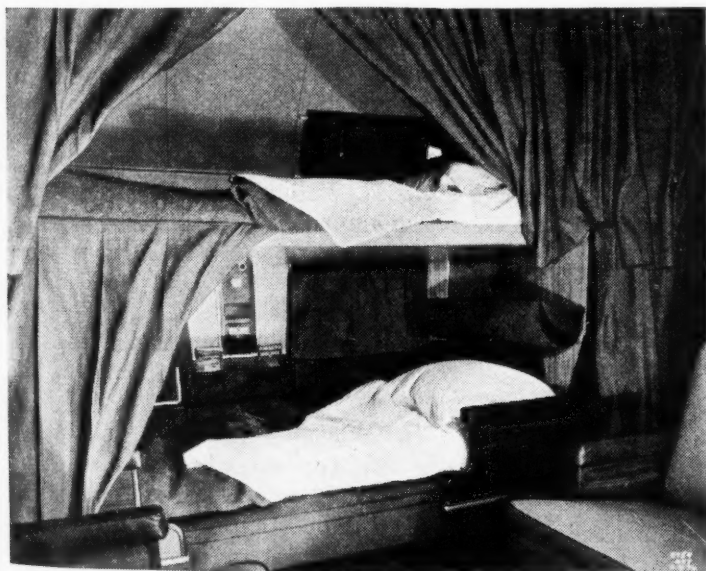
In the private ownership phase of civil aeronautics, there are possibilities for great development and expansion. How soon any such movement may actually get under way is a matter of conjecture. In 1928 and 1929 many

thought such a growth was beginning, but the depression years prevented a widespread increase of private flying.

Production statistics now indicate a renewed interest in the types of airplanes which are suited to private ownership. The increase in numbers of these airplanes is not great, but is encouraging in view of the fact that production was greatly curtailed after 1929.

As an aid in developing airplanes for future private owners, the Bureau of Air Commerce has engaged in a development program seeking more simplicity of operation and reduction in costs.

The necessity for extensive flight training, and the cost of airplanes and training have always been obstacles to private ownership on any great scale. New types already delivered to the Bureau under contracts with manufacturers indicate that the Bureau's program will contribute to the removal of some of the obstacles. The development program includes a two-place pusher airplane with comfort and safety as first considerations; a pusher "tail-less" airplane; an autogiro; a pusher airplane in which special experiments with control systems are being carried out; an all-metal version of a two-place cabin airplane; an airplane powered with an automobile engine. The Bureau is now conducting extensive tests on these aircraft further to improve performance and handling qualities where possible, and to determine their suitability for private owner use. Other projects are an endurance test on the ground of an automobile engine connected with an airplane propeller by a belt drive; a new type of airplane engine; tests of cooling systems for airplane engines; and new type propellers

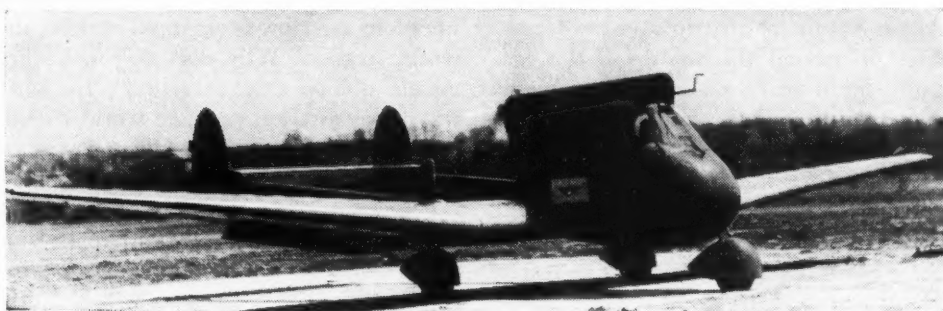


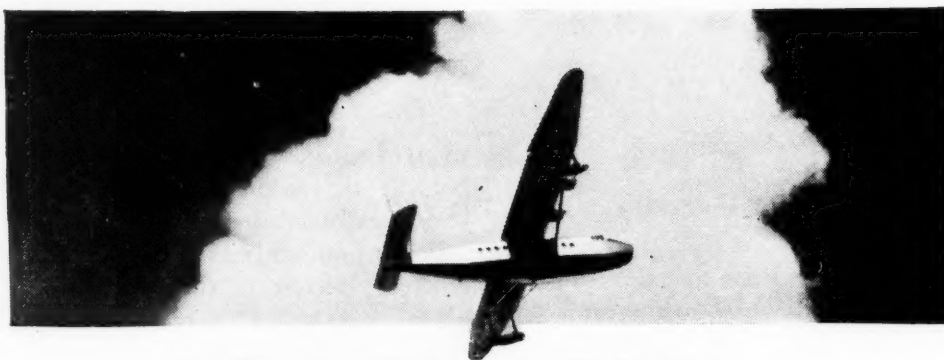
*Passengers may sleep in roomy, comfortable berths such as these*

*The Hammond aircraft—of marked departure from conventional design—may forecast future trends*

be especially designed for such flying, not only for the passengers' sake but also to adjust the airplane and its engines to the rarefied atmosphere. These problems are being studied—already airline craft fly at relatively high altitudes when circumstances make it desirable to do so.

Speed continues to increase, and





## A Study Unit on Aviation

For I dipt into the future, far as human eye could see;  
Saw the Vision of the world, and all the wonder that would be;  
Saw the heavens fill with commerce, ar-gosies of magic sails,  
Pilots of the purple twilight, dropping down with costly bales.

TENNYSON—1842

**S**INCE THE REAL CURRICULUM of the school is civilization itself, teachers have a special interest in the forces which are creating a new world and in the areas of far-reaching change. "Aviation Creates a New World" is one of several major features which THE JOURNAL is presenting as its contribution toward a broader curriculum outlook. This material was prepared for THE JOURNAL by the Bureau of Air Commerce, U. S. Department of Commerce, Washington.

Teachers may wish to lend their copy of this JOURNAL to citizens who would be particularly interested.

*How this material can be used in rural and elementary schools*—Those children who have traveled by air can be encouraged to prepare oral or written compositions describing the experience. With the teacher's help, pupils may wish to develop an aviation scrapbook. Try to get clippings from old newspapers and magazines as well as current, so that the scrapbook will become a valuable historic reference.

The unit on aviation might be studied separately or incorporated into a study of transportation. Geography classes might take an imaginary air trip over the United States or around the world—as the continuity for a year's work. Let the pupils make a study to show the relation of aviation to their lives.

To help the children realize that interest in flying is centuries old, have them read such poems as "Darius Green and His Flying Machine" and the legend of Icarus and his wings. Encourage reading about

noted aviators—one student to write a short biography of Charles A. Lindbergh; another, Amelia Earhart; and so on—the entire set to be presented to the school library. Read aloud from Anne Lindbergh's *North to the Orient*, such beautiful word pictures as her description of rivers, p. 199. Older students will wish to read this book. [See reference number 4.]

For an excellent treatment of model aircraft and its possibilities, see "Aviation in the Public Schools," described below.

*Suggestions for junior and senior high-schools*—Students in English or history classes might do research on such topics as: Milestones in the history of aviation; short biographies of flyers; how aviation affects my life—and present the material as oral compositions. Students who have seen historic planes in the Smithsonian Institution in Washington, D. C., or elsewhere, will wish to make a descriptive report.

History or geography classes might well keep scrapbooks of aviation achievements or develop aviation readers. In English or journalism classes encourage the writing of articles, for the school or local newspaper, on the development of aeronautics. Students should become familiar with references on this JOURNAL page. Vocational classes will wish to make an analysis of vocational opportunities in aviation.

*Suggestions for colleges*—College classes using this material may well consider the social significance of aeronautics. Tho perhaps more easily adaptable for use in such courses as history, geography, and transportation, the feature may profitably be woven into other subjects. For instance, foreign language classes may discuss such questions as: How is air travel making the world smaller? Why does this make linguistic ability more practical? In what ways does aviation promote world friendship and cooperation? In what ways can it be a menace to world peace?

*References*—"Aviation in the Public Schools" by Robert W. Hambrook is a U. S. Office of Education publication recently off the press. Teachers will find this

bulletin, which may be ordered from the Government Printing Office, extremely valuable as a supplement to "Aviation Creates a New World."

The Bureau of Air Commerce issues lists of references on "Stratosphere Flights," "Aerial Photography," and many other phases of aviation. These may be secured by writing to the Bureau of Air Commerce, U. S. Department of Commerce, Washington, D. C.

The following list may be used as the nucleus for a bibliography on aviation:

[1] Aeronautical Chamber of America Inc. *Junior Aircraft Yearbook*, 255p and *The Aircraft Yearbook*, 528p (both for current year) 30 Rockefeller Plaza, New York.

[2] Bureau of Air Commerce, U. S. Department of Commerce. *Civil Aeronautics in the United States*; Aeronautics Bulletin Number 1. *Aviation Training*; Aeronautics Bulletin 19. Bureau of Air Commerce, Washington, D. C. 1935. Free.

