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DECEMBER •

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December

1935

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Between Editor and Reader—

IDEALISM: THE NEED OF THE HOUR—In times of darkness and confusion the supreme need is light. The light of great ideals has been the saving force thru all the centuries—richer in vitality than any race, more abiding than empires, more enduring than monuments of stone. Ideals are practical. Like the beacons that guide men thru the seas and the air, they are most needed in times of storm and difficulty.

Some nineteen hundred years ago Jesus Christ gave to mankind the greatest body of idealism the world has known. With none of the trappings of classroom, curriculum, grades, or degrees; in an age crushed with ignorance, superstition, brutality, and corruption—by the mere force of living and teaching—Christ started a new epoch; an epoch so significant that the calendar dates from his birth, so powerful that it has changed the whole course of human events, so beneficent that untold millions of men have been lifted higher in the scale of life.

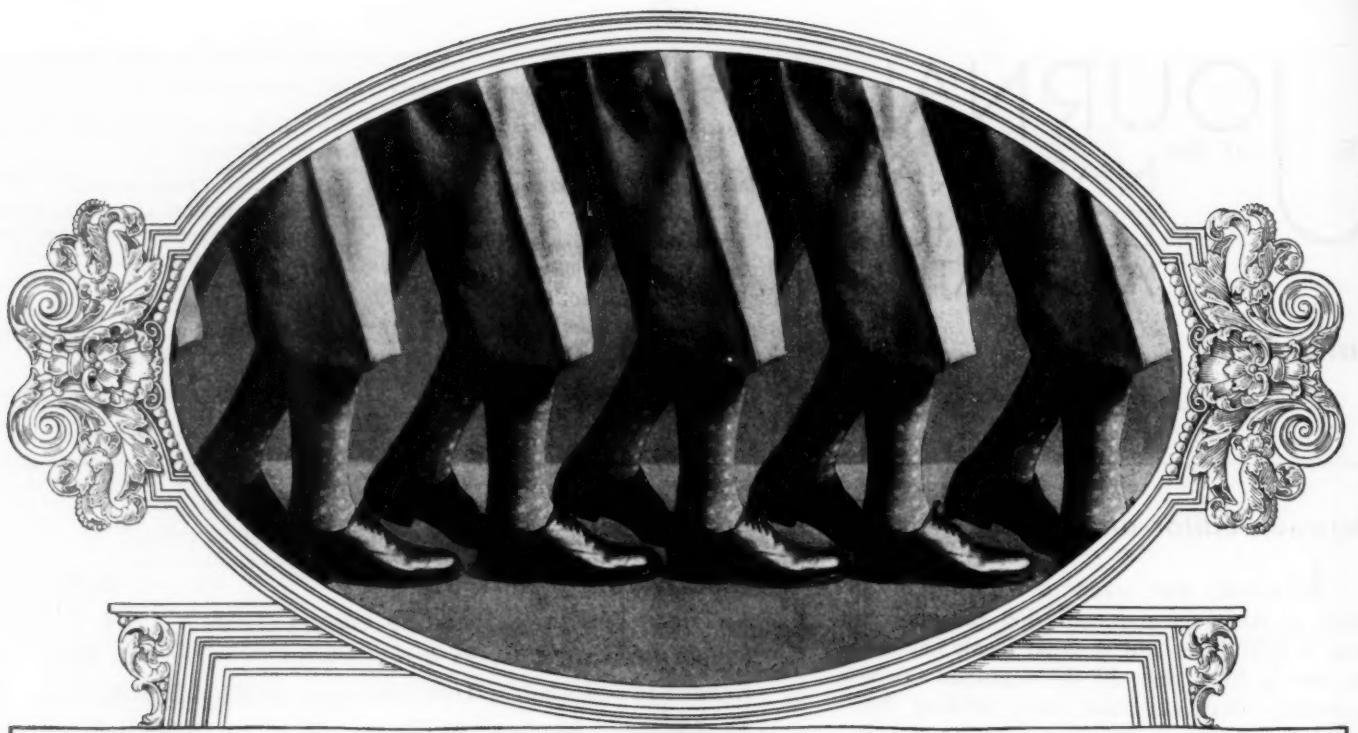
Is it not plain that what the world needs just now is a new devotion to great ideals? In statecraft, in business, in industry, in law, in the church, in science, or in teaching can anything be more intensely fruitful and practical than a renewed faith in the higher and finer things? Hour after hour, day after day, we are all facing situations where there is choice between the higher and the lower. It takes but a little commonsense and a will to choose the higher path—to change the whole course of a life, a school, a nation, or an age. A little more faith, a little more idealism and the confusion of today may give way to the fairest dawn the world has seen.

