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# THE TECHNE

LIFE WITHOUT LABOR IS A CRIME. LABOR WITHOUT ART  
AND THE AMENITIES OF LIFE IS BRUTALITY.—RUSKIN.

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Vol. XX

March-April, 1937

No 4

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“Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion be enlightened.”

—Farewell Address of George Washington.

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PUBLISHED BY  
KANSAS STATE TEACHERS COLLEGE  
PITTSBURG, KANSAS

# THE TECHNE

Published by the Kansas State Teachers College of Pittsburg  
W. A. Brandenburg, President

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Vol. XX

March-April, 1937

No. 5

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THE TECHNE publishes, for the most part, papers on educational subjects, though articles on closely related fields are also used. Part of these papers set forth the results of research; others aim at interpretation of current developments. Though some of the discussions will interest the specialist, it is hoped that in every number there will be something useful for the average teacher.

THE TECHNE is sent free to the alumni, school officials, libraries, and, on request to any person interested in the progress of education.

Entered as second-class matter December 13, 1917, at post office of Pittsburg, Kansas, under the act of August 24, 1912. Published five times a year—in October, December, February, April and June.

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## TABLE OF CONTENTS

The Revolt Against Reading .....	4
J. Gordon Eaker	
Peace and Armaments.....	8
F. N. Howell	
Civil Service.....	14
Lula McPherson	
The Selection of Textbook Experiences of Other States .....	18
The Trend.....	23

On account of the increased demand for printing on the part of the departments of the College which has over-burdened the printing plant, with this issue we will discontinue publication of the "Techne", and shall publish in its place departmental bulletins from time to time as announced later. These bulletins will be of highly scholarly character, and will set forth the main purposes and objectives in various fields of educational activity.

W. A. Brandenburg, President

## THE REVOLT AGAINST READING

J. Gordon Eaker

Mankind is prone to run ahead of himself in thought, to take to the wings of the eagle in imaginative flights from which he must often be recalled by practical mundane demands. Yet in his quest for the ideal, man has found pleasures for himself that he will not gladly relinquish. This is true in spite of the fact that to-day educational realists are busy clipping the wings of the imagination and turning to bodily activity as the method of learning. If the present movement continues unabated, we may no longer read of a boy Dickens in that famous little garret imagining himself Don Quixote or Tom Jones for a week at a time, or of a Ruskin in his father's library reading the Waverley novels as his Bible and marveling that Scott's kings did more work than anybody else. Gone will be the barren classroom that under the spell of the bookish schoolmaster became thickly peopled with the heroes of the past. To-day's schools, as pictured in the progressive bulletins, show us children doing, doing, doing with their hands in every branch of learning. One wonders if the childish imagination may not soon be forbidden to play truant and to escape from the actual into the world of the ideal illuminated by the light that never was on land or sea.

Indeed, the realists are in the saddle to-day, and the romanticists and idealists are beating a flying retreat. We have somehow discovered that the cave man learned by doing and that to become progressive we must become primitive, for mankind has got too far away from reality, whatever that may be. Reading, we are told, is a mere intellectual accretion that came late in the course of evolution, is a superficial adornment, and therefore can well be dispensed with. Material progress will bring cultural progress automatically; when the cave man learned to use a Neolithic tool he increased his culture; we, too, can increase our culture by perfecting new machines. So the argument runs. Alas that man ever learned to write or that Gutenberg ever taught him to spread abroad the story of his darkly struggling spirit, of his devotion to something afar from the sphere of his sorrow.

The new theory is that knowledge is something to be collected in books and stored in libraries but not to trouble the brain of the student, who is to learn by experimenting with new conditions in actual life situations. Knowledge, as it has never been viewed in the past, is now thought to be divorced from action and conduct. With such views, we little realize how much of the wisdom of those who have lived before us is alive and functioning to-day. To correct the situation we need to have more knowledge transported from our library shelves into the acting minds of the learners rather than transported from the minds of the few wise men into cold storage on library shelves. To regard knowledge as something for libraries and not for daily use is to repudiate all accumulated knowledge and to begin anew.

Literature, it is true, belongs to the past; every moment before the present one has passed into the land of dreams. Socrates, Shakespeare,

Christ are only shadows, dream phantasms, except as they live in our minds to-day. *But they thus live.* It was an ancient belief that the shades of the departed were inarticulate or dumb until they had lapped a libation of warm blood; then they would speak forth their secrets. In like manner, the life-blood of our own passion and thought throbs in the heroic pulses of these unsubstantial dead and gives them human utterance once more as we read of their thoughts and deeds. Nor in any other way can the phantoms of history win bodily shape and motion for the world of breathing men.

To view knowledge as something to be entombed in libraries is to confine our fathers like ourselves to everlasting oblivion. It sounds like a truism to say that the bygone ages of the world were actually filled with living men, not by protocols, state papers, controversies, and abstractions of men. "Not abstractions were they, not diagrams or theorems: but men in buff or other coats and breeches, with color in their cheeks, with passions in their stomachs, and the idioms, features, and vitalities of very men!" We see in our scant regard for the past how scantily our children will regard us, with all our progressive educational theories and our democratic political theories. Those who care little for the past should hardly be expected to exhibit much concern for the future. We may be building a new world "on the ruins of the past," but if that is our attitude we are building for to-day only.

