

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

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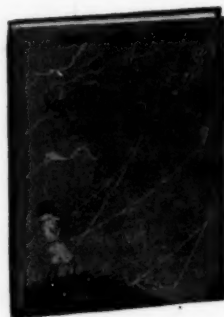
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The High School of Tomorrow

THE DEVELOPMENT of the American high school is one of the major achievements of civilization. The rapid expansion of this school during the past twenty-five years indicates the amazing vigor of the intellectual movement in America. The development of this institution into a community college which will beautify the entire life of the people is one of the challenging opportunities of the next twenty-five years and should help to absorb some of the surplus energy and personnel which is now going to waste in the form of unemployment.

During the past three decades the high school has grown in *quantity*—500,000 students in 1900; a million in 1910; two million in 1920; five million in 1930. Is there any reason to doubt that during the next thirty years the high school can make a similar growth in *quality*? This may come about so gradually that we may be no more conscious of its colossal significance than we have been of the growth in quantity.

The high schools of today are performing many wonderful services but they adapt themselves too slowly to the changes in life around them. The subject-matter which is presented in most of the formal courses is not sufficiently close to contemporary life to be vital. A great body of consecrated teachers and eager young people are spending too much of their time at tasks which do not awaken the deeper and more compelling motives of life. There are pressing needs for new learnings which are not represented at all in any of the school subjects. As John Dewey suggests in his essay on *The Way Out of Educational Confusion*:

The titles we find in a school program, such as history, geography, algebra, botany, assume that learning is already at hand, set in proper summaries, and needing only to be divided up into proper doses. They assume that this material which is unified thru its isolation from other things is the natural occasion for the act of studying. This assumption has broken down thru the expansion of knowledge and modes of expert skill.

Perhaps the most striking example of unresponsiveness to new needs is the high

school in the rural community which is still devoting a large share of its time to halfhearted teaching of unused lan-

THERE ARE high schools in the United States today that reach practically all children of high-school age in the communities they serve. There are schools that do not consider their task complete until each young person is successfully and happily at work in some life vocation. There are schools so organized that young people get valuable practise in citizenship. There are schools in which the joy of learning is so magnified that pupils become familiar with the great discoveries and ideals of the ages. There are schools whose teachers so sense their relationship to awakening young life that pupils come to feel the inspiration and the challenge of the new social order founded on intelligence. Out of schools like these will come the high school of tomorrow. Every teacher who is willing to do some pioneering of his own can help to achieve the new day.

guages or to theoretical mathematics, during a period when rural life is being crushed and there is serious need for courses in rural economics and the principles of cooperation. Has not the rural high school led many young people to leave the farm by giving them a false notion of the opportunities of city life with little appreciation of its disadvantages and by failing to emphasize the points of excellence in country life with its larger opportunities for physical exercise, fresh air, sun, independence, and better surroundings for the rearing of children?

How shall the high school of today with its wooden curriculum chained to

a dead past be turned into the community college of tomorrow with a curriculum responsive to the throbbing needs of the living and aspiring present? There is no single answer to so comprehensive a question. An occasional high school will make sweeping changes in curriculum, method, and organization but in most high schools the change will be gradual. The public must be led to understand the reasons for change. Teachers must catch the pioneer spirit and come to realize that altho the process of change may seem difficult, the new order will make the teacher's work easier and more joyful. Teaching materials must be developed. Adaptations must be made in school buildings, fields, and gardens. Closer relationships must be established with the homes and the activities of the community. All this takes time. It requires leadership. It requires a different emphasis in the institutions for the education of teachers. It requires a more generous attitude on the part of institutions which in the past have dominated high-school organization and method.

The curriculum of the high school of tomorrow will take its cue from the life around it. The old American civilization has been uprooted. A new content has come into life or must come into life if it is to be significant and happy. The problem of tomorrow is to build a new civilization out of the materials now available. The development of the community college out of the present high school will be a response to common aspiration, purpose, and need. It will represent leaven working from within rather than forces working from without. The new curriculum may be found by seeking answers to the following questions:

[1] What can this school do to create and maintain an abundant, buoyant surplus of health among the people of the community?

[2] What can this school do to enable the people to establish and maintain worthy and beautiful homes and to rear fine children?

[3] How can this school be for the community a center of learning for both young and old in every phase of life?

IN 1935 the United States will celebrate the three-hundredth anniversary of the secondary school. This celebration—on which a committee is now at work—will emphasize the significance of the secondary school, its history, its achievements, and its possible future. It will afford an opportunity for each community to survey the history of its own high school and to plan for its further development.

[4] How can this school help this community to achieve and maintain a government that shall be an efficient and intelligent expression of the highest purposes of the people?

[5] How shall this school help the people of this community, regardless of age, to find and prepare for vocations in which they can render useful service and earn an honest livelihood?

[6] How shall this school help the people to establish habits in the use of leisure which will be a lifelong source of strength, beauty, adventure, and happiness?

[7] How may this school contribute most to the growth and maintenance of fine spiritual character as a controlling factor in the life of all?

How shall we begin the inspiring task of transforming our present high schools into radiant centers of new social, intellectual, artistic, and spiritual life? A point of approach is suggested by organization of subjectmatter based on projects, problems, or situations. Present units are too large to adapt themselves readily to a curriculum built around the seven objectives of education. In the new high school, teachers and students will work together to discover needs and to develop outlines and plans of work. In this new school the library, the printing press, the laboratories, the talking picture, and radio will be as common as the blackboard and the textbook. The school will be in a very real sense the community itself in action. There will be a pride in maintaining high standards of community taste and intelligence. Interest in the finer things will be made contagious. The school will be the germinating center for all sorts of groups and clubs. Culture will cease to be the make-believe of the idle rich and will be the satisfying daily occupation of the entire population.

A good place to begin would be to develop units of learning drawn from the more apparent and pressing needs of today's life. Ultimately, instead of having five subjects per week for a year we should have hundreds of specific units of learning which would be as flexible as life itself and which would be under constant revision. To develop such units is not so difficult as it might seem.

Any teacher by studying needs around him can make lists of possible learning units under each of the seven objectives. He can get the cooperation of pupils and parents and colleagues in developing one after another of these units for school use. He can then begin adding them to the work of the school much as we now do extracurriculum activities, until they come to occupy a tenth or a fourth or a half of the time, until eventually this new arrangement will have taken the place

of the oldfashioned subjectmatter-grade-credit system.

Suppose, for example, that a pupil would take the subject "How I can im-

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prove my health." Such a unit might start with a check list of points that constitute good health for a child of a given age. There might be a list of subjects to guide the child's observation of the life around him so that he could learn for himself the value of health. There might be a few simple experiments to perform; a few references to books in the library; some study of community sanitation. At the close of the unit there could be a simple device which would enable the student to know whether he had covered the ground satisfactorily. Opportunity would be provided for help from the teacher, for special group instruction as needed. Each unit of learning would suggest several others so that the pupil would be led on from one field to another.

This building of the curriculum around needs gives the school a standard by which it can judge the worth of its activities. It frees the school from the slavery of tradition while still preserving elements which are of proved worth. It makes the teacher a prophet rather than a machine. It transforms learning from drudgery into adventure.

Ten percent for pioneering—The pioneer spirit is one of the strongest ele-

ments in the American character. We make bold to suggest that ten percent of the time and energy of the high school might well be spent in pioneering enterprises. Let the student have one hour in ten to work on his own. Let the teacher spend one class period out of ten trying new things. Let one teacher in ten be given some pioneer field of work such as education by radio or teaching talkies. Let the principal give at least a tenth of his time to an intensive study of the community. Let one high school out of ten be frankly a pioneer, ready to try new types of organization and procedure. Such a spirit of initiative and enterprise would discover talent, develop leadership, and radiate out into the community to enrich, vitalize, and beautify every phase of its life.

Someone will ask how this new type of school can be financed. The answer is that all education insofar as it is genuine and sound is a most productive form of investment. The costliest things in American life are neglected gifts, unawakened lives, physical and mental breakdown, crime, corrupt government, war. A really effective community college would strike constantly at the very roots of these evils.

The community college would also save money at another point. There are now about a million young people in American colleges. Another million will probably be added to the enrolment within a generation. To board and room these young people away from home is much costlier than for them to continue under the parental roof.

While many young people have undoubtedly been benefited by a separation from their home environment it is probable that in the majority of cases it has not been a good thing to send our youthful population away from home to attend college en masse. The leadership of these young people has been needed in their high schools, in their homes, and in their neighborhoods. They have needed the stabilizing influence of parents and friends. In the community college of tomorrow they will be able to continue their family life for a longer period and at the same time to take part in a college education closely related to the life of the community itself. Perhaps under such conditions they can be made to realize more fully that the provision of free opportunities for education carries with it the obligation to use the talents thus developed in the improvement of the community.—J.E.M.

The Beginning of a New Epoch

A CERTAIN FAMOUS AMERICAN has said that the American farmer ought to raise more hogs and less hell. All the facts seem to indicate that for the future, exactly the opposite is true. My contention is that the pressing problem before American agriculture is first of all the development of a planned program for agriculture and second, such a vigorous education of public opinion that the common consent of the nation will accept this program as a part of a total planned economy for the nation.

There is every indication that we have come to the end of an epoch. The Chinese have a saying that a dynasty lasts for three hundred years and then they smooth over the graves and start new. About three hundred years ago there went out from the cities of England a merchant sea-trader class who were the new powerful men of their day. On the one side they fought the feudal lords and the clergy; on the other, by their skill, they sailed the seven seas and won for their nations the leadership of the world. This trader class founded Boston, New York, Philadelphia, Calcutta, Bombay, Colombo, and Hongkong. They bargained across two bargaining counters, across one for cheap labor and across another with the farmer for raw materials. John Calvin told them it was right to take interest and their own instincts taught them that the control of tariffs, customs, and currency rates brought in more money than hard work. What one nation did, others tried to do and the World War was the culmination of the exploitation of agricultural nations the world over by the trader class. It broke down thru its own self-generated animosities and the wreckage of the sea-trader economy was strewn on the shores of the seven seas.

It is a fairly common belief that not only are we at the end of an epoch, but that we are at the beginning of a new epoch. New guiding pictures of society are being formulated. Humanity is at its own game of Utopia-making. I do not need to call your attention to Russia where labor and the peasantry have risen up and annihilated an exploiting trader class and are projecting a new planned economy. I could take you to China and Japan and tell you the story of peasants' unions reaching out for power. I could tell you the story of a little man in India,

the leader of the Indian farmers, who doesn't weigh 92 pounds but who has had the British Empire rocking on its foundation. When we turn to the United States, we find that the Utopia-making habit has taken possession of us and there is not a magazine in America which last month did not have some reference to a planned economy in the United States.

But altho we may rejoice in the fact that new pictures of national welfare are being painted, I must insist that the time is one of solemn moment for American agriculture. As I have gone over the planned economies there seems to me to be an almost unanimous tendency to fail to include an adequate agricultural base for a new social order. Not once but many times in history farmers and peasants have been denied a share in the revolution they have helped to initiate. What I have to say here focuses on one proposition. There must be a planned national agricultural program and that program for agriculture must be so thoroly introduced to urban public opinion that it will be impossible to think of America's future apart from an adequate agriculture.

Now it is not my business to formulate a plan for American agriculture. That is the business of the agricultural colleges and research bureaus in collaboration with the Grange, the farm bureaus, the farmers' unions, and the co-operatives. I am assuming that fifty years of expenditure in agricultural colleges has produced for us resources adequate to the situation and that we have a farming class which will back the program of its leaders. I write from another angle in this matter.

If you will take a strip of territory 200 miles wide from the Mississippi to the Atlantic Ocean, you will include a very large section of the population. You will include most of our major cities such as Chicago, Detroit, Cleveland, Pittsburgh, New York, and the major manufacturing cities of the east. This area publishes the major newspapers and journals of public opinion. It loans most of the money, is the heaviest consumer of the farmers' food, the buyer of his raw material. It will in the future be the farmer's tyrant or his opportunity. The stabilization of agriculture is not dependent so much on what the farmer thinks about himself as on his ability to educate this urbanized

and industrialized America to think in an intelligent way about American agriculture. There is a law of common consent which in economics is more important than the law of supply and demand. In the educating of public opinion the farmer is bringing into operation the law of common consent which is a necessary beginning to the control of the law of supply and demand. The problem of the farmer is, then, a problem of educating an urban public to the needs and rights of agriculture in a national economy.

Now modern psychology tells us that if you are going to do a good job of educating you need to know what is already on the mind of the prospective pupil in order that the new ideas which are to be introduced may be related to the ideas which are already held. My task is, then, to analyze the urban man's mind in order to provide rural educators with a basis for an educational campaign. What, then, must the rural forces expect to deal with when they approach the city?

In the first place, when you are dealing with the modern city you are dealing with a group of people who are at present very much obsessed with an experience they call "urbanization." I do not believe that the average city man harbors rural antipathies. Some men like Mencken may use nasty words and refer to the farmer as yokel and peasant; some city men have forgotten that agriculture exists and are irritated when reminded of the fact; but the average city man builds an impenetrable wall about himself by attributing to himself "urban-mindedness." Now, nobody knows what urban-mindedness is, but whatever it is the urban man thinks he has it, and behind it he hides and hopes to defy analysis. There was once a small boy who was acting badly and when his mother asked him the cause he said, "Mother, I have got adolescence." In the same way if you ask a modern city man why he acts the way he does, he will tell you he has "urbanization." But we are, I think, safe in assuming that urbanization represents a cluster of desires and ideas with which anyone dealing with the urban mind must reckon. It will be my purpose to disentangle a few of them in an attempt to reveal "what is on the urbanite's mind." It is because certain motives are a part of the urbanite's mind that it is possible for some people to appeal to

him. What, then, is this "urbanization"?

Urbanization is the way those of our population who live in cities think and act in their capacity as consumers of the farmers' food. They do not all act and think alike. Some are very provincial in their attitudes; some have the minds of statesmen. Let me illustrate three urban attitudes which appeared during the Chicago milk strike. There was the attitude of the demagog who made the possible rise in the price of milk an occasion for appeal to popular prejudice. The alderman in our ward made an election issue out of the price of milk. If he were elected he promised that the price of milk should not be raised to Chicago children. A more statesmanlike attitude was that of the Women's Clubs which, altho repeatedly asked to declare for cheaper milk, refused to listen to the appeal. Still another attitude was that of the City Federation of Ministers which said that milk tainted with social injustice was just as distasteful to them as milk tainted with tuberculosis germs. The farmer need not be surprised if, when the city organizes in consumers' cooperatives, the urban mind appears on the opposite side of a barrel of apples from that of the rural.

Urbanization is the way those of our population who live in cities think and act in their capacity as lenders of money. Down thru the years this group of people who dwell in cities and whom John Calvin taught it was right to take interest has sought to keep alive a sentiment for the sacredness of debt paying. Whether in India or in the United States, debt paying was made a condition of good standing in the moral order. Whenever the farmer has questioned the validity of debts multiplied by the deflation of the currency, some urban men have branded him as a repudiator of obligation and he has been ostracized from the moral order. Since, however, Great Britain has given up the gold standard, it might be in point for the farmer to ask for a moratorium on the debt-paying enthusiasm until we have had time to investigate how some people get other people into debt. The sacredness of the debt-paying obligation would seem to depend on an equally sacred system of getting people into debt.

Urbanization is the way those people who dwell in cities think and act in their capacity as buyers of raw materials for manufacture and the sellers of manufactured products. It is no secret that the American manufacturer who lives in

cities has pretty much written the tariff laws of America. Doubtless the farmer in acquiescing in this case finds some solace in the fact that he has helped the cities grow, and the more people who live in cities the better for himself; but he can be pardoned if he sees something humorous when one of these beneficiaries of the protective warns the farmer not to adopt a political remedy for an economic disease. When you can buy such humor for two cents in a morning paper in Chicago, what is the use of buying a copy of *Puck* and *Judge*?

Urbanization is the way those of our population who dwell in cities act in their capacity as defenders of jobs against incoming populations. A very large degree of the turmoil in a modern city is due to the contention between the last and the next to the last work-seeking group which comes to the city. These work-seeking groups have come to Chicago in about the following order: the first were the north European, later the south European; following these came the negroes and Mexicans and the white boys from the American farms. All of these have threatened the security of the generation of workmen who preceded them. There was a time when the threat to the American workman was from the farms of southern Europe and he worked for the restriction of immigration. Now the threat to American labor is from the displaced farm population of America. Have we not here a basis for a working alliance between labor and the farmer? The laborer becomes equally interested along with the farmer in a stabilized agriculture.

Urbanization is the way those of our population who live in cities act in their capacity as seekers of markets for manufactured goods. You are dealing with a very sensitive nerve in the urbanite system when you are dealing with him in this capacity. It was the discovery of this sensitiveness which made it possible for the agricultural populations in the Orient to deal solar plexus blows at the trade nations of the West. The Indian and Chinese boycotts were the most devastating blows ever dealt at British supremacy in the East. It may be the inability of the American farmer to buy which will reveal to the city man that the formula for his own prosperity is to keep the American farmer able to buy his goods—that *prosperity comes when men get rich with each other and not from each other*. It was an economist in one of our largest universities who said that America's return to prosperity awaits the return of the farmer's buying power.

Urbanization is that stepping up of life which comes from the varied quick stimulation which comes in the association of city life. As someone has said, *the farmer makes his living from nature and the urban man makes his living from men*.

Urbanization is the way those of our population who live in cities think and act in their

capacity as sharers in the tax burdening of the state. The city man holds a very large part of the intangible property of the country and he has developed a great deal of skill in concealing it. But farmers have never succeeded in obscuring their real estate and consciously or unconsciously the city man has succeeded in loading an undue proportion of the taxes onto the farmer.

Now, if my analysis has been at all correct, the urbanite needs educating in some of the essentials of an adequate national economy and I am challenging the rural forces of America to get busy at the task.

I challenge you to accept that great industrial urbanized area of America as a field of missionary interest. Rural America has been held before the urbanite as a field for missionary interest. I propose to reverse the process and suggest that the agricultural forces of America look upon the rapidly growing urban population as an area where they must be active in educating public opinion both for the sake of the country and the city.

If you are going to do this you must avail yourself of every means of reaching the city man's mind. You must learn to speak the city man's language. We have heard many times that if the city man is to influence the country people, he must speak the farmer's language. As a resident on a university campus who watches the varied procession of advocates of all kinds of reforms go by making their varied appeals to university groups, I do not know of a single advocate of agriculture's cause who comes to that campus and who can speak the urban language. Moreover, every means must be used for reaching the public mind—radio, newspaper, and special speakers. The message must be put up in packages designed for various groups. The farmer controls the best advertising space in the country, the roadside of the great automobile highways. Down in Philadelphia about 100 years ago a rich man endowed a college and the one condition imposed upon it was that no ordained clergyman should ever set foot upon the campus. They built a wall around the college and thought themselves secure, but a Presbyterian minister had a church whose lawn was in full view of the dormitories of the college, and he erected on his lawn a large bulletin board on which he painted the five points of Calvinism and faced it toward the dormitory windows. Why should not the farm organization erect along the great national highways a series of bulletin boards on which they placard the major demands of a militant agriculture that the passing urban traveler would be compelled to read?

Finally, I challenge you to do it with a zeal born out of the urgency of the hour. There are a good many of us who want to live in a country in which there is no congestion of advantage in the hands of a few. It is absolutely intolerable to us that the American farmer should become like the European peasant. There is a page in industrial democracy which the American farmer, and only the American farmer, can write.

Why should the farmer always be at the receiving end of American "uplift movements"? The country needs "ruralization" as much as it needs "urbanization." Let the farmer rise to his task!—By Arthur E. Holt; reprinted from *Rural America*, December, 1931.

[Use this article in your classes.]

The Organization of Practise

LEO J. BRUECKNER

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THE RESULTS of research studies have led to the formulation of basic principles which should underlie the teaching of arithmetic processes. There is not complete agreement as to what these principles are, but certain of them may be accepted as fundamental.

Wilson and others have shown that the development of a background of meanings as to the uses and functions of number in life situations should probably be the primary objective of instruction in arithmetic in the first two or three grades in the elementary school. Wilson recently reported the results of an experiment in the schools of Lawrence, Massachusetts, in which in grades one and two, formal drill on arithmetic processes was replaced by "informal informational arithmetic." There was none of the laborious drill on number facts which characterizes so much of the arithmetic work in most schools in the primary grades. Exercises to "build number concepts," "extend number experiences," "build a basis for understanding and thinking in number situations," games, exercises, and similar carefully chosen experiences involving the use of number constituted the work of the arithmetic period. There was no effort at memorization of facts; there was no check-up by test; only number experiences were used. At the end of the second grade, a test on the hundred addition combinations was given. The median number of combinations correct was 100, that is, all correct. In the following year in the third grade, these pupils were given systematic practise on the processes usually taught in that grade and further number experiences were provided as in the first two grades. Tests given at the end of the third grade revealed a much higher degree of accuracy in arithmetic processes than is commonly found in third grade classes, namely, 95.6 percent, as well as satisfactory speed of work. The results of this study and others suggest the advisability of a reorganization of the teaching of arithmetic in the primary grades by delaying the formal teaching of the number facts and processes until at least the third grade and the substitution of a wellselected variety of number experiences on the child level for this type of work to insure a richness of back-

ground and meaning which may be the basis for the more systematic study of number processes later on. The results of such studies as those of Wilson, Buckingham, and others show that as a result of these rich, meaningful experiences, pupils will not only acquire a broad background of meanings but will also apparently learn incidentally most of the facts which many of them do not now acquire thru the routine, capricious study of isolated number facts. This background of meanings must be extended and enriched in all grades thru the consideration of situations in which number functions. If this is done, the skills in arithmetic processes will not be regarded as ends in themselves. Instead, the practise to develop mastery in them will be wellmotivated since the pupil can see how the processes function in life situations. Every arithmetic process should be presented to the pupils in some situation such as it functions in life outside the school.

The organization of the practise on arithmetic processes must recognize the fact of individual differences. Tests given to children in grades one and two show that there is a wide variation in the amount of arithmetic knowledge they possess. Similarly, pupils in the upper grades have progressed to widely varying levels of achievement. It is not at all uncommon to find children in grade six whose ability varies from the level ordinarily reached by pupils in grade three to as high a level as is achieved by the average pupil in grade eight. Pupils also vary in their rates of forgetting. Studies have shown that after the summer vacation, as a rule, there is usually a large decrease in ability to perform computations, due probably to lack of use of the skills during that time. Differences in pupil interest, attitudes, emotional reactions, and the like should also be given due consideration.

The teacher of arithmetic who wishes to make provision for these individual differences can do so by utilizing teaching techniques whose value and efficiency have been well-established. These procedures may be divided into two groups, those concerned with the review of processes previously taught and those to be used in the teaching of new processes.

Because of differences in the levels of ability of pupils who are about to begin the work of a grade, the teacher should first give an inventory test on the work of the previous grade to get a general picture of the status of the class. The test used should, if possible, be a standardized one which has norms that enable the teacher to determine the relative status of pupils in the class as compared with pupils in general in that grade. Such general tests, however, do not give adequate information on the basis on which to plan the remedial program and review work. More detailed information as to specific strengths and weaknesses is required. These data can be secured by means of comprehensive diagnostic tests and exercises which are available in textbooks, workbooks, and standard drill materials. The teacher should use the test results as the basis for assigning remedial work. Pupils may be grouped according to their needs, or the practise may be completely individualized by having each pupil work to overcome his specific weaknesses. Retests may be given after a period of study and practise to determine the effectiveness of the work. Such reteaching as may be required should also be done. In the case of pupils who fail to make satisfactory progress or who encounter learning difficulties, a careful diagnosis of the pupil's work should be made to determine causes of failure to improve. Wellplanned remedial exercises should then be assigned. So far as possible, it seems desirable to devise techniques which will enable the pupil to diagnose his own deficiencies and to undertake a selfdirected program of improvement under the guidance of the teacher.

Much of the instructional material now available does not lend itself to the program of individualized review adjusted to the needs of each pupil. However, in the past few years, rapid progress has been made in the development of effective drill materials in arithmetic in which adequate provision for individual differences has been made. The teacher has the right to demand the adoption of instructional materials which will enable her to teach in accordance with principles that grow out of the scientific study of the learning process. The use of effi-

ciently organized practise exercises which make possible the individualizing of instruction and practise will greatly reduce the amount of time spent on practise to develop computational ability and enable the teacher to give more consideration to the other important functions of arithmetic.

