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## Campus Crier

Central Washington University

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# CAMPUS CRIER

CENTRAL WASHINGTON COLLEGE OF EDUCATION

Vol. No. 13 Z 797

ELLENSBURG, WASHINGTON, THURSDAY, JUNE 22, 1939

No. 29

## NEW PROFS FOR SUMMER SESSION

Instructors in History, Industrial Arts, Dance, And Speech

The Central Washington College of Education has obtained the services of five new faculty members for the summer session, Dr. Geo. H. Knoles, history; Miss Dortha Jackson, 4th grade; Miss Alice Marting, dance; Miss Ruth E. Becky, speech; and Mr. Hamilton Howard, industrial arts.

Dr. Knoles holds the A. B. and A. M. degrees from College of Pacific, Stockton, Calif., and the doctor's degree from Stanford University. He taught history for five years in the high school at Lodi, Calif., and held an assistantship at Stanford. Since January, 1937, he has been an instructor in history there.

Miss Johnson replaces Mrs. Cleman in the Edison School.

Miss Marting holds the B. A. degree from Wellesley College and the M. A. degree from New York University. She has attended summer sessions at the Bennington School of the Dance and Teachers College, Columbia. She has had experience at the University of Cincinnati, W. Y. C. A. in Cleveland, Ohio, and she was teacher of the dance at Merrymeeting Camp, Bath, Maine.

Miss Beckey holds the B. S. degree from Kansas State Teachers' College and the M. A. degree from the State University of Iowa. She has done graduate work at the University of Kansas and the University of Southern California, from where she comes to this campus. She has had experience in the Kansas public schools, William Penn College at Oskaloosa, Iowa, and Nebraska State Teachers' College.

Mr. Howard, whose home is in Ellensburg, comes from the Morgan Junior High School, Ellensburg.

## DANGER SIGNALS AHEAD

Fear of a trend toward totalitarianism in this country was expressed by Dr. William F. Ogburn in his talk on "Danger Signals Ahead."

He said that the next war, if we go into it, will be much more intensified than the last, our economic system would be strained to the danger point, radical advocates of Socialism and Communism would spread their doctrines and to offset that we might head towards totalitarianism. He said he had never seen anything that approached that system in Germany today, where there is no such thing as a free press, where every German radio program must meet Hitler's approval, where they have a rather effective system of blanking out every foreign station, and hundreds of spies check to see if any Germans are listening to any foreign station. As a result even thought and knowledge are almost completely controlled and education is under complete domination.

### Planes Big Danger

He said the gravest danger to the United States will be from bombs dropped by planes. His friends in aviation join in a prediction that within ten years it will be possible to take a plane in Seattle in the morning and with one stop enroute land at Paris or London within 24 hours. Under that aviation development dropping of bombs on any American city is probable.

In opening his second talk of the  
(Continued on Page Two)

All candidates for the Three-year Elementary Certificate, or the B. A. degree in Education, are requested to call at the Registrar's Office for the blank upon which application may be made. Applications should be on file not later than July 10.

## CONSERVATION MEET IN JULY

Problem To Be Studied In Three Phases

On July 10, 11, 12 the Northwest Conservation League will hold the Northwest Conservation and Planning Institute on the Central Washington campus. Present will be the leading authorities on various phases of the conservation program of the Northwest, as well as experts from other parts of the country. The purpose of this institute is to offer a three-day course on the conservation of Pacific Northwest resources which will set forth facts pertinent to their wise use and development in the interest of the people.

On Monday, July 10, Conservation will be discussed as a national and Northwest problem in two general sessions. Speaker in the morning session will be Mr. George E. Griffith of the U. S. Forest Service. His address will be on "Conservation As A National Problem." The evening meeting will be devoted to the topic, "Conservation and Utilization of National Resources in the Pacific Northwest," with Mr. P. Hetherington, consultant, National Resources Committee, Olympia, as speaker. There will be panel discussions at both sessions.

Tuesday, July 11, will be taken up by roundtable or sectional meetings, each featuring speakers and a panel, which will discuss the various specialized phases of the conservation program.

### Education and Conservation

On Wednesday morning, July 12, the position of public education in regard to conservation will be discussed at the last general session of the conference. Mr. W. Virgil Smith, assistant superintendent of schools, Seattle, will speak on the subject, "What Is the Place of Conservation Education in the Public School Curriculum," and will be followed by a panel discussion.

Two conservation motion pictures will be shown Wednesday afternoon, **The River**, and **The Plow That Broke The Plains**. **The River**, by Pare Lorentz, last summer won the prize for documentary pictures.