To be sure, many books are a weariness to the flesh, and of the making of books there is no end. It is doubtless well that Shakespeare is not still living and writing plays for English professors to write commentaries on. Every age must write its own books, nor must we "think to make a staple commodity of all the knowledge in the land, to mark and license it like our broad-cloth and our woolpacks." It is not presumptuous for us to go on thinking even though Plato and Aristotle are dead. But let us not ungratefully express our rebellion at the great mass of knowledge poured at our feet in recent years by consigning it all indiscriminately to the limbo of perdition. The new age calls for a new synthesis, for new applications of old truths to new circumstances, and for the development of new truths.

But the modern heresy goes deeper than this; it declares that an economic or social problem must precede all study, that all reading must be for use, not pleasure. Reading for pleasure has become a lost art. We are ashamed to read for the good of our souls. Yet if we were on a desert island, with no social problem, the health of the soul would still matter. It is the social virtue of a good book that where one man has lived finely, ten thousand may live finely after him. Books give us the contagious touch of great personalities. In our daily contacts with our friends we seldom draw them out on their deeper, more interesting sides, but in a book we get the best part of a man, that part above all others by which he would wish to be remem-

bered. It is a superficial notion that knowledge enough may be acquired in conversation and discussion. In conversation we never get a system. What is said upon a subject must be gathered from a hundred people. The parts of a truth that we get in that way are at such a distance from each other that we never attain to a full view. Our modern scepticism makes us chary of the full view, of metaphysics, of the demand for a sense of values.

The general principles to be had from books must of course be brought to the test of real life. Knowledge should never be merely familiar; it should be novel as well, suggesting some relevant activity, or even some scepticism as to the extent of its application. "The end of life is an action and not a thought, though it were the noblest," and our task is to cultivate activity in the presence of knowledge. Knowledge should be the guide in life's adventures, or as it is expressed in the Phi Beta Kappa motto, "The love of learning the helm of life." In reading creatively, as we must in reading Emerson's *Essays*, for example, we not only learn but we become something. Thus Ruskin could truly say, "Tell me what you read and I will tell you what you *are*."

In teaching reading we soon discover that students can not be forced to read. Doctor Johnson went so far as to declare, in his positive manner, "Education is as well known, and has long been as well known, as ever it can be. Endeavouring to make children prematurely wise is useless labour." The venerable doctor would let the boy read at first "any English book which happens to engage his attention; because you have done a great deal when you have brought him to have entertainment from a book. He'll get better books afterwards." Johnson also advised the young man to ply his book diligently (five hours a day) and so acquire a good stock of knowledge, "for when years come upon you, you will find that poring upon books will be but an irksome task." If one learns to read early, he should not have to "close the jackknife," in Holmes's phrase, at forty-five, with respect to his intellectual progress.

We know, too, that what one reads as a task may do him little good. A bicycle chain can be too tight. What we read with inclination makes a much stronger impression; otherwise half the mind is employed in fixing the attention. A good deal can be learned from the habits of those who have read widely. Ruskin asks us to consider the shortness of life and to remember that if we read this book we cannot read that one. Johnson read cursorily, saying, "A book may be good for nothing; or there may be only one thing in it worth knowing; are we to read it all through?" Hazlitt read as an Epicurean. Coleridge read with an eager, childlike joy. Theodore Roosevelt tore the heart out of a book in short order. Macaulay devoured novels, noting twenty-seven faintings in one book. We should break up our fixed reading rates, employing several different speeds in reading the ordinary novel.

Reading, furthermore, should not be viewed as an unsocial, undemocratic act, as something indulged in only by the leisure class and fostering odious social distinctions. With our shortening working day we shall soon all belong to the leisure class. Edmund Burke wrote that wisdom comes from opportunity of leisure. Leisure is the foundation of civilization, for without it the arts could not flourish. Nor should knowledge be viewed as a mind-crushing load. Many wise men have said that learning never pressed their shoulders. With the passing of the frontier days and the era of the uncouth humorist and his common sense expressed in rough dialect, can we not overcome our prejudice toward European culture in any form as effeminate book-learning? American needs to-day another Addison with his urbane daily essays to bring philosophy down from heaven to dwell among common men in their streets and houses. For after all,

How charming is divine philosophy!  
Not harsh and crabbed, as dull fools suppose,  
But musical as is Appolo's lute,  
And a perpetual feast of nectared sweets,  
Where no crude surfeit reigns.

Most of our modern theories can be traced to their origins in the ancients, who, because of the aristocratic society in which they happened to live, are being shamefully ridiculed to-day because they occupy a small place in our curriculum alongside of textbook makers who depend upon those same ancients for any curriculum at all. Mark Twain was right, the ancients stole all our thoughts from us!