After there has been a systematic review of the processes previously taught, new steps may be presented. Here again modern research in arithmetic has made valuable contributions. The careful analysis of the learning process and the elimination of difficulties pupils encounter in mastering the various skills in arithmetic, has made it possible to prepare instructional materials which make learning more rapid and much pleasanter. Instead of introducing the new process by a difficult example involving many complicated processes, the basic elements and skills are analyzed and a wellgraded series of exercises is prepared in each of which one new step is presented at a time, practised, retested, retaught, and practised until mastered. Cumulative reviews of these new steps to insure maintenance of the skills taught are also provided. When practise exercises and development units grown out of such a careful analysis of the learning steps, the serious gaps found in instructional materials of earlier generations are less likely to be found. Experiments by Knight, Thorndike, and others have demonstrated conclusively that arithmetic processes can be mastered much more quickly than at present, when practise is efficiently organized. The judicious use of inventory tests and simple diagnostic exercises makes it possible to individualize the practise on new processes.

Investigations have shown that pupils taught by mass methods in large groups acquire many faulty, roundabout habits of work by trial and error methods. This is what may be expected if the teacher does not make provision for teaching the pupils efficient procedures and economical habits of thinking. Educational literature abounds with illustrations of the queer, complicated mental processes by which pupils sometimes solve examples. Merely having the pupil practise on scientifically constructed practise exercises is not enough. Pupils must be taught economical effective methods of work by the use of models which show how competent workers arrive at solutions. Instead of long involved explanations which rationalize the process but give no simple statement of procedures to use, the

teacher should emphasize and teach economical short statements of procedure and then by systematic checking of their methods of work make certain that the pupils are not devising involved, peculiar methods of their own. I recall the case of a boy very slow in subtraction who, by counting, found the answer to subtraction examples involving borrowing. For example, in subtracting 47 from 81, he counted by ones from 81 to 47, to find the answer. This time-consuming procedure obviously resulted in a great reduction of his speed. Such studies as those of Buswell and John make it clear that we, as teachers, have not paid enough attention to the development of effective mental habits involved in the solution of examples. A study of Woodrow on memorizing showed that pupils who merely practised memorizing without guidance did not improve in their ability to memorize any more than those who did not practise. He found, however, that a group which practised memorizing in accordance with a systematic plan they were taught made 31.6 percent more growth than the unguided group. This finding is significant for teachers of arithmetic.

The results of critical studies of specific sources of difficulties in number processes have enabled authors of instructional materials to devise learning exercises which will greatly reduce the difficulty of these steps. A knowledge of the specific kinds of errors most frequently made in the solution of particular types of examples in a process enables the teacher to avert the development of these faults by providing special exercises to check them when the particular type of example is being taught.

The mental attitude of the learner is an important factor in the learning process. Genuine and legitimate motivation should be a feature of all class work; this is one reason for emphasizing the practical applications and functions of number in experiences of children. Pupils should always be aware of the progress they are making and their growth in ability. To this end, progress charts and graphs should be provided on which the pupil can observe his progress on practise exercises as well as his general growth as determined by standardized tests intended to measure improvement in arithmetic ability and given at regular intervals during the year. Unstandardized tests are not satisfactory for this purpose since it is not possible to compare the score on one test with that on another because there is no way of know-

ing how scores on the two tests compare in value. Standard tests yielding comparable ratings should be used. Experiments have demonstrated rather conclusively that classes in which pupils have definite knowledge of progress made, make considerably more improvement than is made by classes in which such information is lacking. Standardized progress tests based on the arithmetic curriculum also provide a means by which the teacher and supervisor can determine whether or not the class is making satisfactory progress. On the basis of the results of the tests, necessary instructional adjustments can be made.

The following statements summarize the principles that should underlie the organization of practise work in arithmetic:

[1] A background of meanings and appreciations of the uses and functions of number in the lives of children should form the basis of arithmetic work in the primary grades and should be associated with the formal teaching of number processes in all grades.

[2] The organization of practise in arithmetic processes must be individualized to make provision for the wide range of individual differences in such factors as rate of learning, difficulties encountered, and rate of forgetting.

[3] The assignment of practise should be made according to the needs of pupils revealed where possible by standard tests of ability and comprehensive diagnostic exercise.

[4] Selfscoring of the work done, selfdiagnosis of difficulties, and other procedures which will develop in the pupil a critical, constructive, cooperative attitude toward his work, should be used.

[5] Instructional materials should be constructed on the basis of a careful analysis of the skills involved in each process and with due consideration of the known difficulties that experiments have shown the subject presents to the pupil.

[6] In order to prevent loss of ability due to disuse, there must be a systematic program of practise to maintain the skills that are acquired.

[7] In order to prevent the development of faulty, inefficient methods of work, the teacher must teach simple, economical procedures and methods of thinking, and from time to time check to make certain that pupils actually acquire them.

[8] Genuine and legitimate motivation should be a feature of all classwork.

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How to Own Your Home

HUNDREDS of people who come to us to borrow money for the purchase of a house are woefully ignorant of business finance and the fundamentals of real estate transaction. They simply know a specified monthly payment is required which comes due on a certain date."

This comment was made by an official of a home-loan bank at President Hoover's recent Conference on Home Building and Home Ownership. He further pointed out that the pleasures and advantages of owning a home are often lost to families thru worry about overdue payments; failure to provide in their budgets for upkeep, taxes, and repairs; buying, under high-pressure salesmanship, homes which are clearly beyond their means and thus depriving themselves of other essentials to meet the large payments required. Finally many of them are victims of "flybynight" real estate and mortgage concerns which fleece the prospective home owner who does not know where to seek reliable advice.

Buying a home is probably the most important financial transaction any family undertakes. It is the step which has greatest significance for their future happiness and success. Are graduates of your high school prepared to buy and make homes intelligently? Do they have the information any home-seeker should have before he takes the decisive step that will commit him to pay a large part of his annual income for ten or fifteen years and which will probably determine the neighborhood in which his children will be reared?

If the schools are to prepare for life they cannot ignore the most important questions of life. Education is worth just the difference it makes in daily life. Home building, home ownership, and home management certainly rank high among the important problems of life which every individual must solve. Is

the curriculum of your school built around the past or around the life and needs of your community?

ALL OUR TALK about education for culture is mere patter unless we teach young people how to surround themselves with beauty. It does us no good to teach youth about Roman life if we leave them to the cool mercies of high-pressure real estate salesmen who will make them slaves for half their lifetimes to an unworthy home environment. Most of the value of learning to read at all is lost if people so manage their lives that they have neither time nor money to provide for an intellectual life.

The selection of a house like the selection of a mate or a vocation is one of the major decisions of life. Let the teacher in every school—elementary, high school—and in home-making departments of colleges, working with the students themselves take into account the surrounding situation, developing a teaching and learning unit around this topic of home-owning which in many cases will lead out into the larger topic of city planning.

Problems of home ownership—Sooner or later most prospective home buyers find themselves phrasing a series of questions beginning, Should I own a home? How much can I afford to pay for a home? How can I get disinterested advice? How shall I select the home to buy? What are the best plans for financing a home? How can I estimate the probable neighborhood developments

that will affect the value of my home during the next 25 years? What are the upkeep costs on my home? What does it cost to furnish a home? The resourceful teacher and curriculum builder can find many opportunities to discuss these questions. Arithmetic, English, civics, home economics, social science, manual arts—all offer opportunities. Discussion of such topics as home-owning should be built into these subjects as often as possible.

Teachers will find valuable aid in the excellent booklet *How to Own Your Home* and its companion pamphlet *Present Home Financing Methods*, recently published by the United States Department of Commerce [order from the Government Printing Office, Washington, D. C., price 5 cents each]. These two small pamphlets which cover a large subject will prevent the hasty, impulsive decisions upon which jerry builders rely to sell their houses. No family should make so important a purchase without a rudimentary knowledge of the problems involved. In the words of one financial adviser, "The purchaser who believes all the lovely things that are told him by the salesman will go in as a nice woolly lamb and come out with nothing left but his bleat." And—whether a house is bought as an investment for savings or as a home for one's family—neither objective will be achieved unless the whole project first be surveyed in an utterly dispassionate, dollars-and-cents way.

How much can I afford to pay for a home? Every home buyer faces the problem of buying a house to fit simultaneously his pocketbook and his dreams. The question of providing a home that will be adequate, attractive, and at the same time can be carried comfortably on one's income and be paid for within a reasonable length of time, requires forethought—that it usually fails to get!

The exact amount to be spent on a home can be determined wisely only by carefully checking over the family's

A FAMILY that owns its home takes pride in it, maintains it better, gets more pleasure out of it, and has a more wholesome, healthful, and happy atmosphere in which to bring up children. The home owner has a constructive aim in life. He works harder outside his home; he spends his leisure more profitably; and he and his family live a finer life and enjoy more of the comforts and cultivating influences of our modern civilization. A husband and wife who own their home are more apt to save. They have an interest in the advancement of a social system that permits the individual to store up the fruits of his labor. As direct taxpayers they take a more active part in local government. Above all, the love of home is one of the finest instincts and the greatest of inspirations of our people.—President Herbert Hoover.

needs and its expenses. There are, first of all, the obvious budget items of food, shelter, and clothing. In addition there are such expenses as life insurance, savings, education, and recreation. If the amount put into a house is out of proportion to other expenditures, the results are usually regretted. Before buying, the prospective home owner may wisely ask himself:

What is the family's annual income and what will it probably be next year and the year after? Will any one else in the family be able to earn an income? How much of the income is being saved? What does the family now pay for rent? How much can the family afford to spend for insurance and education while purchasing a home? In times of unemployment or expensive illness would the family be able to meet the expenses of the house?

A rough measuring stick by which to gauge the amount to spend for shelter is the rule that the value of the house and lot should lie between $1\frac{2}{3}$ and $2\frac{1}{2}$ times one's annual income. The ordinary proportion is about 2 times.

Of a number of families with the same income it is unlikely that any two picked at random will wish to spend the same amount for shelter. It is for this reason that the income groups in the table on this page are made to overlap. The size of the family, its preferences as to location, the ages and number of children, varying conditions between cities, and other circumstances make the problem one which each family must solve for itself. Unexpected contingencies should be considered when making calculations. Better a modest home whose financial charges are carried easily as other obligations increase, which they are sure to do, than one of more pretentious size which, while presenting a brave front to the outside world, contains within a multitude of financial troubles.

What are some of the factors other than income which determine the amount the family is able to spend for a home? One conclusion of the Committee on the Relationship of Income and the Home of President Hoover's Conference is significant. In general the family with a modest income which launches successfully upon a home-owning venture is characterized by two qualities: *first*, skill and ability of the family to do remodeling and repairing, thus eliminating this expense item; and *second*, ability of the family to cooperate and work together. Its members are willing to forego indulgence of their individual needs and desires for the satisfactions of home ownership which all can share, such as addi-

tional freedom, pride of possession, and the enforced saving which ownership entails. They have learned to weigh the

HOW MUCH TO SPEND—The following table shows what Mr. Home Buyer can afford to spend for a house with an income from \$1200 to \$6000 a year:

Income	Cost of House
\$1200 — 1800	\$3000
1600 — 2400	4000
2000 — 3000	5000
2400 — 3600	6000
2800 — 4200	7000
3200 — 4800	8000
3600 — 5400	9000
4000 — 6000	10,000

When Mr. Home Buyer is ready to buy or build he can arrange to borrow money from a building-and-loan association for a first mortgage covering half the total cost of the house. The table below shows carrying costs based on a \$6000 house. To avoid sinking all available funds in the house, it is often best to get a second mortgage to be paid off, or amortized, in ten or fifteen years by monthly instalment payments.

Value of house and lot.....	\$6000
First cash payment	
(30 percent of value).....	1800
Loan or loans.....	4200
Interest and amortization	
(12 percent of loan).....	504
Estimated taxes, insurance, and upkeep	240
Total annual expenses..	744

larger and more remote values and to make sacrifices of present whims in the interest of future welfare.

What percentage of my income will be devoted to payments? Rent, or payments on a house may require anywhere from one eighth to one third of the family income, depending on the special circumstances in each case. In addition to interest payments and instalments on the principal of a loan, allowance must be made for renewals and repairs, taxes, special assessments, insurance, water tax, and various accessories and improvements. The annual expenses of a \$6000 house shown in the box above are taken from a booklet previously quoted, *How to Own Your Home*, which gives financing tables for houses costing from \$3000 to \$10,000. They serve as a basis upon which to plan the total expenses involved in purchasing a home.

How can I finance the purchase of a house? A mortgage on the old home is

no longer a family disgrace. Quite the contrary! The real estate loan of former days, ill-favored, and regarded as the last straw for the improvident, has lost during the years its atmosphere of disrepute and has acquired instead an air of marked respectability and a well-deserved reputation for usefulness. And rightly so, for the mortgage has become an indispensable aid to home ownership. There are few people who can afford to pay the entire cost of their house in cash.

Like other financial transactions, however, the mortgage loan should be thoroughly understood by the borrower. Selection of the wrong financing plan, failure to become thoroughly familiar with the exact terms of the obligations undertaken, assumption of mortgage debts when purchasing property are the most frequent causes that lead to financial grief and sometimes to the foreclosure court.

Perhaps the most important matter in connection with mortgage financing is for the borrower to select a loan of the type and size that conforms most nearly to the limitations imposed by his income. The pamphlet *Present Home Financing Methods* divides borrowers into three groups: those who can supply in cash 50 percent or more of the price of their home; those whose cash resources are from 25 to 40 percent; and those who have but 10 or 15 percent of the price. Financing plans for all these groups are explained.

The more cash one can pay down on a house the better. Usually it is desirable to possess at least 20 percent of the value of the house and lot in cash.

What is the most reliable agency from which to borrow money? The building-and-loan association is the most reliable source of funds for most families. Many people call this "the American method of owning a home." In a Census Bureau report, it is stated that nine tenths of the homes in middle-sized and small communities are bought and paid for thru building-and-loan associations. Their purpose is the same as it was in the days when Jesse Castor, lawyer for the first building-and-loan association organized in Philadelphia, January 3, 1831, wrote in his minute book, "This association shall continue until every member shall have the opportunity of building and purchasing a dwelling house." There are now nearly 13,000 of these institutions in the country having in all more than 11,000,000 members and assets exceeding \$7,000,000,000.

The loan association is in most instances a cooperative corporation in which many citizens own stock. They charge the borrower interest on his loan [generally 6 percent] and, in addition, frequently expect him to pay off the principal of the loan in regular instalments which is a good policy to follow. This process of paying off the principal a little at a time is called *amortization*. Thus, on a loan of \$1000 at 6 percent interest, payments of \$10 a month or \$120 a year, will take care of the loan and cancel the principal in less than 12 years, leaving the home free of debt. Many families in meeting payments on a loan have learned the habit of saving, and continue it as a step toward financial independence after their home is paid for.

How can home financing facilities be improved? It was in the belief that "it should be possible in our country for any person of sound character and industrious habits to provide himself with adequate and suitable housing and preferably to buy his own home," that President Hoover decided to call the Conference on Home Building and Home

Ownership. At present there is much need for improvement in the home-financing machinery available in most communities. It is easier to buy an automobile or a fur coat on the instalment plan than it is to buy a home.

Those who can provide 50 percent of the cost of their home for a down payment can now find abundant finance thru the savings banks, insurance companies, the building-and-loan associations, and others. But those who have only 20 or 25 percent frequently cannot buy a home at all except on terms and risks "comparable to the credit extended by a pawnbroker." In spite of the efforts of the building-and-loan and many other associations to meet the needs of the small home-owner, the credit available is as yet largely unorganized.

Teachers and students will wish to examine the purposes of the Home Loan Discount Bank which was proposed by the President not only to alleviate the hardship that exists among home-owners today and to revive home construction as an unemployment emergency relief measure, but also in its long-distance

view to establish an institution thru which the problem of systematically promoted home ownership on terms of sound finance can be gradually worked out. Under government enterprise and organization, it may be possible in the next decade to provide homes of good design and construction financed on fair terms to replace the jerry built structures too frequently foisted on an uneducated public by greedy and undirected private enterprise. This will involve large issues of city planning and zoning, sounder methods of finance, and elimination of blighted areas and slums.

Stability of income and financial security, which are essential for home purchase, are unattainable by many families under our present economic system. How society can make it possible for the family to plan a long-time budget of income and expenditure will be the subject of the next article.

[This is the second of a series of articles on home and family. Use these articles in your classes. In every class from the kindergarten thru college teach the young people to love their homes and to seek to make them better.]

The Collapse of Local Government

THE SCHOOL SUPERINTENDENTS of America have shown vision, courage, and energy in dealing with the difficult financial questions which now confront education in our various cities and localities. Many of the problems are almost unsolvable. It is apparent that the immediate situation has its roots in the lack of city planning and of wise economic management. School people now face the task of making themselves students of the underlying causes of economic conditions. This article is a significant contribution to THE JOURNAL's series on social and economic planning.

MAYOR WALKER of New York accuses the bankers of sabotaging the city by charging a high interest rate for the large sum it has recently been compelled to borrow. The bankers retort that the city's finances are in such shape that its credit is rapidly becoming exhausted. Philadelphia has been forced actually to cease paying salaries; a proposed tax increase was stopped by an angry demonstration of the citizens. Chicago has been without necessary funds for months; teachers have not been paid, and now the city may have

to give up the elementary jobs of government by failing to pay its policemen and firemen. The plight of these three largest cities in the nation may be paralleled all the way down the scale of local governments to the most sparsely settled rural communities. Of course there are brilliant exceptions, like Milwaukee, which under its efficient and honest Socialist mayor has kept out of debt and has money in the bank. But the trouble is general enough to warrant serious consideration. It is one of the most critical situations facing the country, because if local government fails, anarchy supervenes; the most elementary needs of the citizens cannot be met.

Individual circumstances may be assigned as causes in specific instances, such as crooked tax assessments in Chicago, extravagance and Tammany graft in New York. But old-fashioned campaigns for civic righteousness would not remove the difficulty. There is a more fundamental trouble than ordinary political corruption.

The depression, of course, may be blamed for precipitating the crisis. It has squeezed local governments between the pincers of diminished receipts and increased expenditures. An unknown, but

certainly enormous, volume of taxes is in arrears; some of these taxes will probably never be paid. And the major burden of unemployment and farm relief, under our crazy official policy, has fallen on the municipalities and counties. While, in popular theory, private funds have been supposed to meet the need, as a matter of fact more than 70 percent of the relief expenditures have been paid out of local public budgets—a straight dole, inequitably assessed on local property taxes. Now the governments are cracking under the strain.

Are we justified in assuming, however, that with the passing of depression the crisis will automatically disappear? By no means. It is, of course, possible that unemployment will be reduced, but even business revival would be slow in creating jobs for everyone who is out of work. We are likely to have a large volume of unemployment for years to come. Even more serious than this, however, is the fact that a thoroughgoing process of deflation such as we seem to be undergoing means not merely a permanent fall in the prices of commodities, but a reduction in rents and in property values as well, and a deflation of securities—including public bonds. Small property

owners are fully conscious of the heavy burden laid upon them by taxes and assessments—a burden under which they were already bowed before depression arrived, and which they cannot continue to bear. Of course it is out of the question for them to go on paying the steady increase which the mounting cost of local government has imposed on them in recent years. Rentpayers are not usually conscious that a large part of what they pay is the tax burden passed on by landlords, but this is nevertheless the case, and rents must come down. And if taxes fail, how can the local governments continue to pay out large sums in interest and sinking funds?

There will be blind agitations for retrenchment on the part of taxpayers, bankers, and investors. But it will be found that not much retrenchment is possible, as long as local governments go on doing their usual jobs in their usual way. Any conceivable cuts in the salaries of public employees would be far from bridging the gap between receipts and expenditures. Is there any other way out?

The first observation to be made on the problem is that which was made by the regional planners long before the depression came. They pointed out that *the big cities were heading straight for bankruptcy, on account of the inefficiency inherent in unplanned concentration of population*, on the basis of a layout conceived only in the interest of the utmost profits for speculative real estate interests. Every skyscraper increases in geometric ratio the need for sewers, gas, water and electric mains, and transit facilities. A block layout which requires that every street carry the paving and other utilities which would be needed by a high concentration of population on that block places an undue burden on regions which are not, and ought not to be, built up to that point of concentration. *Unless we plan our cities and surrounding regions intelligently for living and for real efficiency, our tax burdens*

will be unbearable except in periods of unsound inflation. Similar observations apply to many rural communities as well. Here, speculation in farm land, or

SURELY the sudden crash in the stock market, the resulting collapse of business, and the events of each passing day have proved to us that the adults of this generation were not prepared to manage the machinery of presentday civilization. When we observe the current frantic gestures of leaders in business, finance, and government to bring some order out of the existing chaos, and hear of the growing momentum of discontent among millions of idle men who are eager to work to feed their hungry families, we are forced to the conclusion that the model of education needed for 1932 and for future years must not be patterned too closely after the models of previous years.—J. W. Studebaker, superintendent of schools, Des Moines, Iowa.

what was intended to be farm land, without regard to the permanent possibilities of income for those who live on the land, has led to the provision of roads, schools, and other facilities for counties which in the end go back to waste, and are so sparsely populated that the taxes received cannot pay the bills.

The lack of intelligent economic and social planning in agriculture and land use is the fundamental difficulty of many rural communities. Equally important is the unscientific and inequitable character of the general property tax, which, after all, carries the chief burden of government in the United States. Not only do the budgets of local governments depend upon it, but a large part of the states' revenues comes from it as well, thru the channels of these local governments. It bulks far larger in the national budget than the federal income tax or other federal revenues. The heavier the burden it lays on the taxpayer, the more evident are its defects. It is, whenever possible, passed on to the consumer, thru

rents. Being dependent on the so-called "value" of the property, it is not adjusted to the size of incomes or profits or other measures of capacity to pay. A householder who is barely able to meet his expenses, or a farmer, or a business which is in the red has to pay as much on the "value" of land and buildings as a corporation which derives a fat income from use of an equivalent property.

Measures must be taken to transfer a large part of the burden from property taxes to the more equitable and efficient sources of taxation, such as the income tax. Numerous states have begun experiments in this direction. Notable in Governor LaFollette's remarkable message to the emergency session of the Wisconsin legislature this winter is the enunciation of the principle that "this emergency will be met as a community and that those who are best able to carry the burden shall carry a proportionate amount of it." In pursuance of this policy, the Governor recommended "an appropriation of a sum sufficient . . . to enable and require every county in the state to reduce the tax upon general property one dollar per thousand dollars of valuation." In order to pay the bill, increased state income taxes are recommended. And, of course, one of the prime requisites in encouraging states to rely more heavily on income taxation is the enactment of a rebate of federal income taxes up to, say, 25 percent of the total federal tax, in such states as themselves employ income taxation. This would, of course, mean higher federal rates. But it would help to equalize the burden among the states.

This crisis ought to lead to better planning of local development and of local taxation. That is the only lasting road to recovery for the local governments. We can no longer go on in our customary heedless and haphazard course, expecting local property to pay the bill. For the end of that squeezing process is in sight. The orange is dry.—Reprinted from *The New Republic* with the permission of the publishers.

THE GREAT NEED of America today is the need for vigorous and sustained planning by disinterested parties. Much of the breakdown in government is due to an antecedent breakdown in our privately controlled business enterprises. Real estate speculators have created fictitious prices and have exerted steady pressure to destroy building requirements and zoning rules. Utility promoters have watered stock fabulously in the gas, electric light, and telephone fields. They have used their position of monopoly to collect excessive rates which are as inescapable as taxes. The excess profits of these utilities in your city would probably make up the deficit in the school budget. It becomes increasingly plain that the colleges, universities, and high schools must devote themselves to a study of the economic factors which are at work in our various communities today.

Planning in America

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THERE IS one objection that is always raised when anyone mentions planning in this country—that it interferes with freedom. Planning is part and parcel of American life and has been in certain fields from the beginning. Almost the first act of our national government was to plan the city of Washington on a scale that gave promise of exciting the admiration of the entire world before the plan was finally finished. In the past, America has always been willing to bring under social control and social planning whatever was necessary for the best interests of all the people. Conditions have changed now so that it is necessary to bring some additional items under social control in order to achieve further economic and social progress.

It can be shown that planning will not limit but will expand individual freedom. It can be argued that any planning in regard to work is interference with individual liberty but the plausibility exists only on the surface. It is only by planning that any effective freedom can be guaranteed in regard to work in the present world. There was a time in the past when each individual had complete control over the necessary equipment and opportunity for working. Before there was division of labor and when each man did all his own work, there obviously could be no unemployment and no necessity for social interference to guarantee the right to work. All that was necessary was for one to be left alone. Liberty was a negative conception and involved lack of interference.