Students are particularly urged to attend the meetings of this institute, as it is felt that a discussion of the conservation problem in relation to political, economic, and educational problems will be very valuable and worth while.

Among Tuesdays roundtables are one on "Utilization of Power Resources in the Pacific Northwest," which considers Coulee Dam and like projects, "Conservation of Forest Resources," and "Conservation of Human Resources," which has as its speaker, Dr. Paul H. Landis, associate professor of sociology, Washington State College, who has made an extensive study of the living conditions, wages, and other problems of the itinerant worker.

One of the high lights of the three-day institute will be the banquet to be held Tuesday evening, at which the Hon. Clarence D. Martin will speak.

The University of Wisconsin has the only department of Gaelic in any United States college or university.

## FOUR MEMBERS. SUMMER LEAVES

All Will Return To Campus In Fall

Four Central Washington faculty members are away this summer on leaves of absence, Joseph Trainor, Harold Quigley, Vernon Carstensen, and Russell Lembke.

Mr. Trainor is in Mexico City studying the Mexican public school system.

Mr. Quigley is to do work in the biological sciences at the University of Chicago.

Dr. Carstensen is gathering material in Seattle and Olympia for his book on the history of the State of Washington.

Mr. Lembke is beginning a history of the summer theatre in America. His project has the approval of Alardice Nicoll of Yale University, and may be used for a doctor's thesis.

All four members will return to the campus next fall to resume their teaching duties. Also returned will be A. J. Mathews of the Department of Literature and Languages who has been studying in Belgium for the past year.

## MONTGOMERY IS SUMMER PREXY

Bedard, Johnson, Gregory Are Other Officers

At the first meeting of the summer season, the Associated Students of C. W. C. E. elected Hamilton Montgomery as their president.

Mr. Montgomery, who is a member of the senior class, will serve for the summer quarter and will have as his assistants: Beryl Bedard, vice president; Pauline Johnson, secretary-treasurer, and Bill Gregory, social commissioner.

The meeting was opened by Joe Chiotti, who presided over the election. Mr. Barto announced a tentative program schedule for next week.

Professor Stevens will speak at an assembly today, and Rabbi Phillip A. Langh will speak a week from today, on "Jewish Contributions To Civilization." On Tuesday, June 27, the W. E. A. will present a program of the "Town Hall" variety.

## ASSEMBLIES

TODAY

William T. Stevens

DANGER SIGNALS IN EDUCATION

TUESDAY JUNE 27

W. E. A. Officers in

"TOWN HALL" TYPE MEETING

THURSDAY JUNE 29

Rabbi Phillip A. Langh

JEWISH CONTRIBUTIONS TO CIVILIZATION

All Assemblies Start Promptly at 2:10

## Ogburn Addresses 4th Annual Educational Conference Here

GIVES SERIES OF FOUR LECTURES ON CONTEMPORARY SOCIAL PROBLEMS

Dr. William Fielding Ogburn, professor of sociology at the University of Chicago, addressed the fourth Annual Summer Educational Conference, devoted to "Contemporary Social Problems" here last week. The college was extremely fortunate in obtaining

## OGBURN LEARNED IN FOUR FIELDS

Is Loved and Admired By His Students

By GEO. KNEELAND

When Dr. Ogburn learned that Mrs. Holmes had become Dean of Women of C. W. C. E., he wrote to her a letter of advice. He suggested that she read and study two magazines—**True Story** and **True Romance**. These magazines very often shape the thinking of young people to a degree unsuspected to their professors, he said. This advice is a typical example of Dr. Ogburn's ability to be humorous and at the same time profoundly serious.

There is an appeal about him which is apparent even from the lecture platform. He is a Southerner, and perhaps that explains it; for he has all the qualities of graciousness, charm, and hospitality which seem to be reserved for a small class of southern gentlemen. His students love him and look on him as Plato or Crito might have looked on Socrates, or even as the disciples of Christ may have looked on Him; for his wisdom seems to be ultimate and his motives absolutely benevolent. The devotion of his students has been his since the days before the war when he taught at Reed College in Oregon. His kindness and his friendliness combined with his unequalled ability made friends and admirers out of all who came in contact with him. When finally he left Reed, the senior girls in his department presented him with that most valuable of statisticians' tools, a slide rule.