[3] "Pan American Airways." *Fortune*, (April 1936) p79-95. Has colored map and illustrations.

[4] Lindbergh, Anne. *North to the Orient*, with maps by Charles A. Lindbergh. New York: Harcourt, Brace and Co. 255p.

[5] Lobeck, A. K. *Airways of America*. New York: Geographical Press, Columbia University, 1933.

[6] McCoy, John T., Jr. *Airplanes*. Chicago: Rand McNally & Co. 1936. With full-color scale drawings, photos, and descriptive text. 10¢.

[7] Hambrook, Robert W. *Vocational Training for Aviation Mechanics*. Office of Education Vocational Bulletin No. 132. Revised. Washington D. C.: Government Printing Office.

[8] *Recent Social Trends*, (one-volume edition). New York and London: McGraw-Hill Book Company, 1933. See Chapter on "Communication" by Malcolm M. Willey, and Stuart A. Rice. p183-85.

[9] Williams, Archibald. *Conquering the Air* (revised edition). New York: Thomas Nelson and Sons, 1928. Tells history of aeronautics up to 1928. 343p.

For additional references, see *Readers' Guide to Periodical Literature* and *Cumulative Book Index*.

Visual material for use in connection with a study unit on aviation is obtainable thru the usual sources for film strips and slides.

[This page was prepared by MILDRED SANDISON of the JOURNAL staff.]

**AVIATION**  
*creates a new world*

# Caddie Woodlawn

## THE NEWBERY MEDAL BOOK



© Macmillan

WHAT A LOT has happened since last year when I dropped the nuts all over the dining-room floor! How far I've come! I'm the same girl and yet not the same. I wonder if it's always like that? Folks keep growing from one person into another all their lives; and life is just a lot of everyday adventures. Well, whatever life is, I like it."

This is Caddie Woodlawn speaking, near the end of the book which bears her name. Her words tell a good deal about the latest John Newbery medal book, selected as "the most distinguished contribution to American literature for children" published in 1935. A lot does happen to Caddie and her brothers and sisters in this story of pioneer life in Wisconsin. And since Caddie likes life, her adventures are lively and make enjoyable reading. A seven-year-old boy, too young to read *Caddie Woodlawn* for himself, begged to have more and more of the story read to him. An elderly couple remarked on hearing parts of *Caddie*, "Isn't that just like children?" Their comment was justified. Caddie; her brothers, Tom and Warren; her sisters; Indian John; and all the others were real people. Caddie is still living and 82 years old when *Caddie Woodlawn* was written by her granddaughter, Mrs. Carol Ryrie Brink of Minneapolis. Altho this prize book does appeal to all ages, it will be of most interest to older boys and girls, 10 to 15 years of age. Teachers who are looking for material about the pio-

neer school which children can use during American Education Week will find it in this book.

One characteristic of the 15 John Newbery books is that the lives of most of the authors and the circumstances that brought forth the writing of these prize books are as interesting as the books themselves. In accepting the Newbery medal, presented at the last annual meeting of the American Library Association, Mrs. Brink said:

"My grandmother is a naturally gifted storyteller, but she is not at home with pen and paper. The adventures of Caddie would probably have remained unwritten, if I had not been a lonely little girl who adored stories. When I was 8 years old I went to live with my grandmother and aunt. I had neither father, mother, brother, nor sister, and one of my greatest delights was to hear of the teeming family life of the numerous and adventurous Woodlawn children. I was quite a spoiled child but I could be bribed to do almost anything if Gram would tell me about her childhood in Wisconsin."

In a recent letter Mrs. Brink tells how she came to write for children:

"I have been interested in writing ever since my college days but the thing that definitely interested me in writing for children was the fact that I had children of my own. From reading and telling them stories I went on to writing and publishing stories of my own. I feel very strongly that one can put as much sincerity, beauty, and understanding of life into juvenile books as into adult books and that we owe good writing to children perhaps even more than to adults since children's tastes and characters are in the forming process.

"*Caddie Woodlawn* grew out of the stories which my grandmother used to tell me of her pioneer childhood in Wisconsin. In the last 18 years I have

spent a good many happy summers in Wisconsin. This gave me my background and the old stories gave me a foundation for my plot. Weaving the two together was really great fun."

Only five of the 15 Newbery medal books have an American setting. *Caddie Woodlawn* is one of these five. This characteristic is one of the great values of the book. First of all, it is a jolly good story, full of humor, and written in a most readable, inviting style. But its authentic historical background gives children a good picture of home life in pioneer days of the Middlewest. The Woodlawn family is typical of the many fine people who left our eastern states to establish homes, schools, and stable communities in the Middlewest. The ideals of the Woodlawn parents in being good neighbors, in dealing fairly and kindly with the Indians, but most of all in the democratic, wholesome upbringing of their children make this book an excellent contribution to American literature for young people. Children in the Middlewest, particularly, can be grateful to Mrs. Brink for preserving some of the life of that section, now gone. On this point, the author of *Caddie* says: "Before I began writing *Caddie Woodlawn* I had not thought very much about the duty we owe our children in regard to the past. . . . I talked with a number of old pioneers when I was forming my background for the story, and the more I talked with them the more convinced I became that we are about to lose a most precious contact with something that has vanished."

All sections of our country are rich in material for fine stories for children. Other Newbery medal books may call our attention to such stories. A complete list of all the John Newbery medal books can be found on page A-118 of this JOURNAL.—ETHEL BLAKE.



© Macmillan

"Obediah pulling her curls this way and that and Caddie getting in a kick on his shins whenever she could"



From the painting by Alonzo Chappel

## Our American Schools *at* VALLEY FORGE

THESE ARE THE TIMES that try men's souls," Paine might have written of Valley Forge as he did of Morristown; for here certainly was the darkest hour before the dawnlight of New World freedom. The rolling meadow of Valley Forge Park is bright today with the rustling leaves of autumn blown from crimson dogwoods and friendly oaks. In that sharp winter of 1777-1778 its swirling snows were often bright with blood from the unshod feet of men.

The tragedy of Valley Forge was the more bitter because it was so needless. The hapless soldiers of George Washington are the greater heroes because they kept faith in democracy when its crude and inexperienced machinery least justified their faith. Congress dawdled. The Commissary Department was incompetent. When the army took up its position at Valley Forge in the late fall of 1777 the Valley of the Schuylkill was lush with a bountiful harvest. The new nation prospered; the men at Valley Forge starved. While they walked barefoot in snow, "hogsheads of shoes, stockings, and clothing were lying at different places on the roads and in the woods, perishing for want of teams or money to pay the teamsters."

Washington encamped at Valley Forge with about 13,000 men; of these he reported "2808 were unfit for duty, because barefoot or otherwise naked."

It is estimated that 3000 men died at this camp. This was nearly one-third of the total killed and wounded in all the major battles of the Revolution!

The commander-in-chief took up this position between Philadelphia, headquarters of the British General Howe, and York, where Congress was temporarily meeting, to protect that vacillating body, many of whose members were intriguing against him.

A week's rations for a soldier were three ounces of meat and three pounds of flour, and rations were sometimes two days overdue when issued. In February General Varnum wrote to General Greene, "The army must soon dissolve. . . . We cannot reconcile their sufferings to the sentiments of honest men. No political conditions can justify it." Yet the days at Valley Forge were not all cheerless. There were plays and entertainments at the camp bakehouse. It is said the commanding general occasionally joined in a game of cricket.

The whole camp broke into merriment on May 1, 1778, when the news reached camp of the alliance with France. From that day's entry in the diary of George Ewing, a soldier at Valley Forge, we read:

"In consequence of this intelligence this day was set apart for a day of rejoicing throughout the whole army. Accordingly at ten o'clock A.M. a cannon was fired as a signal for the whole to Parade and after

a discourse suited to the subject by the Chaplains of each Brigade a second cannon fired a signal for each Brigade to report to their respective posts. . . . A fourth cannon from the Park was the signal for three cheers and long live the King of France . . . and a shout of God Save the American States."

From this field, the country's best friend from France, the Marquis de Lafayette, led a detachment of the American army in a menacing maneuver against Howe in order to test the British General's strength. The safe retreat when the purpose of the movement was achieved, filled the heart of Washington with admiration for the young Frenchman who here proved his ability.

It has been said that Washington's soldiers saw the sun of a new nation rise over the hills of Valley Forge. It is appropriate, then, for us to turn to this hallowed ground for inspiration at another time that tries men's souls. The suffering of the past years has been, as it was at this historic camp, due in part to lack of vision and understanding—not to failure of democracy. Those who have endured with faith the privations of this ordeal emerge with still greater confidence in the workableness of self-government by a free people.

It is for this reason the NEA Broadcasters on their regular Wednesday evening program of "Our American Schools," November 11, will celebrate American Education Week with a special broadcast from Washington's headquarters at Valley Forge. National Commander Harry W. Colmery of the American Legion will be the principal speaker.