How completely changed conditions are today! The work of one man depends upon the action of someone ten thousand miles away. He, in turn, may be dependent upon another series of individuals and forces. One may argue that each individual should be allowed to work or not to work without any social planning. It sounds reasonable but the same conception of negative action that brought freedom in the past brings the worst kind of slavery today. In fact, one might approach physical starvation and still have guaranteed to him the fact that no one would interfere with his working if he desired to work. If there is no work to be had, the words "liberty"

and "individual freedom" are empty and meaningless. In millions of cases in the world today such is the situation.

A substitute must be found for this negative conception of freedom. Not only must man be guaranteed that he will not be interfered with if he wants to work, but he must be assured of the opportunity to work when he wants to do so. This is a positive conception of liberty. It involves a change from an unplanned to a planned economic and social order. On no ground can planning be defended more justly and more vigorously than on the ground of effective freedom.

Planning and coordination are necessary in the complicated world in which we are living today. No community that does not systematically and continuously make provision for this planning can hope to be a civilized unit. As part of the price of our progress, we have passed from an individualistic, irresponsible economic life to responsible economic and social organization. Will it be possible to build this planned society? Upon the answer to this question depends the success of our social order.

The changed conditions of living have forced a change of attitude regarding certain parts of our physical environment. A generation or two ago surprise or objection would have been raised against planning for such a thing as an adequate water supply. From time immemorial, it had been assumed that each individual could provide water for himself. It has been only a short generation or two since our highway system in the United States was, to a large extent, unplanned and uncoordinated. The great development of the automobile has been one of the factors forcing the beginning of adequate planning regarding the highway system. Such things, important as they are, do not get at the root of the difficulty. They are attempts to solve or to relieve difficulties after they have arisen. In addition, they are dealing with the simplest of our material problems. No community can be adequately organized unless it makes systematic and continuous provision for *all* phases of its life.

Let it be said once and finally, that this does not mean putting the activity under the control of the political governmental organization. In many cases that

would undoubtedly be an unwise move. But many phases of community life which could formerly be left to chance must be planned and developed systematically. This applies not only to such physical matters as the layout of the city, streets, height of buildings, and housing standards, but to such matters as cultural, esthetic, and moral development and opportunity. The real test of community organization and leadership is doubtless going to come when these latter fields are entered. Will our communities be able to plan adequately these phases of life?

It might be well to look at some of the fields in which planning has already begun. Much prejudice can be overcome by realizing that the concept of planning is already familiar in many fields of community life and organization. The failure has come in the lack of any adequate philosophy and scheme back of the planning and any systematic development for it.

City planning in the United States has a fairly elaborate history. It is quite true that in the early days of the republic most of the cities grew any way they happened to grow. Even when they were laid out fairly carefully, conditions changed rapidly and plans that were adequate in one decade were quite inadequate in a later one. No systematic provision was made to keep changing plans at all times.

One can only imagine what New York City might have been if planning bodies had been continuously in existence trying to make it the best possible place to live. Instead of what might have been, we have the chaotic and individual development which is characteristic of the city. It has led to situations which if anticipated would not have been allowed to come into being. One has only to read parts of the report of the Regional Planning Commission to see the almost incredible difficulty that faces the city in its attempt to rectify mistakes made by lack of planning in the past.

Most of the more important cities in the United States have set up some kind of planning commissions. The city of Washington from the very first was carefully planned. The development of the World's Fair in Chicago in the last dec-

ade of the nineteenth century did much to further one narrow phase of city planning, that is, the so-called city beautiful. But the movement has scarcely touched the smaller communities and the open country. Changes have occurred with such amazing rapidity that planning is vitally needed in all communities. Not only must these new planning bodies deal with the same matters that interested the old city planning commissions, but they must be much broader even on the physical side. Even now the best of the present city planning bodies are seeing their task in a larger light. This is well expressed in the introduction to Volume I of the Regional Survey of New York when it is stated that no longer is the prime concern of planning bodies with the "city beautiful" but with the location of industry and trade centers, with housing conditions, planning of traffic, and the hundred and one other items that determine whether a city is to be well organized and a satisfactory place in which to live and to work.

In city planning there is great room for development in many specific fields. Some of the most definite planning that has been done in American cities has been in connection with streets and traffic. Most of the streets, particularly in the older cities, were laid out for horse-drawn traffic. The first congestion was caused by electric streetcars and later by the automobile. It has been quite impossible to undo many of the early conditions but American cities allowed conditions to go on and get worse long after it was evident that something would have to be done. Now a great variety of schemes is being tried to relieve the traffic situation. Almost no one questions the wisdom and necessity of attempting to plan in regard to streets and traffic. The force of tradition will doubtless cause us to continue to design our streets in general as though we were still in the horse age. It might be well for each community to draw up a plan of what it would be if it were being planned completely from the beginning. It might provide certain standards to be worked toward as far as the street and traffic arrangements are concerned.

Along with this development of streets and traffic conditions within the urban centers, there has gone a movement for highway planning on a state and national scale. There is scarcely a state today that does not have some form of highway department that at least makes a pretense of planning the development of highways. These state plans are beginning to

be coordinated into a unified plan with the assistance of the federal government. One may well answer that long before conditions can be remedied the airplane, submarine, or some other invention will upset them again. All of this may be true but to accept it as an excuse for doing nothing means that the situation will chronically become worse. Such conditions make it all the more important that we plan not only for the present, but, as far as human ingenuity is able, to anticipate the future and plan for it. Most important of all is to keep changing the plans in the light of any new evidence.

Any American city that is on a water front has gone thru much the same experience in regard to water-borne traffic as it has on land. For a long period the harbors or water fronts were sadly neglected. When feeble attempts were later made to regain control either in the interest of more efficient shipping or for esthetic or sanitary reasons, great difficulties were encountered. The approaches to most cities whether by water transportation, by rail, or even by automobile road usually gave an unfortunate impression. In most of these cases, the theoretical battle has been won. It is largely a case of making the planning arrangements and carrying them out.

We have the first indications of planning in our school system in regard to school buildings. Due to the efforts of a few able and enterprising people, the school buildings and grounds of the different cities and school districts are beginning to be remarkably well planned. The public builds a five million dollar high school in Cleveland, a million dollar one in Dallas, and spends some incredible sum on one in Los Angeles. These buildings are planned to utilize the last inch of space. The corridors are just wide enough to allow the maximum number of children using them to pass comfortably; the window area is carefully planned to provide the proper amount of light. But in no city is there a plan of what these schools should be doing in terms of the economic needs of that community. The schools know no further than an abiding faith will take them as to how many people should be trained for any given occupation. We plan the buildings but we do not plan for what happens within them.

Partly as a result of the original movement for city planning, there has been a substantial development in the plans for public buildings. This applies to the architectural development of the build-

ings themselves, and, to a certain extent, to the location and general arrangement of groups of public buildings. The development of the water front in Chicago, the civic center in Cleveland, the parkway in Philadelphia, and the projected civic center in New York are all indications of this movement. The idea of planning is beginning to move on down to the smaller places and affect even ordinary public buildings. Admitting that the planning of the buildings is many times highly artificial and without any organic relation to the economic or social functions they should perform, and admitting that many times the buildings are copied from foreign environments and simply pasted upon the scene—even with all this, the planning undoubtedly has been of tremendous value. The idea simply needs expanding and clarifying.

The attempt to plan the parks, playgrounds, and open spaces of our cities is one of the most hopeful developments in the whole field of planning. It was only a short generation or so ago that the parks acquired by American cities were more or less a matter of pure chance. Now at least some pretense is made to plan the amount of land that should be devoted to parks and, insofar as it can be done at this late date, to see that the land is properly located.

Following close upon the development of city planning comes regional planning. No sooner did a planning commission attempt to plan for the development of a given city than it discovered that many of the problems of the city were problems of the surrounding region. This led inevitably to the concept of regional planning which is beginning to develop on a large scale. The work of the New York Regional Planning Commission is an illustration of what may be hoped from this type of concept, once it is put upon a permanent and systematic basis. Some of the problems to be overcome in regional planning are probably even more difficult than those to be overcome in occupational planning, but undoubtedly attempts will be made and brilliant successes will result.

Some forward-looking people had discovered even before the systematic development of regional planning that the problem of land planning was basic to much of our future progress. From the planning of cities and regions it is but a step to the concept of land planning on a national scale. The best answer cannot be given to many problems in city or regional planning unless something is known of the general policies

of land utilization in the entire tributary territory. This quickly leads to the necessity of some consideration of the use of land on a national scale. The difficulties here seem almost insuperable but the rewards are doubtless proportionately large.

It is probably not too much to say that a solution to the farm problem is closely associated with or dependent upon some scheme of land utilization and land planning. It does not follow that this could not be done on a voluntary basis. It would possibly take a type of educational activity which has not been dreamed of in the United States. The typical child that goes thru the schools in the rural districts comes out quite unconscious of the fact that he might contribute in establishing a reasonable type of land planning. The schools may be dealing with real problems but they are certainly not dealing with the fundamental problems of American agriculture and American land utilization. Many of the educators in agricultural regions still seem to think that they are living in an age when individual efficiency will solve the problems of agriculture. There are almost insuperable difficulties in this field but that makes

the challenge all the more interesting.

In this country there is the definite type of planning carried on by the Federal Reserve Board. There is some attempt to adjust the operation of reserve banks to the financial needs of the country. This clearly extends in a degree to the volume of money in circulation and doubtless at times extends to some consideration of the stability of the monetary unit. Many other attempts are being made in different parts of the world to establish a stable monetary unit. The very fact that such an organization as the Stable Money Association has been organized shows the need of planning as seen by some people. Even if we disagree with the possibility of achieving a relatively stable price level, it is important that the concept of planning has extended to this exceedingly difficult field.

The last field in which many people would expect to find planning is private business. Probably from the time the first business was carried on, there has been some planning and organization of it. But the type of planning that is beginning to develop in some of the large private business concerns is probably of an entirely different type from anything which has preceded. As far as the atten-

tion given to planning and the technics developed, it might be called a new art. The more forward-looking of the public utility concerns have long term plans for their expansion and development.

Some of the automobile companies have developed very elaborate technics for gauging the probable demand for their products over short periods of time. Socially there is one tremendous inadequacy in the planning of the automobile companies—failure to consider the needs of the rest of the community. This is especially true as regards the hiring and discharging of men. The automobile companies claim that great attention has been given to stabilizing the product. But when as simple a device as differential price has not been tried we can well be skeptical of the claim. In many fields, however, the automobile companies have been leaders in looking forward and planning for the future. Railroads in part by their very nature have been forced to adopt certain types of long-range plans regarding future betterments.

A large part of the curriculum of any school that is going to function in the modern world must deal with the constant replanning of American social and economic life. [Use this article in your classes.]

How Would Your Pupils Rate You on Health?

NOW, SHALL we have the morning checkup on health habits? Charles, you have obeyed every health rule for the week, and that entitles you to a gold star. Here you may paste it opposite your name on the health chart. Shall we all clap hands for Charles, children?" Yes, by all means clap hands for Charles and also for Margaret and even for little Sambo whose cleanliness is real if not apparent, owing to his native coloring.

But how about the teacher's gold star? Will the pupils clap enthusiastic hands for her? Let's see how they might rate her according to the health rules.

Diet—Did Miss Brown of room 4B eat two vegetables today besides potatoes, preferably leafy green ones? Or did she eat plenty of salads but neglect to take a good helping of meat or a slice of bread? Those little songs Miss Brown teaches the children about the merry milkman, do they occur to her when she orders her beverages and desserts?

Sleep—Then there is the health rule about sleep. Does Miss Brown average eight or nine hours of restful sleep out

of the twenty-four? A great many teachers approach their professional career bankrupt of sleep. Four years or more of college with both ends of the candle diffusing a "lovely light" brings an accumulation of fatigue that, together with the burden of new professional duties, often brings disaster. Then, too, there is the teacher-insomniac who needs to make some practical experiments in physical fatigue, in mental control, and in muscular relaxation.

Exercise—A recent survey of the health habits of 600 teachers in a widely distributed area showed that nearly 63 percent of them took no daily exercise other than that involved in getting to the classroom. Even in communities where there are no facilities for other forms of exercise, remember that the primitive form of locomotion known as walking is an exercise without peer. Daily walks of from two to five miles and occasional weekend hikes will react so favorably on the teacher's classroom manner that the pupils will vote gold stars in proportion to mileage. 🌿 🌿 🌿 🌿

Mental health—Of equal importance

in the teacher's list of health rules are those that contribute to mental hygiene. Teaching makes heavy demands on the nervous mechanism and Miss Brown must accumulate a reserve that will carry her thru periods of emotional distress.

To give in to fits of temper or of jealousy, to introspection, or to feelings of injustice or selfpity is a practise that grows and jeopardizes health. The pupils, too, feel the teacher's lack of poise and react unfavorably to the nervous tension in the atmosphere.

The teacher who is serene under stress, enthusiastic under routine, sympathetic with her pupils rather than with herself, interested in human beings rather than in mere texts and exam papers will be voted a whole crown of gold stars when the pupils rate the teacher. And rate her they do constantly, not only in the classroom today but in terms of her influence on them thruout their lives. Make buoyant, surplus health as contagious as disease.

Pupils are prone to reflect the attitudes of teachers. Teachers should see to it that pupils have good examples to copy. —Mildred Whitcomb in *Ohio Schools*.

Selfmanagement, the Basis of Citizenship

RAY LYMAN WILBUR

Secretary of the Interior, Washington, D. C.

LATE ONE EVENING I was sitting on a cliff looking down over a wild patch of woods and meadows in the California mountains. Suddenly a she-bear and two cubs came out of the brush into an open space. The mother bear looked back at each cub and evidently gave instructions that they should follow close at her flanks until they were again under cover. One cub started to wander off and was called back two different times, but the third time the mother took a quick turn and slapped him until he rolled head over heels for fifteen or twenty feet. He then scrambled to his feet and ran up close to his mother, staying there until they disappeared. I have often wondered why it was that bears manage to get along so well, in spite of guns and traps and scarcity of food and a world of difficulties that have been brought to them by man. Evidently they are brought up according to bear laws and learn how to be bears.

Each one of us has just the same kind of a problem to face as we go from youth to maturity. Each of us controls a body machine and has a brain for that purpose, as well as to connect us up with the world of reality. Each of us must learn to handle himself, to go on his own power, to be a selfstarter, to do many automatic things. Each one must thru instruction or experience develop his own rules for the care of himself and of his own conduct. The period when we go from youth to maturity is the most interesting and important of all. It is a great thing to grow up, get new knowledge and new sense of power. After watching thousands of young men and young women I have learned to have confidence in those who have learned selfmanagement and selfcontrol. We are born with impulses and emotions that uncontrolled would carry us frequently to disgrace and disease. We are tempted many times. Based on a study of a lot of abnormal people, many normal persons seem to think that selfindulgence makes character, creates respect in others, and develops health. Nothing could be farther from the truth. The wise young person is the one who can learn by the experiences of others. Those who have to try everything once are sure to be damaged in the process. It is not common sense to be foolish.

Just at present our youth are facing a period of transition and are breaking away from old standards and conceptions of life. They see about them freedom of conduct, which is easy to copy but which is full of peril to follow. Youth faces danger willingly but intelligence and observation should show us that a sane, wholesome, and useful life inside of a living body requires the same kind of protections for it that we place about our automobiles so that they will operate efficiently and properly.

In this somewhat troubled period, each young person must face one question that has been before most young people thruout human history. Human beings long ago discovered certain drugs and chemicals, among them a group that are known as narcotics and anesthetics. These include alcohol, ether, gasoline, cocaine, opium, and the like. One of the long, hard struggles of mankind has been to master these valuable agents. Each has its proper place. Administered and used by experts, they are great servants. Misused and selfadministered they often lead to bad habits and degradation. They have the unfortunate quality of clouding personality or uncovering human attributes that are normally held under control. The principal difficulty with the use of alcohol is that its effect upon a person involves others. When one person is no longer able to manage himself, others must manage him. When families are involved, others suffer from the effects of the drug. Society as a whole must pay the full price for any misuse of these chemical substances that materially affect the central nervous system, consciousness, and personal responsibility.

In the social struggle against alcohol, the commonest of these drugs, this country has passed certain laws and has placed a clause in the Constitution of the United States. This is a country which depends upon majority rule. Until a majority by proper course has determined that these Constitutional provisions and these laws are not desired, it is the proper function of a citizen to obey. Certainly no young citizen beginning his life career can consider that he is managing himself well if he begins by violation of any law of his country. I realize that there is much publicity about alcohol and prohibi-

tion but there is also a great deal of intellectual shallowness in meeting the social and legal questions involved. Said as it may seem, in spite of great literature, music, fine plays, sports, and family life, we have a lot of people with empty minds that are never comfortable unless they are filled up with alcohol. There have always been such people and no doubt there will continue to be, but youth in making its choice certainly ought to strive for the thing that is strong instead of that which is weak. One hates to be what is called a "goody-goody" but one can obey the law and do the sensible thing without feeling that way about it.

I have often noticed that those who are the most careless in their habits have been the first to praise those who take good care of themselves such as the members of the football squad who obey the training rules. I am convinced, too, that many of our boys and girls today boast of breaches of conduct and pose as rather devilish in order to show people that they have grown up and are quite worldly. In their hearts and in their real attitudes towards themselves and in most of their conduct they are decent, sane, and thinking of a future career full of interest and noble action.

My suggestion, then, to you is to look these questions right in the eye and not allow yourselves to be fooled by those about you and have the courage not to join in unless you wish to do so. No one can make you drink unless you want to. You must do your own swallowing. You must remember, too, that some of us must obey the Constitution so that when future tests of it come, as they surely will, we can fight with clean hands and not have our strength stolen away by the knowledge that we belong among those who make personal decisions as to what laws to obey. The sense of having violated laws seems to create a strong emotional reaction against them as a method of selfjustification. Much of our present agitation comes from stinging consciences.

Manage yourself in that way which leaves no regrets and no scars, and life will give you selfsatisfaction, comfort, and happiness.—In an address before the National Women's Christian Temperance Union, Washington, D. C.

Personality Adjustment of the Superior Child

CAROLINE B. ZACHRY

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IN A PROGRESSIVE CLASSROOM a seventh-grade group was preparing poems and articles for its junior high-school magazine. In a corner by the window a girl of thirteen sat chewing her pencil. So far as any visible signs of work were concerned she apparently did nothing until the last few minutes of the period. When the bell rang she stood back in the corner of the room waiting for the other children to pass out of the door. When she was certain that she would not be observed by them, she slipped a wrinkled, untidy-looking paper into her teacher's hand with the comment, "You may read this if you care to," and hurried out of the room. In the lower left hand corner of the paper appeared the drawing of a grotesque figure. The following lines were written in pencil above it:

Heaven¹

I went to church one day, and God sat by my side,
And we laughed at the preacher and the people
with their prayer books
Saying prayers to a God so far away.
"Heaven is pearl-paved," said the preacher,
"and gold,
And the angels sing His praises on their harps.
It is there that you and I will some day go."
And God laughed and said to me,
"Heaven is a broad field and a brook,
And the lean, scarred, beaten horse
And the houseless cur and the hunted deer
Will go there with Me."

In that same seventh grade, the following incident occurred. The teacher was returning to her classroom after the lunch period. She was met by another teacher who said, "Your class is in trouble. Some ink was thrown from your classroom window and spattered on one of the teachers who was walking below." Unfortunately the teacher's mental processes followed a course to which teachers are all too prone. She tried to decide to which member of her class this conduct was most likely to belong. She entered the room prepared to settle the matter with a red-headed boy and two of his close companions. To her utter amazement as soon as she opened the topic with the class, the author of that poem rose and said, "I threw the ink."

Perhaps no story illustrates better than this, the principle set forth by men-

tal hygiene that we should not deal with symptomatic behavior but go back of the symptoms and look for the cause. At first consideration it seems unlikely that one could find causes, biological and environmental, that would account for such varied behavior in one thirteen-year-old girl. Almost any teacher would have been tempted to deal relatively gently with that particular incident when she considered that it was a first offense perpetrated by a frail little girl with a superior intellect. However, the incident could not be overlooked, and to have dealt with it without considering the child's total personality picture, would not have been an adequate procedure.

Let us consider the situation briefly from the angle of a child guidance clinic. Obviously space will not permit all the details that would be forthcoming in such a study. We can only touch briefly on the most important factors. On the side of her physical makeup we find that altho her general health was good, she was very small of stature, and quite undersized for her age. An observer accustomed to dealing with children would probably guess her age at about eleven years. Without being pretty, her appearance was very attractive, tho decidedly frail. On the biological fact of intelligence we have the information that at the chronological age of thirteen, her mental age was eighteen. In other words she rated on the superior adult level at the age of thirteen years. On the environmental side we find an exceptionally good home. The parents were of superior intelligence and education, and most wise in the handling of their children. The child went to a progressive school and had every opportunity that her parents could give her for the development of her high ability. Her intellectual interests were varied and she was enthusiastic about all of her subjects. Altho she did not play a conspicuous part socially, she was well liked by the other pupils and had several companions among a few girls who had tastes and abilities similar to hers. She was considered a good friend by the members of this group, but had not been fully accepted by a mischievous group she admired.

In the light of these facts—what is the purpose of this behavior? The conversa-

tion with her teacher immediately following the incident of the ink, throws definite light on her purposes, both conscious and unconscious. The teacher talked with the girl alone, and found that she did not attempt to excuse herself in any way except to make the statement that altho she deliberately intended to throw the ink she had not intended to hit any one and did not know that the teacher was walking below. The teacher then asked the direct question, "Why did you do it?" She was astonished at the insight that the child's answer revealed. She said, "I wanted to know what it would feel like to be bad. I have never been bad."

The motive back of that symptomatic behavior was very clear. Here was a child seeking social approval, trying to gain the attention and the approbation of her group by being like them. Altho she went to school with many superior children her intellectual attainments were not understood by all of them. Her poetry was entirely above the heads of many of the most popular members of the group. The comment made by one of the boy editors of the magazine to the teacher is indicative of the feeling of many members of the group. He said, "We don't understand her poetry. If you think it is good we will publish it." Adult approval is satisfying to a youngster as far as it goes but far more important is the approval of contemporaries. This girl was too small physically to achieve to any marked degree in athletics. Her group was one that indulged in a degree of healthy mischief in which she had had no part. Intellectually far superior, physically smaller, her social adjustment to the group was not satisfying to her. She craved that attention and the approval of her group which is essential to all of us and she tried out ways of gaining it. During her junior high-school career this girl made a satisfactory all-round adjustment.

Let us examine for a moment the factors which are essential in the personality adjustment of the superior child—factors that were present in the environment of the girl just described.

[1] The environment must give the child an opportunity to make proper use of his su-

¹ Published in *Creative Youth* by Hughes Mearns. Doubleday, Doran & Co.

perior abilities and to attain satisfaction through using them.

[2] It must give him the opportunity to see and respect the abilities of people whose endowments run along quite different lines from his own. He must have an opportunity to see that individuals with types of ability different from his have a definite part to play in the scheme of things and that the completion of any worthwhile endeavor involves the use of varied skills and talents.

[3] The atmosphere of the group endeavor should provide him with a feeling of security so that he will not build up snobbishness around his abilities as a defense mechanism against some of his shortcomings. The secure individual who attains satisfaction from his own endeavors, at the same time respecting the contributions made by other people, will not become a snob.

What type of classroom provides the environment just described? A classroom in which the curriculum is set up in terms of group purposes—purposes broad enough to call for the abilities and interests of all of the members of the group. In the incident just described the author of the poem had the opportunity to write poetry that was of value to the class magazine. At the same time during the classmeeting in which the children were discussing the magazine, she had the opportunity to appreciate the value of the work done by the child who could draw illustrations, by the mechanically-minded youngster who could not write poetry or even stories,

but who could set type and print the magazine. She also learned that there was a place for the less imaginative, less creative, and more matter-of-fact type of writing that was required for news items and the like. She realized, too, that unless the class had members who showed ability as business managers, who were good at keeping accounts and making budgets, there could be no magazine.

In the course of their junior high-school experience the same class instigated and carried out a number of projects which called for a variety of talents and abilities. Two pageants were produced by the class in which the value of the work done by the class carpenters and electricians was just as real and just as recognized as the value of the work done by the children who were gifted in music, language ability, and art. The class realized that it took all of these abilities to produce the whole satisfactorily, and it is an easy next step to help them realize that it takes all these types of abilities to carry on in our industrial civilization.

The principles set forth above in regard to the environment in which the superior child can make the most adequate all-round adjustment were, in the case given above, held by the parents as well as by the school. At the time of the two incidents described, the girl

under discussion was aware of the values of the other pupil personalities about her and was reaching for a broader social adjustment. The narrow group of girls so like herself was not fully satisfying to her and we see beneath her attempt "to be bad" a very healthy growth in her social interests and a reaching out toward the next level of adjustment.