## Peace and Armaments

*F. N. Howell.*

Without doubt, one of the problems uppermost in our minds is that of peace—both international and national peace, peace within our own boundaries and peace between all the nations. Four nations threaten the peace of Europe today on account of internal strife and foreign policies. The nation threatening peace from within is Spain. The nations threatening peace from without are Germany, Italy and Japan. Today, there seems to be no threatened breaches of peace within, or between the Americas; so, we are interested especially in the subject of peace in Europe and the Far East.

In my judgment, European peace depends upon the strength of democracy. If democracy grows in strength peace may continue. If democracy weakens a European war may break out at almost any time. In turn, the development and stability of true democracy within a nation, or between nations, depends upon an enlightened and educated electorate. It may be that some countries are not yet ready for a true democratic government, notwithstanding the glory that has come to these nations in music, art, scientific achievements, and literary attainments. It may be that the majority of the people in such nations as Italy, Germany, Spain, Japan and Russia—peoples who have lived so many generations under strongly centralized, domineering, dominating forms of government—are not ready for democratic government such as you and I believe in and enjoy. Perhaps strongly centralized governments are still necessary, but I cannot understand why any of the dictators of the day should be opposed to international democracy—that is, that all international affairs and relations be conducted in the democratic way.

It seems to me that an interesting topic of the peace problem, and one worth considering, is the status of democracy throughout the world—to be more specific, the gains and losses of democracy during the past year. During the past year, the democratic way of conducting affairs both within nations, and between nations has acquired many gains and has sustained many losses. But, I believe the balance is in favor of the democratic way of doing things. Even the bold strokes made by Mussolini in Ethiopia, and the acts of Hitler in rearming the Rhineland and renouncing some of the provisions of the Treaty of Versailles which freed Germany from some of the stings of the World War Peace Treaty, and the aggressions of Japan in Chinese territory have failed to lessen the liberties of the people in Great Britain, France, the United States, and the other smaller democracies. To be sure, Spain is in the throes of an undemocratic struggle and democracy in Greece and Paraguay during the year gave way to dictatorships. But, the recent withdrawal of Paraguay from the League of Nations, of which she has been a member since 1925, has been partially offset by the request of the Egyptian Government for membership in the League.

Democratic strength manifests itself in economic affairs as well as in purely governmental affairs. Without doubt, the democratic nations have made greater recovery from the depression than the nations under dictatorships. During the past year, or slightly more than the past year, dictatorships have struggled under heavy burdens of increased armaments and have been driven to spectacular adventures to draw attention away from their domestic failures—witness again, the Italo-Ethiopian affair, the policies of Germany in the Rhineland and Japan in Manchuria. In all this, there seems to be little or no solution for their internal economic affairs.

Neither war nor the preparations for war is democratic. But, the sabre rattling by the dictators has aroused the democracies. Increased armament movements in Britain, France and the United States have placed in the hands of democracy a means for both protecting itself and strengthening itself. Though the democracies have been driven to this by the dictators, it is a surrender to the undemocratic way of settling disputes. But, out of this may come increased bargaining power to be used in the interest of peace.

At this point, let us depart from the general theme of democracy and peace and note some specific facts concerning armaments.

The cost of world armaments is now three times as much as it was in 1913. It is estimated that Russia led the world with 1936 expenditures of \$2,963,000,000. "Butterless" Germany comes next with \$2,600,000,000. The United States is third with \$964,000,000. Italy is next with \$846,900,000. France is sixth with \$716,000,000. Japan is seventh with only \$307,000,000. The world total for sixty nations during the past five years has increased as follows:-

1932	\$3,815,000,000.
1933	3,992,000,000.
1934	5,064,000,000.
1935	8,810,000,000
1936	10,750,000,000.

You will note that the increase alone during the past year is almost two thirds of the total expenditure five years ago.

The large increase in 1935 and 1936 runs parallel to Germany's re-occupation of the Rhineland and Italy's conquest of Ethiopia. In 1930, more money was spent on war equipment than during the year 1913 when Europe was on the verge of a universal war. In Germany, Italy and Japan the proportion of national income used for military purposes has reached alarming figures when we consider that all this is spent for non-productive purposes, and has not added one dollar to the economic wealth of the countries. When we add to the countries just named, Russia whose plight is about as bad, and several smaller nations who have strained their incomes for increased armaments, we wonder how long such can be continued without dis-

astrous results. This question is emphasised when we consider the percentage of national income for war purposes. From latest figures and estimates available, the per cent of national budgets for armaments is as follows:

Italy	52 per cent, no figures available but estimated.
Germany	50 per cent
Japan	46.6 per cent
France	29.7 per cent
Russia	20.7 per cent
Britain	20.0 per cent
United States	11.4 per cent

It may be interesting to note that according to our building program 84 ships are now under construction and 18 more keels are to be laid during the present year. Most of this construction is for the Pacific waters. In addition, provisions have been made for a floating dry dock at a cost of \$10,000,000 and large enough to accomodate the largest battleship and intended for Pearl Harbor, Hawaii, but capable of being towed to other harbors or being used as a floating base. This seems to show the direction in which our danger lies.