### Raised by Mother

William Ogburn grew up under the sole guidance of his mother, for his father died when young William was 4 years old. Mrs. Ogburn, an extremely conservative Southern lady with memories of the days when she owned slaves, and who almost never was separated from her Bible, must sometimes have been a little bewildered by her brilliant liberal son. Ogburn did not get his liberalism from his mother, but wherever it came from, it is backed by an unusually complete mastery of four great fields of knowledge. As an anthropologist he finds delight in the study of primitive tribes. Once he lived for a time with the Pueblo Indians; some day he wants to study Eskimos in their native land. In the field of abnormal psychology he was one of the first students in America of Freud, Jung, and Brill. Their work, for all its exaggeration, he feels is vitally important in explaining social maladjustments. He has gone deep into economics and finds it thrilling. The theory of economic interpretation of history has become almost a gospel with him. Of course in sociology and statistics he is more than capable. His statement during one of his lectures that he had made a "little investigation into social trends" was a gross understatement; for that "little" (Continued on Page 4)

the services of Dr. Ogburn as he is the outstanding man of his field in America today. His ability has been recognized by three Presidents for whom he has served on several commissions and projects. During the administration of Herbert Hoover, Dr. Ogburn was the director of the President's Research Committee on Social Trends. The work of Dr. Ogburn and his committee has been judged as the most valuable study of its kind ever made. He was also a member and director of the Consumers' Board of the N. R. A. during its lifetime.

Dr. Ogburn presented a series of four lectures during the conference: "How To Understand Social Problems," "Danger Signals Ahead," "The Totalitarian State—Can It Happen Here?," and "The Next Forty-Five Years."

At all the addresses except the one on the Totalitarian state, a panel discussion was held, followed by questions from the audience. O. H. Holmes acted as chairman of two of the discussions and Virgil Smith, assistant superintendent of schools, Seattle, of one.

### Extreme Cautiousness

Dr. Ogburn's remarks were characterized by an extreme cautiousness, a special care not to exaggerate. Some who attended the meetings expressed regret that he did not "open up" more, make definite statements in regard to specific social, political, and economic problems and policies. Also totally absent from Dr. Ogburn's presentation was any note of high-powered optimism or feeling that there was a blueprint to the discovery and establishment of a new social order." He gave no sure-fire cure-all for the problems of society; he named no one group, no one profession as being responsible for bringing about a near-Utopia of tomorrow. His sane, rational remarks were a direct contrast to those of the educators on the panels, who seemed to express a kind of naive optimism as they attempted to simplify social problems, as they demanded "something more definite" about them and their solution and asked how education could operate to end these problems forever. Many of Dr. Ogburn's listeners were heard to comment as to how refreshing it was to hear some one speak who did not demand of education and the teaching profession the pill that would solve all the world's troubles, the eternal solvent of all social ills.

### Panel Members

Members of the panels were: "How To Understand Social Problems": Chairman, O. H. Holmes, professor of social science, C. W. C. E.; Zeno Katterle, superintendent of schools, Toppenish; Owen Wicks, teacher of social science, Ellensburg High School; Paul B. Hannawalt, superintendent of schools, Puyallup; and Roosevelt Basler, director of curriculum improvement, Tacoma.

"Danger Signals Ahead": Chairman, Virgil Smith, assistant superintendent of schools, Seattle; John King, state department of education, Olym- (Continued on Page Four)

# CAMPUS CRIER

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Features..... Wilma Ittner, Dorothy Eustace  
Reporters ..... George Kneeland, Gunar Trantum

## Dear Mom:

Well, here I am again. I thought I was going to graduate, but when I got my diploma it was blank. There was a sweet little note which said, "Sorry, but there has been some misunderstanding about your credits. You will have to make it up this summer." So here I am picking up loose ends as it were.

Summer school is a good deal different than the rest of the year. For one thing there is no council in the dorm, so consequently no campusing. Funny thing about campusing, it only occurs in the winter when people are cooped up. But as soon as spring comes and people can get outside, the council is about as overworked as some college students.

There are a lot o people back who have taught everywhere from one to ? years. They make me feel very young and inexperienced. Every time I say something about what I would like to do next year when I'm teaching, they look at me as if to say, "Isn't she naive!" I look right back at them only my look is saying something quite different.

One thing that they do do well, is to make lots of noise at night, about the time I am trying to concentrate on the duties of the county superintendent. What we need around here is a little discipline! (my mistake, the term is room management).

Last night a bunch of girls from the dorm went to the show together. One of the girls was waiting to hear about a job, so all nine of us crossed our legs and fingers during the picture and then we came home and had a prayer meeting for good measure.