American Education Week radio programs sponsored by the National Education Association as a part of the nationwide observance will be broadcast as follows:

### *Columbia Broadcasting System*

Thursday, November 12, 5:15 P.M. EST  
Monday, November 16, 10:45 P.M. EST

### *National Broadcasting Company*

Tuesday, November 10, 7:15 P.M. EST  
Wednesday, November 11, 6:00 P.M. EST  
"Our American Schools"  
Thursday, November 12, 8:00 P.M. EST  
By Educational Policies Commission  
Saturday, November 14, 11:00 A.M. EST  
"Our American Schools"

—BELMONT FARLEY

# *Our Most Successful*

## TEACHERS' MEETINGS

Herbert H. Helble

AS A HIGH SCHOOL PRINCIPAL for eleven years I have conducted nine or ten teachers' meetings annually. Only two years of the eleven merit mention. Of over one hundred meetings only about twenty are worth remembering or talking about.

These twenty might be labeled our most successful teachers' meetings. One-half were scheduled in 1932-33; the other half, last year. Partly by design and reflection based upon experience, but more largely by happy accident we stumbled upon certain basic principles, the proper observance of which practically assures vital, virile, enthusiastic teachers' meetings. Muddling along for nine years in conducting faculty meetings before success was really attained is, perhaps, not unlike the experience of many school administrators.

The responsibility for scheduling, planning, and conducting successful teachers' meetings lies squarely at the door of the principal or superintendent. All the timeworn and threadbare alibis for failure to assume this responsibility will not avail. Better cheerfully admit failure and seek its causes than to repeat excuses. Sustained trial and error, alone—learning from experience—will, in time, bring to the surface certain principles which spell successful teachers' meetings. Perhaps our experience may be a partial guide and shortcut. Once the formula for planning and conducting these has been discovered, this part of the administrator's duties becomes a genuine joy.

Our first series of ten highly profitable meetings centered in a problem that faces most administrators at least once in a professional lifetime; namely, the drawing of plans incident to building a new school building. Confronting a very obvious overcrowdedness of several years' standing, in an obsolete building, our high school teachers were asked: [1] To prepare an outline of proposed courses of study for each department that Appleton high school should teach during the next ten years and be prepared to present and defend same at faculty meetings in the light of an acceptable philosophy of education—their philosophy as applied to ac-

tual life conditions in Appleton, Wisc.; [2] to prepare, present, and defend (if necessary) actual working drawings, charts, blueprints, and plans for the necessary physical plant and equipment recommended to carry out their departmental program of high school education for Appleton. After several months given over to faculty reading; study and discussion of philosophies of Americanism, of education in general and secondary education in particular, and of pertinent localisms; two organized field trips on Saturdays by departmental heads to several newly-built high schools in the state, departments began to present their recommendations for their part of the proposed new building at general teachers' meetings. Drafting and art departments in the school were pressed into service to help prepare suitable drawings; correspondence was entered into with school equipment concerns and university educational building experts; sources on school lighting, ventilation, sight and sound saving devices, and different types of building materials were consulted and samples procured. A number of our teachers made it a point to visit newer school buildings and school officials during vacation periods or while in attendance at conventions. Their final recommendations were ultimately guided by two questions alone: [1] What kind of a course, or courses, do we think our department should give in the new Appleton high school for the next ten years? [2] What physical facilities and equipment do we feel are

necessary to give pupils the kind of educational experience we plan?

The results of this approach exceeded expectations and the outcome clearly justifies the assertion that these were our most successful teachers' meetings. Once each month for over a year our faculty members took a direct, vigorous, personal participation in each meeting. With topics of discussion likely to challenge their professional creativeness and to affect each in his personal and professional life in this system, teachers no longer needed the presence and pressure of the principal to see that, somehow, the meeting accomplished something. They were their own enthusiastic selfstarters. Not only did we have a thoroly enjoyable series of meetings, but at the close of the period we could proudly point to a large folio of semi-professional architectural plans, specifications, and blueprints of basic intrinsic value in themselves, and of instant use whenever the board of education finally commences construction plans. These plans are being revised constantly by teachers.

We have just completed our second year of successful teachers' meetings of an entirely different type. Where a building problem is not imminent for professional teachers' meeting use as outlined, this second type of subject-matter readily adapts itself to any school system and to any group of teachers.

This second group of meetings was begun by asking teachers several weeks before they departed in June to leave

with the principal their suggestions for teachers' meetings during the coming year. Each teacher was asked: What kind of meetings would you like to have next year? What will be your individual contribution to our meetings? Again, teacher response was gratifying. During the summer, written replies were studied and grouped into four main headings. It was found that teachers' choices for the kinds of faculty meetings they desired and would actively participate in dealt with [1] discussions of current educational literature; [2] reviews of current books, mostly of a cultural and non-professional nature; [3] personal experiences involving travel, hobbies, summer school, and the like; and [4] educational research being conducted by local teachers for advanced degrees or in studying problems of our school.

When school resumed in the fall, a tentative outline of the entire year's program of group study was presented and discussed at our first professional meeting, and each teacher was then requested to make her final choice in the light of the grouped headings already mentioned. Each teacher decided for himself whether his part of the program could be presented early or late in the year. Written suggestions for time allotments and effective presentation and delivery were distributed. Meeting after meeting was an outstanding success, with emotional as well as intellectual satisfactions experienced by all. Many were the discussions that continued informally even after the group meetings had been formally adjourned.

Diverse and interesting were the topics and reports presented by the teachers. One English teacher, quietly observing us in daily contacts, cleverly and effectively presented under the title, "As Others Hear Us," a mimeographed compilation of our most common errors. Several teachers took us on tours (illustrated with motion pictures in one case) to Mexico, thru the West, and to Bermuda. Two women teachers related their rather unusual experiences in running a ranch in Wyoming. One talented teacher presented three original dramatic sketches; another entertained the entire faculty at a tea featured by her culinary creations. Carefully compiled and interestingly pre-

sented reviews of several outstanding books and magazine articles aided us in gaining an understanding of current problems. One teacher of Norwegian ancestry gave a personal touch to her presentation of Norwegian music and literature. "Character Building in a Boys' Summer Camp," by a camp leader; "Gleanings from Summer Schools," by three teachers who attended; "What's New in Chemistry," by the chemistry teacher; and "Changing Standards in Mathematics," by the head of the mathematics department, added further variety.

Of more direct application, perhaps, to the actual day-by-day operation of our school, the research topics presented deserve mention. Two teachers surveyed student social conduct in our school, offering recommendations for improvement. The recommendations have been adopted. Another gave the results of his two years of experimental teaching in this school. A graduate teacher in physical education told of her researches in new technics and implications in measuring weight and height of pupils. A committee of two teachers collaborated on a study involving hobbies of Appleton highschool students, which shed much needed light upon the problems affecting the administration of curriculums in our school. Still another report dealt with class organizations, dues, parties, and the like, that led to some radical changes in their administration. Investigating our plan of homeroom guidance resulted in some worthwhile changes in attitudes and practices on the part of teachers. A history teacher suggested workable ways and means of better articulation between English and the social sciences; the dean of girls sketched several case-histories of types of personality maladjustments with suggestions for preventive diagnosis and treatment. The teaching load was measured by an aspirant for a master's degree, while the matter of a new report card and marking system was studied practically the entire year by three teachers. Another research study presented and distributed in mimeographed form was a ten-year statistical report of Appleton highschool.

Consensus of opinion of our 45 teachers characterized these meetings as successful. Keeping in mind these two

years of experiential, vitalized faculty meetings, what, if any, general guiding principles do they exemplify?

[1] These meetings were free from formality.

[2] Teachers had a chance to work on, participate in, and talk about solutions to their own professional problems.

[3] Teachers had a chance to study a problem of their own choice and interest. This, in turn, produced effort.

[4] Problems and topics chosen were vital, current, local, definite, alive, and hence they led to inservice teacher growth.

[5] Teachers were consulted at all stages; their cooperation was asked for and received because they were made to feel that each had a contribution to make.

[6] Each presentation was rigidly limited in time and each month's program was carefully balanced so as to mix entertainment with instruction for the full hour.

[7] Administrative routine matters, lecturing or faultfinding, discussion of personalities, were rigidly excluded.

[8] The principal merely acted as presiding officer, generally seated with, not in front of, his teachers. Democracy prevailed.

[9] The emotional, recreational, and social aspects of faculty life—as well as the educational and intellectual—were recognized in these presentations.

[10] Delivery as well as thought; humor as well as facts; actual life experiences as well as figments of imagination; variety as well as logic were given free rein.

[11] Teachers could see the results of their work in permanent carry-overs: mimeographed reports, architects' drawings, changed practices in daily teaching and administration.

[12] Emotional satisfactions were experienced as teachers became, in turn, both participants and audience. Teacher morale improved.

Based upon our experience it is believed that observance of several, or most, of these principles assures most successful teachers' meetings.