As we celebrate this Christmas, let us dedicate ourselves anew to those lofty ideals that are the fruit of untold centuries of aspiration and hope, of sacrifice and struggle, of heroism and courage. In the faith that teaching is the surest way, let us highly resolve—as we celebrate this birthday of The Great Teacher—to teach better than we have ever taught before, to teach as tho the whole structure of civilization rested upon our teaching. That is the supreme need of this hour.

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



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M I M E O G R A P H



Education for Leisure

OTTO T. MALLERY

President, Playground and Recreation Association of Philadelphia; Member National Commission on Enrichment of Adult Life

IN THE OLD DAYS of prosperity people confronted with leisure, wanting entertainment, reached for a dime. Now they reach for a skill, a skill that money cannot buy. In hundreds of towns groups of people are learning new skills, learning to make anything from a cradle to a rabbit pen, learning to play anything from a home-made bamboo flute to a violin shaped like a cigar box, learning ways of creative self-expression. At the bottom of the depression there are more arts and crafts, more dramatics, and more opportunities for right use of leisure than at the top of the boom. Adversity has its uses.

People used to spend much time riding around in automobiles, but now the quaint old American custom of walking is being not only revived but actually enjoyed. When people took their eye off the speedometer they were surprised at the interesting sights they saw. When they began to look into their own inner resources they were even more surprised and pleased. And so it happened that the people of a thousand communities took eagerly to their newly opened public recreation opportunities and unnumbered thousands of people enthusiastically participated who never did before. A thousand new communities initiated this leisure-time work during the last four years; this is as many as were started during the preceding twenty-five years.

At the National Recreation Congress in Chicago community leaders reported the progress made in these two thousand communities during the depression. Looking back on our vaunted days of high prosperity we recognize now that they were often low, hollow, and empty—their boasted riches often a base sham. For prosperity and victory are not always as advertised. Look at France since the World War. France gained the second greatest empire on earth. Power, prestige, manpower, trade, and gold were gained, but what good were they to her? Travelers report that France today is rich, tired, frightened, corrupt, and disillusioned. Compare Turkey dismembered, shorn of empire, impoverished, and thoroughly beaten. Turkey since the World War has made conspicuous progress in education, government, and all the fundamentals of civilization.

Defeat may serve as well as victory
To shake the soul and let the glory out.
When the great oak is straining in the wind
Boughs drink in new beauty.
The trunk sends down
A deeper root on the windward side.

—EDWARD MARKHAM.

As in France, so in the United States, victory and prosperity did not give the results hoped for. For ten postwar years Americans were like beggars sitting on bags of gold. At the end the hospitals of the country contained more people suffering from mental troubles than from physical disease. Why was this? The off-time of the average person was misspent and misused. Tense, exciting, exhausting, expensive pleasures were the fashion. People had expense regardless of pleasure. We had fun no matter how funless.

We were like the mother in the popular story whose small boy was bawling and fussing at the picnic. The mother gave him a sound spanking and said, "I brought you here to have a good time, and bejabbers you're going to have a good time whether you like it or not." Well, the American people were taken to unending materialistic picnics during prosperity and tried to like a lot of things that gave us stomachaches, mind-aches, and disillusionment. We chose the wrong things for our leisure because we didn't know what to do. We bought and hurried and worried.