The armament race continues. Britain, after failure to induce some other nations to discontinue increase of armaments by mutual agreements, is planning a largely increased navy. During the latter part of February, the House of Commons by the great majority of 392 to 145 authorized the expenditure of 1,500,000,000 pounds for naval equipment during the next five years. It is understood also that this amount will be increased or diminished according to the amount of naval construction by other European countries, especially Germany. It is understood also that Britain is ready and willing to enter into security agreements of regional or international basis as may tend to remove fears entertained by some of the other nations relative to attack or encirclement.

The new naval plan of Britain provides for immediate starting construction of five capital ships at one time is an extremely large were commenced in January, this year, will constitute a naval construction plan larger than any since the World War Period. The construction of five capital ships at one time is an extremely large and expensive program. Among other things, it may mean the replacement of these five ships at one time when they become obsolete some future year. In normal times, such tonnage in battle ships is not wanted by any navy.

Prime Minister Baldwin claims that the whole object of this plan is to deter aggressions or war. While he has not entirely given up hopes of restoring peaceful means of settling international disputes, he does not think that a real peace league can now be formed because too many of the heavily armed nations do not seem to want peace.

While the past year plunged the nations into arms competition, the principles of democracy won many victories in settling some perplexing problems. As an example, let me cite the settlement of the differences of opinions concerning the Dardanelles. Since the world War, the Dardanelles has been policed as an international water-way. This has been a matter of vital concern to Turkey. She thought that she should be permitted to rearm the Dardanelles as a means of protecting her interests on both sides of the water-way. Instead of pursuing the courses followed by Germany and Italy in the Rhineland and Ethiopia, Turkey took the democratic way of consulting with other interested parties through the League of Nations. As a result, Turkey's request was granted. By like process, was the Turkish town of Alexandrette made a free city. Alexandrette is located in Syria, a French mandate, and is just across the boundary of Turkey to whom it formerly belonged. Its population is almost entirely Turkish. Because of much discord between the Turks of the city and the general government, Turkey asked the League to make the city a Free City. This was done. How different was the means employed by Turkey from those employed by Germany and Italy. The one tends to establish confidence between nations; the other, doubt and distrust. Herr Hitler evidently recognizes this quite well by now. For, in his last speech before the Reichstag, he stated that no more surprises would be sprung by him and that all future attempts to secure a desired end would be conducted in the usual diplomatic ways. This statement together with the one declaring that Germany does not intend to isolate herself from other countries, but intends to co-operate with them in solving international problems put the Chancellor on record as agreeing to settle questions of dispute by negotiations rather than by violent means. While the "no more surprises" statement was meant to be heard by the foreign peoples as well as by the Germans, its reception in Britain, France and the United States has been rather luke warm due, doubtless, to past experiences.

If Herr Hitler's promise of no more surprises is adhered to and aids in European peace making, the recent speech before the Reichstag will mark quite an epoch in post-war history. Is Chancellor Hitler sincere or is he not? It may take several promises to convince the world that he is. But, let that be as it may. Let us note some further statements made in his anniversary-day speech. We note that a friendly feeling toward other nations is manifested. Let me quote from that speech. "As an equal State, Germany is conscious of its European task to co-operate loyally in removing the problems which affect us and the other nations. Germany will make every possible contribution to peace that is in her power. Peace is our dearest treasure." Again, is Herr Hitler sincere? Well, nothing is to be gained by pre-supposing that his words do not mean what they say. However, some other of his statements are not so satisfactory. In strong terms, he declared hostility to Soviet Russia and to some provisions of the League of Nations. The Chancellor may be right in

some of his criticisms of the League, because it seems to be a generally accepted fact that many provisions of the Covenant of the League of Nations should be at least modified, if not entirely changed, because such an organization cannot function properly so long as such powerful nations as Japan, Germany, the United States and others do not belong.

Among the outstanding events of the past year in the cause of international democracy was the conference of the American nations at Buenos Aires last December. There, were assembled the representatives of twenty-one American nations. Several of the representatives presented plans concerning future relations between the countries. These plans differed in many respects; but, the differences of opinion were readily reconciled. The five international agreements and treaties adopted during previous conferences were adopted by the entire assembly. The substance of the final agreements is that all disputes over trade relations, neutrality, the sale of munitions and contrabands that cannot be settled through the usual diplomatic channels must be submitted to a committee of the entire membership for consideration before any sterner measures be taken by a nation, or nations, for redress of grievances. Thus, consultations, which is the very essence of international democracy, seem to be an accepted principle by the Americas.

In the Buenos Aires convention, the plan submitted by the President of the United States largely guided and directed the other nations in formulating their measures for organized peace. To be sure, the Buenos Aires convention departed from the idea of peace organized on a world basis by confining the application of its findings to the Americas. However, if the League of Nations should some time modify or eliminate some of the provisions that keep some of the nations out of it, the South American conference may point the way to a full membership in the League as it now exists, or to the formation on a new league. Either results will greatly strengthen the forces for peace.