**WE** find the NEA JOURNAL almost a necessity in our work. Articles from it are frequently used as the basis of professional study and discussion in our faculty meetings. THE JOURNAL is a strong silent partner in building faculty morale and in stimulating teachers to endeavor to grow in service.—Wilbur S. Young, superintendent of schools, Springfield, Tennessee.

# Introducing Civic Participation

## NOTES ON CIVIC EDUCATION III

Walter E. Myer

WHILE a foundation is essential to the building of a house, it is not a complete house of itself. One must have more than a foundation. And, for good citizenship, broad sympathies and human feelings are not enough. Generous impulses, if undisciplined by judgment, may degenerate into sentimentality. The kind-hearted may be easy prey for demagogues unless they learn to adjust means to ends. Good intentions, unaccompanied by action in the direction of their fulfillment, become a form of moral dissipation and of political ineptitude.

It is highly desirable, therefore, that in the earlier school years, social sympathy should be harnessed to public spirit and community-mindedness. That many schools are already pointing the way to such an end is indicated by the observations on the social studies curriculum which are published as the *Fourteenth Yearbook* of the Department of Superintendence of the National Education Association. In the Fort Worth schools, for example, the theme of the social studies work for the first grade and most of the second is the interdependence of persons and families. The children are made to see how the community helps the family to secure food, clothing, shelter; how it helps the family to travel, communicate, protect health, safety, and property; how it helps people to play and enjoy life. The pupils learn how the work of the community is done.

In Detroit the school children have been induced to participate in activities making for cleanliness, health, safety, beautification, order, security, and other civic objectives. They are known as Civic Pride Juniors. In the classrooms they are taught, first, what they can do by their own unaided efforts, and second, what they can do only by securing adult help. For example, each child can contribute to city cleanliness by keeping his yard clean, sweeping sidewalks, cleaning vacant spaces, getting rid of cans, burning leaves, and so on. The children must have adult help in order to provide smoke screens for factories, secure the disinfecting of garbage cans, the pav-

ing of alleys, the disposal of garbage.

By studies and activities of this kind children learn, first, that good intentions are to be linked to action; second, that one can do certain things by himself but must cooperate with other people to achieve many needed results; and third, that what we call the community or the city or the state, is but a means or instrument by which people work together to achieve ends which could not be realized by individuals working singly.

It is important that children come very early to accept that concept of government. It is necessary to their future effectiveness as citizens that they see government, not as something afar off, as something quite dissociated from themselves, but as an agency whereby they may cooperate with others. Government, whether of community or nation, is the people, working together for common ends. One who comes into the possession of such a concept will be better able than most people are to handle abstract concepts about the functions of government. He will see that the government is to be called into play to do the things which people can deal with more effectively by cooperative than individual action.

By learning to participate in civic action children, and later older students, will be learning to shape means to ends. They will get to the place where, subconsciously, the question, "What can we do about it?" will follow the discovery of a need or problem. One who learns to adopt such an attitude will develop a constructive temper. He will not tend to grow cynical in the presence of social faults, but will look upon a social weakness as a challenge to action by himself or by himself in association with others.

In the lower grades civic participation is chiefly a matter of physical action. It is associated with administrative duties. The child learns that a city should be kept clean, so he cleans the back yard of his own home. Then he talks with his parents and friends about smoke abatement or other re-

forms in line with city cleanliness. This work on the administrative plane is well enough for small children, but students of high school or college grade must engage, also, in another form of participation. The civic or political life for them is largely a matter of forming and spreading opinions. One is participating as definitely when he makes up his mind what Congress should do about appropriations for work relief and when he expresses his opinions, as he is when he cleans an alley or gets signatures for a petition asking the city authorities to rid the city of smoke. On the higher levels of instruction the effort should be made increasingly to induce students to participate by acquiring information relative to public problems, by forming opinions, and by expressing them in such an effective way as to assist in the establishment of a powerful public opinion. Participation of that kind makes for public spirit; for constructiveness; for efficient, democratic citizenship.

Important as it is that children and older students should learn the practice of citizenship by actual participation in civic activities, the assumption that civic education can proceed in no other way should be avoided. Much can be accomplished by the imparting of information and by direct moral and civic instruction. Despite all that some educational modernists may say, children may often be told with good effect what their duties are. The boys and girls in the schools may be instructed concerning their duties and responsibilities in the home, the community, the nation. Such a plan by itself is not likely to be very effective. However, direct instruction concerning rights, duties, and obligations, when coupled with the inauguration of routines whereby the pupils acquire habits of participating in civic activities gives force to every other device or program which a teacher may adopt.

# An Evening with the Magazines



Drawing reproduced from editorial page of *The Farmer's Wife*, Sept. 1936.

**A**LL CHILDREN SHOULD PASS—"Every child should be promoted at the end of every school year," says Samuel Tenenbaum, a classroom teacher in New York City, writing in the *Survey Graphic* for October. In his school system, as in many others thruout the United States, about 30 percent of the pupils are retarded one or more years, with all the attending ills in warped personalities, truancy, and delinquency. He mentions a recent report which recommends a no-failure program for New York's elementary schools.

"The school is conceived by the report as working with parents and with all community agencies: libraries, museums, police and fire departments, parks, playgrounds, industry, business, clinics, welfare offices. Cooperating with the teacher would be guidance and home visiting teachers, medical, psychiatric and psychological associates, and recreational assistants."

Mr. Tenenbaum tells of sixteen-year-old John in the sixth grade, who is entirely unfitted for the tasks the school demands. "Psychologists, mental hygienists, sociologists tell us that the child, if he is to be a well-adjusted human being must have security and selfrespect, must feel that he has a place in the community; that he has work which he can do and which he wants to do. As we examine some of the requisites for the healthy, integrated life, we find that our school system deprives our Johns (who include about 30 percent of the public-school population) of all that is good, desirable, wholesome, and essential."

**SOCIAL STUDIES AND THE BUSINESS MAN**—Harold J. Laski does a favor to many who may not have read the eleven volumes published by the Commission on the Social Studies of the American

Historical Association. He boldly undertakes to summarize the Commission's Report, in the July 29 *New Republic*, in the following series of statements:

"[1] A new America has been born; and if it is to solve its problems, this America needs an education with a new content and a new emphasis. It must be an education for a life socially controled instead of for a life primarily motivated by individual acquisitiveness.

"[2] To achieve this new education changes are required in the whole institutional and psychological framework of American educational structure. Specifically there must be:

[a] Better and better trained teachers. [b] Better textbooks. [c] A more social purposiveness in educational administrators. [d] A teaching that definitely emphasizes the implications of a new social orientation. [e] Freedom for that teaching to have its full opportunity. [f] A leadership in school and in administration to realize these purposes. [g] Better status, better organization, fuller security of tenure for teachers. [h] A refusal to allow the school to be the victim of the countless special interests seeking to control it for their narrow purposes. [i] A more responsible attitude on the part of teachers and administrators to the implications of their task."

The ideals put forward by the Commission are admirable, in Mr. Laski's view. But he does not share the Commission's optimism that its desires may be achieved without a sharp disturbance in American society. He says that the Commission's program is "a direct criticism of the ideals that have shaped capitalistic America"; that it asks "the present owning class in America to co-operate in facilitating its own erosion."

**THE ABUNDANT LIFE IN BOOKS**—Mary Ellen Chase is puzzled by a father who suggests that his daughter at college neglect her books if necessary in order to learn about life and to have a good

time. Writing in the September *Ladies' Home Journal*, Miss Chase insists that there is genuine and thrilling life to be found in reading. She mentions a few of the great books of which it may be said:

"Such books are the 'substantial world' which Wordsworth writes about, the 'enfranchised world' of old Sir Thomas Browne. They lift the haze from one's narrow horizons, dispense light upon a wider world, fill one's days with men and women of larger stature than those we ordinarily meet. . . . In them there is surely no divorcement from life, but rather a new, larger, and more bountiful experience than college without them can possibly afford. And it is precisely for the sake of this abundant life that the American college exists, giving the opportunity to think new thoughts, to know deeper emotions, to enlarge and clarify the world of the individual by visions of a more universal world, and to supply those resources and satisfactions which endure not merely for a season but for all time."

**HARVARD'S THREE HUNDRED YEARS**—Harvard's great tradition and the intellectual courage with which she faces the future were mentioned in many articles on the Tercentenary celebration. Oswald Garrison Villard, class of '93, summarizes his impressions in the *Nation*, September 26:

"Of course the ceremony was not as spectacular as the recent display at Heidelberg. There was no goose-stepping, no martial music. . . . But one sat there and thanked God that one was an American, and that whatever the future holds, today there are men, the whole learned group, free to stand up for the most worthwhile things in human life—the unfettered mind, the unimprisoned soul."

—HAZEL DAVIS.

# Notes and Announcements

## WITH Journal AUTHORS

An announcement of the program which President Pratt is planning for the Association's Detroit convention appears on this page. ORVILLE C. PRATT (237, 238) is president of the National Education Association and superintendent of schools, Spokane, Wash.