I'll have to stop this now so I can read some Mother Goose Rhymes. (No, I didn't say I was going to the first grade I said I was teaching it.)

Love,  
ME.

P. S.—I'm off the gold standard again.

The attention of students is called to the fact that a representative of the Department of Education, Mr. Andrew Elwick, deputy superintendent of public instruction, will be on the campus Monday, June 26th.

Any student in school who plans for an administrative credential, or for elementary certification through the Department of Education, is advised to consult with Mr. Elwick.

Will those individuals who wish to consult with Mr. Elwick leave the name and time of appointment in the Registrar's Office?

## GRAPEVINE

Harriet Murdock opening a door with her foot and looking like she was going to jump a hurdle.

"Dud" Taylor flipping coins to see if he should come to summer school. He lost—he's here.

And you might ask Jack Orchard about his "blind date" during vacation.

Florence Giliano 'n Walter Bull and Lydia Burdick 'n Bill Myers sailing out of Sue.

Scene down town—Bill Hopkins and Irene Hoisington.

Ruth Beckman acting just like she knew her history in ethics class.

Financial note: George Kneeland has joined the Millionaires Club.

It seems that Vi and Peggy Erickson don't appreciate these personally delivered birth announcements.

Dorothea Heath being haunted by Ham Howard 'n wishing Omar were here.

Joe Chiotti sitting one out at the dance Wed. nite—on the floor! But he's no wallflower, he's getting his letter-a-day.

Barby Johnstone up in the air again—an airplane this time!

Jasper becoming as proficient on the Kamola buzzers as he was on Sues.

Betty Parker and Bill Goodposter doin' the town.

Ena Harris wandering into speech class and asking if she should be there—she shouldn't have!

## DANGER SIGNALS AHEAD

(Continued from page 1)

series he described prediction as an art and not a science, and labeled one well known man as "Once Right Babson." He said the extent of his predictions would be that we will be speaking American 45 years from now and not either German or Japanese.

Dr. Ogburn, who was director of the consumers branch of the NRA and who has been called to Washington repeatedly by three Presidents and has aided two of them in directing research work, said he told President Roosevelt that our best guide to the future is technology. A committee which could give the best slant on the future would be composed half of statisticians and half of inventors.

One set of statistics on which a prediction can be made with considerable reliability is that of population increases for the country as a whole. He said the increase shown by the 1940 census for ten years would only be half as great as that shown by the 1930 census. In 1950 he said the drop would be 50 per cent more. Before many decades, unless there is a marked reversal of tendencies, our population will be almost stationary and might even show a decrease. This he labeled as a danger signal. The death rate is not increasing. The birth rate is decreasing. The number of children in the homes of the best educated and wealthiest is decreasing at the fastest rate. The decrease in homes of the poorest educated is small.

### Population Ages Change

Today throughout the cities of the country there are more children in the second grade than in the first. This is bringing about marked changes in population ages. The future for primary teachers is not so bright. Gradually the percentage of old people is growing. No longer in our cities are there large family groups. Children miss the discipline they learn associating with other children in the same family. There are far more spoiled children. He said however he would like to look into the matter of child prodigies, as he was convinced these develop through almost constant association with adults and from little association with other children. He believed on the whole single children

might show a higher IQ.

He said in 1980 the percentage of people over 60 years of age will be double that of today and three times as great as that in the Civil War period. Over half the voters today are over 45, and he laughingly asserted he was convinced that Dr. Townsend was just a little premature, and that in a few years there may be enough old people to put over any such legislation they want. In earlier generations young people looked after their parents.

"As the age average increases conservatism will grow stronger," he continued. "Each year the radicals will have a more difficult job to get support from the voters."

### Rural Births High

The birth rate in rural districts is much higher than in cities. Reproduction rate is 155 in the country,



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# Contemporary Social Problems

## UNDERSTANDING SOCIAL PROBLEMS

There is no "skeleton key" which will unlock the door to solution of the country's social problems, said Dr. Wm. F. Ogburn in his address "How To Understand Social Problems."

He recalled conferences in the West on social problems, told how in every meeting some single taxer would argue that he had the master key to solve the country's problems. Then he said a Socialist always felt he had the remedy and that when he was West the I. W. W. was in its prime and its members thought they had the solution.

He said for a while he thought he personally had the necessary key, but within a year he found he had to have a second key, and that he comes to this conference feeling that at least four are necessary. He said he felt the panel board during the series of lectures and conferences here would show whether he needed additional keys. He said that leading educators were convinced there is much confusion in the whole subject and that he was personally certain no master skeleton key would unlock the door.