During the past year, the offices of the League of Nations were moved into a new and palatial home on the shore of Lake Geneva. The very setting of the new home is suggestive of peace and justice. But, while this move was being made, the influence of the League fell to a low level. Owing to the slump of League prestige, the international aspect of the civil war in Spain has centered in London, Paris, and Washington. These three countries, together with some of the smaller democracies, have been governed from the beginning by the democratic principle of non-intervention, while the Nazi, Fascist and Communist governments have aided the two Spanish factions until Europe has been drawn to the brink of another war. Only after the cause of the Spanish rebels seemed nearly won, did Germany, Italy and Russia show any regard for the democratic way of non-intervention.

Now, all the European States except Portugal have agreed on non-intervention. From the Spanish affair, we should learn that a nation should solve its own problems in a democratic way before it can be counted on to lend aid in the advancement of international peace.

Trade barriers such as high tariffs, quotas and restricted raw material markets have played no small part in continuing strained relations between some of the nations. A few years ago, the leading nations seemed to be in a trade barrier race. Each nation appeared to be trying to out-do the others in the placing of trade restrictions. Each nation evidently won, judging from the decreased flow of trade between many of the countries during the past half dozen years. How foolish must be many of the trade restrictions between the countries of Europe where we find 450,000,000 people trying to mak a living in a territory no larger than the United States with but 130,000,000.

During the past year, the United States took measures to improve trade with other countries by entering into reciprocal trade pacts with them. Some sixteen pacts have been made up to now; and, the power of the President relative to reciprocal trade pacts has been extended by Congress for a period of three years. Judging from the past policy of the Administration, one should conclude that many more trade pacts will be negotiated. If this policy should be accepted and applied between the European nations, I am of the opinion that another big step toward international peace will have been taken.

Closely connected to the subject of trade barriers so far as Germany especially is concerned, is the subject of colonies. Just a year ago, when Germany re-occupied the Rhineland, Herr Hitler said that Germany was ready to rejoin the League of Nations "in expecting that in due course, by amicable negotiations the question of colonial equality. . . shall be cleared up." A few weeks ago, he declined an invitation to send representatives as members of the League Committee on Raw Material supplies, with the excuse that he did not expect any solution of the raw material problem through that agency. Last fall, the German Minister of Economics stated that "Germany must produce her raw materials on territory under her own management". Evidently, Germany is not interested in provisions for raw material except through the restoration of her former colonies. The mandated German colonies still keep alive a national feeling of injustice, and Germany does not feel that she is on a pre-war equality with the other leading nations. This feeling is, doubtless, intensified when she thinks of Japan in Manchuria and Italy in Ethiopia.

The re-establishment of the natural flow of trade between nations by removal of tariff barriers is a large problem seemingly difficult of solution. The distribution of raw material sources between the "have" nations, and the "have not" nations, likewise is a problem seemingly difficult of solution. How will the problem of trade restrictions, raw material restrictions, political ambitions, and other national ambitions be solved? Will it be by peace or by war? Time alone will tell.

## CIVIL SERVICE

Lula McPherson

The services that are rendered by the government have increased so rapidly that the average individual has no conception of present conditions. Since the federal government is taking such an active part in our lives, we are becoming more government conscious.

In our cities and other local divisions, there are over two million people employed, more than one half of whom are in our public schools. If we add state and federal employees, there are 3,300,000 men and women in public service. Nine percent of all the public employees are in the highway department and six percent in our police and fire departments. Two thirds of our federal employees are in the postal service, the Army, Navy and Marines.

Each one of us might consider the diversification of service that are performed by the various units of government. It is hard to realize that our grandfathers knew only of volunteer fire departments and of very little police protection. In those days the family at great effort and expense had to do what the government is doing for us at the present time. Do you want to furnish your police and fire protection? Do you want to supply yourself with water, electricity and gas? Think of the problems that would result in private schools. What do you think of our postal system to-day? All of these services that are rendered by the various units of government in the United States make problems for appointment and the entire country is thinking of the need of more efficiency in government service. There are some who believe that money spent for taxes is simply decreasing the amount to be spent for legitimate business. If money is spent wisely from taxes, it is really making an efficient contribution to society.

As a result of so many government jobs, there has arisen the spoils system. Often the statement is made that this system originated with Andrew Jackson. Such is not the case, even the colonial fathers practiced the spoils system. Correspondence of our colonial fathers has many references to the system of political patronage. Before the close of Washington's administration appointments were being given to friends of Washington. Midnight appointees of John Adams show the power of politics. This system was used by Jefferson and his successors. In the middle of the nineteenth century, our attention was attracted to civil service reform in England and in the continent. In the United States before and after the Civil War, corruption and graft were rampant. We are much concerned in regard to the number of positions that are filled through civil service but seldom think of the important positions that are still spoils.