J. T. WORLTON (238) is assistant superintendent of schools, Salt Lake City, Utah.

DONALD DUSHANE (240), superintendent of schools, Columbus, Ind., is making a noteworthy contribution to the cause of teacher welfare thru his chairmanship of the Committee on Tenure of the NEA.

ARTHUR I. GATES (243) is professor of education, Teachers College, Columbia University; GUY L. BOND is assistant professor of Education at State Teachers College, Fredonia, N. Y. In last month's JOURNAL Dr. Gates and Dr. Bond discussed "Failure in Reading and Social Maladjustment."

Each fall THE JOURNAL publishes a review of the latest Newbery medal book (261). This material is prepared by ETHEL BLAKE of THE JOURNAL staff.

BELMONT FARLEY (262) has charge of the "Our American Schools" radio programs broadcast by the Association every Wednesday at 6:00 P.M. EST.

In the November 1932 JOURNAL there appeared an article on "The Unemployed Highschool Graduate" by HERBERT H. HELBLE. To meet the great demand for copies, the article was reprinted and widely distributed. JOURNAL readers will welcome another contribution (263) from Mr. Helble, who is principal of the Appleton Highschool, Appleton, Wisc.

In *The American Observer* for September 7, 1936, WALTER E. MYER (265) points out: "Both parties and candidates (Roosevelt and Landon) stand for a reasonable interpretation of Americanism. . . . The American people are called upon to subordinate their emotions to reason, to cast aside unworthy prejudice, and to form their judgments in the light of evidence. Such is the American way."

HAZEL DAVIS (266), assistant director, Research Division of the NEA, has charge of the Educational Research Service which the Department of Superintendence maintains in cooperation with the Association.

"Forums in Democracy," the third article in the "Plain Talk" series by J. W. Stuebaker will appear in the December JOURNAL.

**Conference on elementary education, July 5-16, 1937**—The Department of Elementary School Principals of the National Education Association has completed arrangements with Dean J. B. Edmonson of the School of Education, University of Michigan, for a special two weeks' course for workers in the field of elementary education. The course will follow the Detroit meeting of the National Education Association. Additional data about the conference will appear in a later JOURNAL. Further information may be secured from Eva G. Pinkston, executive secretary of the Department, 1201 16th St., N. W., Washington, D. C.

**American Education Week in India**—According to a handbook recently received from Triplicane, Madras, Education Week is observed in South India following the plan developed in the United States. This enterprise in India is a fine example of the influence of the American movement to bring the schools into closer contact with the people in their homes and daily lives.

**What the school can do about election**—Encourage every citizen to listen with a fair and open mind to all sides and to vote for what he sincerely believes to be for the best interests of his country.

**Looking ahead to Detroit**—The National Education Association celebrates its eightieth birthday in Detroit, June 27-July 1, 1937. War and epidemic have cost the Association only five annual conventions in its long history. Therefore, the Detroit meeting will be the seventy-fifth.

President Orville C. Pratt is already at work on a program designed to be especially helpful to classroom teachers. While the Representative Assembly transacts the business of the Association, general sessions meetings at the same time will be sufficient in number to allow free discussion from the floor under the direction of the chairman. The large number of general sessions permits greater specialization of topics, wider participation and discussion, and may be carried out under the leadership of nationally-known speakers. The departmental programs in the afternoon will be more informal in character and closely tied in with the everyday problems of the classroom.

President Pratt is building the convention program around the general

## PARADE—An Armistice Day Poem

*Drums, drums—drums, drums, drums;  
The poor fools march while the Devil strums.  
The flags are flying, the fifes are shrill;  
(The Devil whispers, "Kill, kill, kill.")  
On come the lines of the marching men,  
(How they laugh in the Devil's den!)  
Hark to the sound of the rhythmic beat,  
Countless thousands of marching feet.  
And pointing the route to No Man's Land,  
A naked blade in his fleshless hand,  
At the head, unseen, rides the Spectre, Death!  
The crowds stand cheering with quickened breath.*

*Where is the memory of days gone by?  
Of brave young lads sent off to die?  
Bodies wracked, and torn in pain,  
Crimson floods on the thirsty plain,  
The shriek of the wretch caught on the wire,  
The gas, the shells, the liquid fire,  
The mud, the stench, the filth, the noise,  
The blanching faces of dying boys?  
Where is the thought of the broken home,  
Son, husband, or father forever gone?  
Of the mounting lists from day to day,  
The numbing fears of those who stay,  
And cry to God to stretch His hand  
O'er those they love, in a foreign land?*

*But why think of these when the horses prance,  
And the pulses beat to the Devil's dance?  
Hark to the sound of the trumpet's call,  
See the banners rise and fall.  
(The Devil whispers, "Kill, kill, kill.")  
The flags are flying, the fifes are shrill,  
The poor fools march while the Devil strums,  
Drums, drums—drums, drums, drums.*

—WILLIAM P. UHLER, JR., associate in Health, Safety, and Physical Education; Department of Public Instruction, Trenton, N. J.

idea of the school's responsibility to the nation at the present time. Among topics which President Pratt is developing are: *Practical citizenship, prevention of juvenile delinquency and crime, equalization of educational opportunity, classroom discussion of live issues, pupil participation in community activities, ethics of the profession, technics of teaching, and all phases of teacher welfare work.*

In order to focus attention on democracy as a type of government, President Pratt is planning to introduce a prominent speaker from a foreign country to discuss the significance of democracy among presentday nations.

Special music will be a feature of the Detroit program. Contributions will be made to this feature by the many rich sources of musical talent and training in Detroit and Michigan.

**Life Membership**—The faculty of the Southeastern Teachers College in Durant, Oklahoma, is conducting an NEA Life Membership enrolment campaign. Kate G. Zaneis is president of the college; John W. Patterson is chairman, Life Membership committee. [Cont. on page A-118]

# The Honor Roll of the NEA

This makes the eleventh consecutive year that the elementary schools of District 104 of Wood River, Ill., have enrolled 100 percent. It may please you to learn that our teachers are 100 percent in the belief that the high regard with which our schools are held in the community is in no small measure due to the continued affiliation with the NEA—G. A. Smith, supt., Elementary Schools, Wood River, Ill.

Our highschool is 100 percent in membership in the NEA and the Nebraska State Teachers Association. In spite of the fact that our schools have been financially burdened the past few years and the teachers have been underpaid, they have not lost sight of a true professional and loyal spirit. We believe: "United we stand; divided we fall."—L. A. Wiemers, supt. of schools, Potter, Nebr.

## New Life Enlistments

THE NUMBER of Life Members in the National Education Association on October 1 was 5617. The following Life Members have been reported since the list was published in the October JOURNAL.

DISTRICT OF COLUMBIA—Elizabeth Ann Jett  
NEW YORK—Franklin Lyman  
OHIO—L. C. Turner  
OKLAHOMA—Louis E. Armstrong, C. F. Daily, E. H. Fixley  
PENNSYLVANIA—J. Bryce Sardiga

## Completed Enrolments

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

### FIFTEEN YEARS

ILLINOIS—East St. Louis, Rock Junior High  
OHIO—Bellefontaine, Bellefontaine Public Schools, Bellefontaine High, Central, Mary Fulton, Hubbard, Lincoln, McBeth, North, Special Teachers and Supervisors

### FOURTEEN YEARS

IOWA—Sioux City, Whittier  
NEW YORK—Rome, Jay Street

### THIRTEEN YEARS

CONNECTICUT—Darien, Baker  
ILLINOIS—Belvidere, Belvidere High  
NEW JERSEY—Fair Haven, Fair Haven Public Schools, Fisk Street, Willow Street  
OHIO—Warren, Roosevelt

### TWELVE YEARS

NEW JERSEY—Fair Haven, Knollwood  
OHIO—Lorain, Clearview; Middletown, Middletown Public Schools, Central, Garfield, Jefferson, Lincoln, North, Roosevelt Junior High, Senior High, Sherman, South, Young, Booker T. Washington

### ELEVEN YEARS

ILLINOIS—Wood River, Wood River Public Schools, Lewis-Clark Junior High, Lincoln, Washington, Woodrow Wilson, Wood River  
UTAH—Duchesne, Duchesne Elementary, Duchesne High, Mount Home, Myton, Neola, Roosevelt Elementary, Tabiona; Alpine District Public Schools,



RALPH L. RAMSEY, who succeeds Kyle T. Alfriend as executive secretary of the Georgia Education Association. Mr. Ramsey has served as head of the English Department of Fulton Highschool, Atlanta; supervisor of elementary schools for the Fulton County school system; and principal of Fulton Highschool, Atlanta. He is a member of the General Assembly of the state of Georgia for the 1935-36 session.