At an amusement park in Denmark I learned a lesson. A fleet of painted yachts raced on a painted ocean. I picked my yacht, dropped a coin in the slot, and revolved the wheel which moved my yacht down the canvas course. The other players did the same thing and all the yachts raced down the course. Like a good, 100 percent American, I screwed myself up and whirled my wheel like a buzz saw. When I looked up, to my disgust I saw my yacht sink. The next race I did the same thing, speeding up more than ever and tying myself into a knot with concentrated effort to hurry my yacht along. Again my boat sank. In the third race I dropped out and looked on, and observed that none of the Danes were speeding up their wheels and that none of their boats sank. The explanation finally dawned on me. If the wheel was revolved at a faster rate than could be steadily maintained as soon as there was a let-up, the boat sank. The Danes were giving me—and

the American people—a silent object lesson. They were saying, "If you hurry you lose the race. If your speed is too great you get nowhere." During the period of post-war prosperity many Americans got nowhere except to the mental hospitals. The recreation of our days of prosperity was not re-creation but destruction.

The great athletic coach, Glenn Clark, at the National Recreation Congress illustrated the principle of alternate tension and relaxation, the principle of re-creation thru inner rhythm. He said, "It isn't the exercise that makes a great athlete but the way he rests between efforts. Tension is not upbuilding; it is destroying. When a muscle is tense it expands and pushes the blood out of the surrounding lymph; when the muscle relaxes the blood flows into the displaced parts and restores them. The exercise does no good except in creating an ebb like the ebb of the tides, which allows the flood tide to flow in." He said the fastest crew was the one that gets the most relaxation between strokes. This is equally true of mile runners, shot putters, and jumpers. The man that goes out each day until he exhausts himself in performing, will actually retrograde until at the close of the season he will be a weaker performer than at the beginning. Glenn Clark makes a strong argument for rhythmic tension and relaxation not only in athletic training but in planning anybody's day.

This gospel of exercise and rest, work and play, is making more progress now with educators and the public than ever before. That the constructive use of leisure time is a necessary balance to a life of work is becoming a fundamental of educational practice. The National Commission for the Enrichment of Adult Life, and the Adult Education Department, both strong departments of the National Education Association, are preaching this gospel vigorously. Our own Pennsylvania Department of Public Instruction is in step. The rank and file of the people in the communities are receptive and ready for leadership. Higher recreation is a part of higher education. Higher recreation is a phrase given to us by L. P. Jacks of Oxford University, author of *Education of the Whole Man*. By higher recreation is meant the arts and crafts and the pursuit of cultural skills.

It is in the highschools that perhaps

the greatest progress is being made in preparation for the use of leisure. In the Bartlett Junior Highschool in Philadelphia, for instance, there are 61 different kinds of clubs, one of which every boy and girl is required to join and attend during school hours. The school provides the leadership for all these 61 interests as part of its curriculum. I am told this is common practise in dozens of Pennsylvania towns and cities.

Turning from the young people to the adults, a novel enterprise has been conducted by the Playground and Recreation Association of Philadelphia, of which I am the head. At our suggestion, the *Evening Bulletin* ran a series of articles in the daily newspapers each about a different hobby as pursued by some outstanding person. The articles offered to connect anybody with one of 40 hobbies. Thirty-five hundred adults responded by letter and 2000 of them became members of 40 kinds of hobby or adult education classes. The other 1500 were referred to existing opportunities for adult education which they had not known about.

The Philadelphia Hobby League is carried on with the cooperation of the Philadelphia board of education, which provides the meeting places for all the groups. The Hobby League is regarded as a demonstration of the desire of the people of the community for the higher forms of recreation. It is also a feeder to the extension classes of the public-school system. The untiring organizer of the Hobby League was Charles H. English, now the righthand man to the head of the Youth Administration in Pennsylvania.