The criticism is sometimes made that our employees in civil service are sometimes underpaid, while those who hold their positions through patronage are sometimes overpaid. The salaries of the latter often include their contributions to their political party. Some people are of

the opinion that political appointments are necessary. Such is expressed by Dr. Carl T. Friedrich of Harvard University when he says, "You cannot take offices with vast powers attached to them 'out of politics' for politics is not a bottle or any variety of container. Politics is the struggle for power. Where there is power, there is politics. What you can do, and what you must do, is to make politics responsible." Political bosses today agree with Andrew Jackson when he said, "I cannot but believe that more is lost by the long continuance of men in office than is generally to be gained by their experience."

Carl Schurz said in 1894, "It is indeed almost incomprehensible how the spoils system could be permitted through scores of years to vitiate our business methods in the conduct of national affairs by causing immense losses in the revenue, breeding extravagant and plundering practices in all departments costing our people in the course of time untold hundreds of millions of money, and making our government one of the most wasteful in the world."

The first attempt of Congress to regulate appointments was in 1853, when it decided that thousands of clerkships in Washington should be filled only after "pass" examinations. This amounted to very little in the way of reform. In 1871, Congress passed regulations for admission to civil service and also qualifications of candidates. A system of competitive examinations on a small scale was introduced. In 1875, Congress ceased making appropriation for the commission. The assassination of Garfield by a crazed office seeker in 1881, paved the way for the passing of the Pendleton Act in 1883, which is still the basis of our merit system. Additional legislation has been passed and rules have been made by presidents, heads of departments and civil service commissions.

In the next half century, eighty-one percent of the Federal executive service had been brought under the competitive system. The President's order of July 20, 1936 has greatly affected the Post Office Department. Other acts that have added greatly to the merit system in the United States are the Classification Act of 1923, by bringing about a classification in the department offices; the Rogers Act of 1924, which has reorganized diplomatic and consular service; the Act of 1925, which extended the Classification Act to the postal field service; and the Act of 1927, which did the same for foreign commerce service.

At present there is decided interest being shown in improved personnel in states. Much of this is due to the publication of a report of the Commission of Inquiry on Public Service Personnel in 1935; a campaign for better government service launched by the National League of Women Voters in 1934; and the greater interest in government which is partly the result of the depression. In several states bills for an improved personnel service will be introduced this year. The Michigan Civil Service Study Commission appointed by Governor Fitzgerald has attracted much attention in the United States.



Massachusetts, New York, New Jersey, Maryland, Ohio, Illinois, Wisconsin, Colorado, California, and Kansas either have constitutional or legislative provisions for civil service. The law in Kansas has been inoperative since 1919 and an appropriation would be necessary to put the law into effect.

In 1912 the American Political Science Association appointed a committee on Practical Training for Public Service which brought about a National Conference on Universities and Public Service in New York City in 1914. As a result of this meeting there was created the Association for the Promotion of Training in the Public Service. The University of Michigan established a course for city managers in 1914 and the University of Cincinnati had class room work for training of officials which was supplemented by work in industry and the city government. Before the World War there were but three universities that had courses in public administration, while at the present time there are eighty-one institutions with such courses. Thirty-eight have started their courses in the last five years.

Some colleges believe that training should be general while others think that it should be specific. One hundred fifteen colleges answered a questionnaire concerning whether their training was specified or general. Fifty-eight considered their training general, fifty both general and specific, and four considered it specific only. Some universities in cities cooperate with the city in giving extension courses for the officials. The University of Southern California, through its short courses, reaches hundreds of officials in that district. Some cities and counties are experimenting in apprenticeship for administrators. Los Angeles County takes two apprentices annually from each of the four universities in California on its Bureau of Budget Research.

The training school was inaugurated in New York in 1928, which gave training to policemen and firemen. To-day the school has been enlarged to include training for financial officials, welfare officers, inspectors of buildings and civil service commissioners.

In 1932, the League of Virginia Municipalities established a training school for policemen and in 1933 added training for firemen. During the last five years training schools have been held in Arkansas, Colorado, Georgia, Illinois, Indiana, Missouri, Nebraska, Ohio, Oklahoma, South Dakota, Tennessee, Texas, Washington, West Virginia, and Wisconsin.

The American Municipal Association, which is the national federation of League of Municipalities has assisted in organizing the training schools. This association, at its headquarters in Chicago, gives information and advice to state leagues. There are many instances in which there is evidence of direct benefits that have been received by officials in these schools. Their services have shown a decided improvement.

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Cities are becoming more active in civil service. In 1935, one fourth of all the cities with a population of 10,000 or more had personnel agencies for the entire municipal service, and ten percent more had the merit system, for the police and fire departments.

In 1936 the American Bar Association offered an award for the best essay on reorganizing the judicial system on the basis of merit.

The county of the United States has always been considered the "dark continent" but New York, New Jersey and Ohio have civil service laws to improve personnel in that unit of government. Possibly there can be made a plan of cooperation between states and counties.

In reorganizing the government employees of cities, counties and states upon the basis of civil service, well framed laws should be passed which must be efficiently enforced. Public opinion is being created in favor of improvement of governmental personnel. The merit system is taken for granted in some states and cities for certain types of work.