He said that a philosopher, hunting the solution was like a blind man in a dark cellar on a black night hunting for a black cat.

### Knowledge Essential

His first point was that there is no way of understanding social problems without a comprehensive knowledge of them. Theories without familiarity of the problems have no value, he said.

His second point was that a large percentage of social problems arise because human nature is what it is. Human nature has biological origins,

he said. Human beings who live in cities are essentially cave men and women. City people are trying to live in an artificial environment.

### Change Will Be Slow

He expressed doubt of the possibility of adjusting biological nature quickly. Under our modern civilization he said it was difficult for him to understand the crime of rape or war atrocities, except it was probably the animal-like nature gaining ascendancy as civilizing environment fails. He also held that animal nature's fight for preservation undoubtedly was the root of selfishness.

### Economic Aspect

His third point was that it is helpful in a study of social problems when you locate the economic aspect, which he said, is so often hidden. "It is interesting to note how often the fear of loss of liberty is the background," he said. This theme occurs, he said, more often in the writings of Dorothy Thompson than any other theme. He said loss of liberty was noted particularly in Germany but that phases are to be seen in our present government. It is expressed most frequently in America by heads of business. It was the cry of women back in the suffrage days, but they have gained the vote and have a sense of security. A few years ago the working man had this fear, and demagogues spoke of laboring men as economic slaves. No longer he said, does labor express the fear of loss of liberty. Business leaders express the fear today because of the infringement of the right of economic gain. He spoke of the campaign which the Chicago Tribune leads to maintain the freedom of the press, which he said was due to an economic reason, as were the others.

### Revolution Example

He said even our own revolution against King George III and England was fought to obtain freedom for economic gains for the colonists, and that back of many movements are often economic motives. He said even welfare work undertaken by employers was often undertaken with a motive of better profits, rather than for the purely altruistic motive of the welfare of the employes.

### Rapid Changes

His fourth point was that a large number of the social problems are solely due to rapid changes in society. If we had a stationary society, we would not have all these problems, he contended.

He spoke of the problem of local government, many of the functions of which are being rapidly taken over by the national government, because he pointed out local government could not meet the rapid changes and thus solve the problems. He said even state government has been found not flexible enough to meet the changes. He spoke of the fear of concentration of power at the national capital. He contended the Supreme Court decided during the early part of the New Deal, too narrowly, is upholding states' rights. He said that modern communication and transportation has widened the scope of local problems, until they become national or international problems.

Technology changes quickly, he contended, and the Supreme Court and even the federal government lags.

In closing, he briefly reviewed his points: The problems of change, cave-men living in the cities, economic selfishness and the need for diagnosing the problems before attempting the solution. In this, his opening talk he proposed only to help his hearers to an understanding of the fundamentals and later to lead in possible solutions. He said religion as a solution was still good to a certain extent. He urged city dwellers to spend less time indoors and to play a little more golf or tennis, swim, or even take gymnasium-exercise to "replace the cave dweller instinct to hunt the saber

## THE NEXT FORTY-FIVE YEARS

There will be more monopolies than in the past, probably financed by the government; government will be more centralized at the national capital; there is a doubt if democracy will be as strong as it has been in the past or even is today; totalitarianism is growing in governmental affairs; individuality will be somewhat subdued, and for the next decade or so unemployment will be in the millions, said Dr. Ogburn in his talk "The Next 45 Years."

### Inventions Key

Dr. Ogburn said the average length of life during the Roman Empire was about 20 years, 100 years ago it was 30 years, today it is 60 years. He said the prediction of the next 45 years is best told by inventions. Changes in the past 45 years have largely come through inventions. It takes 25 years for an invention to mature, perhaps longer to develop its social consequences, he declared.

The automobile has changed the cities, and created what is known as metropolitan areas, instead of packing dense populations in a densely congested area. He used Chicago as an example of the change. Property just outside the loop area has greatly depreciated in value, due to the changes brought by the automobile. Areas far out have vastly increased in value. The primary downtown shopping center in the loop area has increased in value, but the areas on its fringes has gone down. Automobile transportation has enabled people to move much further out.

He said the development of auto transportation has put many of the largest railroad systems in the hands of receivers. The automobile has had its affect on changing the school system. It has brought the children of the farm districts to the town and city high schools.

### Habits Changed

Invention is on its way and he said it is possible to trace social consequences that are liable to follow.