Home and school provided the opportunity for her to gain in a constructive way the social approval she sought. One incident of this was noticed by the teacher when the class was particularly interested in animal stories. They valued the girl's experience with animals and her ability to take good care of them on her father's farm won the respect of many of the boys who visited the farm with her brother.

In conclusion two generalizations may be mentioned which follow the point of view expressed in this article:

[1] An adequate school guidance program must be concerned with the total development of all pupils, thus including the highly endowed and privileged child. Its emphasis should be preventive and educative rather than curative.

[2] The total personality development of the superior child can be best provided for in a school situation most nearly like life, that is a situation in which people of varied ability are working toward ends worthwhile to them as a group. By inference this article attempts to point out some of the dangers to the superior child of homogeneous grouping too narrowly conceived.

Useful Books for Homes, Schools, and Libraries

THE HABIT of reading and high standards of taste are supremely important. Schools exist to deepen the love of learning. The following lists will be useful for teachers of reading and English, for parent-teacher workers, and for librarians.

[1] *The Bookshelf for Boys and Girls*, list of selected books. R. R. Bower Co., 62 W. 45th St., New York. Single copy, 10 cents; 100 copies, \$6.

[2] *Graded List of Books for Children*. New revision, compiled by Nora Beust, published by American Library Association. A list of 1250 titles, \$2.

[3] *Recreational Reading for Young People*, books to bridge the gap between child and adult reading. Booklist of about 500 titles selected by the School Libraries Section of the American Library Association, 520 N. Michigan Ave., Chicago, Ill. 50 cents.

[4] *Everyland*, a reading list on international understanding, prepared by the

School and Children's Department of the Newark Public Library, Newark, N. J. 1931 edition. Single copy, 5 cents; 100 to 200 copies, 3 cents; 500 or more, at rate of \$25 per 1000.

[5] *Boys and Girls Around the World*, a booklist-poster of about 100 titles divided into age groups. Published by Bookshop for Boys and Girls, 270 Boylston St., Boston. Single copy, 10 cents; 100 copies or more, 5 cents.

[6] *Children's Books from Twelve Countries*, a list of 300 titles, published by the American Library Association, 520 N. Michigan Ave., Chicago, 50 cents.

[7] *Rapidan River School Library List* [President Hoover's School], includes 58 book titles most popular among rural and mountain children. Available from American Library Association, 5 cents.

[8] *A List of Travel Books for Young Readers*, books on America as well as foreign countries. Issued by Child Study

Association of America, 221 W. 57th St., New York. 5 cents.

[9] *A Standard Catalog for High School Libraries*, published by the H. W. Wilson Company, 958 Univ. Ave., N. Y.

[10] *Books for Home Reading for High Schools and Junior High Schools* issued by the National Council of Teachers of English, 211 W. 68th St., Chicago. Each list, 20 cents; 15 cents in quantity.

[11] *Novels Too Good to Miss*, titles suitable for older children. Four lists in booklet form, compiled by F. K. W. Drury. Published by H. W. Wilson Co., 950 University Ave., New York. 35 cents; 100 copies, \$18.

[12] *Realms of Gold in Children's Books*, compiled by Mahony and Whitney, published by Doubleday, Doran Co., Garden City, N. Y. \$5.

[13] *Five Hundred Books for the Senior High School Library*, published by American Library Association. A basic list for first purchases. 75 cents.

German Youth Goes Walking

TEACHERS who attended the Minneapolis meeting will remember Max Zimpel of Germany who brought the greetings of his country on that occasion. "Learn or perish" is especially forceful in the matter of health in the machine age with its sedentary indoor occupations. This article suggests how one nation is seeking to meet that problem.

THE LOVE of wandering from place to place has become so strong in the German youth that everywhere one meets merry parties of young men and girls, groups of children and school expeditions, all with rucksacks on their shoulders, often carrying musical instruments and singing their tramping songs, enjoying to the full the glories of days in the open air. Such mental and physical benefit is derived from this intimate contact with the countryside, that every encouragement is given to the movement by the authorities.

To meet the needs of these thousands of young wanderers, a widespread system of Youth Hostels has been established. After a strenuous day in the open air it is possible to find good and simple accommodation, with congenial company, at a cost which makes a walking-tour holiday possible for everybody. There are some 2200 hostels throughout Germany, which are used to the extent of millions of visits a year.

Many of the hostels are extremely fine buildings, providing beautiful common-rooms, dormitories, cooking facilities, and fully equipped washing accommodations. Some are newly built in excellent modern style; often they are found in



The inviting charm of a German countryside

old and historic buildings in which Germany abounds; sometimes they are simply two or three rooms in a school or inn. But always they are clean, and offer bed and blankets with somewhere to wash and cook.

The rules of the hostels are few and simple, made for the benefit of all. There is no service. "Help yourself" is the watchword of the wanderer. The hostels are run on lines of perfect simplicity. Order and good conduct are essential and the regulations of the warden must be carried out. The hostel must be left clean and tidy; smoking and alcoholic liquors are prohibited. In the holiday season you are not expected to stay more than one

night but you may do so provided no new arrivals wish to use the hostel.

The hostels are essentially for the benefit of youth of both sexes. Older people, however, may use them if they are members; but young wanderers under 20 years of age have preference up to 7 p. m. There seems to hang over all a great spirit of friendship. This feeling is fostered by the entire absence of any political or religious bias in the hostels association. The hostels are used by groups of every possible shade of class and opinion. Commercial travelers, ordinary summer tourists, and similar people are not admitted—the hostels are not hotels.

To obtain admittance, identification papers are required as follows:

[1] For young wanderers of 20 years of age and under, a lodging ticket, 20 cents.

[2] For individual wanderers over 20 years a membership card, \$1.50.

[3] For conducted groups and school-parties consisting of at least two boys or girls and one responsible leader, a leader's pass for the leader, who must not be less than 16 years of age.

All passes, which must be obtained in advance, have to bear a photograph of the owner officially stamped, unless he is in possession of a passport containing such a photograph.

Everyone staying in the hostels must use a simple kind of sleepingbag instead of bedlinen. This can be bought from the association and can be carried from place to place, or it can be hired at each hostel for a few pennies.—Max Zimpel, Frankfurt, A. M., Germany.



Worthy friendships among youth are the foundation for worthy associations among adults.

Civilization Again at the Crossroads

THE VISION of a world at peace and liberated for an unending growth of knowledge and power is worth every danger of the way.—H. G. Wells.

A CAREFUL crossexamination of any world disaster, of any serious international understanding, or of any misfortune befalling an individual almost inevitably leads to the realization that it was caused by someone's ignorance or someone's selfishness.

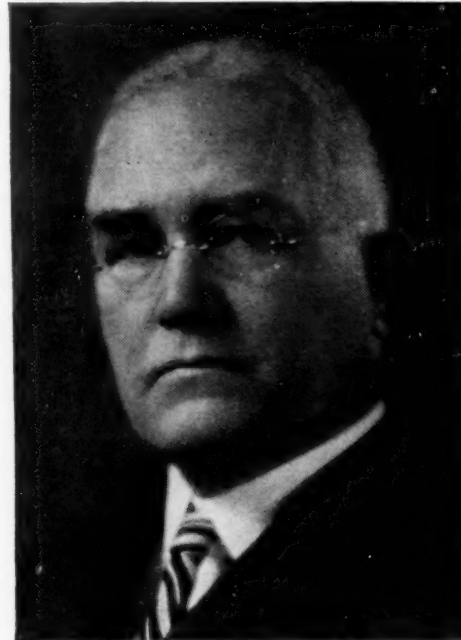
Even a casual glance at the history of mankind shows the play of these two forces—selfishness and ignorance—in molding the destinies of nations. Civilization has too often gone blindly ahead under the leadership of individuals whose motives have been selfish. This type of leadership has been possible because the masses have been ignorant and indifferent.

Mistrust and suspicion among nations, conflicts for expanding markets and more territory, exploitation of backward peoples, extensions of political dominations or influence—these situations which lead to misunderstandings and even wars would cease to exist if the attention of the peoples of the world were concentrated on the furtherance of altruism and enlightenment.

Today we find civilization again at the crossroads. Which road will be taken—the one of altruism and enlightenment and resulting goodwill, or the old one of selfishness and ignorance with the inevitable misunderstandings? The schools of this country and of other nations will determine, in a large measure, which road civilization is to follow.

It is necessary for us to become "internationally-minded" in the sense of gaining a knowledge and appreciation of other nations if we are to cope with unprecedented scientific advance, new and unparalleled developments in international finance, far-reaching changes in diplomatic procedure, and the maladjustments resulting from the continuous impact of different social and cultural groups.

To further world understanding and goodwill and to foster an appreciation of the contributions of other nations to



PAUL MONROE of Teachers College, Columbia University, is president of the World Federation of Education Associations. This international organization originated Goodwill Day in 1924 and has sponsored its observance each year.

humanity's welfare, World Goodwill Day is observed in the schools each year on May 18. It is appropriate that especial emphasis should be placed upon it this year because of the fast moving current of international affairs and the critical necessity of a more enlightened world citizenry.

This observance on May 18 commemorates the first peace conference which took place amid the beautiful mural paintings of the reception hall in the picturesque "House in the Woods" near The Hague, in the Netherlands, on May 18, 1899.

World Goodwill Day may be fittingly observed in the schools by the use of the following suggestions:

- [1] Dramatic presentations.
- [2] Re-enactment of a Pan-American Congress or other international gathering.

[3] Narration of efforts for peaceful settlement of international disputes starting with the first Hague conference in 1899.

[4] Special study or exposition of the Pact of Paris [Kellogg-Briand Pact].

[5] Analysis of a daily newspaper to determine how much of the news is strictly international and how many of the other items have an international significance.

[6] Reports by geography or economics classes to show the economic interdependence of nations.

[7] Speeches appropriate to the day by students, faculty members, or local civic leaders.

[8] Essay contest, using such subjects as "History of Peace Movement," "Origin and Significance of Pact of Paris," "The World Court."

[9] Recreational events using the favorite sports of different nations.

[10] Special reports by civics and history classes.

[11] Oratorical contests or non-competitive declamations.

[12] Presentations of native costumes, folklore, music, and cultural aspirations by foreign students.

[13] Exchange of letters and other mediums of goodwill with the students of other countries.

[14] For the younger students—story telling, games, simple drama, and pictures of the children of other lands.

The observance will find its greatest emphasis in the schools, but various outside agencies will participate, and in some communities joint sponsorship with civic or patriotic organizations may be desirable. Business men's organizations, such as Rotary International, will feature Goodwill Day this year; and numerous civic clubs, patriotic organizations, study groups, and religious bodies will arrange special programs to emphasize goodwill and better understanding between nations.

World Goodwill Day is sponsored by the World Federation of Education Associations and the member organizations of the Federation in the different countries.

Many school administrators and teachers will wish to distribute material in their schools. For this purpose, reprints of this page may be secured at cost. Additional information concerning Goodwill Day may be obtained by writing the Division of Publications, National Education Association, 1201 Sixteenth Street, Washington, D. C.

THE WORLD needs education in order that there may be a better estimation of true values. It is not easy to assemble facts. It is not easy to draw deductions. It is not easy to distinguish between the accidental and the essential. In the complications of modern civilization these are becoming more and more difficult. If world problems are to be solved, it will be thru greater application, thru more education, thru a deeper faith, and a more complete reliance upon moral forces.—Calvin Coolidge.

Additional copies of this page may be secured from THE JOURNAL of the National Education Association, 20 for \$1; \$4 per 100; \$30 per 1000.

Helping the Farm Child Find the Right Job

THE ROAR of factory wheel and the noise of trafficking mart permeate the most remote oneroom school and strike the ear of rural youth with a fascinating sound. Legions of country-bred young people each year respond to the appeal and seek their fortune in the cities. It must be so. Modern farm machinery and modern farm science have reduced the number of workers necessary to feed the nation.

Each year this stream of vigorous, intelligent recruits replenishes the ranks that man industry and business. They are a gain to urban life. They are not a total loss to the farm. The migration increases the army of consumers and decreases the surplus of rural workers.

It is the unintelligent process of selecting those who remain on the farm which operates to weaken the resources of country life. The most energetic, courageous, ambitious youth fill the first ranks of this great exodus. Confident, strong, intelligent, these youth have no fear of the sharp competition that characterizes congested centers. They eagerly seek the opportunity for attainment which the great American legend says is the reward of honesty and thrift and struggle. Thru this continuous elimination of the most capable, the farm loses its potential leadership.

If this selective process continues unchallenged in practise for successive generations, the rural population will degenerate into a distinct class comparable in all respects to European peasantry. Rural life needs its share of the best human resources which the nation can develop. Satisfactory adjustments of the eco-

nomic, social, and cultural problems of rural living are no less difficult and no less important to the welfare of the nation than freedom from Old World tyranny or the abolition of slavery were in their day. These adjustments call for the leadership of genius. They will not be made by the weak or mediocre who choose agricultural pursuits for the very reason that they lack the qualities of initiative and ability which leaders must have.

A first responsibility of the rural school is to inspire youth with an appreciation for the great opportunities in rural life. In the eagerness to avoid "determinism in education" some rural educators have failed to emphasize farm opportunities. For fear of exploiting children by keeping them on the farm, they have sometimes led young people to go into city occupations which might seem to give a greater dollar opportunity but which, measured in terms of happiness and opportunity to rear a family under wholesome conditions, are far less favorable than in the smaller community. The rural school of tomorrow will devote its attention to the guidance of those adapted to rural occupations as well as to those best fitted for city life.

Vocational guidance—William James said, "In order to become interested in an occupation, get information about it." There are unlimited but frequently neglected opportunities to interest young people in country life. Courses in rural schools may profitably include the study of biographies of men and women who have achieved distinction for outstanding service in farming

and related occupations. Back of the development of every type and variety of fruit, grain, and livestock, there is an inspiring story. They challenge the highest type of ability and quicken the spirit of the most energetic and courageous. Agriculture has played a significant part in the growth of our nation.

The opportunities of the future are incomparably greater than those of the past. The best service our rural schools can render the nation will be to aid in the selection of some of its most capable young men and women for leadership in the new day on the farm.

Rural teachers who are interested in developing plans for vocational guidance for their pupils will find help in the following:

Hatcher, O. Latham. *Guiding Rural Boys and Girls*. McGraw-Hill Bk. Co., N. Y. 1930. \$2.50.

Edgerton, Alanson H. *Vocational Guidance and Counseling*. Macmillan, N. Y. 1926. 213 p. \$1.60.

Among the many helpful reference books for pupils are:

Kitson, Harry Dexter. *How to Find the Right Vocation*. Harper, N. Y., 1929. 202 p. \$2.50.

Proctor, William Martin. *Vocations*. Houghton Mifflin, Boston, 1929. 382 p. \$1.48.

Rosengarten, William. *Choosing Your Life Work*. McGraw-Hill, N. Y., 1924. 323 p. \$2.50.

Among helpful pamphlets for pupils are:

Careers—A series of 11 pamphlets published by the U. S. Dept. of Interior, Office of Education, Washington, D. C. 5c each.

Choosing A Vocation. The University of the State of New York, Albany. A series of 21 pamphlets. Distributed free.

Be Somebody. Wigent, Zella. International Harvester Co., Chicago. 1930. 8c.

SOMEWHERE there are empire builders—farmers—who, in the Great Tomorrow, will be the successors of the railroad builders, automobile giants, and steel kings of today.—Walter B. Pitkin.



James Reid, originator of Reid's Yellow Dent Corn.

Courtesy, International Harvester Co.

Growth of Education Associations

States and other units	Estimated number of teachers in 1932	Membership in National Education Association						Membership in State Association				
		Jan. 1, 1931	Jan. 1, 1932	Percent of teachers members 1932	Relative rank Jan. 1, 1932	Rank in size groups ¹	Life membership		Jan. 1, 1931	Jan. 1, 1932	Percent of teachers members 1932	Relative rank Jan. 1, 1932
							Jan. 1, 1931	Jan. 1, 1932				
I	2	3	4	5	6	7	8	9	10	11	12	13
United States.....	954,215	216,188	220,149	23.07			4,120	4,742	711,263	713,240	74.75	
Alabama.....	17,777	1,580	1,485	8.35	45	C-10	70	71	14,173 ²	12,423 ²	69.88	34
Alaska.....	159	152	188	118.24 ³	1	E-1	2	4				
Arizona.....	3,515	2,671	2,683	76.33	4	D-2	40	48	3,105	2,891	82.25	26
Arkansas.....	13,552	876	755	5.57	52	C-13	72	70	8,000e ⁴	8,000	59.03	40
California.....	40,365	23,615	24,731	61.27	6	A-1	349	433	36,508	37,686	93.36	12
Canal Zone.....	186	46	36	19.35	22	E-4		2				
Colorado.....	9,911	4,680	4,766	48.09	10	D-5	53	60	8,409	8,625	87.02	20
Connecticut.....	11,011	1,973	1,937	17.59	28	C-2	44	50	11,035	10,812	98.19	7
Delaware.....	1,568	983	1,051	67.03	5	E-3	17	23	1,481 ⁵	1,548 ⁵	98.72	5
Dist. of Columbia.....	2,881	1,409	1,531	53.14	8	D-3	60	68	1,265 ⁵	1,225e ⁶	42.52	49
Florida.....	11,956	2,063	2,090	17.48	29	C-3	56	54	7,420 ⁸	7,977 ⁷	66.72	36
Foreign.....		213	204				11	12				
Georgia.....	19,546	2,567	2,277	11.65	41	C-6	64	66	15,500 ⁹	15,500 ⁹	79.30	30
Hawaii.....	2,362	2,630	2,669	113.00 ⁹	2	D-1	133	133				
Idaho.....	4,860	902	769	15.82	30	D-11	26	27	4,381	4,443	91.42	14
Illinois.....	49,611	11,802	11,831	23.85	19	A-5	200	231	38,453	39,842	80.31	29
Indiana.....	26,168	6,364	6,519	24.91	18	B-2	112	122	15,242	14,832	56.68	41
Iowa.....	26,021	3,324	3,634	13.97	34	B-8	92	104	18,267	18,708	71.90	32
Kansas.....	20,100	3,294	3,567	17.75	25	B-5	61	68	17,842	17,640	87.76	18
Kentucky.....	16,950	1,613	1,579	9.32	43	C-8	38	44	13,374 ⁸	13,886 ⁸	81.92	27
Louisiana.....	12,412	819	733	5.91	51	C-12	32	34	12,000e ⁴	12,000e ⁴	96.68	8
Maine.....	6,699	1,547	2,125	31.72	17	D-8	28	30	6,768	6,931	103.46 ³	1
Maryland.....	9,124	2,102	2,059	22.57	20	D-9	35	41	4,250 ⁸	4,832 ⁷	52.96	44
Massachusetts.....	27,270	4,828	4,801	17.61	27	B-7	87	101	18,914	19,500e	71.51	33
Michigan.....	37,002	14,541	14,103	38.11	13	A-4	87	111	32,543	32,609	88.13	16
Minnesota.....	23,281	4,540	4,424	19.00	23	B-4	67	78	15,073	15,000e	64.43	38
Mississippi.....	18,331	669	569	3.10	54	C-14	22	26	11,982 ⁸	7,911 ⁸	43.16	48
Missouri.....	25,062	3,097	4,425	17.66	26	B-6	89	104	24,231 ⁸	24,214 ⁸	96.62	9
Montana.....	6,701	1,014	935	13.95	35	D-13	25	30	5,130	5,207	77.70	31
Nebraska.....	15,316	2,407	2,379	15.53	31	C-4	83	98	13,100	13,011	84.95	22
Nevada.....	877	803	694	79.13	3	E-2	3	4	563	563 ⁸	64.20	39
New Hampshire.....	3,377	378	515	15.25	32	D-12	13	17	2,837	2,847	84.31	25
New Jersey.....	27,846	10,333	10,359	37.20	14	B-1	142	170	28,000	28,778 ⁸	103.35 ³	2
New Mexico.....	3,757	637	676	17.99	24	D-10	36	33	2,909	3,170	84.38	24
New York.....	82,659	10,481	11,461	13.87	36	A-6	234	284	43,750 ⁹	45,773 ⁹	55.38	42
North Carolina.....	24,239	1,277	1,249	5.15	53	B-11	70	72	18,125 ⁵	16,000 ⁵	66.01	37
North Dakota.....	10,062	836	924	9.18	44	C-9	49	59	4,995	5,052	50.21	45
Ohio.....	45,183	26,469	24,859	55.02	7	A-2	369	418	40,881	41,870	92.67	13
Oklahoma.....	20,160	2,135	2,460	12.20	40	B-10	64	70	18,809 ⁸	20,061 ⁸	99.51	3
Oregon.....	7,275	2,808	3,003	41.28	12	D-6	42	59	6,859	6,807	93.57	11
Pennsylvania.....	61,994	24,363	26,794	43.22	11	A-3	318	386	60,439	60,956	98.33	6
Philippine Islands.....	28,319	125	127	.45	55	B-12	22	26				
Porto Rico.....	4,730	1,212	364	7.70	49	D-17	24	26				
Rhode Island.....	4,893	345	386	7.89	48	D-16	12	13	4,100e	4,350e	88.90	15
South Carolina.....	13,569	1,286	1,075	7.92	47	C-11	21	24	10,394 ⁸	11,102 ⁸	81.82	28
South Dakota.....	9,582	1,264	1,213	12.66	37	D-14	42	40	9,359	8,427	87.95	17
Tennessee.....	18,595	2,029	1,776	9.55	42	C-7	45	63	9,300e	10,064 ⁸	54.12	43
Texas.....	44,161	3,577	3,570	8.08	46	A-7	238	256	21,154 ⁸	21,216 ⁸	48.04	46
Utah.....	4,991	2,807	2,639	52.88	9	D-4	27	28	5,012	4,959	99.36	4
Vermont.....	3,207	417	403	12.57	39	D-15	13	13	2,561	2,710	84.50	23
Virgin Islands.....	123	8	8	6.50	50	E-5	8	6				
Virginia.....	18,181	2,107	2,546	14.00	33	C-5	56	74	16,420 ⁸	15,902 ⁸	87.46	19
Washington.....	11,604	4,355	3,942	33.97	15	C-1	42	41	10,988	11,096	95.62	10
West Virginia.....	20,122	2,403	2,535	12.60	38	B-9	56	66	13,762 ⁸	14,012 ⁸	69.64	35
Wisconsin.....	22,059	4,344	4,764	21.60	21	B-3	93	123	18,500e	18,900	85.68	21
Wyoming.....	2,953	1,068	952	32.24	16	D-7	26	28	3,100	1,372	46.46	47

THIS table shows the growth of professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 216,188 on January 1, 1931, and 220,149 on January 1, 1932. This latter figure is 23.07 percent of the 954,215 teachers in the United States and territories. The life membership in the National Education Association on January 1, 1932, was 4,742.

The figures for state associations for January 1, 1931, show a membership in these associations of 711,263. This figure for January 1, 1932, is 713,240, which is 74.75 percent of the 954,215 teachers in the United States and territories.

In the United States in 1930, 21.76 percent of the teachers of the country were enrolled in the National Education Association; in 1931, 22.57 percent were enrolled; the corresponding percent for 1932, given at the head of column 5, is 23.07. The percent of teachers enrolled in state associations in 1930 was

74.03; in 1931, 74.27; and in 1932, 74.75, the percent given at the head of column 12. The preceding percents are based upon figures of the U. S. Office of Education as to the number of teachers in each state in 1929-1930. The figures of column 2 include teachers, principals, supervisors, and administrative officers. The figures for state associations are based on signed reports from offices of those associations.

¹ The letter "e" indicates that the figure is an estimate.

² Column 7 enables each state to compare its membership achievement with that of other states in its size group.

The states marked "A" have 30,001 or more teachers; those marked "B" have 20,001 to 30,000; "C" 10,001 to 20,000; "D" 2,001 to 10,000; "E" 2,000 or under.

³ Membership in colored state teachers association is an estimate. Figure includes enrolment in both white and colored associations (separate organizations).

⁴ The percents in excess of 100 percent are

accounted for by the fact that members are enrolled among teachers in private schools, institutions of higher learning, and laymen.

⁵ Figure does not include members enrolled in statewide organizations for colored teachers.

⁶ Figure is estimate for 1931. Does not include members enrolled in statewide organizations for colored teachers.

⁷ Includes enrolment in both white and colored associations (separate organizations).