The civil service system of Great Britain is only sixty-six years old and we must not expect miracles to take place in a short time. No community can expect efficiency in government spending and government service without an enlightened civil service system. To establish such a system is a great challenge to the public.

## THE SELECTION OF TEXT BOOK EXPERIENCES OF OTHER STATES

*Ohio* does not have state adoptions. All adoptions are by local boards of education, majority vote, five-year term, no changes in text possible. Supplementary text books are purchased by local boards in the same manner as supplies in general.

*Michigan*. No state adoptions. Last winter a bill passed the lower house of the legislature for state adoption. Michigan school districts adopt their own books.

*Illinois*. No state adoptions. All books offered for sale including net prices must be submitted to the state superintendent of public instruction. Local school corporations select books for use in their own corporations for a period of five years. This includes supplementary texts.

*Missouri* does not have state adoptions. All texts are adopted by local counties and cities.

*Iowa* makes no provision for state adoptions. Adoptions are by cities and by counties when the county by election chooses to have uniform texts. Where no election is held local districts select the books. "Our text book law has been in effect for a long period of time and the people generally have become so accustomed to it that one hears nothing one way or the other with reference to the law. There has been some effort and agitation for state uniformity and a slight movement for state printing, but fortunately neither of these plans has been enacted into law." — Indiana Teacher.

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The proportion of students taking various subjects in private high schools throughout the country has evidently not changed much in the 5 years from 1927-28 to 1932-33. Increases were chiefly noted in French, German, geometry, American and world history, community civics, biology, shorthand, typewriting, and religious subjects. In the languages, tabulations just completed show that French and German are gaining and Latin and Spanish losing. In mathematics, algebra has lost but geometry and trigonometry have gained slightly. There has been a large gain in the proportion taking religious subjects. —Statistical Thumbtacks—Alabama School Journal.

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General overhauling of the Michigan Teacher's Retirement Fund Law will be recommended to the 1937 session of the Legislature. Proposed changes in the law here were explained recently to the State Planning Commission by Dr. Eugene B. Elliott, state superintendent of public instruction. Dr. Elliott stated:

"Among the changes which will be suggested to the Legislature are:

1. Increase in the annuity paid to teachers.
2. Increase in the rates paid by teachers.
3. Participation by the State.
4. Refund to teachers' heirs on same basis as refunds to teachers.

5. Pro-rata grant of State funds to the Detroit Teachers Retirement Fund.

"At the present time the Retirement Fund Law provides that teachers be paid an annual annuity upon retirement amounting to one-half of the teacher's average annual salary during the last five years of teaching, not to exceed \$500, or be less than \$300. It is probable that the recommendation finally settled upon will be to make the annuity one-half of the teacher's average annual salary for the best consecutive five years of teaching, not to exceed \$1200, or be less than \$500. — General Overhauling of retirement Fund Law To Be Recommended to the 1937 Legislature. — Michigan Education Journal.

Higher education in Michigan needs increased finances. During the depression all of the state controlled educational institutions suffered greatly as a result of drastic cuts in their appropriations. Many of the instructors in these institutions are receiving salaries which are disgracefully inadequate. Because of the increased enrollment of rural pupils in and graduation from our Michigan high schools, something must be done to make higher education more accessible and worth while to these young people. We believe that increasing the appropriations for higher education will pay large dividends.—Adequate Financing,—Michigan School Journal.

South Dakota — Amendments to the state constitution of South Dakota removing the offices of state and county superintendent of schools from the partisan ballot and placing them on a non-partisan ballot were passed at the November elections.—News And Comments From Other States — Michigan Educational Journal.

The Texas Athletic Federation of College Women met October 22-24 at Southern Methodist University, Dallas. Sixteen colleges of the state were represented at this meeting with approximately one hundred delegates and sponsors present. Reports and discussion of athletic problems were given.

## RESOLUTIONS

1. Resolved that inter-collegiate and inter-scholastic relations are desirable when emphasis is placed on social contact and enjoyment of the activity .
2. Resolved that skills in physical activities for women be improved and the number of women participating be increased.
3. Resolved that these activities which may be adapted to the needs of adult life be promoted.
4. Resolved that as far as possible women instructors and officials be used for physical activities of girls and women.

5. Resolved that an annual medical and physical examination should be required for participation in all physical activities.

6. Resolved that assistance should be offered in the promotion of a constructive program of physical activities for high school girls.

7. Resolved that the commercialization and exploitation of women's sports be opposed.

8. Resolved that a recreational program in which men and women may participate together should be promoted.

9. Resolved that the giving of symbolic awards rather than material awards be recommended.

10. Resolved that the substitution of any extra-curricula activities for physical education credit be opposed.

11. Resolved that the participation of high school and college girls in activities which are organized primarily for men be opposed: as football parades, bands, demonstrations, etc.—Texas Outlook.

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Excerpt from Legislative Committee report approved by the Representative Assembly in 1934.