"I am convinced if you are too conservative in dealing with the future you will miss it," he said. "What I have to say and what I have to predict may have no reference whatsoever as to what I may desire or want to take place."

As to the social changes, he took up the family as an institution first, predicting that in the future you will see many more divorces than you see today.

"About one in six of all the marriages you see today will break up in divorces," he predicted. "In future I expect the percentage to be one in four. Also it will come at a much earlier interval. The average divorce in the past has come after nine years of marriage. I expect it to be in four or five years in the future."

### Smaller Families

Families will be smaller he said, there will be more childless marriages, more marriages with only one or two children. It will be more difficult on tooth tiger.

### Unequal Rates of Change

He said the unequal rates of change should be synchronized to a more uniform pace, but contended that "poking the conservatives" was the best way to even the pace. He contended educators should study and understand the problems and help in reaching the solution. He contended Hitler does not want to understand the Jews or the Southerner to understand the Negro. He urged his hearers never to lose their temper in looking at the social problems because understanding never comes from violent emotion. After an unemotional study of a problem is the time to act, he said.

the psychological side to rear children. Children will probably be physically stronger but far more nervous. Probably one out of 18 or 19 will be placed in an asylum at some time during his life, unless conditions change.

His second phase was on where people will live.

"I venture to predict there will be less persons, numerically as well as in percentage, who live on farms. Farming will be a sick industry for several years at least. There are too many farmers, the country over, because inventions, machinery and greater knowledge has materially increased the crop one man will raise."

Continuing, he said the country people would more and more be like the residents of the cities. Farms will be run and organized like a city industry, with the same wage problems, with more machinery and with a proletariat. Farm people will have the ways and manners and will take on the same type of business methods as the city people. He expressed a doubt if the plan of subsistence farming, advocated by some, will be successful over the entire country, although he ventured to predict that because of local conditions, this would be more successful in this particular section.

### Sees Changes In Cities

He said the cities would change greatly. "If I were to talk as H. G. Wells writes, I would say the city as we know it would disappear," he continued. He added that cities would just become metropolitan areas or districts, and the old style city would disappear.

"Cities were made by the railroads, the telegraph and factories," he added. "The automobile and the telephone are destroying the cities. They are making the so-called metropolitan areas."

He pointed out that in the Chicago metropolitan area there are 1500 local governmental units, where one should be enough. He said this condition made necessary the creation of the G-man system by the federal government to wipe out organized crime, which could not be handled by the 1500 local independent law enforcement agencies.

His third division covered education and the schools of the future. He predicted college education would increase greatly and there will not be enough white collar jobs to go around. The population in the elementary schools will drop down. He expected 100 percent of those eligible to be in high school. He said plumbers and carpenters would be soon discussing Aristotle and reading poetry. He expects a continuation of schooling or at least education all through adult life. However, the desire for recreation will contend with education for the spare time in the period of decreasing number of hours to be worked by all. He expects greater specialization in education, and defined the specialist as the person who knows more and more about less and less.

### Manners Decline

Defining manners as rules of behavior, he predicted the human race will have less good manners, stating that today the best manners are found in outlying country districts. He said under modern civilization, changes take place so rapidly, one does not have time to set the new rules. He said the future would show less respect for the law, because much of law, like manners is a set of rules. Stating that while human beings will be no more wicked at heart, he expected less morals.

As his fourth division he took up the economic conditions, and made his predictions for the future.

He predicted that university people in this country would have more money to spend and said that the standard of living depends upon four things, natural resources, small population, good economic organization and invention. He can see no chance

of dissipating America's great natural advantages within 45 years, he does not expect any great increase in population in this country and we have a relatively small population for our wealth and resources. The efficiency of production and organization in this country under our capitalistic system is the wonder of the world, being far better than any other country. He says this efficiency may go down as government interferes more and more, but he does not expect the loss to be great. He says our standard of living is far higher because we have more inventions and pointed out it would take the work of 100 human slaves for everyman, woman and child in this country to do for us the things modern inventions do for us today.

### Discusses Changes

Taking up the basis for his prediction of changes through invention in the next 45 years, he discussed briefly the changes that have come in the third of a century since he was graduated from college. He said many things that did not exist in 1905 are leading employers of labor and skill today. The telephone was then in its early stages, a very unsatisfactory service. He saw very few automobiles in 1905. The year he entered college the Wright Brothers made their first flight at Kitty Hawk and no one would then have predicted regular passenger service over the Atlantic and Pacific in 1939. Motion pictures were unheard of. Artificial fabrics were unknown. No one ever dreamed of an artificial climate such as air conditioning has brought. He said since the start of history the trend of civilization has been northward from the equator, but air conditioning may cause it to move back toward the equator.