⁸ Membership in white association is an estimate. Figure includes enrolment in both white and colored associations (separate organizations).

⁹ Figure includes enrolment in both white and colored associations (separate organizations). Figures for colored association membership are for 1930.

¹⁰ Figure for 1931.

¹¹ The rank of the New York State Association is lowered by the fact that New York City teachers at present work largely thru local organizations. There are approximately 32,000 teachers in New York City.

A Message from President Florence Hale

THERE IS an old saying that it is an ill wind that blows nobody any good. This year we are facing more perplexing problems than have confronted the world at any time since the Great War. This is particularly true in our field of education where we are all having to give of our best ability and energy to keep educational standards from being lowered and the future of our children from being overshadowed.

This ill wind has brought us, as a profession, an opportunity for good as well as a charge to greater toil.

Never has there been such a chance for us to show how effective we are as a profession. This is a time to forget differences in position and rank, and to work loyally for the best interests of every member of the teaching profession. The entire nation has great respect for the National Education Association because of its past and present achievements and because of its large numbers. I have found that the public is looking at us keenly and hopefully to see if we are going to work together for the common good, and also to see how much we ourselves respect our great professional organization and how zealously we are cooperating to maintain its standards.

Every day brings to NEA headquarters many expressions of determination to cooperate by renewing memberships, even tho such cooperation may mean sacrifice. These letters give untold courage to every member of the NEA force, and especially to your president in this year which is so critical and exacting in its demands. I wish it were possible to

thank every one of you for these very definite expressions of confidence. Will you not let this say to you how much I



INDPENDENCE HALL is one of the most treasured historic shrines in America. Every teacher who has not done so will wish to visit it while in Philadelphia enroute to the Atlantic City meeting.

do appreciate it; and let me assure you that I will unremittingly offer every assistance I possibly can give during these coming months, as I have been endeavoring to do in these past weeks. Every Sunday night for six weeks, radio programs have been broadcast on the networks of the National Broadcasting

Company to interest millions of people in the needs of education. This is a time when we have reason to be thankful for this wonderful invention of the radio by which we can arouse public sentiment in behalf of the children.

I want especially to urge you to begin to make your plans now to attend the Atlantic City meeting. Efforts are being made to have our program this year as practical, as helpful, as professional, and as inspirational as at any time in the history of the organization. Special attention will be given to new methods and modern trends. Ways and means to help you financially when you go back home will be presented by the best authorities that can be found.

I need not speak at length of the beauties of Atlantic City, for most of you are already acquainted with this attractive resort of the seaboard.

To be president of the NEA during this year entails great responsibility as well as great privilege. I know that you who so generously gave me this great honor at the splendid meeting at Los Angeles last summer, will wish to help make this the best year the Association has ever enjoyed and also to aid in convincing the nation that we are a profession, and that we have courage and perseverance to meet the challenge of the times. One of the most effective ways in which you can aid this program is to come to the Atlantic City meeting and contribute to a professional zest and determination that will win the respect and consideration of the nation.



AMONG the many places in Philadelphia associated with our nation's earliest days are the chamber in which the Declaration of Independence was signed [left] and the little room in which tradition says Betsy Ross presented the first flag to George Washington [right]. Begin now to plan for the Atlantic City convention, June 26-July 1, 1932.

Our Laggard Report Cards

IS THE school report card a conspicuous laggard in modern education?

Miss Rowna Hansen, specialist in kindergarten-primary education, United States Office of Education, who has just finished a study of report cards used in 515 American cities, says they are behind the times. Judged by their own familiar marks of doom, four out of every five report cards would be rated "F."

The trouble is that most report cards are reporting school life as it went on about the period of the Spanish-American War, not the present. The traditional arithmetic, history, geography, spelling, and deportment A-to-F report card fails to render a true report because it does not reveal the school's new approach to pupil behavior or the school's provisions for individual differences. Nor do many report cards contribute to the new trend toward close teacher-parent cooperation in training the child. "A report card," declares Miss Hansen in her study, *Report Cards for Kindergarten and Elementary Grades* [Office of Education Leaflet No. 41, Government Printing Office, 10 cents], "could become a cooperative home and school record of each child's development." Fifteen examples of cards are reproduced in her report which is devoted to progressive innovations.

Commissioner of Education William John Cooper, in pointing out the need for better report cards, says, "Only a small proportion of the report cards now issued by the schools to parents incorporate statements of children's behaviors in specific situations, such as 'tackles difficulties fearlessly,' 'asks for help only when necessary,' 'sees essentials in things to be made or done,' 'pays attention when others are talking and does not interrupt.' 'Deportment,' 'conduct,' and 'effort' still predominate as a summary of a child's social conduct in school. In addition to a rating of school activities, the report card from one school solicits parent cooperation and dignifies home activities by rating lists of home duties such as 'washing dishes,' 'taking care of the baby,' and 'taking care of the furnace.' The parent checks progress and attitudes in these home duties just as does the teacher in school duties. Altho such unification of the rating of child growth may not be practicable for most communities, at least

ample space may be allowed on report cards for parents to make comments of incidents occurring at home which they consider helpful information for the teacher. Here is a fertile field for the contribution of the psychologist and sociologist. Indeed, here is a means of aiding the present general interest in character education which may be said to evolve from the work in conditioning the behavior of young children."

Pupil.....		Last Name		First Name	
PROGRESS IN HABITS, ATTITUDES AND CHARACTERISTICS					
OBJECTIVES		First 6 Weeks	Second 6 Weeks	Third 6 Weeks	
I. As an Individual—Personal					
1. Has good health habits.....					
2. Obeys promptly and cheerfully.....					
3. Does the right thing, whether told or not.....					
4. Is careful of property.....					
5. Takes pride in his work.....					
6. Calls for help when necessary.....					
7. Offers helpful suggestions.....					
8. Completes what he begins.....					
9. Has critical attitude toward his work.....					
II. As a Member of the Group—Social					
1. Cooperates with the group in work and play.....					
2. Has self control.....					
3. Shows proper consideration for the rights of others.....					
4. Does his part in keeping the school attractive.....					
5. Claims only his share of attention.....					
6. Is courteous to others.....					
SPECIAL INTERESTS AND ABILITIES					
This pupil has shown a special interest in.....					
This pupil has shown a special ability for.....					
The pupil is not marked on an objective unless he is exceptional one way or the other. If he excels, the objective is marked (1). If he is in much need of improvement, the objective is marked (3).					

Page of report card used in Schenectady, N. Y.

Progressive high-school libraries

—Last year Dr. B. Lamar Johnson traveled 10,000 miles to visit 44 high schools which had been selected for their outstanding use of the library as a teaching aid. He tells in the January issue of *School Life*, official journal of the Office of Education, the forward-looking solutions of high-school library problems which he discovered in Denver, Seattle, Winston-Salem, Atlanta, Bronxville, Philadelphia, and elsewhere. His article is one of a series giving preliminary findings of the National Survey of Secondary Education.

Teacher supply and demand—

The National Survey of Teacher Training is now publishing important facts discovered. Information supplied by inquiries answered last year by nearly half

a million elementary and high-school teachers is being organized and released thru *School Life*. Analysis of the supply and demand for senior high-school, elementary, and junior high-school teachers, with specific data for each state, appears in the January, February, and March issues respectively.

New publications—"Improvement in country schools is greatly to be desired," says United States Commissioner of Education William John Cooper. "Procedures used in one state to accelerate programs are of interest to those confronted with similar education in other states." *Certain State Programs for the Improvement of Rural-School Instruction* [Bulletin 1931 No. 18, price 10 cents], sets forth significant programs worked out in Minnesota, Missouri, North Dakota, and Idaho, which should be helpful to county superintendents, rural school teachers, and other persons interested in better rural education.

Major surveys directed by the Office of Education are reviewed in Chapter 20 of Bulletin 1931 No. 20, *Biennial Survey of Education in the United States, 1928-30*, [price 10 cents].

Another advance biennial survey chapter is *Secondary Education*, Chapter 3 of Bulletin 1931, No. 20, [price 10 cents]. This bulletin tells the number of high schools and pupils, and traces trends in such developments as the reorganization movement, growth in junior colleges, importance of private secondary schools, interest in curriculum revision, articulation of units which offer especial difficulties for secondary schools, and progress of the National Survey of Secondary Education.

Homemaking Education, Chapter 6 of Bulletin 1931 No. 20, [price 10 cents], shows present trends, mentions important events of interest in the field of home economics, and reviews outstanding studies completed or in progress.

Other new Office of Education publications are: *Bibliography on Education of the Negro*, 1931 No. 17, [price 10 cents]; Guidance Leaflets—*Music*, No. 17, and *Veterinary Medicine*, No. 18, [5 cents each. Order from Superintendent of Documents].—William Dow Boutwell, editor-in-chief, Office of Education.

Schools That Are Prophecies

SCHOOLS which are adapting their work to the individual needs of the child and his home and community life are finding it easier to interpret the schools to citizens. Only by intelligent and constant adaptation and interpretation can schools make the progress necessary to realize their great aims. One opportunity is always open to teachers—to know personally the parents of all children in their charge. Teachers have much to learn from the homes, even the poorer homes where the struggle is hard.

Readers are invited to send material for this page.

Elementary schools—With a fund built up by the Parowan teachers of Iron District, Utah, who have given a percent of their salaries for unemployment, a beautifying plan for school grounds is underway. Shrubs from the mountains are used in planting.

Dan River rural high school in Pittsylvania county, Virginia, has an open-air theater for commencement and other community gatherings. It was built almost entirely by labor donated by the local chapter of the Future Farmers of America, 4-H clubs, patrons, and other groups.

In a large percent of the rural schools of Hughes county, Oklahoma it is necessary that teachers have at least a life certificate.

High schools—The Lynn, Massachusetts Classical high school plans to have teachers visit the homes of all pupils whose marks in one or more subjects are near failing.

Gettysburg, Pennsylvania high school in June 1931 gave its first vitalized commencement in the form of a pageant on the theme, mastery of the tools, techniques, and spirit of learning, as suggested by the state's ten-year program for commencements.

Winfield, Kansas high school gives credit for graduation for citizenship-training activities.

Every high-school library in the state of Washington, irrespective of size, must come under the direction of either a fully trained librarian or a teacher-librarian with a minimum of 6 weeks of training.

Colleges and universities—Prohibition as a government problem is a special course offered in the political science department of Ohio Wesleyan University the first semester of 1931-32.

Leaders of both sides of the question addressed the class. After formal presentation of his case, each speaker sub-



JAMES N. PRINGLE, commissioner of education for New Hampshire since September, 1930, is encouraging cooperation between home and school. He says: "Give the parents a share in understanding the ideals and purpose of the school."

mitted to a cross examination from the students.

Yale University has eliminated the Latin and Greek requirements for the bachelor of arts degree.

At Bricks Junior College, a North Carolina institution for negroes, two new curriculums have been introduced—one in secretarial studies and one in pre-nursing education.

Howard University, Washington, D.C., as a result of the White House Conference, is introducing courses for colored nursery-school teachers.

Teachers colleges and normal schools—The San Jose, New Mexico training school is experimenting in the teaching of bilingual children. Spanish speaking children are taught in Spanish for one period each day.

Marshall College, Huntington, West Virginia has appointed a faculty committee to investigate the vocational guidance programs of the high schools of the state.

City departments of education—Boys and girls of the teen age in Milwau-

kee schools, who of their own choice are reading worthwhile books and magazines, are recognized and given distinction at a public meeting.

Every school in Raton, New Mexico has a study course for parents in connection with the parent-teacher association.

Every school in Rockingham, Vermont, has been approved by the state department as being superior or standard.

County departments of education—County choruses, sponsored by the music division of the state department of education, have increased rapidly in Missouri since their inauguration in 1929.

Thru the state superintendent of South Carolina, permission has been granted for conducting health education institutes for teachers in any county where requested.

State departments of education—State programs for the improvement of rural-school instruction in Minnesota, Missouri, North Dakota, and Idaho have met with a high degree of success. The story of these state programs is told in U. S. Office of Education bulletin 1931, No. 18.

The 1931 North Dakota legislature raised the minimum certification requirement for teachers from 12 weeks of summer school to one year of professional training in a recognized normal school.

Mississippi has provided an assistant for county superintendents and also authorized employment of county primary supervisors.

Florida has passed a law permitting the establishment of county libraries.

Education associations—The Portland, Oregon Grade Teachers Association has a study class in school finance and the state school tax program.

The Michigan Education Association plans to make a complete collection of early American textbooks.

An association of elementary school principals for New York state has been reestablished. Its committee on educational progress is working in 3 groups, one division studying the elementary school library.

The Wisconsin Teachers Association and the University of Wisconsin Radio Station are cooperating in a program for education thru the Wisconsin School of the Air. The programs are broadcast over a stateowned station, without advertising or propaganda.

Vitalized Group Study and Faculty Meetings

EACH YEAR the March issue of THE JOURNAL of the National Education Association publishes the count of membership, as of January 1 of the current year. The result, 220,149, appears on page 94. Did you wonder during 1931 if the national Association *would* make a gain in membership that year? The gain, nearly 4000, *was* made—surely a fine tribute to the confidence teachers have in the value of the Association. The same intelligent interest in the state education associations is shown as teachers in the several states held the line or increased the membership.

In the 220,149 membership of the National Education Association are more than six thousand 100 percent schools and that means as many thousand principals or superintendents at the head of those schools who are interested in the advance of the profession. Principal Guy A. Durgan of the Boynton School in Detroit thinks *that teachers' meetings should be for teachers*—a place where teacher problems can be presented and solved in the interest of child growth. His article, reprinted in part below, is from the 1931 yearbook of the elementary principals of the Michigan Education Association.

"The purpose of a teachers' meeting is to improve instruction and, as such, becomes one of the principal's most important duties.

"Some of our meetings of the past consisted largely of publishing notices of meetings or of the presentation of the principal's ideas on school management to his staff. The purpose of this meeting was the solution of the principal's ideas while the teachers' problems were ignored. Thus, it resolved itself into a principal's meeting. There was nothing in this type of meeting to arouse interest and enthusiasm and the meeting became an unpleasant duty to the teacher.

"Fortunately, this type of meeting is being replaced by one which has for its aim the solution of teachers' instructional problems. The problem of making the teachers' meeting accomplish its purpose has been of considerable concern to me. Such questions as the following must be answered: 'How can I get teachers to present their problems?' 'How can I get teacher participation in the discussion of these problems?' 'Will these problems be solved in the interest of the child?' 'How can I unify the thought and

action of my teachers in the solution of our problems?' This article is the writer's answer to these questions and is based upon a serious attempt to make his teachers' meetings a place where teacher problems can be presented and solved in the interest of child growth.

"Teachers are aware of their problems and are willing to present them if they feel the principal is sincerely interested in helping and will permit the group to discuss these problems and arrive at a solution rather than have the principal arbitrarily settle them. Teachers may be requested at the beginning of the term to state in writing any problem or problems they wish to submit for consideration. These problems can be grouped under a suitable number of subjects and each made the topic for discussion in some teachers' meeting. A schedule of these meetings may be posted so that teachers may be prepared to present their ideas to the group.

"Teacher participation in conference discussions is most desirable. It gives a teacher the satisfaction of knowing she has an important part in determining school policies.

"Wide and varied experiences can be applied to the solution of problems. Teachers will take an active part in discussions if they are fairly sure their ideas will meet with open-mindedness on the part of the principal. They should be made to feel that their ideas are valuable and that disagreement in the group is natural and really desirable if it stimulates them to further study.

"The use of committees encourages and makes possible a more detailed study of a topic. The committee report can be used as the basis for the general discussion in the meeting with the committee members as leaders. To lead a discussion requires considerable preparation and is a responsibility which teachers are pleased to accept.

"All school problems should be solved in terms of accepted educational objectives. For a teaching group to obtain a common knowledge of these objectives in teachers' meetings would require more time than is available. A more effective way would be to have the group request the reporting committee to state the educational principle which guided it in reaching its conclusion. The principal should be familiar with suitable references and prepare a convenient bibli-

ography for his teachers. I am convinced that careful consideration of the following points is necessary on the part of the principal in order to attain satisfactory teachers' meetings:

"Consideration of teachers' problems, knowledge of objectives and educational principles, maximum teacher participation, voluntary attendance at meetings, use of committees for solution of problems, an adequate bibliography for each subject presented, schedule of meetings and subjects to be discussed."

It is intensely interesting to study education thruout the nation and bring into the columns of THE JOURNAL significant material from different localities. Here is something from the *North Carolina Teacher*, December 1931:

Teachers in a number of the local units of the Association have asked for suggestions for a program of study which will give them information about the present school situation in North Carolina and will enable them to answer some of the questions which parents and other citizens are asking about the schools. The Association suggests the following: [1] study present school situation in state and locality; [2] study new school law in state and local application; [3] study the present setup of state government and its relations to schools now and in future; [4] study records of candidates for legislature and other places; [5] study work of the Association, its present budget, immediate program, and goals as embodied in its platform; [6] cooperate with parent-teacher organization on programs for community meetings.

A recent publication of the NEA is "Teachers Professional Organizations: A Syllabus for College Classes and Other Study Groups." This pamphlet of 30 pages is timely for groups such as those in North Carolina who wish to study their state and local conditions. It gives a teaching outline of the national association from which a parallel study of state and local organizations can be made. It contains sources of material for study, as to books, pamphlets, articles. It was prepared for classes in education and for study groups in institutes and teachers' meetings. Those who use it will have greater pride in the service and achievements of local, state, and national professional organizations.

Articles selected by many readers in the January JOURNAL, are:

First, "For Every Child an Education", editorial; second, "Social Adjustment and Sex Education" by Caroline B. Zachry; third, "Why Planning is Necessary" by Harold F. Clark.

American Leisure

IN THE LAST GENERATION there has been a decrease in the average working day of about three hours. This decrease promises to grow for a number of reasons. One reason, particularly, is due to what we economists call technological unemployment; whereby the machine, the time-study, the great merger, are moving down upon the industrial structure and displacing working men and women at an unprecedented rate.

It is quite obvious that the only long-swing solution for a situation like this—whereby we can produce the necessary food, shelter, and clothing in less and less time—is that the hours of labor should also follow the curve of the technical arts and that men should work less time. The use of leisure, accordingly, becomes increasingly important.

We see much of America's leisure devoted, not to first-hand participation, but to second-hand, or third-hand participation. A recent study has been made, by Mr. Lehman and Mr. Witty, of 13,000 school children in Kansas, children both rural and urban. They included boys and girls from ten to sixteen years of age. Altogether some 200 forms of play and recreation were listed. The children engaged in over 200 different sorts of things, but among the twelve most frequent were: reading the funny papers, motoring [which means at that age, of course, that somebody else drives you around], going to the movies, watching sports, listening to the radio, playing the phonograph. Six of the twelve most frequent forms were mechanized, were impossible to engage in without machines. And I call this particularly to your at-

tention, the most frequent form for both boys and girls at all ages was reading the funny papers.

THE TRAINING OF THE HUMAN PLANT—All animal life is sensitive to environment, but of all living things the child is the most sensitive. Surroundings act upon it as the outside world acts upon the plate of the camera. Every possible influence will leave its impress upon the child, and the traits which it inherited will be overcome to a certain extent, in many cases being even more apparent than heredity. ¶ The child is like a cut diamond, its many facets receiving sharp, clear impressions not possible to a pebble, with this difference, however, that the change wrought in the child from the influences without becomes constitutional and ingrained. A child absorbs environment. It is the most susceptible thing in the world to influence, and if that force be applied rightly and constantly when the child is in its most receptive condition, the effect will be pronounced, immediate, and permanent.—Luther Burbank.

We have here in the whole country something in the order of thirty million radio listeners a night. Fifty million people pass weekly thru the gaudy doors of our moving picture palaces. Thirty-five million copies of tabloids and newspapers are distributed every day, and fifteen million copies of the popular magazines make their rounds every month. Our pleasure motoring bill runs to the astounding total of five billion dollars a year.

Our whole bill for recreation [play,

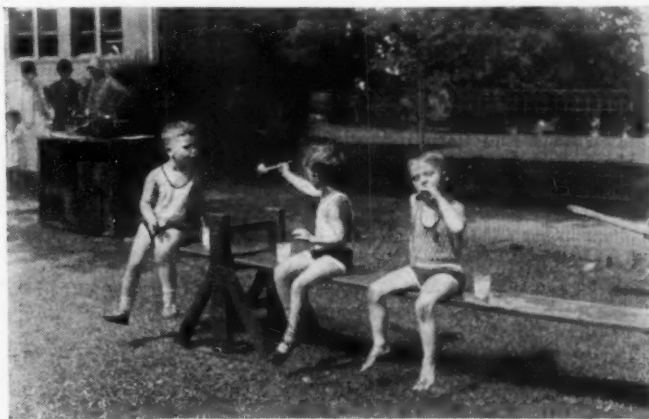
very broadly defined] I have calculated at twenty-one billion dollars, which is about one-quarter of the national income.

The battle is on between people who know something about the essential values of life, and the high-pressure fraternity who want to pack leisure full of jumping-jacks. On one side, you have participating forms—mountain climbing, camping, gardening, naturizing, sunbathing, swimming, amateur acting, and books, good books.

On the other side, you have second and third-hand forms: clicking turnstiles, Roman-stadia, burning up the roads, Hollywood, jazz, Coney Island, comic strips, wood-pulp confessions, and books, *bad* books—compounding the stresses and strains of our day-by-day work to a large extent.

In the field of commercial and mechanized goods, there are a number of very amusing and interesting things to do. We do not want to abolish this whole twenty-one billions of turnover. It is a case of selection, of proper balance, of not letting the high-pressure fraternity rush us, force us too hard.

Here in the United States we are like children with new toys, and must go thru a period of picking them to pieces, of examining them, of admiring them. In the end we are coming out on the right side, but it is going to be a long struggle. We are up against twenty-one billions of dollars devoted to commercializing and mechanizing our leisure time.—Stuart Chase, Labor Bureau, New York, N. Y., in the *Pittsburgh School Bulletin*.



Wholesome play means health, vigor, normality, cooperation, happiness.

Character Education and the Curriculum

THE TENTH YEARBOOK of the Department of Superintendence which was distributed at the convention in Washington in February is one of the best of a series of admirable cooperative studies. It covers the entire field of character education. The material on this page is abridged from Chapter VI.

A good curriculum must center in the field of the social studies—A curriculum which is continuously reconstructed, which involves the cooperation of teachers, pupils, and society at large, and which faces reality with sincerity, intelligence, and courage, must center in the field of the social studies. It is in this field that the problems of life are directly attacked. All other elements of school curriculums, of whatever value, can be related to the one general problem of how people may best live together and as individuals.

It is in answer to this question that the social studies are addressed. It is in answer to this question that the contributions made by the physical sciences—physics, chemistry, mathematics, and the like—are to be properly used. It is in answer to this question that the most constructive use can be made of the contributions from the field of the fine arts. It is in answer to this question that a widened program of adult education becomes imperative. It is in this field that all pupils develop their attitudes, form their concepts, and acquire habits of study and thought which make it possible for them to deal intelligently with the problems of current living. It is clear that the field of the social studies, thus broadly considered, becomes the focus of our thinking in a program of curriculum making that aims at the development of real character.

Illustrative social problems demanding immediate attack—A few of the specific problems in the field of social studies which come to mind for immediate attack, thru the sincere, intelligent, and courageous cooperation of all citizens, young and old combined, will here briefly be presented. It is a list of social problems such as would come to the mind of any citizen who reads the papers critically. The list needs only to be presented to show the existence of vast areas for study which as yet lie undiscovered by school curriculums in general.

Government—The new industrial era, with all its implications, makes countless new demands upon government which are tremendous in their scope and significance. Not only the traditional forms and functionings of government should be taught, but special attention should be given to the development of intelligence with reference to the new functions which government must inevitably assume in order to meet the new demands.

Taxation—Socialized activities, such as the maintenance of roads, schools, more extensive forms of government, playgrounds, parks, organized charity, and the like, have made a new interpretation of taxation inevitable. Taxation is implied in any type of socialized activity. The more civilization develops in terms of group living, the more demand there will be for taxation as a method of supporting these activities.

International relations—The world has become economically, intellectually, morally, and politically interdependent to a much greater degree than ever before. Now, an idea expressed in any part of the world immediately becomes the possession of the entire world.

Even with this greatly increased interrelatedness, humanity still finds itself unable to think except in terms of a provincialized type of nationalism. War, as the chief defender of national security, war in terms of narrative accounts, causes, battles, dates, methods, victors, conquests, constitutes the oldest story of the classroom. But war in its real rôle of suffering, devastation, and as a possible destroyer of civilization is yet to enter the stage of school curriculums. A new technology, developed by the inventors of the machines of war, and the interrelatedness of nations have created a situation in which war takes on a new significance. Hence the need for a more thoro study of war has become imperative. Indeed, without such study, civilization itself might perish.