The Philadelphia Hobby League grew out of the experience of the Chicago Park System, which had a booth in the Century of Progress Exposition last year where handicrafts were exhibited. On the same counter were placed cards for visitors to fill out. Five thousand such cards were printed on which the signer was invited to name any leisure-time activity he would like to follow in his neighborhood. Another 5000 cards had to be printed, then 10,000, then 20,000 more, until 100,000 Chicagoans had registered. The Park System had caught a whale. It hadn't expected to catch so big a fish. It couldn't let go of him and it didn't have the help to land him. The park executives couldn't possibly ask for additional staff to handle 100,000 more people nor did their own staff have many of the skills requested, for instance, the making of model yachts and the making of bows and arrows and the study of archery. The able Chicago park executive, Victor K. Brown, went on a hunt for volunteers,

for cranks in all these hobbies willing to make others as crazy as themselves. They were found in quantities and only too glad to work with people of the same form of insanity. The Chicago Park district is the fortunate possessor of dozens of recreation buildings that look like high-schools, and into them the new army of hobbyists floated in small squads, filling every room from roof to sub-basement and relegating the coal pile to out-of-doors. With such a big following as this how can the politicians or budget makers of Chicago cut down the \$8,000,000 budget of the Park System? It can't be done.

The Philadelphia and Chicago incidents are of especial interest to school superintendents because they cost so little. No troublesome financial problems have to be put up to a schoolboard. If the school buildings are open, or can be opened, volunteer leaders or emergency work relief employees can be obtained. The group of hobbyists will pay for their own materials even if they have to give up cigarettes and sodas. The main problem is to find the schoolmen who have the excess energy, the public spirit, the willingness to struggle with incapable assistants, and the advertising skill to make the community want these forms of higher recreation and education. Some adults are afraid to try a new thing, afraid of schools for fear of looking foolish in one, afraid of failure, and timid as to their own powers. Spurgeon, the preacher, once said that he had found the three hardest words to pronounce in the English language. He said the three words were, "I was mistaken." There are other words equally hard to pronounce. They are, "I will try to do what I never did before, alongside of Bill and Mary, who will probably do it much better." Just as such people fear standards will be too high, so school administrators often fear that standards will be too low, and hesitate to introduce something inferior to their own ideals. They are perfectly willing to take children into arithmetic and start them from wherever they are, but they are sometimes loath to take grown people where they are and build on that. Because of these obstacles the public recreation systems have a slight advantage over school systems in attracting beginners in the quest for new skills. Recreation systems have no examinations.

The ideal pattern for adult education for leisure is not the Philadelphia or Chicago method described, but the Milwaukee public-school system, where the extension division has on its staff not as

volunteers, but as career professionals, the teachers of these skills. All the Milwaukee public schools are open at night and some of them look like a large home-keeping open house, where all the guests can walk in, wander from room to room, see different groups of people pursuing different studies and hobbies, sample each one, like the goods on the counter of the department store, no questions asked, and go or come as they please. During the depression all the other departments of the Milwaukee school system took a cut, but not so the extension division because thru a period of years the community as a whole had participated and was solidly behind it.

This open house plan has its good points. Just as no one can tell what automobile he likes until he rides in it, so no one knows what skill he would like to have until he tries it. Few ever have the impulse to try. The advertisements din in his ears, "Chesterfields satisfy," but no one is telling him that the development of an inner resource satisfies. No one is trying to convince him that playing a clarinet will satisfy him. On this point I am more fortunate than most, for my family of seven is forming an orchestra, and I have been told by my family that nothing will satisfy them unless I learn the clarinet. They assure me that this skill will also satisfy me.

The point is that social pressure must often be brought on inactive people, like the family is bringing on me, before they have the initiative to develop their powers. It takes an energetic schoolman to make attractive to people the development of their powers and skills. Eventually America may be like English society was in Samuel Pepys' time, when it was considered so vulgar and uneducated not to be able to play a musical instrument that it was far better for a man's social standing to be caught cheating at cards than to be ignorant of music.

The state of New Hampshire has been making great strides in the direction of culture for dwellers in rural districts, under the leadership of Exgovernor Winant. Lovers of singing as an art have been sent into all the little rural schools to make singing a natural and lovely form of self-expression. Other leaders go from town to town stimulating and organizing boys' and girls' hobby clubs and enlisting the local grown-ups who have the sparkle to lead such clubs. The state Home Industries Board has 27 stores in which arts and crafts products made in New Hampshire homes are sold. Only goods of the highest standards of artistic excellence are accepted. No article capa-

ble of being mistaken for a unit of mass production is offered. Therefore, there is no opposition from commercial interests. The handicraft workers are given access to the finest models, and express the joy and pride of craftsmanship.