Alpine, American Fork High, Cedar Fort, Harrington, Lehi Grammar, Lehi High, Lehi Primary, Lincoln Grammar, Lincoln High, London, Page, Pleasant Grove Central, Pleasant Grove High, Sharon, Vineyard  
VIRGINIA—Norfolk, Ocean View  
WISCONSIN—Ashland, Ashland County Normal

### TEN YEARS

MINNESOTA—Rochester, Rochester Public Schools, Central, Edison, Folwell, Hawthorne, Holmes, Lincoln, Northrop, Rochester High, Special Teachers and Supervisors  
NEW MEXICO—Van Houten, Van Houten Public  
UTAH—Wasatch County, Wasatch County Public Schools, Central, Charleston, Daniel, North, Soldier Summit, Wallsburg, Wasatch High, Wasatch Junior High, Midway

### NINE YEARS

TEXAS—Texarkana, Akin  
UTAH—Mount Emmons, Altamont High, Mount Emmons Elementary; Upalco, Upalco

### EIGHT YEARS

CALIFORNIA—Fortuna, Fortuna Union High; Soledad, Soledad Union Grammar  
INDIANA—Terre Haute, Fairview, Sandison  
MASSACHUSETTS—Malden, Pierce  
MISSISSIPPI—Yazoo City, Yazoo City Public Schools, Junior High, Main Street, Yazoo City Senior High  
UTAH—Bluebell, Bluebell; Roosevelt, Roosevelt High

### SEVEN YEARS

ILLINOIS—Hillsboro, Edison  
INDIANA—Terre Haute, Warren  
OHIO—Middletown, McKinley Junior High

### SIX YEARS

GEORGIA—Macon, Charles H. Bruce  
MISSOURI—Independence, Girls Parental; Kansas City, St. Joseph Home  
NEW MEXICO—Hot Springs, Hot Springs Public Schools  
NEW YORK—Upper Nyack, Upper Nyack Public

### FIVE YEARS

INDIANA—Indianapolis, Public Number 61  
IOWA—Cherokee, Cherokee Public Schools, Garfield, Lincoln, Webster, Wilson  
MISSOURI—Boonville, Central

### FOUR YEARS

CONNECTICUT—Plainfield, Central Grammar  
ILLINOIS—Freeport, Center Street; Peoria, Garfield Elementary  
INDIANA—Indianapolis, Washington Irving Number 14  
MICHIGAN—Dowagiac, Dowagiac Public Schools, Central, Dowagiac Junior High, Dowagiac Senior High, McKinley, Oak Street  
MISSOURI—Boonville, Boonville High  
NEW JERSEY—Irvington, Augusta Street  
NEW YORK—Red Creek, Red Creek High  
OHIO—Akron, Highland Park; Dayton, Jefferson Township Schools  
UTAH—Duchesne County, Duchesne County Public Schools, Altonah; Juab District, Juab District Public Schools, Juab High, Levan, Mona, Nephi Central, Nephi Junior High

### THREE YEARS

CALIFORNIA—Weaverville, Trinity County High  
COLORADO—Hayden, Public (District Number 2)  
ILLINOIS—Hillsboro, Burbank  
KANSAS—Towanda, Towanda Grade  
NEBRASKA—Kearney, Kearney Junior High; Wood River, Wood River Public Schools, Wood River Grade, Wood River High  
NEW JERSEY—Irvington, Clinton Avenue  
OHIO—Cleveland, Lawn; Lithopolis, Bloom Township; Warren, McKinley  
SOUTH CAROLINA—Walterboro, Walterboro Public Schools, Grammar, High  
TEXAS—Texarkana, New Town  
UTAH—Emery, Emery; Ferron, Ferron Elementary, South Emery High; Huntington, Huntington Elementary, North Emery High; Orangeville, Orangeville  
WEST VIRGINIA—Bens Run, Bens Run Graded; Charleston, Capitol Grade; Clarksburg, Monticello; Morgantown, Pursglove Primary  
WISCONSIN—Superior, Timothy O. Howe

### TWO YEARS

GEORGIA—Atlanta, East Lake; Cochran, Cochran Public Schools; Glynn County, Glynn County Public Schools, Arco, N. H. Ballard, Glynn Academy, Sidney Lanier, Opportunity, Preparatory High, Purvis  
KANSAS—Hiawatha, Central  
NEBRASKA—Kearney, Kearney Public Schools, Bryant, Emerson, Kearney Senior High, Kenwood, Whittier  
NEW YORK—Van Hornesville, Van Hornesville Central  
OHIO—Greenfield, Greenfield Public Schools, Greenfield Elementary, McClain High, McClain Junior High  
PENNSYLVANIA—Pittsburgh, Liberty  
TEXAS—Texarkana, Sunset, Whitaker; Whitsett, Tom  
UTAH—Castle Dale, Castle Dale Elementary, Central High; Elmo, Elmo  
WISCONSIN—Sheboygan, Jefferson

### CURRENT YEAR

CALIFORNIA—Richmond, Grant  
COLORADO—Vernon, Vernon High  
FLORIDA—Bluff Springs, Bluff Springs Number 24  
ILLINOIS—Waukegan, Washington  
INDIANA—Converse, Richland Township; Greentown, Union Township; Vincennes, Clark Elementary, George Rogers Clark Junior High  
KANSAS—Hamilton, Hamilton Rural High  
LOUISIANA—Delcambre, Delcambre High  
MARYLAND—Dorsey, Dorsey Elementary; Pasadena, Arnold Elementary  
MISSOURI—Bear Creek, Bear Creek High  
NEBRASKA—Potter, Potter High  
NEVADA—Verdi, District Number 7  
NEW HAMPSHIRE—Center Sandwich, Quimby  
NEW JERSEY—Berlin, Watstown  
NEW MEXICO—Portales, Portales Senior High; Solano, Solano High  
NEW YORK—Oswego, Public Number 2  
OHIO—LeRoy, Westfield; Mowrystown, Whiteoak Rural  
TENNESSEE—Knoxville, Sequoyah  
UTAH—Emery County, Emery County Public Schools, Cleveland, Green River, Mohrland Junior High  
VIRGINIA—Nansemond County, Nansemond County Public Schools, Bethlehem, Chuckatuck High, Crittenden, Cypress High, DeJarnette, Holland High, Kings Fork, Whaleyville High  
WEST VIRGINIA—Prosperity, Prosperity Public  
WISCONSIN—Waupaca, Waupaca Public

# THE DETROIT CONVENTION OF THE NATIONAL EDUCATION ASSOCIATION

June 27—July 1, 1937

Detroit and Michigan will be hosts to the seventy-fifth annual convention of the National Education Association. \* \* \* The convention opens with a Vesper Service on Sunday, June 27th. General sessions, department meetings, representative assemblies and other convention activities will be carried on from Monday morning through Thursday night. \* \* \* Registration and Exhibits will be in operation beginning Saturday, June 26th. These and the larger meetings will be located in the Masonic Temple.

**Hotel Arrangements.** Below is list of Detroit hotels and form on which application for accommodations may be made. Although Detroit has adequate hotel facilities, it is of advantage that reservations be made as promptly as is practicable. While it may not be possible for hotels to make reservations at minimum rates for all who apply, assurance is given of the interest and effort on the part of the Hotel Committee to meet the applicant's needs as exactly as possible.

**Local Committee.** The Detroit Convention Committee is organized for service to the Association. Communications regarding possible service by the Committee may be addressed to Dr. Paul T. Rankin, Secretary, Convention Executive Committee, Board of Education, Detroit.

## HOTEL RATES FOR MEETING OF THE NATIONAL EDUCATION ASSOCIATION, DETROIT, JUNE 27-JULY 1, 1937

The following list of Detroit Hotels, with rates, has been furnished by the Detroit Hotel Committee and includes hotels that are members of the Detroit Convention and Tourist Bureau. In addition to the hotels named on this list are many other hotels in Detroit. Address all requests for hotel reservations to Grover Stout, Chairman, Hotel Committee, 1805 Stroh Building, Detroit. Indicate three choices of hotels. If the hotel of first choice is unable to accept your reservation, the Hotel Committee will endeavor to comply with your second or third choices in the order named. You will receive confirmation direct from the hotel accepting your reservation. Be specific as to dates of occupancy, types of rooms desired and prices to be paid.