Health and disease—No person living in contact with his fellow man can regard his own health or lack of health as his own business without the possibility of inflicting disease and suffering upon others. The individual cannot expect to attain and to maintain good health in a community that permits unsanitary conditions, whether in terms of impure water supply, inadequate sewer facilities, inadequate playground and recreational facilities, improper housing, or carelessness in the individual himself with reference to his physical condition.

Unemployment—The machine age has produced a life in which a new invention may, over night, throw thousands of persons upon the labor market. The result is misery perhaps equal to that of the days when cholera, the black death, or smallpox intermittently swept over the world, or when the fruits of man's labor were literally confiscated in taxes for the support of medieval monarchs. The factors contributing to unemployment need to be studied in order that they may be controled to the end that every person may enjoy his right to work.

Production versus consumption—The golden age of which the centuries have dreamed becomes suddenly a physical possibility but at present only a possibility and an ironical one; for man, at least for the time being, appears to have neither the intellectual vision nor the magnanimity of soul to bring it into being.

Is it unreasonable to hope that the same genius which has accomplished such wonders in productive technics can accomplish commensurate results on the side of distribution, use, and appreciation, or that education can cause humanity to become human? Is it unreasonable to hope that education can establish the ideal that the machine must be regarded as a source of public good as well as of mere money profits?

Education—The traditional concept of education as a preparation for life, a thing that

begins at 6 and ends at 21, has been supplanted by a realization that education and life are one. The education of the individual, both general and vocational, is of the same duration as life itself. School life will begin with the nursery school and extend to include adult education in various forms.

Ownership—The conception of private property as something that "I may do with as I please" must give way under certain conditions to a sense of social responsibility or trusteeship if capitalism is to show itself worthy of survival in the new order. This new conception of ownership demands an enlightened understanding of thrift.

Social protection — insurance, pensions — Hoarding was the only means offered by the agrarian civilization for providing security for old age, illness, and the rainy day. The new civilization, without causing any lessening in either the desire or the need for security has made hoarding an impotent aid in times of adversity. Hence society has evolved various systems of insurance, pensions, and the like, as methods by which all, working together, may secure mutual protection.

Fine arts and the esthetics—The great physical possibilities of the present civilization are in themselves far from satisfying to the normal human being. The urge for the beautiful is a fundamental one in all humanity. The democratic spirit of the new civilization demands that the finer things of life be made available to all people. Caste systems of society have, relatively speaking, been broken down and with them must go systems which tend to perpetuate cultural and educational aristocracies. Fine paintings and masterpieces of statuary are not to be placed on pedestals in museums and halls secluded from the gaze of ordinary men. Finer values are to be breathed into the whole of living, and every walk of life is to be made beautiful. The esthete who goes into ecstasies over the canvas of a Raphael and is blind to the ugliness of many sections of our modern cities and to the hideousness of want and misery on the part of large numbers of his fellow men is actually wanting in culture.

[Other problems discussed]—Other specific problems in the field of the social studies are presented in this chapter, each supported by one or two of the issues implied. These problems include prohibition, farm relief, sex, home life, and religion.]

Conclusion—In substance, the premise of this chapter is that any curriculum that makes a sincere, intelligent, and courageous approach to the real problem of living is a character education curriculum. As a subsidiary to this general suggestion, it is asserted that the good curriculum must have its center in the field of the social studies, because it is in this field that the problems of living are directly attacked. The problems listed have been presented merely as illustrations of the type of questions which must be dealt with in the field of social science. A curriculum which brings to youth a consciousness of the problems of life, some understanding of these problems, a sense of personal responsibility in contributing to their solution, a reasonable degree of technical efficiency of procedure, and a rich personal life in harmony with the good of others, is achieving the end of character education.



Sixty Educational Books of 1931

THIS LIST is prepared annually for the American Library Association and THE JOURNAL of the National Education Association in the Teachers' Department of the Enoch Pratt Free Library at Baltimore. It is not an easy task to select sixty items out of, this year, more than 700 publications in the field of education. The following list is the result of careful examination of all of these items, and the study of several hundred reviews, together with the scorings and comments of many specialists in various educational fields throughout the United States.

In such a short list, many excellent volumes have to be omitted, some of them of great value. In some cases, the number of titles available under a subject makes the competition greater than usual, and one object of the list is to keep a wellrounded balance between the various fields.

In these annual lists, attention has to be given both to the books written primarily for the classroom teacher, and the more fundamental, but usually less interesting, and usable studies and scientific surveys made by specialists. Brevity requires the omission of books on several related subjects. This is particularly true of the numerous books on child study for parents. Among such books are many which are aimed primarily at parents on the one hand, and at scientific research specialists on the other. The books included in the list are thought to meet the widest need among teachers. Those considered especially useful have been starred.

Each year these lists show interesting changes in current interests. The attention given to educational administration and supervision is more marked than ever. There is little on rural-school teaching. All teachers and students of education who are doing intensive research in any subject should consult the complete list of titles appearing in *School and Society* for March 18, 1932, and the similar extensive lists that have appeared in *School and Society* since 1927.

History, Principles, and Philosophy of Education

BAGLEY, W. C. Education, crime, and social progress. 150p. 1931. Macmillan. \$1.20.

A stimulating and good argument for some of the values attached to the older methods of class work. Dr. Bagley connects the prevalence of crime and disrespect for laws with the new freedom to

THIS LIST is one of the outstanding annual services of THE JOURNAL. It is known and valued around the world. For making this service possible the readers of THE JOURNAL are indebted to Joseph L. Wheeler and his associates in the Enoch Pratt Free Public Library of Baltimore, Md., and to the hundreds of experts throughout the country who cooperate with them each year. This is the eighth time THE JOURNAL has presented this annual feature.

do as one likes and study what one likes, and he pleads for what he suggestively calls "disciplined freedom."

*MESSENGER, J. F. An interpretative history of education. 387p. 1931. Crowell. \$2.

A departure from the traditional history of education, dealing with movements, trends, and the development of ideas, rather than with individual dates. Written in an interesting style, the book leads the reader from the earliest days to the present, giving him an insight into the whole process of education.

*RUGG, HAROLD. Culture and education in America. 404p. 1931. Harcourt. \$2.75.

An analysis of the American state of mind today. Discusses the educational needs of this country and how they are to be met. Gives a comprehensive survey of the opinions and motives of philosophers, scientists, psychologists, the outstanding thinkers who have helped form America's present cultural status, and describes the type of education essential for an American culture.

SNEDDEN, DAVID. Towards better educations. 427p. 1931. Teachers College, Columbia. \$4.

A critical analysis of current problems of coordinating purposes and methods of education. According to Dr. Snedden, too much attention has been paid to methods without considering the worth of aims and objectives. Suspicious of slogans, he insists that educators know where they are going, make up their minds as to what the goal is, to justify it, and then to "watch their step."

Administration and Supervision

BARR, A. S. Introduction to the scientific study of classroom supervision. 399p. 1931. Appleton. \$2.50.

Summarizes the vast literature, experimental and critical, grown up in the field of supervision during the last twenty years. Emphasizes the three fields of supervision; namely, advice upon matters of instruction, development of new materials, and methods of instruction. Its analyses and bibliographies make it indispensable to supervisors.

CARPENTER, W. W., and RUFFI, JOHN. The teacher and secondary-school administration from the point of view of the classroom teacher. 460p. 1931. Ginn. \$2.40.

A detailed analysis and discussion of the responsibilities of the teacher to the administration of the high school, and the relationships and opportunities beyond the routine of classroom teaching. Intended for use as a text in college classes in the training of secondary-school teachers, but equally helpful to teachers and principals.

EDMONDSON, J. B., ROEMER, JOSEPH, and BACON, F. L. Secondary school administration. 483p. 1931. Macmillan. \$2.25.

Discusses the place of subjects such as school clubs, guidance programs, extracurriculum activities, and health and physical education, helping the administrator to allocate them in the curriculum. Important differences in the administration of the large and small high school are brought out, also the situation of standardization of high schools in relation to college entrance requirements.

*ENGELHARDT, FRED. Public school organization and administration. 595p. 1931. Ginn. \$3.60.

An adequate answer to the need for an extended general textbook giving an introductory course in administration. Treats important phases of organization of school boards, officers and teachers, personnel and supervisory problems, and fiscal procedures. Includes topics for study with teaching exercises, selected bibliography, and list of school surveys. Author emphasizes importance of thorough supervision of personnel and teaching. The section on library administration shows some serious misconceptions. Admirably suited to the young administrator.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERINTENDENCE. Ninth yearbook: five unifying factors in American education. 543p. 1931. The Association. \$2.

Sets forth the way in which practices in pupil promotion, community relationships, education of teachers, finance, and educational principles may contribute to a wellrounded program of education. This report completes the work started in 1926 by the Commission on the Articulation of the Units of American Education.

EVERY SCHOOL district should buy a few good professional books each year for its teachers. Larger schools should buy every book in this list that relates to their work. Public libraries in cities and county libraries in rural districts will be glad to cooperate. Too much emphasis cannot be put on having the books near at hand. These are busy days and teachers are busy people. A chance half hour with a book that happens to be near at hand may bring new companionship with some great creative spirit. Many times blessed is the teacher who is able to browse frequently thru the rich and rapidly expanding literature of education. New book friends are sure to appear and old book friendships deepen into that settled companionship which really makes a book a part of one's life. The cost of books is small indeed as compared with the cost of maintaining a school and paying the salary of a teacher. School districts which are generous in supplying these professional tools reap the reward in more masterful teaching.

REAVIS, W. C. and others. The elementary school: its organization and administration. 571p. 1931. Univ. of Chic. Press. \$3.

The management of the school is a big task requiring ability that is directing and encouraging as well as administrative and executive. These authors have listed the myriad things that eat up a principal's valuable time, and they show how efficient principals dispose of such office interferences in order to keep supervision uppermost, thus getting effective teaching done in each classroom.

*SWIFT, F. H. Federal and state policies in public school finance in the United States. 472p. 1931. Ginn. \$3.80.

Gives a knowledge and evaluation of existing practices in public school finance drawn from fifteen years of research. Necessity for such a book is seen by the author's statement that "at no time in our history have revenues for school been disbursed in a manner likely to realize sufficient returns." Useful for university courses and for administrators.

Curriculum

DAVIS, S. E. Teaching the elementary curriculum. 549p. 1931. Macmillan. \$1.75.

Covering the entire field of the elementary curriculum in a highly practical way, this book defines modern objectives and methods of achieving them. Short chapters on each of the school subjects give motives, teaching procedures, testing programs, and contrast of old methods with modern ones. Emphasizes what the pupil is accomplishing rather than what the teacher is doing.

*STEVENS, M. P. The activities curriculum in the primary grades. 440p. 1931. Heath. \$2.

A simple, direct, and exceedingly practical book dealing with all aspects of the curriculum based on activities; how it works and how it differs from a subjectmatter curriculum. Discusses the curriculum as a whole but chiefly valuable for its typical units of work, described at length.

Conduct and Character Formation

HADDOCK, LAURA. Steps upward in personality. 357p. 1931. Professional & Technical Press. \$3.25.

A book of subjectmatter that gets at once to the point, giving the teacher concrete, practical and stimulating material for developing character in high school students, thru forty lessons worked out by means of the unit plan. Helps the student think out important personal problems, and challenges his own ideas. Lengthy bibliography and references.

McLESTER, AMELIA. The development of character traits in young children. 126p. 1931. Scribners. \$1.25.

In simple, nontechnical form, the author gives a record of children's free discussions of the moral principles involved in their work and play. Situations involving truthfulness, friendliness, respect for property, and the like are described and the techniques for handling them are explained. Altho not a scientific study, the book is one of the most helpful of its kind.

Child Study

BOLTON, F. E. Adolescent education. 506p. 1931. Macmillan. \$3.

Meets a longfelt need for more scientific knowledge in the field of adolescent education. Analyzes adolescent traits, emphasizing the fact that the years of early childhood are not any more important than those of adolescence from the standpoint of habit formation and character building. Discusses education in terms of adolescent needs.

MORGAN, J. J. B. Child psychology. 474p. 1931. Smith. \$4.

Based on the latest scientific data, this book is an attempt to present in an orderly fashion, verified

facts from the vast recent literature available. Material is drawn from the expert's own child-clinic experience. Filled with a commonsense philosophy and practical suggestions.

NEW PROFESSIONAL READING—
The reading of teachers and other educators must be absolutely modified by recent world experience. No one is as seriously affected in his occupation, trade, and profession by the world's upheaval—civic, social, and economic—as is the teacher. The physician must spend nights and days reading the discourses of the biologist, the chemist, the physicist, and other experimentalists. But the teacher's reading must keep him informed regarding every discovery, invention, and creation everywhere by everybody. He must know every revelation in nature and human nature. There are more new things known in the last decade than any teacher could have known ten years ago. There is no greater attainment in professional education for teachers, old and new, than to know what to read and how to read the books born out of the world's achievements since 1928.—A. E. Winship in *Journal of Education*.

MURCHISON, C. A. ed. A handbook of child psychology. 711p. 1931. Clark Univ. Press. \$5.

The eleventh volume of the *International University Series on Psychology* is a collection of articles by various authors in the field of child psychology. Written for students already acquainted with child psychology, thus avoiding the disadvantages of a highly specialized monograph or of a popularized elementary textbook.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. Abstracts and addresses of committee reports, edited by K. Glover and H. Moses. 365p. 1931. Century. \$2.

Presents addresses and digests of reports of the main sections of the Conference on medical service, Public health service, Education and training, and The handicapped. Embodies the Children's Charter which establishes main objectives for activities dealing with care and protection of children. It summarizes a great amount of valuable information and sound advice on a vital question by experts, prefacing a series of detailed volumes, two of which are included in the present list.

Educational Psychology

*CALDWELL, O. W., SKINNER, C. E., and TIETZ, J. W. The biological basis of education. 534p. 1931. Ginn. \$2.72.

A nontechnical treatment of the biological facts underlying some of the present problems in education. As most books on biology are written for biologists, this book organizing biological material to present a background for education, is practically the first in its field, presenting a wealth of recently discovered biological data interestingly.

GIFFORD, W. J. and SHORTS, C. P. Problems in educational psychology. 728p. 1931. Doubleday, Doran. \$3.

An orderly selection of excerpts from the writings of most of the leading authors in the field of educational psychology. Combines analysis and the case method in selecting and organizing the subject matter. Makes available a body of significant and helpful material which otherwise would be less readily accessible.

PITKIN, W. B. The art of learning. 400p. 1931. McGraw-Hill. \$2.50.

In a world of changing conditions people must continue to learn after they leave school; to do this they must first have grasped the art of how to learn. Professor Pitkin has founded his instructions on solid facts. Method is emphasized and the reader is supplied with material for selftraining.

*THORNDIKE, E. L. Human learning. 206p. 1931. Century. \$2.25.

Dr. Thorndike, one of the world's foremost psychologists, presents the results of some of his recent scientific studies relative to how man learns. The last two chapters are devoted to the evolution of learning and its future possibilities. The author states [good news!] that man will probably learn more as time goes on and learn it more quickly and comfortably.

TROW, W. C. Educational psychology. 504p. 1931. Houghton Mifflin. \$2.80.

A book on child adjustment for teachers or students with an elementary knowledge of psychology. Gives both the scientific and practical elements of educational psychology, emphasizing the adjustment of the entire personality of the child to both school and life situations. Organizes the material so that the vital connection between separate systems of psychology is apparent.

*WHEAT, H. G. The psychology of the elementary school. 440p. 1931. Silver, Burdett. \$2.

"This book seeks to encourage teachers to study the subjects of the school," emphasizing repeatedly that the subject itself often provides its own solution to the problem of method. Every page has challenging questions and the style is highly interesting. A full chapter is devoted to each of the regular school subjects. School programs, individual differences, and pupil interests are also treated.

Educational Tests and Measurements

*PINTNER, RUDOLPH. Intelligence testing: methods and results. New ed. 555p. 1931. Henry Holt. \$2.40.

Because of the increased interest and work in the measurement and testing of intelligence, Professor Pintner has revised and almost completely rewritten his earlier edition on the subject. Practically all existing material of any significance is reviewed or referred to in this volume, making a convenient source of information on every phase of this subject.

TIEGS, E. W. Tests and measurements for teachers. 470p. 1931. Houghton Mifflin. \$2.40.

Describes the use of tests and testing procedures in the solution of educational problems which depend on the background, interest, and method of the teacher. The nature and concept of measurement, the ordinary uses to which the results of measurement may be put, and the construction, administration, and interpretation of tests are discussed. Bibliographies of available tests are given.

READ TO STRENGTHEN YOUR MIND AS YOU EAT TO STRENGTHEN YOUR BODY.

Exceptional Children

SCHEIDEMANN, N. V. The psychology of exceptional children. 520p. 1931. Houghton Mifflin. \$3.25.

Assembles in a systematic way the results of extensive observations and experiments with problem children. The teacher is shown how to meet situations in an adequate way. Suggested procedures for each type of exception together with case studies of each type, are a most useful inclusion of the book.

Educational Research

WHITNEY, F. L. Methods in educational research. 335p. 1931. Appleton. \$2.25.

Combines the features of a handbook of instruction and a source book in educational research. Aim has been "to develop a conception of the scientific method in the field of education, to aid the beginner in educational research to attain some skill in gathering, classifying, and interpreting objective material."

Teachers and Teaching Methods

*BRUECKNER, L. J., and MELBY, E. O. Diagnostic and remedial teaching. 598p. 1931. Houghton Mifflin. \$2.75.

A much-needed book covering the field of tests and measurements in the elementary school. Gives primary consideration to the ways in which test procedures have modified our classroom instruction to fit the individual needs of the pupil. Describes the nature and function of different standardized tests, explaining how to measure progress and to diagnose peculiar difficulties.

CASE, R. D. The platoon school in America. 283p. 1931. Stanford Univ. Press. \$3.

Attempts to give briefly the history of the platoon-school movement, to describe the system, its organization and philosophy, and to explain in detail the functions of its departments under varying conditions. Presents the features of the modern progressive school.

Preschool, Kindergarten, and Elementary Schools

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. COMMITTEE ON THE INFANT AND PRESCHOOL CHILD. Nursery education: a survey of day nurseries, nursery schools, and private kindergartens in the United States. 187p. 1931. Century. \$2.

Based on an extensive investigation of institutions for the education and training of young children, including day nurseries, nursery schools, and private kindergartens. Gives fundamental principles in training of the preschool child, minimum standards requisite for such institutions, and helpful recommendations for the wage-earning mother. A badly needed compendium of facts and principles interpreted from the social as well as the educational viewpoint.

Secondary Education

COLLINGS, ELLSWORTH. Progressive teaching in secondary schools. 528p. 1931. Bobbs-Merrill. \$2.40.

Based on Kilpatrick's doctrine of purposive activity, it presents a complete view of what this theory involves. How to introduce various activities, guide, plan, and carry them thru with growing boys and girls, form the body of the book. Collings also gives some of his valuable knowledge on projects, with practical illustrations.

Reading, Writing, and Languages

*BAKER, F. M. The teaching of French. 286p. 1931. Houghton Mifflin. \$2.

The first textbook for some time to be devoted exclusively to the teaching of French. Incorporates the newer knowledge of psychology and methods. Lays down the essentials of good classroom procedures and points out the usefulness of different techniques and testing procedures. Many of the suggestions are equally applicable to other foreign languages.

HOW MANY of these books have you read? One school officer says that every teacher should average a book a month during the school year. Another, who has examined this list, says that every educational worker should have read at least one out of each ten. Another facetiously notes that more time spent reading professional literature and less on children's written work would help the teacher to make the school more a garden of growth and less the seat of the taskmaster.

This generation of teachers is working in the dawn of a great educational awakening. Education moves ahead in the greatest advance of the centuries. These books are the chronicles of that advance for one year. The teacher who can combine a generous reading of them with close observation of children and the life of the community will go far toward "finding himself" and claiming the larger joys of the profession.

COLE, R. D. Modern foreign languages and their teaching. 598p. 1931. Appleton. \$3.

This inclusive work has grown out of the report of the Modern Foreign Language Study. It is based on scientific investigation and presents both sides of disputed questions, containing a summary of the best that has been written in the field of teaching French, German, and Spanish. Covers objectives, newtype courses and methods, vocabulary, reading, grammar, supervision, and the like.

*DOLCH, E. W. The psychology and teaching of reading. 261p. 1931. Ginn. \$1.80.

After directing the teacher's attention to the importance of inspiring children to want to learn how to read, the author develops some of the various motives children have for reading and shows how the teacher may utilize them. Phonics, wordstudy, vocabulary difficulties, silent reading, and tests are a few of the subjects discussed.

*SEELY, H. F. Enjoying poetry in school. 267p. 1931. Johnson Pub. Co. \$2.

The author feels that the approach to literature in the high school should not be fundamentally different from what it is in life, and suggests points of view,

attitudes, and activities which will help the teacher in presenting poetry in such a way that students may enjoy it with the teacher. Has originality and imagination.

SMITH, D. V. Class size in high school English. 309p. 1931. Univ. of Minn. Press. \$2.50.

Practical treatment of the effects of large or small classes on learning ability of pupils. Describes concrete useful methods and shows how they may be adapted to different size classes. Includes account of all class size studies that have appeared so far, giving an analysis of trends in the subject.

Mathematics and Science

BRESLICH, E. R. Problems in teaching secondary-school mathematics. 348p. 1931. Univ. of Chic. Press. \$3.

A criticism and correction of mathematics teaching of the traditional type. Deals with problems that occur in teaching of specific topics, and is based on the findings of testing and research of the various methods in use. Endorses the theory that units of a subject should be mastered, illustrating the best ways of achieving this.

*CURTIS, F. D. Second digest of investigations in the teaching of science. 424p. 1931. Blakiston. \$3.

A second volume of a great number of scattered and important investigations in the teaching of science in the elementary, secondary, and college field. Probably the most useful single volume summary now available. Each report includes a statement of the problem, the methods pursued, and the findings. Preceding the studies is an excellent resumé of the status of research in science teaching.

SCHAAF, W. L. Mathematics for junior high school teachers: a professional subject matter text. 439p. 1931. Johnson Pub. Co. \$2.

Rich in subjectmatter, this book combines what is to be taught, why, and how it should be taught. Fills a very definite need in giving a treatment of subjectmatter, presentation of backgrounds of appreciation, discussions of aims and values, and explanation of teaching procedures.

Geography and Social Studies

MERRIAM, C. E. The making of citizens: a comparative study of methods of civic training. 371p. 1931. Univ. of Chic. Press. \$3.

What is civic loyalty and what are the means used by nations to train it? Professor Merriam compares eight national systems of civic education, showing that regional political feeling is growing weaker. If present trends continue, the coming citizen will be far better equipped than his predecessor for well-rounded political behavior. The subject is considered from a broad viewpoint of principles and social consequences, and the book has permanent importance.

*STORM, G. E. The social studies in the primary grades. 596p. 1931. Lyons and Carnahan. \$2.50.

Written to meet the needs of the classroom teacher both in subjectmatter and in method, this significant and stimulating book aims to present the principles, content, and techniques of teaching the social studies. Sample lessons, books for the teacher and child, and sources of illustrative material, form part of the generous array of information herein contained.

THRALLS, Z. A., and REEDER, E. H. Geography in the elementary school. 441p. 1931. Rand McNally. \$2.40.

Presents the viewpoint that geography is a science of relationships, and discusses the method of helping students discover them. The authors have endeavored to synthesize method and subjectmatter. They present the subjectmatter and sources for a number of units, with a wealth of suggestions for introducing and developing these effectively.

SPEND ONE PERCENT OF YOUR INCOME EACH YEAR FOR CAREFULLY SELECTED BOOKS.

Art, Music, and Drama

DYKEMA, P. W. Music for public school administrators. 178p. 1931. Teachers College, Columbia. \$1.75.

A careful condensation, giving the place of music in the curriculum, a survey of courses from the primary grades thru the senior high school and discussions of music supervisors and instructors. Valuable and timesaving particularly to the administrator who has not had much contact with school music.

*LEMON, P. J. The art teacher. 491p. 1931. Davis Press. \$8.

Lemon, the editor of *School Arts Magazine*, holds always in mind the need of the grade-school art teacher and supervisor. He covers here a multitude of problems in drawing, painting, craftwork, correlating other class projects, modeling, and the like. These are offered with a profusion of most appropriate illustrations, with appended lists of helpful classified material.