Touching on new inventions, now being demonstrated, he spoke of a newspaper printed in the home by radio, how the Nova-Baer fight was broadcast by television in New York City and that television may put the theatre and the moving picture theatre in the home and ruin the theatre and the moving picture. He spoke of the new film book, by which original manuscripts are studied in colleges all over the world, and said the talking book is well along towards considerable adoption. In this a wire on a spool replaces a record.

At the close of his talk, members of the discussion panel and other faculty members in the audience asked many questions. O. H. Holmes was chairman. George H. Knoles, visiting history instructor from Stanford asked for suggestions for adjustments in political and economic organizations to meet the changes the speaker predicted and asked also how were educators to keep the human personality uppermost in mind in meeting the changes.

Answering those questions, Dr. Ogburn said he was not ready to give solutions, but went on to predict we will have increasing monopolies, probably financed by the federal government, that government would be far more centralized at Washington, D. C. Totalitarianism is growing and he doubted if democracy would be as strong; while he thought individuality would be somewhat subdued.

### Shorter Work Day

J. V. Helm, superintendent of Cl Elum schools, asked if education would develop towards the better use of leisure. Dr. Ogburn said he was convinced the working day would be shorter and shorter, that the tendency is towards more leisure and there would be something done to use leisure to better advantage.

Harold Barto, history professor at the college, said he was thankful Dr. Ogburn had been easier on the teacher of history than he had been on the social science teacher, but asked Dr. Ogburn how much did the committees appointed by President Roosevelt on which Dr. Ogburn had served, make

(Continued on Page 4)

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**OGBURN LEARNED IN FOUR FIELDS**

(Continued from Page 1)

investigation" was the most complete work on social trends, probably, that has ever been made.

Despite all his duties as a professor, lecturer, and adviser of Presidents, Dr. Ogburn finds time for several avocations. He grows flowers, experiments with landscape gardening, and is an excellent amateur photographer. But most of all he enjoys tennis. He is an expert player and a serious one. While here he was asked if he still played. He answered by saying that at the University of Chicago some people play tennis and some play doubles; but he still plays tennis.

**OGBURN**

(Continued from Page 1)

pia; C. L. Booth, superintendent of schools, Pasco; Selden Smyser, professor of social science, C. W. C. E.; Margaret Coffin Holmes, assistant professor of social science, C. W. C. E., and O. H. Holmes.

"The Next Forty-Five Years": Chairman, O. H. Holmes; Lester R. Steig, superintendent of schools, Colfax; J. V. Helm, superintendent of schools, Cle Elum; Harold E. Barto, associate professor of history, C. W. C. E., and George H. Knoles, visiting instructor in history, C. W. C. E.

A no-host banquet was held at the Antlers Hotel during the conference in honor of Dr. Ogburn. Harold E. Barto, as chairman, gave a short talk with humorous intent and Milton Steinhardt offered three violin solos. Dr. Ogburn talked about various phases of the Pacific Northwest.

**THE NEXT 45 YEARS**

(Continued on Page 3)

use of history and also asked if history was as valuable as it was 20 years ago, as a guide to the future.

Dr. Ogburn, responding, said most of these committees worked entirely on current conditions, and their use of history was almost entirely to chart recent trends. He said he did not consider history as great a help, because the world was changing too rapidly.

Dr. Edmund Lind asked Dr. Ogburn that in his prediction of a higher standard of living "for whom?"

Dr. Ogburn said he expected "we will put idle money and idle men together better in the future," and said we could have more spending, if we put the idle to making munitions like Germany, if we were ready to inflate our currency or if we can have the right planning agency better measure our consumption ability. However, he added we will probably have unemployment for at least a decade running into the millions.

He said new inventions might help, but that a declining population might increase unemployment.

Answering another question by Dr. Lind as to whether compelling labor to accept shorter working hours might solve the unemployment situation. Dr. Ogburn said that would be a tendency to shift the burden, but he thought such legislation might come up within five years but that today he did not consider it a major issue.

**THE TOTALITARIAN STATE**

Europe's chronic state of preparation for war is the principal cause of the growth of totalitarian states and nothing will put totalitarianism into America quicker than war, Dr. William F. Ogburn asserted.

Dr. Ogburn spoke on the subject, "The Totalitarian State—Can It Happen Here?" His answer, in brief, was that it did happen here—in 1917—and that it can happen again.