How do all these examples of adult education and higher recreation relate to the Emergency Education Program in the state of Pennsylvania under the Emergency Relief Administration and the Works Progress Administration? You noticed that at the meeting of the Adult Education Department of the National Education Association in Denver last July resolutions were adopted against the management of adult education by the Works Progress Administration. I assume the desire was to have this management in state departments of education. In Pennsylvania, for instance, the state department of public instruction has not had all the administrative responsibility it desired, altho William Bristow, by his wise counsel has helped to maintain high standards and to develop a positive philosophy. I am glad to report that outside opinion ranks our Pennsylvania Emergency Education Program as among the best in the country.

Altho I believe that state departments of public instruction and local boards of education are the natural and best fitted administrative units, such new and expensive movements always fall first into the lap of the agency from which the initiative and money come. Eventually I believe the state and local departments of education will play the principal role and in the meantime should prepare themselves for growing responsibilities.

In the Pennsylvania Emergency Education Program, education and higher recreation are so inextricably mixed that like J. Pierpont Morgan's mergers of scrambled corporations, education and recreation can never be unscrambled again. Anyone is hopelessly out of date who maintains that education is everything above the neck and recreation is everything below the neck. It is the whole man that gets educated and the whole man who has a satisfying time—the whole man or none of him. If you cut off his head, desirable as that may be, it will not make him easier to educate, nor will the remainder of him be more likely to have a good time.

I venture to predict that within ten years the public education and public recreation systems will frequently be one united agency of government and that this united agency will have more adult patrons than any form of commercial entertainment. To serve this multitude

American Education Week Successful

THE SCHOOL AND DEMOCRACY" was the theme of the nationwide observance of American Education Week in 1935. While only incomplete returns were available at this writing, it is evident that the observance this year cut deeper and produced a more lasting result than any previous celebration. This was due, in part, to the fact that the theme was exceedingly timely and fundamental. Evidence in hand shows that it was also due to the fact that American Education Week is each year given increasing recognition as an outstanding opportunity for a comprehensive program of educational interpretation.

The latter statement is verified from whatever angle one studies the growth of American Education Week. The growth of the income received by the National Education Association for materials distributed at cost prices is one evidence:

1931—\$1896.21

1932— 3315.85

1933— 6559.31

1934— 7668.10

1935— 8750.00

Materials are prepared and distributed at cost price as one phase of the Association's service to the nation's schools. The American Legion and the U. S. Office of Education cooperated in sponsoring this

observance. State education associations, state departments of education, and other professional and lay organizations joined in making the week in 1935 a significant nationwide observance.

When thousands of communities throughout the nation simultaneously observe this occasion with school visiting days, public programs in the school and before community organizations, radio programs, newspaper features, and in countless other ways the effect is tremendous.

American Education Week reports—It is urgently requested that superintendents, principals, teachers, and college officials send to the NEA, 1201 16th St., N. W., Washington, D. C., reports of their American Education Week programs. Please send [1] any printed or mimeographed materials you have; [2] newspaper reports; and [3] a statement of the number of lay citizens reached by American Education Week including those participating in the program, those visiting the schools during American Education Week, and those before whom American Education Week programs were presented such as civic clubs, chambers of commerce, churches, and other groups. These materials are desired for use in the development of American Education Week materials for next year.

of questers after deeper and richer hours of leisure hundreds of thousands of additional teachers and leaders will be required. These must be recruited, attracted to the profession, and trained. Fortunate it is that these hundreds of thousands of new teaching jobs are in the offing because they appear at a time when hundreds of thousands of manufacturing jobs have been permanently canceled. Just as the progress of modern technology implies the non-employment of former millions in manufacturing, so it also implies the creation of many new jobs in the vast new industry based on shortened hours—the leisure-time industry. The loss in factory jobs will be offset in part by the gain in professional services, of which educational and recreational services will constitute an important share. In the next ten years there will be more honors for those who man the public services and less for those who captain the industries. There will be more taxes and a larger percentage of the national

income will be dispensed by state and local governments. There will be more teachers of all kinds than ever and more willing adult questers for what the teachers have to give. More and more people will reach for a skill instead of a dime.