“(1) It is essential that education should be completely freed from political control and from political dominance. All school administrative officers should be selected without reference to party affiliations or elected upon a nonpartisan ballot. Local school officers have long since been chosen at a school election which has been conducted on a basis entirely free from the influences named. They in turn select school executives and teachers without regard to political affiliation. But we still have all of our county superintendents and the state superintendent of public instruction elected on a partisan ticket.—Washington Education Journal.

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One of the chief obstacles to the expansion of the teachers' union movement is the tendency of some teachers to consider themselves somewhat better than the common laboring man. In extreme cases this may be termed intellectual snobbishness. It fails to take into consideration the fact that teachers have to pay their grocery, meat and light bills just as much as anybody else; in fact, they are usually expected by the community to maintain a fairly high living standard. Yet during the depression, teachers have suffered wage cuts far more severe than those given in other branches of government service, especially when those other branches were unionized. Crowded classes and long teaching hours are piled upon teachers who kept their jobs, and teachers are just as dependent on their employers for subsistence as are unskilled laborers. Economically they are in the same boat.

Other objections come under the headings of timidity and ignorance. Timidity is rapidly fading since the growth of the unions in

the past few years. Ignorance of union policy leads to conjectures regarding the possibility of strikes or other actions which might be dangerous to participants. In point of fact, the stated policy of the union is against using the strike, relying instead upon pressure from the labor movement and participation in liberal political movements. —Unions vs. Associations — Washington Education Journal.

The activity curriculum, an outgrowth of a modern philosophy of education and brought about by continuous changes in social and industrial life, according to Dr. Kilpatrick, "is based directly on life in the present active learning experiences of the children themselves. The successive steps are so chosen and directed, that the children may themselves by the exercise of responsible choice and direction, learn even better how to choose and direct these and all other experiences in life." It follows then that freedom is offered the teacher and pupils in selecting and organizing units. Guidance by the teacher is necessary so that the outcome will mean continuous growth in the child's power to understand the problems of daily group living; growth in his ability to think clearly in meeting problems; growth in habits, attitudes, and ideals, so that his group living may be rich and wholesome; growth in his power to live creatively.—Anna A. Condon — Activity Curriculum Development—Connecticut Teacher.

Salary schedules of Connecticut teachers will experience a decided uptrend in 1937 according to returns received by us in a state-wide survey just completed. 1936 showed so decided an improvement that it is confidently expected the present year will witness restorations and increment returns in a large majority of the towns that have not already taken action. Since our last compilation 25 more public schools units of the 170 in Connecticut have completed restorations to bring the total to 75 towns in the estate. —Connecticut Teacher.

"In the ideal school, curriculum making will become a process of formulating individual goals, and progressively modifying them in accordance with the developing capacities, interests and needs of the individual pupil, setting up provisional goals, getting the students to accept those goals by teaching when necessary, or by refraining from teaching whenever possible; studying the progress made, with a readiness to modify the goals if necessary . . . The purpose is not to decrease the control of the child by the school, but rather to make that control more intelligent and more effective."—Dr. Ben Woods — Educational Records Bureau publication.

## THE TREND

Most persons who have given any thought to the cost and supervision of government hold that there are entirely too many small governmental units in Indiana. All of the Governors since 1917 have expressed in messages that something should be done to eliminate small taxing corporations.

## Too Many Small Units—Indiana Teacher

Those who argue the disadvantages in state uniformity in text book selection advance the following objections;

1. Rigidity in text books for an entire state is undesirable, and does not recognize variations in local communities, schoolplants, rural and urban populations, and is not even desirable for all of the groups in any large school.
  2. Large contracts no longer secure lower prices, if they ever did; they do not, because of state laws to the contrary and bonds given by the publishers.
  3. It is estimated that there is very little economy due to pupils changing residence, because it is advanced that not over one per cent of pupils on the average change school districts each year.
  4. State boards usually composed largely of laymen adopt poorer books than superintendents and teachers. Teachers are disappointed with many of these uniform adoptions, and duplicate purchases and supplementary purchases result, so that in uniform text book territory the cost of book is 2.6 per cent of the cost of the education.
  5. State uniformity keeps obsolete and antiquated texts in use for longer periods of time, whereas teachers should be encouraged to present up-to-date material, have a voice in text books selection, and keep up on the new textbooks published.
  6. The whole matter of economy of state uniform text books is doubtful, since the average cost of text books per pupil enrolled for 227 cities as found by Commissioner of Education and published in Bulletin No. 60, October, 1932, is for elementary pupils \$1.20, junior high school \$.97, and senior high schools \$2.75. The cost per pupil is therefore less than the cost of one pair of shoes, which go on the feet, whereas, what goes into the head, good, modern, up-to-date books, has been the quest of political thunder by demagogues, and the economy involved has been like Mark Twain said about the report of his death, greatly exaggerated. State adoption may free local superintendents and teachers of some time, labor, and interference, but the larger the contract the more State uniformity in text book selection.
- Indiana Teacher.