| Hotel                             | No. of rooms | Rate per day for room with bath accommodating ONE person | Rate per day for room with bath accommodating TWO persons |                | Rate for each additional person in a double room | Rate per day for suite with parlor, bedroom and bath accommodating TWO persons |
|-----------------------------------|--------------|----------------------------------------------------------|-----------------------------------------------------------|----------------|--------------------------------------------------|--------------------------------------------------------------------------------|
|                                   |              |                                                          | Double bed                                                | Twin beds      |                                                  |                                                                                |
| Abington, 700 Seward              | 350          | \$2.50                                                   | \$3.50                                                    | \$4.00 to 5.00 | \$2.00                                           |                                                                                |
| Belcrest, 5440 Cass               | 400          | 3.00                                                     | 4.00                                                      | 5.00           | 2.50                                             |                                                                                |
| Book Cadillac, Wash. Blvd.        | 1200         | 3.00 up                                                  | 4.50 up                                                   | 5.00 up        | 2.00                                             | \$10.00 to \$20.00                                                             |
| Briggs, 114 W. Adams              | 200          | 2.00 up                                                  | 3.50 up                                                   | 4.00 up        | 1.00                                             |                                                                                |
| Dearborn Inn, Dearborn, Mich.     | 100          | 3.50 up                                                  | 6.00 up                                                   | 7.00 up        | 1.50                                             |                                                                                |
| Detroit-Leland, Cass at Bagley    | 800          | 2.50 to 3.50                                             | 4.00                                                      | 4.50 to 7.00   | 1.50                                             | 8.00 to 12.00                                                                  |
| Fort Shelby, Lafayette at 1st     | 900          | 2.50 to 3.00                                             | 4.00 to 5.00                                              | 5.00 to 7.00   | 1.50                                             | 8.00 to 15.00                                                                  |
| Fort Wayne, 408 Temple            | 300          | 2.00 to 2.50                                             | 3.00 to 4.00                                              | 4.00 to 4.50   | 1.00                                             |                                                                                |
| Lexington, 2940 W. Gr. Blvd.      | 200          | 1.25 up**                                                | 2.00 up**                                                 |                |                                                  |                                                                                |
| Madison Lenox, Madison & John R.  | 300          | 2.00 to 3.00*                                            | 3.00 to 3.50*                                             | 4.00 to 5.00   | 1.00                                             |                                                                                |
| Norton, Jeff. & Griswold          | 250          | 1.75 up*                                                 | 2.50 up*                                                  |                |                                                  |                                                                                |
| Norton Palmer, Windsor, Ont.      | 350          | 2.50                                                     | 3.50                                                      | 5.00           |                                                  |                                                                                |
| Palmetto, John R. & Hancock       | 324          |                                                          |                                                           |                |                                                  | 6.00 to 8.00                                                                   |
| Prenford, 11626 Woodward          | 130          | 1.25**                                                   | 1.75**                                                    |                |                                                  |                                                                                |
| Prince Edward, Windsor, Ont.      | 250          | 2.50 up                                                  | 4.00 up                                                   | 5.00 up        | 2.00                                             |                                                                                |
| Seville, 3160 Second Avenue       | 148 (apts.)  | 2.00 up                                                  | 3.00 up                                                   |                | 1.50                                             |                                                                                |
| Seward, 59 Seward                 | 600          |                                                          | 4.50 to 5.00                                              |                | 2.00                                             |                                                                                |
| Statler, Gr. Circus Park          | 1000         | 2.50 up                                                  | 4.50 to 8.00                                              | 5.00 to 8.00   | 2.00                                             | 11.00 to 15.00                                                                 |
| Tuller, Park & Adams              | 800          | 2.00 to 3.00                                             | 3.50 to 4.00                                              | 4.50 to 5.00   | 1.50                                             |                                                                                |
| Wardell, Kirby at Woodward        | 650          |                                                          | 5.00 to 6.00                                              |                | 2.00                                             |                                                                                |
| Webster Hall, 111 Putnam          | 800          | 2.00*                                                    | 3.50*                                                     |                | 1.00                                             |                                                                                |
| Whittier, 400 Burns Drive         | 825          | 4.00 to 5.00                                             | 5.00 to 6.00                                              | 6.00           | 2.00                                             |                                                                                |
| Wolverine, Witherell at Elizabeth | 500          | 1.75 to 2.50                                             | 3.00 to 3.50                                              | 3.75 to 4.50   | 1.00                                             |                                                                                |

\* Rooms without bath also are available at lower rates than those quoted.

\*\* Rooms without bath.

Use this form for application for hotel accommodations

To Grover Stout, Chairman of Hotel Committee  
1805 Stroh Building, Detroit, Michigan.

Please reserve sleeping room accommodations during the period of the convention of the National Education Association as noted below.

Hotel of 1st choice ..... 2nd choice ..... 3rd choice .....

Room(s) with bath for one person each—rate desired ..... \$ ..... to \$ .....

Room(s) without bath for one person each—rate desired ..... \$ ..... to \$ .....

Room(s) with bath for two persons each, double bed—rate desired ..... \$ ..... to \$ .....

Room(s) without bath for two persons each, double bed—rate desired ..... \$ ..... to \$ .....

Room(s) with bath for two persons each, twin beds—rate desired ..... \$ ..... to \$ .....

Arriving June ....., hour ..... A. M. ..... P. M. Leaving .....

List of occupants, other than myself, with their addresses is attached hereto.

Signed .....

Address ..... City and State .....

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DEPARTMENT OF EDUCATION  
**AMERICAN  
TYPE FOUNDERS**  
200 ELMORA AVE., ELIZABETH, N. J.

[Cont. from page 267] The fifteen Newbery medal books (see page 261) are: *The Story of Mankind* [Liveright] by Hendrick Van Loon; *The Voyages of Dr. Doolittle* [Stokes] by Hugh Lofting; *The Dark Frigate* [Little, Brown] by Charles Boardman Hawes; *Tales from Silver Lands* [Doubleday, Doran] by Charles J. Finger; *Shen of the Sea* [Dutton] by Arthur B. Chrisman; *Smoky* [Scribners] by Will James; *Gay-Neck* [Dutton] by Dhan Gopal Mukerji; *The Trumpeter of Krakow* [Macmillan] by Eric P. Kelly; *Hitty, Her First Hundred Years* [Macmillan] by Rachel Field; *The Cat Who Went to Heaven* [Macmillan] by Elizabeth Coatsworth; *Waterless Mountain* [Longmans, Green] by Laura Adams Armer; *Young Fu of the Upper Yangtze* [Winston] by Elizabeth Foreman Lewis; *Invincible Louisa* [Little, Brown] by Cornelia Meigs; *Dobry* [Viking Press] by Monica Shannon; and *Caddie Woodlawn* [Macmillan] by Carol Ryrie Brink.

**Coinclusive membership cards**—M. E. McCurdy, executive secretary of the North Dakota Education Association, reports that his state has recently adopted the coinclusive enrolment plan of membership in professional organization. This plan is in keeping with the suggestion made by J. W. Studebaker, U. S. Commis-

sioner of Education, in the article, "If Teachers Were Bricklayers," in the May 1936 JOURNAL, p.161.

**Barnesville, Minnesota, high-school students** have evolved a student exchange plan which will help needy students make their expenses. A list of students who are willing to help citizens after school hours or on Saturdays washing windows, tending children, washing cars, spading gardens, and the like, is kept by the exchange, and public announcements have been made thru the local newspapers asking Barnesville people to communicate with the exchange, stating the work wanted done, and the time.—*Minnesota Journal of Education*.

**Communism**—Illinois politician investigating the University of Chicago, to President Hutchins: "Do you teach communism at the University of Chicago?" Hutchins: "Of course we teach communism. If we didn't some of the students might go out and vote the communist ticket."

**A record for summer school attendance**—For John C. Unger, superintendent of schools, Hugo, Colorado, commencement exercises on August 29 at the University of Colorado, Boulder, meant a doctor of philosophy in education. More than that, they meant the culmination of

attendance at 29 consecutive summer schools at Boulder and Greeley. According to the university newspaper, *The Silver and Gold*, Dr. Unger was asked if his education would end with the receiving of his Ph.D. He replied that he intends to continue attending summer quarters until his life ambition, "to become a real good teacher," is realized. Dr. Unger has been an NEA member since 1923.

**The Debate Handbook** for 1936-37 published by the National University Extension Association and used by the high-school debating leagues of the United States is this year devoted to the subject, "Resolved: That all electric utilities should be governmentally owned and operated." The Handbook, which was prepared by Bower Aly of the University of Missouri, contains selected articles for and against. Order from Lucas Brothers, Columbia, Mo.

**One hundred percent counties**—Five counties have already reported 100 percent enrolments in the National Education Association for 1936-37: three from Utah—Duchesne, Emery, and Wasatch; one from Idaho—Fremont; and one from Virginia—Nansemond.

**Wakefield Highschool, Sussex County, Va.**, is this year adding a five-year course to the highschool. The additional year is designed to meet the needs

of those students who do not plan to go to college and who feel the need of some technical training. The courses will include mechanics, carpentry, radio, and electricity.

**To the elementary school principal**—Be sure to maintain your membership in the Department of Elementary School Principals of the National Education Association. The expenditure of the \$3 which this membership costs will do more for your professional growth and advancement than any similar amount which you could spend in any other way. Send application for membership to the Department of Elementary School Principals, 1201 16th St., N. W. Washington, D. C.

**Horace Mann: His Ideas and Ideals**—A new book on the great American educator—will be ready for distribution on November 2. This 160-page cloth-bound volume has been prepared by the Editor of THE JOURNAL in connection with the coming Horace Mann centennial celebration. It contains material which will be useful for addresses and articles during American Education Week. It is also useful as a personal gift to influential laymen. Published without profit or royalty by the National Home Library Foundation, Washington, D. C., it is available at the low price of 25¢ a copy; 4 copies \$1, postpaid.

**The Tokyo Conference of the World Federation of Education Associations** will be held August 2-7, 1937. This will be the best opportunity that will come in a generation to visit Tokyo under the most favorable circumstances. Write the WFEA, 1201 16th St., N. W. Washington, D. C. for full information.