The factory had its day of domination over American life. Other activities and services are now displacing the factory in the front line of progress. Confidence gleams in the eyes of the advancing lines. The marchers find as yet no word for themselves in our language. They are eager questers after skills, not for the marketplace but for inner satisfaction. In leading this march you schoolmen are essential. You know the goals and can show the way. You belong with these new marchers; you belong with their gallant attitude toward life, their willingness to learn new things, and their zest for living.

—Address before the Annual Education Congress, Harrisburg, Pa., Oct., 1935.

Schools and the Lottery Issue

NATIONAL LOTTERY—Oppose the enactment of any legislation to create a National Lottery or to legalize any form of gambling.—Legislation Code for 1936, National Congress of Parents and Teachers.

Present proposals for legalizing lotteries in the United States divide into two groups.

More outspoken than numerous other advocates in public life is the Mayor of New York City, who sought legislation to permit a lottery providing funds for relief and public works.

A wing of the lottery movement whose spokesman is the National Conference on Legalizing Lotteries favors conducting huge "membership funds" for hospitals, charitable causes, and other semipublic objectives. This group would not substitute the lottery for taxation, but for the free will gifts on which community chests and individual institutions have relied for support.

A factor in both types of proposals is that large fortunes are being hidden or dispersed, affecting both taxation and large-scale contributions.

Community chests threatened—To most school men and women, the community chest idea has appealed as being based on patient evaluation and cooperation among various causes, whose needs were then laid before the public for support. In practise, there has sometimes been coercion to increase the number of givers or the amount of average contributions. More threatening has been the opposition of some individual agencies, on the score that they could obtain more support by direct appeal to their particular friends than when merged in a single campaign with less popular causes. Corporations have sometimes given grudgingly, especially after taxes were increased for public relief. The more-than-400 community chests and councils have been dealt a hard blow in the field of larger gifts.

At this point, lottery advocates contend that their plan will build community funds or individual charities' budgets painlessly, by an appeal to the self-interest of persons not now reached by reference to social duty or community spirit. The general public supports small-scale lotteries and the large foreign lotteries to a degree that shows willingness to pay moderate amounts for the chance to win great amounts.

Plight of hospitals—Hospitals included in the United Hospital Fund of

New York closed 1934 with unpaid bills of \$5,700,000 in addition to \$14,000,000 in mortgages and longterm obligations.

THERE IS REPORTED a growing tendency of highly organized gambling interests to push their activities into the realm of school and college sports. A wellknown columnist writes: "A few years ago, the Broadway betting men would have sneered at the idea of wagering on college football games. Now it is the biggest betting medium of any sport, with betting brokers issuing regular printed quotations on the various games every week." Every thoughtful citizen needs to ask himself: Do we wish to establish gambling permanently as a regular part of our civilization penetrating and tending to dominate our sense of values in home, school, and community?

The degree of loss in 1935 may be judged by the amount of \$9,440,000, set as the goal for a fall campaign of the hospitals, which was intended to prevent "operating insolvency."

Some of the harrassed trustees and officials of the institutions have been impressed with the report that approximately one billion dollars a year goes abroad "to help foreign charities," in the phrase of one writer. Conceding the billion-dollar stake, it should be remembered that the charity benefiting receives barely one dollar of every five dollars wagered and that the support from other sources dries up as the "easy money" of lotteries comes in. To obtain the desired \$9,440,000 thru a lottery, the New York fund would do well to plan to sell \$50,000,000 in chances on a grand drawing and to plan beyond this for underwriting the losses in legacies, annuities, seasonal gifts, and even hospital service income—for why pay hospital bills to institutions living on the large income of lotteries?

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The newer psychology grows out of a better biology, the doctrine of evolution, and the fact of modern rapid change. It views life as a process of continual interaction between organism and its environment, and accordingly understands both learning and thinking as instrumental aspects of this process working inherently within it. This conception of learning and thinking, in contrast with the older static view, is essentially creative and dynamic as befits a plastic and changing world.