*MURSELL, J. L. and GLENN, MABELLE. The psychology of school music teaching. 378p. 1931. Silver, Burdett. \$2.40.

Primary aim of the book is to help the working teacher, but also makes available to readers, the entire field of scientific findings in nontechnical language. Unique in that it treats thruout creative projects, leading the child to build his own tunes and compositions. Discussion questions and bibliographies.

PELIKAN, A. G. Art of the child. 123p. 1931. Bruce Pub. Co. \$3.

Emphasizes the joy of the average child in creating, unhampered by constant supervision, and pride in good workmanship, in working out a chosen problem well, according to direction. Consists mainly of reproductions of work done in elementary grades accompanied by pointed, sympathetic remarks and suggestions as to "How."

Vocational and Industrial Education

EASTERN COMMERCIAL TEACHERS ASSOCIATION. Fourth yearbook: modern methods of teaching business subjects. 301p. 1931. The Association. Banks College, Philadelphia, Pa. \$2.50.

This yearbook takes up the principles of education as they apply to the teaching of business. Gives demonstration lessons in business subjects, teaching of penmanship, and a section on training in use of office machines. Highly practical in suggesting improvements in the technic of business teaching.

SEARS, W. P. The roots of vocational education: a survey of the origins of trade and industrial education found in industry, education, legislation and social progress. 310p. 1931. Wiley. \$2.75.

After tracing the subject from early days thru the industrial revolution, and mechanics institutes, up to modern school and factory instruction, the author shows the influence of organized labor, the part played by social agencies, including the Masons and the Moose, and the more recent developments under federal and state guidance. An interesting story, well documented.

Health and Physical Education

BROCK, G. D. Health thru projects. 268p. 1931. A. S. Barnes. \$2.

An attempt to lead away from the old restrictive health course of study and hygiene textbook into projects of everyday situations and real life activities. Well organized, each chapter being divided into discussions, points of emphasis, aims, and projects. Many charts, graphs, questionnaires, and a valuable reference list at the end.

*NASH, J. B. Administration of physical education. 491p. 1931. A. S. Barnes. \$3.

Contains a large variety of helpful information and ideas for those interested in the administrative side of physical education. Includes chapters on plans of physical education plants, standard equipment, classification of activities and of children, training leaders, and establishing departmental policies. Thought-provoking questions and bibliographies at the chapter ends.

Ways This List Is Used

INDIVIDUAL teachers use it to discover the professional books of the year which they should examine, read, or buy.

2. Instructors in teachers colleges refer their students to these annual lists to encourage free reading.

3. Persons in charge of professional libraries for teachers use it as a check list in making up purchase orders.

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

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

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

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

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

Extracurriculum Activities

*FRETWELL, E. K. Extracurricular activities in the high school. 552p. 1931. Houghton Mifflin. \$2.75.

According to the author "wherever possible extracurriculum activities should grow out of curriculum activities." This work shows clearly and practically the method of handling extracurriculum work in secondary schools. Examples from best programs carried on in a number of schools are cited. School government, publications, and athletics are discussed as part of activity programs.

Rural Education

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Thirtieth yearbook, part I. The status of rural education. 272p. 1931. Public School Pub. Co. \$2.50 cloth; \$1.75 paper.

Report of a survey of fundamental importance, covering the present rural economic situation, the character of rural school plants, courses, teachers, methods, and pupils. Curriculum, supervision, and

administration receive very full attention. The volume is highly useful to administrators, but contains less of practical suggestion on classroom method.

Higher Education

*EELLS, W. C. The junior college. 833p. 1931. Houghton Mifflin. \$4.

A survey of the entire junior college field by an outstanding authority. Will be read by the general educated public as well as by classes studying the development, the present status, and probable future relations of this recent educational unit to the standard colleges and universities in America. First book since 1925 on this new movement in education.

GRAY, W. S. ed. Recent trends in American college education. [Proceedings of the institute for administrative officers of higher institutions, Vol. III.] 253p. 1931. Univ. of Chic. Press. \$2.

Twenty-four widely known educators presented these chapters at the third Institute for Administrative Officers of Higher Institutions in 1931. Each describes significant plans and methods at individual colleges under the heads: reorganization of the junior college, of the senior college, and comprehensive examinations and tests. A very valuable bird-eye view.

Adult Education

JACKS, L. P. The education of the whole man. 155p. 1931. Harper. \$1.75.

Dr. Jacks deplores the exaggerated emphasis on the acquisition of "hearsay and booksay" knowledge and pleads for an education that encourages every man to develop his one talent—the vocation of a good citizen. The future lies in the development of personality by training the body equally with the mind and the imagination and sympathetic attitude along with both, for the enjoyment of the leisure that is becoming more freely available.

LORIMER, FRANK. The making of adult minds in a metropolitan area. 245p. 1931. Macmillan. \$2.

The author contends that the making of adult minds is the most fundamental educational task of the day. In this survey he has tried to discover the effect of adult educational activities upon the lives of men and women, to determine how much adult education there is, and what new steps should be taken in its development. His conclusions are encouraging and suggestive.

Visual and Radio Education

*MACLATCHY, J. H. ed. Education on the air: second yearbook of the institute for education by radio. 301p. 1931. Ohio State Univ. Press. \$3.

A thoro presentation of the current situation of educational broadcasting. Invaluable for its breadth of information and the contributions of people from America and abroad. Includes treatments on policies in administration and research studies in radio education. Sets forth practical ways in which radio has been made a factor in classroom teaching.

Special Education

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. COMMITTEE ON SPECIAL CLASSES. Special education: the handicapped and the gifted. 604p. 1931. Century. \$4.

Presents the findings of the most thoro investigation that has yet been made of the provisions for the education of the handicapped and the gifted child, including of course, the part that the state and community do and should play in the problem. Offers concrete suggestions to guide further progress in special schools and classes for the training of exceptional children.

THE BETTER PART of every man's education is that which he gives himself, and it is for this that a good library should furnish the opportunity and the means.—James Russell Lowell.

Builders of Our Profession

THE CORNERSTONE of our profession is service to the public, and everything that we do as a great professional group must be justified by a clear benefit to the cause in which we are enlisted. We are not organized for individual profit or for group aggrandizement, but solely to promote our service to see to it that the education of all the children of all the people is what it should be in a great democracy.—W. C. Bagley.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on February 1 was 4860. The following life members have been reported since the February JOURNAL.

ARIZONA—Minnie Roseberry.
CALIFORNIA—George H. Geyer, Mrs. Bess L. Leavitt.
DISTRICT OF COLUMBIA—Laura D. Shackelford, Catharine R. Watkins.
ILLINOIS—Margaret L. Baumann, Florence T. Lewis.
INDIANA—Lacey L. Shuler.
KENTUCKY—Viola M. Ernst.
MARYLAND—Rose Erdman.
MINNESOTA—Julianne Korhonen.
MISSOURI—George W. Hanson.
NEBRASKA—J. T. Anderson.
NEW YORK—Mrs. Anna M. Gemmill, George E. Graff, Olga Schwab, J. Lee Sweeney.
NORTH DAKOTA—Edith Van Middlesworth.
OHIO—Mrs. Allie Torrance, Nellie Grover Webster.
OKLAHOMA—O. R. Bridges, Mrs. C. S. Bush, Russell R. Spafford.
PENNSYLVANIA—Blanche Foster, Edith Mehaffey, John R. Moore, Albert Charles Norton, Harold C. Thomas, Sarah M. Walton.
PHILIPPINE ISLANDS—Josefa Casanas, Gabriel Salgado.
SOUTH CAROLINA—George D. Grice.
TENNESSEE—R. B. Binnion.
VIRGINIA—Harry E. James.
WISCONSIN—Ruth Bahlert, Eben E. Born, William C. Knoelk, Frank J. Lowth, M. C. Palmer.

Completed Enrolments

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

Thirteen Years

MISSOURI—Sedalia, Horace Mann, Mark Twain.

Twelve Years

ARIZONA—Mesa, Union High.
CALIFORNIA—Berkeley, Le Conte; Long Beach, J. C. Fremont.
ILLINOIS—Rock Island, Washington Junior High.
MISSOURI—Sedalia, Broadway, Jefferson, Smith-Cotton Junior-Senior High, Washington, Whittier.
NEW YORK—Mt. Vernon, William Penn.

Eleven Years

CALIFORNIA—Berkeley, Cragmont, Hillside, Longfellow, McKinley; South Pasadena, Marengo Avenue.
CONNECTICUT—East Hartford, Burnside.
NEW YORK—Mt. Vernon, DeWitt Clinton Elementary, Robert Fulton, Hamilton.
VIRGINIA—Lynchburg, White Rock.

Ten Years

CALIFORNIA—Berkeley, Washington, Willard Junior High; Glendale, Magnolia; Los Angeles, Utah Street.
COLORADO—Sterling, Franklin, Junior High, Lincoln, Senior High.
IOWA—Burlington, Oak Street Elementary.
MAINE—Orono, Birch Street, Grammar, High, Webster.
MISSOURI—Sedalia, Sedalia Public Schools, Broadway, Jefferson, Horace Mann, Smith-Cotton Junior-Senior High, Mark Twain, Washington, Whittier.
NEW JERSEY—Kearny, Franklin, Nathan Hale.
NEW YORK—Mt. Vernon, Columbus, Jefferson, Lincoln.
OREGON—Portland, Joseph Lane.

Nine Years

CALIFORNIA—Berkeley, University; Long Beach, George Washington.
HAWAII—Honolulu, Territorial Deaf and Blind.
ILLINOIS—Maywood, Irving.
INDIANA—Huntington, Huntington Public Schools, Central, High, Lincoln, Horace Mann, Riley, State Street, John Tipton.
NEW JERSEY—West New York, Public Number 1.
OHIO—Cleveland, Mt. Auburn Training.
PENNSYLVANIA—Corry, Corry Public Schools, Concord, Fairview, Harding, Homemaking, Industrial, Junior Elementary, Junior High, Senior High, Special Teachers, Washington.
WEST VIRGINIA—Clarksburg, Morgan.
WYOMING—Lincoln County, District Number 2.

Eight Years

ALABAMA—Birmingham, Powell.
CALIFORNIA—Berkeley, Columbus, Emerson, Whittier; Los Angeles, Third Street; South Pasadena, Lincoln Park.
FLORIDA—Dade County, Hialeah Elementary and Junior High.
HAWAII—Hilo, Junior High.
IDAHO—Pocatello, Jefferson.
ILLINOIS—Rockford, P. A. Peterson.
INDIANA—East Chicago, Garfield; Indianapolis, George W. Julian Number 57.
MASSACHUSETTS—Revere, Theodore Roosevelt.
MICHIGAN—Grand Rapids, Coit.
NEBRASKA—Omaha, Jackson.
OHIO—Cuyahoga County, Cuyahoga County Public Schools, Beechwood, Berea Public Schools, Brook Park, Central, Fair Street, High, Bratenahl, Brecksville, Brooklyn Village, Butternut Ridge, Chagrin Falls Elementary, Chagrin Falls High, Coe, Dover Elementary, Dover High, Fairview High, Forest View, Garnett, Gates Mills, Giles-Sweet, Independence, Mayfield Center, Mayfield Central High, Mayfield Road, North Olmstead High, North Royalton, Oakville, Olmstead Falls, Orange, Parkview High, Parma Public Schools, John Muir, Pearl Road, Henry J. Schaal Junior High, Senior High, State Road, Thoreau Park, Richmond Heights, Solon, Strongsville, Valley View, Warrensville; Findlay, Findlay Public Schools, Adams, Bigelow, Detwiler, J. C. Donnell Junior High, Firmin, Glenwood Junior High, Howard, Huber, Lincoln, McKee, Senior High, Special Teachers and Supervisors, Strother, Vocational, Washington; Logan County, Logan County Public Schools, Bellecenter Village, Bokescreek Rural, DeGraff Village, Harrison Rural, Huntsville Village, Iron City Rural, Jefferson Rural, Lake Rural, Monroe Rural, Perry Rural, Quincy Village, Rushcreek Village, Stokes Rural, Washington Rural, West Liberty Village, Zane Rural.
OREGON—Lakeview, South; Portland, Beach, Couch, Rose City Park.
PENNSYLVANIA—Carbon County, East Mauch Chunk Borough Public Schools, Grade, Junior-Senior High; Palmerton, Palmerton Borough Public Schools, Delaware, Franklin, Hazard, Junior-Senior High, Special Teachers and Supervisors; Pottstown, Pottstown Public Schools, Adams, Buchanan, Franklin, Garfield, Grant, Hamilton, Hancock, Jackson, Old High, Lincoln, New Grade, New Madison, Old Madison, Richards, W. W. Rupert, Senior High, Union, Van Buskirk.

TENNESSEE—Shelby County, Shelby County Public Schools, Arlington Junior High, Arlington Elementary, Bartlett High, Bartlett Elementary, Bolton Elementary, Bolton High, Brunswick, Capleville Elementary, Capleville Junior High, Coleman, Cheerfield, Collierville Elementary, Collierville High, Cordova Elementary, Cordova Junior High, Ellendale, Forest Hill, Frayser, Gragg, Industrial, George R. James Elementary, George R. James Junior High, E. E. Jeter Elementary, E. E. Jeter Junior High, Kerrville, Levi, Lucy, Macedonia, M. C. Williams Elementary, M. C. Williams High, Millington Elementary, Millington High, Oakville, Rosemark Elementary, Rosemark Junior High, Whitehaven Elementary, Whitehaven High, White Station.
UTAH—Jordan School District, Jordan Public Schools, Bingham Central, Bingham High, Bluffdale, Butler, Copperton, Crescent, Draper, Granite, Herriman, Highland Boy, Jordan High, Lark, Midvale, River-ton, Sandy, South Jordan, Union, Upper Bingham, West Jordan.
WEST VIRGINIA—Grafton, Grafton Public Schools.

Seven Years

CALIFORNIA—Berkeley, Thousand Oaks; Davis, Grammar, Joint Union High; Glendale, Cerritos, Thomas A. Edison, Benjamin Franklin, John C. Fremont, Horace Mann, John Marshall, John Muir, Verdugo Woodlands; Long Beach, Atlantic Avenue, Lincoln, Los Cerritos, Horace Mann, McKinley, John Muir, Naples, Theodore Roosevelt, Temple; Los Angeles, Loreto Street, Miramonte; Oakland, Lincoln; Pasadena, John Muir Technical High.

HAWAII—Honolulu, Kuhio; Maui, Kihei, Wailuku Elementary, Wailuku Junior High; Oahu, Kailua, August Ahrens.
ILLINOIS—East St. Louis, Cannady; Evanston, Dewey; Robinson, Township High.
KENTUCKY—Louisville, John Marshall, McFerran.
MASSACHUSETTS—Norwell, Center Primary.
MISSOURI—Kansas City, Greenwood.
NEW YORK—Binghamton, Binghamton Public Schools, Open Air Number 7, Open Air Number 9; Mt. Vernon, Longfellow, Nichols Junior High.
OHIO—Perrysburg, Perrysburg Public Schools, Elementary, High.
OREGON—Marshfield, Harding.
PENNSYLVANIA—Abington, Abington Township Public Schools, Glenside-Weldon Junior and Grade, High, Highland, Junior and Grade, McKinley, North Hills, Overlook, Park, Roslyn; Carbon County, Packerton Independent Schools, Junior High; Nazareth, Junior High; New Kensington, New Kensington Public Schools, First Ward, Ridge Avenue Junior High, Second Ward, Senior High, Third Ward.
SOUTH DAKOTA—Belle Fourche, Belle Fourche Public Schools, Departmental, High, Lincoln.
TEXAS—Dallas, Vickery Place.
UTAH—Salt Lake City, Uintah.
WASHINGTON—Spokane, Logan.
WEST VIRGINIA—Brown's Creek District, Big Four, Big Sandy, Browns Creek, Burke, King-Carswell, Erin-Roderfield, Hemphill Capels, Keystone, Kimball, Marytown, Mohegan, Twin Branch, Vivian, Welch Grade, Welch High, Welch Junior High; Clarksburg, Linden.

Six Years

ARIZONA—Chandler, High School District.
CALIFORNIA—Dinuba, Dinuba Public Schools, Garfield, Jefferson, Lincoln, Roosevelt, Washington; Galt, Joint Union High; Long Beach, John Dewey Vocational, Thomas A. Edison Junior High, Lowell, Signal Hill; Los Angeles, Brooklyn Avenue, Riggins Avenue; Pasadena, Daniel Webster.
HAWAII—Honolulu, Washington Junior High; Kauai, Kolos, Mana; Maui, Honokawai.
ILLINOIS—Cicero, Woodrow Wilson; Rockford, Turner.
MASSACHUSETTS—Revere, Henry Waitt.
MICHIGAN—Dearborn, Dearborn Public Schools; Ionia, Emerson, Jefferson; Monroe, Monroe Public Schools, Boyd, Christianity, Junior-Senior High, Lincoln; Saginaw, Salina.
MINNESOTA—Minneapolis, Washington.
MISSOURI—Kansas City, Hyde Park.
NEW JERSEY—Camden, Senior High; Kearney, Washington.
NEW YORK—Mt. Vernon, Washington Junior High; Rochester, John W. Castleman Number 40, Lincoln Park Number 44.
OHIO—Sycamore, Sycamore.
OREGON—Portland, Portsmouth.
PENNSYLVANIA—Clairton, Clairton Public Schools, Fifth Street Junior High, Fifth Street, High, Miller Avenue, Shaw Avenue, Short Street, Walnut Street Junior High, Walnut Street; Jersey Shore, Jersey Shore Public Schools, Broad Street, High, Walnut Street.
VIRGINIA—Lynchburg, West End.
WASHINGTON—Kent, Valley.

Five Years

CALIFORNIA—Glendale, Eugene Field, Thomas Jefferson; Long Beach, Jane Addams; Los Angeles, Fletcher Drive; Pasadena, Junipero Serra; San Diego, Central, Ocean View.
HAWAII—Honolulu, Kalihiwaina, Lincoln, Menos, Royal, Waikiki; Maui, Halchaku, Kaupakalua, Hamakua, Honokohau, Puukohli, Spreckelsville; Oahu, Kahuku, Benjamin Parker, Moanalua, Helemano, Waihole, Kailua.
ILLINOIS—Rockford, Brown.
INDIANA—Martinsville, South.
MAINE—Machias, Washington State Normal.
MICHIGAN—Detroit, Edgar Guest.
MINNESOTA—Minneapolis, Pierce, Whittier.
MISSOURI—Kansas City, Foster Opportunity.
NEW JERSEY—Camden, H. B. Wilson; Ridgefield Park, Ridgefield Park Public Schools, Grant, High, Washington Irving, Lincoln, Roosevelt, Special Teachers.
NEW YORK—Mt. Vernon, DeWitt Clinton Junior High, Wilson Elementary; Rochester, Lewis H. Morgan Number 37.
OHIO—Alliance, Alliance Public Schools, Franklin Number 2, High, Mahoning Avenue Number 7, North Lincoln Number 10, North Park Number 1, Park and Broadway Number 5, Riverside Number 11, Seneca Number 3, South Freedom Avenue Number 9, South Liberty Number 12, South Lincoln Number 8, State Street Junior High Number 6; Canton, Fairmount; Champaign County, Wayne Rural; Cincinnati, Kennedy; Cleveland, Case-Woodland, Mt. Pleasant.
OREGON—Portland, Eliot.
PENNSYLVANIA—Pittsburgh, Bellefield Girls Trade.

Four Years

CALIFORNIA—*Anaheim*, Katella; *Hayward*, Tennyson; *Huntington Beach*, Elementary; *Long Beach*, Edison, Franklin Junior High, James A. Garfield, Longfellow; *Los Angeles*, Aldama, Salesmanship Division; *National City*, Monument; *Pasadena*, James A. Garfield, San Rafael, George Washington; *Whittier*, South Whittier.
 COLORADO—*Colorado Springs*, Cheyenne Mountain.
 HAWAII—*Honolulu*, Kaawa, Robello, Wailae; *Mani*, Huelo, Paia; *Oahu*, Pearl City, Waipahu.
 IDAHO—*Boise*, Lowell.
 INDIANA—*New Castle*, New Castle Public Schools, Omar Bundy, Charles S. Hernly, Holland, Junior High, Benjamin S. Parker, Senior High.
 KANSAS—*Garnett*, Longfellow; *Wichita*, Lowell, Washington.
 MICHIGAN—*Detroit*, McKerrrow.
 MINNESOTA—*Pipestone*, Indian.
 MISSOURI—*Kansas City*, Irving, Webster.
 NEW JERSEY—*Camden*, Fettes; *Delanco*, Delanco Public Schools, Hickory Street, Walnut Street.
 OHIO—*Ashtabula*, Station Avenue; *Canton*, Stark; *Columbus*, Chicago Avenue; *Marion County*, Marion County Public Schools, Agosta, Caledonia, Claridon, Grand Prairie, Green Camp, Kirkpatrick, La Rue, Martel, Meeker, Morral, Pleasant Township, Prospect, Waldo.
 OREGON—*Portland*, Chapman.
 TEXAS—*El Paso*, Lamar; *Texarkana*, Akin.
 VIRGINIA—*Norfolk*, Campostella Heights.

Three Years

ALABAMA—*Birmingham*, Moore, Seventeenth Avenue.
 ARIZONA—*Phoenix*, Junior College, Union High.
 CALIFORNIA—*Chico*, Chapman, Chico Vecino, Nord Avenue, Salem; *Glendale*, Columbus, Home (Special Teachers) Department, Special Teachers and Supervisors, Eleanor J. Toll, Woodrow Wilson; *Long Beach*, Starr King, Willard; *Los Angeles*, Rockdale, Valley View, Woodrow Wilson; *San Bernardino*, Burbank, Cajon, Lincoln, Urbana; *San Diego*, Benjamin Franklin, Garfield, Andrew Jackson.
 CONNECTICUT—*East Hartford*, South Grammar.
 DISTRICT OF COLUMBIA—*Washington*, John F. Cook.
 HAWAII—*Hilo*, Haaleio; *Kauai*, Elele, Hanamaulu, Oloheua, Anahola, Kekaha, Kilanea, Koolau, High, Lihue, Makaweli, Waimea Junior High; *Kukui*, Kukuiaale; *Mani*, Kamehameha III, Haiku; *Oahu*, Wahiawa.
 MASSACHUSETTS—*Whitman*, Dyer.
 MICHIGAN—*Detroit*, Fairbanks; *Saginaw*, Continuation.
 MONTANA—*Great Falls*, Franklin.
 NEVADA—*Elko County*, Jarbidge District School.
 NEW JERSEY—*Bernardsville* Borough, Basking Ridge, Liberty Corner; *Camden*, Broadway.
 NEW MEXICO—*Raton*, Raton Public Schools, High.
 NEW YORK—*Mount Vernon*, Nathan Hale, Part Time, Special Teachers & Supervisors; *Poughkeepsie*, Morse; *Spring Valley*, Lakeside.
 OHIO—*Champaign County*, Jackson Rural; *Cleveland*, Central High, Union; *Maple Heights*, Bedford, Maple Heights Public Schools, Clement Drive, High, Maple Grove; *Marion County*, Marion Township, Richland Township; *Rawson*, Rawson Public Schools, Grade, High; *Rootstown*, Township Public Schools.
 OREGON—*Portland*, Atkinson, Holman, James John, Maplewood, Sitton.
 PENNSYLVANIA—*Hempfield Township*, Hempfield Township Public Schools, Armbrust, Blanks, Bovard, Brush Creek, Coulter, Edna, Grapeville, Hannastown, Harrold Consolidated, Harrold Junior High, High Park, Huff, Kamerer, Kennedy, Lincoln Heights, Luxor, Mt. Odin, New Stanton Consolidated, New Stanton Junior High, Ocean Mine, Pleasant Valley, St. Clair, Thomas, Weaver's Old Stand, Wendel; *Lewistown*, Junior High; *Philadelphia*, Shawmont.

Two Years

ALABAMA—*Birmingham*, Minor.
 ARIZONA—*Chandler*, School District Number 80.