**The National Recreation Association**, which in June concluded the last of sixteen training courses for professional recreation leaders and teachers, has undertaken a new series of institutes for this fall and winter. Institutes are now in session in Buffalo and Newark for the four weeks period ending November 13. Local boards of education are cooperating closely in the planning of the institutes. The subjectmatter includes nature study, arts and crafts, social recreation, drama, music activities for women and girls, and organization and administration. Further information may be obtained from the National Recreation Association, 315 Fourth Avenue, New York City.

**The seventh generation**—Enclosed is a check for two dollars. Please enter on your lists the name of a new member, and send her a membership card. This particular new teacher happens to be my only daughter and [Cont. on page A-121]



—But That's the  
Very Way Thousands  
of Thoughtless Teachers  
Face the Future . . .

... Each Year Bad Luck  
Hits One Out of Five!

No teacher can afford to be blind to the risks of her profession. Statistics show that each year one out of every five teachers loses time due to sickness, accident or quarantine. These misfortunes strike at the most unexpected times and usually, it seems, when one is least prepared to meet them. To assist teachers over these rough financial spots T.C.U. was organized by teachers for teachers 37 years ago. By thousands of teachers joining this organization, the risk of each is shared by all at a cost so low that no teacher can now afford to be without T.C.U. Protection. If you are not already under the T.C.U. Umbrella, we invite you to join now.

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**Saved Her Vacation**

"The check was greatly appreciated. I had planned for a month's vacation and if I had had to pay my entire doctor's bill I would not have been able to have gone."—

Aliene E. Pierce, Seattle, Wash.

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National Education Association  
1201 Sixteenth Street  
Washington, D. C.

[Cont. from page A-119] I do not want her to teach even her first month without proper professional affiliations. She will represent the seventh consecutive generation in our family to engage in teaching in the schools of this country. Because of this, she well knows the progress made in living and working conditions for teachers, and I believe recognizes the necessity for solidarity amongst us.—Viola S. Kelley, a Life Member from San Francisco. [The Editor of THE JOURNAL would appreciate hearing from Association members who represent an unbroken line of NEA membership and teaching service running thru three or more generations.]

The Consumer Oil Company of Greeley, Colorado, one of the oldest oil cooperatives in the United States, handled 1,800,000 gallons of gasoline in 1935. This cooperative in fifteen years has returned almost three quarters of a million dollars to its members.

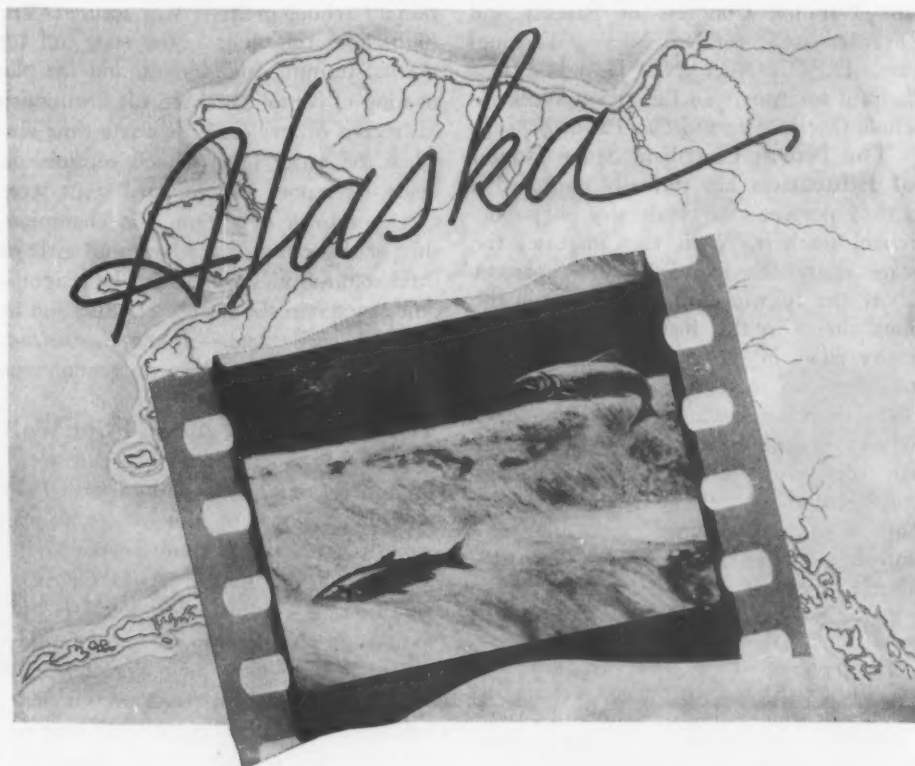
The Women's Christian Temperance Union charges that the brewers, under cover of a camouflage "National Institute of Manufacturers and Distributors, Inc.", are inaugurating a nationwide series of "press releases" claiming that "beer revenue supports public schools and help states to aid unemployment and dependents." The brewers' trade magazines detail at length the means by which libraries and curriculums of schools, colleges, and universities of the country are to be saturated with cleverly written propaganda.

The Department of Secondary School Principals of the National Education Association has set up a Committee on Planning, which is gathering a list of the most pertinent and significant problems in the secondary education field, and outlining a program of action. This committee is encouraging the formation of discussion groups among secondary-school people. Those who wish to secure material for such discussion groups may do so by writing the Committee on Planning, Department of Secondary School Principals, National Education Association, 5835 Kembark Ave., Chicago.

The teaching procession—According to a study made of students enroled in one of our larger state teachers colleges less than 6 percent, according to their own expectations, look forward to teaching over ten years and less than 20 percent over five years. It would be interesting if a similar study could be made of the expectation of students in other colleges for the preparation of teachers.

On Visiting Schools is the title of a leaflet published by the National Congress of Parents and [Cont. on page A-122]

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Also send..... Teachers' Guides

I promise to return the film to you on the date specified above and will prepay the return postage.

Signed:.....Principal

Name of school.....

Address of school.....

[Cont. from page A-121] Teachers prepared by the president, Mary L. Langworthy. This leaflet contains suggestions that the well-informed parent should have in mind when he visits the school. Copies may be secured at low cost prices from the National Congress of Parents and Teachers, 1201 16th St., N. W., Washington, D. C. Other NCPT publications helpful for American Education Week include *Our Homes* and *Our Public Schools*.

**The North Carolina State Board of Education** has formally approved a 4.16 $\frac{2}{3}$  percent salary raise for all public-school teachers. With this increase, the state salary schedule is now 25 percent above the 1933 level. Every teacher in the state shares in this increase. In addition, many cities in the state are also supplementing the basic state salary schedule. State Superintendent Clyde A. Erwin writes: "I am greatly encouraged about our educational situation, and feel that conditions are more wholesome than they have been for a number of years, both with regard to public interest and the morale of our teaching personnel."

**Dates to be remembered**—November 9-15—American Education Week.

Thanksgiving-Christmas—30th annual Christmas seal sale. Write to the National Tuberculosis Association, 50 W. 50th St., New York, N. Y.

February 20-25, 1937—New Orleans meeting of the Department of Superintendence.

**Tribute to A. M. Deyoe**—A. M. Deyoe who served as superintendent of public instruction for Iowa from 1911 to 1919 has been called by the Great Teacher. During his years of service as our chief state school official, some of our most important school progress was secured. The highschool tuition law, the state aid for normal training highschools, and the pioneering of consolidated schools distinguish his record of service. This was a time also when the better Iowa schools commission made its report and forward steps were taken in Iowa education. His championship of the cause of the boys and girls in rural communities will always be a significant chapter in the history of education in the tall corn state.—*Agnes Samuelson*, superintendent of public instruction for Iowa.

**H. C. Hutchins and J. Flint Waller** have been appointed assistant secretaries in the staff of the Educational Policies Commission. Dr. Hutchins, who was formerly with the Committee on Youth Problems of the United States Office of Education, is conducting a study of the relationship of schools to other community agencies. Dr. Waller, who was formerly director of research in the Vermont State Department of Education, is analyzing recent materials on educational objectives.

## NeuNEA Publications

Under the title, "A Handbook on Tenure," the Research Division has presented a readable account of the present status of tenure legislation, a review of tenure provisions in foreign countries, and a summary of the NEA's program in this important field of teacher welfare. This is published as the September *Research Bulletin* of the NEA. Price: 25¢ per single copy.

State teacher oath laws have been studied recently by the NEA Research Division and a mimeographed report is now available at 15¢ per copy. Twenty-one states and the District of Columbia require pledges. Fifty-six percent of these oaths have come into existence since 1930. Requirements range from a brief oath of office, usually a pledge to support the federal and state constitutions, to a specific promise to "refrain from directly or indirectly subscribing to or teaching any theory of government, of economics, or of social relations which is inconsistent with the fundamental principles of patriotism and the high ideals of Americanism." The report also includes the latest resolutions of the NEA and several of its departments on the subject of loyalty oaths.

Order these publications from the NEA.



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