**Resistance Near**

He suggested, however, that this political philosophy, based on a concept of the state as supreme, would meet a greater resistance in this country because of the American tradition of democracy and held out as the best defenses against its spread to the United States avoidance of the "war orbit" and an organized effort to "make democracy work."

Dr. Ogburn left no doubt of his own antipathy to the totalitarian system, but he did not let that dislike turn him from an objective appraisal of its achievements in the European countries which have adopted it. Nor did he let it persuade him to minimize the threat totalitarianism holds for democratic nations and institutions.

A first-hand study of the system in operation in Europe convinced him, Dr. Ogburn said, that totalitarianism stems from preparation for war. Although the current European "state of war" lacks the "explosions and the shedding of blood" which we identify with war, he said the totalitarian states in all other respects are living under war conditions.

**Democracies Change**

In support of this conclusion, he pointed out that when France and England moved to meet the German and Italian threat—began the preparation for war—each definitely moved toward totalitarianism.

Further, he declared, "Nearly everything they do in these totalitarian states today was done in the United States in 1917—the things we condemn were done here then." He cited war-time control of industry, of prices, of labor, of education, censorship of the press; imprisonment of conscious objectors against war, and persecution of hyphenated Americans.

While he emphasized his belief that the development of peace through settlement of the problems which lead to war might well take the strength out of the movement toward totalitarianism. Dr. Ogburn also stressed the fact that these methods found "effective in war might also prove effective in peace." And this observation, coupled with the assertion the system has made "remarkable achievements" in Germany, Italy and Russia, led him to the suggestion that America might "borrow" some things from these other nations' experience.

**Must Solve Problems**

"We must solve our problems," he asserted, "and the way to solve them is through organization. Democracy must be made to work in crises."

"Although we may not like their goals or their methods," he said, "we must realize that our point of view is not the only one." He cited the annexation of Austria and Czecho-Slovakia by Germany and the Communist achievement of industrializing Russia and preparing her for war as example of outstanding accomplishments by the totalitarian method. And he pointed out that many Germans "love" their system "although it seems horrible to us."

**DANGER SIGNALS AHEAD**

(Continued from Page Two)

danger signal.

He spoke of the danger signals of the business cycle. If purchasing power is ahead of production, we have prosperity, if production is ahead of purchasing power we have a depression, he said. He said in his opinion the New Deal faces serious trouble through this cycle. He gave various terms for what is commonly known as pump priming, an attempt to overcome the swing. He said that scientists regard the experiments under the present administration as extremely crude.

Business in the future will be regulated by the government, more than in the past. This he said was a danger signal to business.

He spoke of the danger of organized propaganda, and said that "public relations experts" surround every important public official today. He said that in talks with these men, he has been told by them, that give them enough money with which to work and enough help to carry on and they can control the thought of the public. He told how the radio had been used to direct the thoughts of the people, along well formed lines. He told how efforts are being made to introduce more and more propaganda in our educational system. He pointed out that the big fight in Italy today is between Mussolini and the Vatican as to which is to handle the textbooks, on the theory that school children of today can be educated to do in the future what the forces in control of education want done.

**Officials Dictate**

He said the great danger today is in the individuals in high office who try to dictate the thought of the people. He regarded this as by far a greater danger than the danger from radicals.

He says that in his personal contacts at the White House under three Presidents, he had taken time to study the forces that influence two of these Presidents. He said he had asked the various members of the secretarial staffs of these two Presidents as to what percentage of decisions, the President made on his own initiative. He said that on one President, one secretary said he believed 10 per cent of the time. Others did not think so often. On another, he said everyone told him there was never a decision made by the President of his own initiative and that he always responded solely to pressure.

Virgil Smith, assistant superintendent of Seattle schools, was panel chairman this morning. Seldon Smyser of Central Washington College faculty asked two questions, one as to how this college could do its part in contributing to a solution of these problems.

Dr. Ogburn's response was that he was no believer in the great man in history theory. He said if one could first chart a trend, then the next step was towards modification possibly or change or stopping it. He said he personally had a healthy respect for realistic thinking. He decried day dreaming.

Professor Smyser's second question was, "Would you introduce statistical information in the junior high schools," and the response was emphatic that he would.

Dr. Howard Wilson of the University of Washington asked what are the social forces that develop these trends. Dr. Ogburn remarked that he had

tried over a long period while he and Dr. Wilson were at Columbia to answer that question for him and he had never done it satisfactorily, but he said principally it was probably invention.

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