CALIFORNIA—*Chico*, Linden, Rosedale; *Elsinore*, Union; *Emeryville*, Sutter; *Glendale*, Balboa, Glenoaks, Mark Keppel; *Orange County*, Savanna; *La Jolla*, Elementary; *Lakeside*, Grammar; *Long Beach*, Burnett; *Los Angeles*, Burnside Avenue, Central Avenue, Graham; *National City*, National City Public Schools, Monument; *Pasadena*, Luther Burbank, Alexander Hamilton; *Riverside*, Independence; *Roscoe*, Hansen Heights; *San Diego*, Lincoln; *San Francisco*, Emerson; *Yreka*, High.
 CONNECTICUT—*East Hartford*, South Burnside.
 FLORIDA—*St. Petersburg*, Childs Park.
 GEORGIA—*Atlanta*, Smilie; *Fulton County*, Lena H. Cox, Hammond, Hemphill, R. L. Hope, Lakewood Heights, Perkerson, Alonzo Richardson.
 HAWAII—*Honolulu*, Aliolani, Kapalama, Palolo, Puuhale; *Kauai*, Haena, Hanalei, Huleia; *Oahu*, Waianae, Watertown.
 ILLINOIS—*Cicero*, Cicero; *Evanston*, Miller; *Stockton*, Stockton Public Schools.
 INDIANA—*East Chicago*, Harrison.
 MAINE—*Bucksport*, Luman Warren.
 MASSACHUSETTS—*Gloucester*, Maplewood.
 MINNESOTA—*Minneapolis*, Lowell.
 MISSOURI—*Webster*, Groves, Goodall.
 MONTANA—*Great Falls*, Great Falls Public Schools, Emerson, Franklin, Hawthorne, Junior High, S. D. Largent, Lincoln, Longfellow, Lowell, McKinley, Roosevelt, Senior High, Washington, Whittier.
 NEBRASKA—*Omaha*, Harrison.
 NEW JERSEY—*Bergenfield*, Harding, Washington; *Bogota*, Bogota Public Schools, Public Number 1, Public Number 2, Public Number 3; *Gloucester County*, Centre Square, Mantua, Repaupo, Newnakh; *Hillside*, Elizabeth, Hurden-Looker; *Newark*, Elliott Street.
 NEW YORK—*Mt. Vernon*, Industrial Arts; *Rochester*, Lakeview Number 7.
 NORTH CAROLINA—*Halifax County*, Halifax County Public Schools.
 NORTH DAKOTA—*Fargo*, Washington.
 OHIO—*Canton*, West North; *Cleveland*, Robert Fulton; *Grand Rapids*, Grand Rapids Public Schools; *Pomeroy*, Central; *Sandusky County*, Sandusky County Public Schools, Gibsonburg, Helena, Townsend Township, York Centralized; *Spencer*, Chatham Public Schools; *Warren*, Horace Mann.
 OREGON—*Monmouth*, Oregon Normal; *Ontario*, Ontario Public Schools; *Portland*, Franklin Primary, Lents, Marysville, Peninsula.
 PENNSYLVANIA—*Abington*, Cedar Road; *Berwick*, Fairview Avenue, Fourteenth Street; *Carbon County*, Carbon County Public Schools, Aquashicola Grade, Ashfield Grade, Audenried Grade, Banks Township, Beaver Meadows Borough, Bowmanstown Borough, Coveville Grade, Franklin Independent Grade, Franklin Independent High, Franklin Township, Kidder Township, Leviston Grade, Lower Towamensing Township, Mauch Chunk Township Public Schools, East End Grade, Hauto, Junior-Senior High, New Columbus Grade, West End Grade, East Mauch Chunk Borough Public Schools, Grade, Junior-Senior High, Packerton Independent Schools, Elementary, Junior-Senior High, Packer Township, Parryville Borough, Trescow Grade, Weatherly, Borough, Elementary, Junior-Senior High, Weissport Borough, West Bowman Grade; *Delaware County*, Upper Darby District Junior High; *New Kensington*, Martin, Valley Heights; *Philadelphia*, Pennypacker.
 UTAH—*Salt Lake City*, Hawthorne.
 VERMONT—*Bellows Falls*, George Street; *Ludlow*, Black River Academy, High Street, Woodward.
 VIRGINIA—*Richmond*, Robert E. Lee.
 WASHINGTON—*Vancouver*, High.
 WEST VIRGINIA—*Bluefield*, Beaver High.

Current Year

ALABAMA—*Birmingham*, Lakeview, Ramsey High.
 ARIZONA—*Somerton*, Grammar, Grammar (Colored).
 CALIFORNIA—*Avalon*, Avalon; *Berkeley*, Continuation High; *Daly City*, General Pershing; *Emeryville*, Anna Yates; *Fullerton*, Orangethorpe; *Glendale*, La Crescenta, Lincoln, Montrose; *Long Beach*, Columbia, Lafayette, Seaside, Supervisors & Directors; *Los Angeles*, Bridge Street, California

History Division, Grant, Grape Street, Graviton Avenue; *Ocean Beach*, Ocean Beach; *Pacific Beach*, Junior High; *Pasadena*, Andrew Jackson, Library & Physical Education Department, James Madison, Roosevelt; *Rancho Santa Fe*, Rancho Santa Fe; *Rialto*, Junior High; *San Bernardino*, Arrowhead, Jefferson, Metcalf, Washington; *San Diego*, Albee Birney, Luther Burbank, John Muir; *San Fernando*, Granada; *Siskiyou District*, Happy Camp High; *Stanislaus County*, Hart, Jones, Keyes, Laird, Mountain View, Rising Sun Joint, Shiloh, Stanislaus, Tegner, Washington; *Tustin*, Tustin Elementary Schools.
 CONNECTICUT—*Bridgeport*, Roger Sherman; *Western New Castle County*, Newport (Colored).
 FLORIDA—*Dade County*, Miami Shores Elementary.
 HAWAII—*Honolulu*, Cummins, Lanakila, Maema; *Mani*, Kahului, Vocational, Keahua, Lanai City Junior High, Lahainauna High, Makawao, Uluapalua, Puunene, Keokea, Waihee; *Oahu*, Ewa, Andrew Cox Junior High.
 ILLINOIS—*Alton*, Lincoln; *Cicero*, Lincoln; *East St. Louis*, Bluff View, Edgemont, Harding.
 INDIANA—*Indianapolis*, Public Number 37.
 IOWA—*Burlington*, Horace Mann Junior High, Oak Street Junior High.
 KANSAS—*Coffeyville*, Coffeyville.
 MAINE—*Bath*, Center Street, Dike, South Street; *Bucksport*, Spofford Junior High; *Caribou*, High Street, South Main Street; *Castine*, Eastern State Normal; *Freeport*, Grammar, Grove Street Primary, Rural Schools; *Hiram*, Town; *Limestone*, Primary; *Pownal*, Rural Schools; *Saco*, Union Number 7; *South Portland*, South Portland Public Schools, Knights of Pythias Hall, Knightville, Roosevelt, Thornton Heights, Westbrook Street, Willard; *Yarmouth*, Grammar, Junior High, West Main.
 MASSACHUSETTS—*Orange*, Central Elementary & Junior High, Cheney Street.
 MICHIGAN—*Muskegon*, Paul S. Moon.
 MINNESOTA—*Minneapolis*, Calhoun, Corcoran, Lydale, Horace Mann, Walter Page, Riley, Windom.
 MISSOURI—*Kansas City*, Orphan Boys; *St. Louis*, Riddick.
 NEVADA—*Yerington*, Barrett.
 NEW HAMPSHIRE—*Hanover*, High.
 NEW JERSEY—*Gloucester County*, Emlin, Ferrell, Harrisonville, High Street, Jefferson, Mullica Hill; *Margate City*, Granville Avenue; *Rumson*, Rumson Public Schools; *Somers Point*, Somers Point; *Wildwood*, Glenwood Avenue Number 2.
 NEW YORK—*Mt. Vernon*, High, Medical Department, F. W. Pennington, Wilson Junior High; *Potsdam*, High; *Poughkeepsie*, Poughkeepsie Public Schools, Clinton, Christopher Columbus, Continuation, Elsworth, Franklin, High, Kreiger, Lincoln, Livingston, Morse, Smith, Special Teachers & Supervisors, Warring; *Rochester*, Horace Mann Number 13; *South Glens Falls*, Spring Street.
 OHIO—*Akron*, Mt. Hope; *Alliance*, Parkway Boulevard Number 13, Part-time Continuation, Special Teachers & Supervisors; *Cincinnati*, Heberle; *Dunkirk*, Dunkirk Public Schools; *Litchfield*, Litchfield; *Pomeroy*, Sugar Run; *St. Bernard*, High; *Stanton*, Township High; *Sugar Grove*, Berne Union.
 OKLAHOMA—*Oklahoma City*, Taft Junior High, Westwood.
 OREGON—*Portland*, Ainsworth, Arleta, Beaumont, Boys Pre-Vocational, Brooklyn, Buckman, Capitol Hill, Collins View, Department of Research, Failing, Fulton Park, George, Girls' Polytechnic, Glenhaven, Gregory Heights, Highland, Holladay, Hudson, Irvington, Joseph Kellogg, Kennedy, Kerns, Linnton, Mills Open Air, Mt. Tabor, Multnomah, Normandale, Rigler, Roosevelt High, School for the Deaf, Sellwood, Sunnyside, Terwilliger, Vernon, John Vestal, Willbridge; *Salem*, Englewood.
 PENNSYLVANIA—*Alverton*, East Huntingdon Township High; *Berwick*, Berwick Public Schools, Chestnut Street, Fairview Avenue, Ferris Heights, Fourteenth Street, High, Market Street, Orange Street; *Harrisburg*, State Department of Public Instruction; *New Kensington*, Fifth Avenue, Fourth Avenue.

[Continued on page A-61]

The Journal of the National Education Association

Published monthly, except July, August, and September, by the National Education Association of the United States

President, FLORENCE HALE

Secretary, J. W. CRABTREE

The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL.

The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Proceedings, committee reports, and other regular publications of the Association. One dollar of each membership fee is for a year's subscription to THE JOURNAL. The payment of \$100 gives the privileges of the \$5 active membership for life.

Subscription to nonmembers is \$2 per year; single copies, 25 cents. Advertising rates on application. Members are kindly requested to report at once any change of address, giving old as well as new address.

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JOY ELMER MORGAN, Editor

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PSYCHOLOGICAL RESIDENTIAL STUDY TOUR . . . Educational Director, Prof. Henry Beaumont, University of Kentucky . . . Sailing on the "WESTERNLAND" July 1, visiting: Belgium, Germany, Austria, Switzerland, France; the group will reside in Vienna for one month and attend the University there. (Lectures in English.) Return on the "MAJESTIC" Sept. 6 . . . cost \$645.

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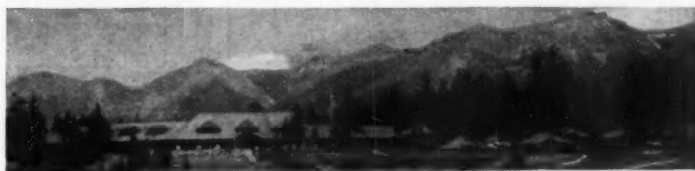
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Notes and Announcements

This issue of **THE JOURNAL** is going into the mails during the convention of the Department of Superintendence in Washington. The report of that convention will appear in **THE JOURNAL** for April.

President Florence Hale is moving forward with her plans for the Atlantic City convention June 26-July 1. There is every promise of a large attendance at this meeting. Teachers need the help of the Association today as never before. They need the wisdom that comes from conference and discussions in order to stabilize the schools and make them better. They need the change of scenery after their hard year of work. Large numbers will drive thru in their own automobiles, visiting places of interest within driving distance of Atlantic City. Attendance at a great convention is a sound investment in personal growth.

Secretary J. W. Crabtree, whose vigorous leadership has carried the Association thru one crisis after another, sent out early in February a final appeal to leaders in the Association to support the organized profession in its supreme efforts to hold the lines of educational progress. Secretary Crabtree suggests:

We want you to appoint a committee composed of your best to canvass your teachers for additional members. We want you to inspire the committee members with the need of every bit of help they can give. Let them know that this is an SOS call. Tell them that the breakdown in education is more serious than after the war. Let them know that it is up to the organized profession to save education in this depression if it is to be saved. Let them know of the great service the Association is rendering and that further help of teachers is now necessary to continue standards and salaries and to be ready at sunrise to again promote the interests of the profession.

How inexpensive schools are—\$1 in every \$33 of the national income in the United States is spent upon schools to finance the fulltime activities of one person in every four of the total population of the country.

The crisis in education is making it increasingly plain that teachers must make themselves students of the economic forces that underlie depressions and prosperity. The terrific inflation of real estate, utilities, and the other values that underlie our economic wellbeing, combined with an outworn system of taxation, has placed government activities and the schools in serious jeopardy.

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Hoarding—You can help to stop hoarding. Every child knows what happens when he ties a string tightly around a finger. Hoarding has a similar effect on the economic life. It stops the flow of money and cuts off the vital activities of production, distribution, and use of the materials of life. The National Education Association has joined other forces in the nationwide effort to end hoarding. Study the problem in your community and help to establish intelligent attitudes and practises. Consider the safety of postal savings, savings banks, and building and loan associations.

Dates to be remembered—

April 14—Pan American Day. For information write to Florence Brewer Boeckel, director, Education Department, National Council for Prevention of War, 532 17th St., N. W., Washington, D. C.

May 18—World Goodwill Day.

June 20-25—Meeting of American Home Economics Association in Atlanta, Georgia.

June 26-July 1—Convention of the National Education Association at Atlantic City, New Jersey.

Education vs. training—Let us think, speak, and write of the *education* of teachers rather than the *training* of teachers. Dr. Judd says that we train animals but educate teachers.

Necrology—Dr. Michael Vincent O'Shea—of the State University of Wisconsin, and a noted educational leader—died of a sudden heart attack January 14, 1932.

Dr. Hugh Clark Pryor, of Teachers College, Pittsburg, Kansas, and a life member of the NEA, died December 19, 1931.

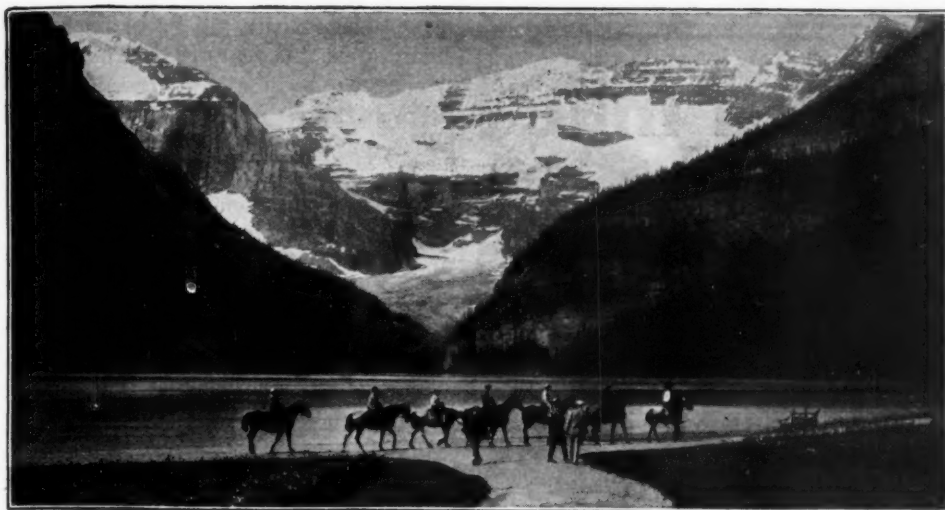
Sarah Comly Norris Bogle, assistant secretary of the American Library Association, died January 11, 1932.

Dr. James Alexander Beattie, educator and minister, died December 24, 1931.

Eva M. Jones of Shelbyville, Indiana, was teaching her forty-seventh year when she died on December 22, 1931.

Student pilgrimages to the national capital—Each year thousands of students make a pilgrimage to our national capital as one of the final enterprises of their senior year. This is a great opportunity for teaching citizenship and an appreciation of the historical background of our national government.

[Continued on page A-58]



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[Continued from page A-57]

ment. These visits will be of particular significance this year, 1932. Their effectiveness can be greatly increased by careful preparation. The study of a few good books may increase the educational advantages and pleasure of the Washington trip with less expense than any other means. The following list of references is supplied by Miss Louise Green of Washington, D. C. Persons wishing a longer list and those interested in securing hotel accommodations and guide service may obtain help by writing Miss Green, 3101 P Street, Washington, D. C.

Illustrative Material—[1] *Guide to Washington*. Rand McNally, Chicago. \$.50. Illustrated; interesting facts of the important things in the city.

[2] *The Capital of Our Country*. National Geographic Society. Washington, D. C. \$.3. Beautifully illustrated with views of public buildings, parks and gardens, statues, and homes.

[3] *National Geographic Magazine* issues of November 1931 and May 1928. Washington, D. C. \$.50 each. Beautifully colored pictures of places of interest in Washington; stories and pictures of the life at Mt. Vernon in George Washington's time.

[4] *Guide Book, Washington Cathedral*, Bicentennial edition. Washington, D. C. \$.50. Pictures of the Episcopal Cathedral, its lovely garden, shrines, and historic mementos.

[5] *A Guide to the Franciscan Monastery*. Washington, D. C. \$.25. A collection of pictures of the various shrines of the Catholic monastery and its beautiful garden.

[6] *Costumes of the Mistresses of the White House*. Rose Hoes. 1410 20th St., N. W., Washington, D. C. \$.75. Pictures of figures in the Smithsonian collection with description of the dresses and how acquired by the Museum.

Books—[1] *Your Washington and Mine*. L. P. Latimer. Scribners, N. Y. \$.25. Contains in the one volume historic sketches of the city and its public institutions.

[2] *Mt. Vernon, Washington's Home and the Nation's Shrine*. Paul Wiltach. Doubleday, Doran, Garden City, N. Y. \$.3. A detailed account of the famous mansion and the family of George Washington with fine illustrations.

[3] *Washington, D. C., the Nation's Capital*. F. M. Fox. Rand McNally, Chicago. \$.2. A collection of short, true stories from the days of the Indians to the present; illustrated.

[4] *Washington, Past and Present*. Charles Moore. Century, N. Y. \$.5. The author is chairman of the National Commission of Fine Arts.

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Have you made plans for World Goodwill Day?—Let us all do whatever we can to create that world community of culture which must underlie any permanent achievements in world peace and world organization. Dr Augustus O. Thomas, secretary-general of the World Federation of Education Associations, now has his offices in the headquarters building of the National Education Association. Dr. Thomas is accepting lecture engagements, the proceeds to go to the World Federation.

A guide to the study of disarmament—As an aid for teachers and students in following the activities of the World Disarmament Conference now in session at Geneva, Switzerland, Dr. Augustus O. Thomas, secretary-general of the World Federation of Education Associations, has prepared a 16-page booklet on the subject. This publication contains extensive information relating to the background of the conference together with suggestions for studying this significant international assembly in all its aspects as it proceeds. Copies of the booklet at 10 cents each or \$1 per dozen may be procured from the World Federation of Education Associations, 1201 Sixteenth St., N. W., Washington, D. C.

Ohio Bicentennial plans—The three phases of the Ohio Bicentennial celebrations are the use of George Washington tests; pilgrimages to Washington, D. C.; and a George Washington scholarship loan fund.

Prohibition bureau pays its way—In his testimony before the Senate Committee on Manufactures on February 2, Director Woodcock of the Prohibition Bureau, stated that considering the fines collected and the useful materials turned over to departments of the government in lieu of materials which they would otherwise buy, the Prohibition Bureau is now bringing in as much as it costs. This is a remarkable achievement in administration and puts this unit above every similar unit in the country in its effectiveness.

Support your community child health program: It protects your home—This is the slogan chosen for May Day, National Child Health Day, 1932, by the May Day committee of the State and Provincial Health Authorities of North America.

How to keep yourself informed—The National Committee on Education by Radio, composed of the representatives of nine great organizations, issues each week for those who are interested in

[Continued on page A-61]

"I hadn't figured on being SICK"

How discouraging is the period of convalescence, when the unpaid bills keep piling up and there is nothing coming in with which to pay them. A single illness or accident often dissipates the savings of many years—all because the teacher "hadn't figured on" being disabled.

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Many a teacher, like Anna Irene Jenkins, Los Angeles, Cal., enjoys such good health as to make it seem unnecessary to provide for doctors' bills. Fortunately, however, she did make T. C. U. provision. We quote from her letter:

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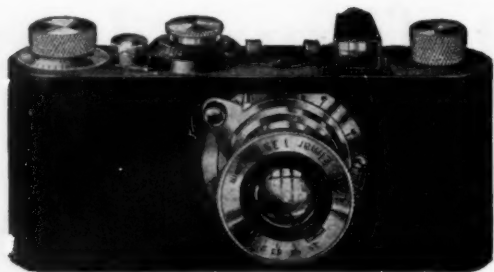
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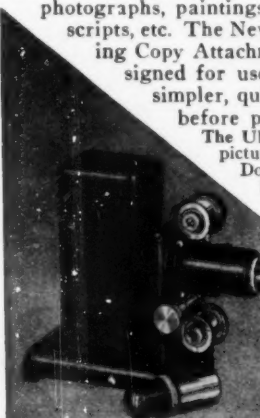
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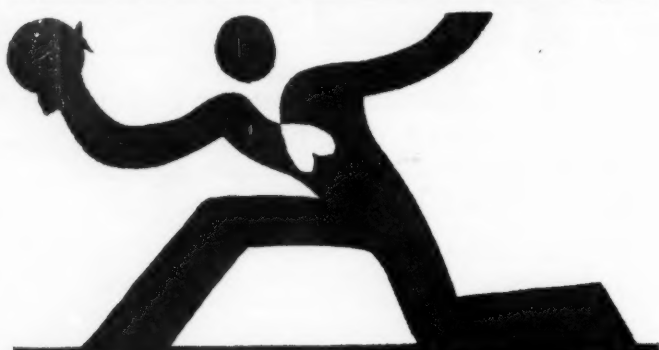
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[Continued from page A-59]

this great problem a bulletin on education by radio. Persons wishing to follow this great issue will be placed on the mailing list to receive this bulletin regularly without cost. Recent numbers include:

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Educational Functions of Radio [V. 1, N. 39]
The World's Oldest Educational Radio Station Carries On [V. 1, N. 40]
Radio Administration—At Home and Abroad [V. 2, N. 1]
Canadian Educators Speak [V. 2, N. 2]
Commercialized Radio to be Investigated [V. 2, N. 3]
Federal Radio Examiner Proposes to Interfere with Education in Ohio [V. 2, N. 4]

American Education Week will be observed November 7-13, 1932, under the sponsorship of The American Legion, The United States Office of Education, and The National Education Association. These three organizations have been interested in its success since the first observance in 1921. In recognition of the 200th anniversary of George Washington's birth, a joint committee of these organizations has selected for the 1932 American Education Week theme: The Schools and the Nation's Founders. The extensive celebration of this anniversary makes this an appropriate year to show how our schools have kept alive the aspirations for human liberty and have made citizenship a realization of the ideals of our forefathers. Day by day topics around which the American Education Week program will be organized are:

Monday, November 7—*The Homes of the Pioneers.*

Tuesday, November 8—*The Schools of the Pioneers.*

Wednesday, November 9—*Two Centuries of Progress in New World Schools.*

Thursday, November 10—*The Schools and Equality of Opportunity.*

Friday, November 11—*The Schools and American Ideals.*

Saturday, November 12—*The Schools and Progressive Living.*

Sunday, November 13—*The Schools and the Things of the Spirit.*

Three counts against tobacco—David Starr Jordan said that we have three main counts against tobacco. "The first is that it contains a poison, nicotine, which, in small quantities, is a nerve irritant under the guise of nerve quieting. . . . Tobacco does mischief to everyone that uses it. Our second count is that to young boys it does far greater harm. It retards development and prevents ma-

turity. . . . Our third is this, that consumers of tobacco soon lose consideration of the rights and comforts of others. . . . They pollute the air almost everywhere and in a greater and greater degree." The best scientific inquiry leaves no doubt as to the evil effects of tobacco. Schools are now omitting from their subscription lists magazines which carry tobacco advertising.

[Continued from page 106]

nue, Mt. Vernon, Parnassus Junior High; Philadelphia, Henry C. Lea; Pittsburgh, Sterrett.
SOUTH DAKOTA—Belle Fourche, Washington.
TEXAS—Houston, Love; Texarkana, Whitaker.
VERMONT—North Westminster, Gageville; Westminster, Westminster.
VIRGINIA—Bristol, Jefferson; Norfolk, George Washington; Richmond, Grace Arents, Chimborazo, Ginter Park.
WEST VIRGINIA—Abney, Phillips; Beryl, Beryl; Big Chimney, Big Chimney; Glen Hedrick, Beaver Graded; Sullivan, Sullivan.
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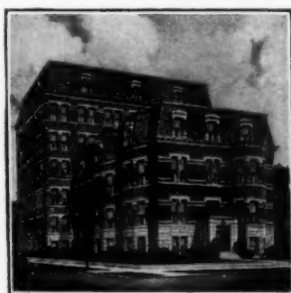
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