[2] Life, as interaction between organism and environment, becomes for the newer biology essentially effortful and goal-seeking, actively and even aggressively so. Psychology starts from this beginning and takes on the like character.

From time to time in life, strain arises between organism and environment. The organism is therein stirred to act, perhaps to seek, perhaps to shun or avoid. Looked

at within, this strain is called urge or want or wish. Looked at without, efforts result, that is, physical movements which tend to satisfy the want and so reduce the strain.

Each such stirring implies a goal peculiar to that stirring. Thus hunger implies food and eating. The efforts may be blind as with digestion: the body struggles but itself knows not why; nor does thinking serve to direct the process. Or the goal may be consciously chosen and the efforts consciously directed to attain it. It is the glory of man that tho he begins in infancy with blind efforts he may indefinitely increase, directly and indirectly, the conscious control of his experiences. All behavior is thus purposive; it may also be purposeful.

In this goal-seeking behavior the organism acts as a cooperative whole. If beginning efforts fail, other and different ones are continually tried, even with low-type organisms, until success is attained or the organism itself accepts failure. The parts and resources of the organism thus act cooperatively together toward the common organic end and goal. A like cooperation is seen in the fact of organic "set." To each significant stirring, as fighting or food-seeking, belongs its peculiar "set," in which the various organic resources get cooperatively ready for the work at hand. Thus a cat's "set" when it is about to pounce on a bird is markedly different from its "set" to fight off a dog. Even the very hairs on the cat's tail tell which "set" is acting. For humans also the organism acts as a whole. Seeing, smelling, thinking, feeling, impulse, physical movement, glandular actions, etc.—all work cooperatively together to advance the common cause. Men likewise experience "set," even obviously so to the discerning eye.

Our feelings, as part of the whole response, differ for the different phases of the stirring and goal-seeking. Feelings partly accompany, telling thus the story as it develops: we wish, we hope, we fear, we exult, we are discouraged, we feel more determined, we are now content. Also the same feelings may increase or decrease the efforts we put forth. This latter fact is why the emotions are so important.

Thinking is for man the most significant aspect of the total organic action.

When the situation is difficult and one is in doubt how to deal with it, he will study it the more closely. For thinking, as Professor Dewey has so well said, is the only way to deal with the doubtful as such. With familiar situations, habit, brought over from the past, may suffice; but with uncertain and shifting situations, thinking alone is competent to deal. As thinking judges and decides, it will direct habit and skill how to take hold. Thus in a changing world behavior patterns or ideas made in advance do not suffice. The behavior patterns we would then use must be contrived in the situation itself for use there. Old patterns may supply suggestions and materials for readaptation, but the actual pattern to use—that must be contrived by thinking to fit the situation at hand.

This newer psychology is thus essentially different from the older. Goal-seeking is its chief characteristic, and for modern man this is increasingly thought-directed. Life, wants, efforts, feelings, thinking, glandular action, habits, knowledge, values—all get their defining conceptions in terms of a dynamic process in which the organism, acting as an unified cooperative whole, pursues ends which it itself has set up. The older psychology was not so. It tried to reduce thinking and valuing and the pursuit of purposes to lower and mechanistic processes. It tried to direct education along similarly mechanical lines. That mechanistic psychology is going out. The incoming psychology counts that goals, varying efforts, success or failure, are the very stuff of life wherever found. Education must expect the learner always to be thus active and goal-seeking. Purposeful activity is the very essence of thoughtful living; it must become as well the essence of intelligent learning.

[3] In this purposive conception of life and psychology, learning and the educative process also take on an inherent purposive character.

This gives learning a new orientation. In a thoroly familiar situation the organism can respond with patterns already on hand, available from the past. But if the situation is sufficiently new and difficult, old patterns will not avail. The organism then will, if able, contrive what is to it a new response pattern, readapting old patterns, to be sure, but adding new ele-

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Schools and the Lottery Issue

NATIONAL LOTTERY—Oppose the enactment of any legislation to create a National Lottery or to legalize any form of gambling.—Legislation Code for 1936, National Congress of Parents and Teachers.

Present proposals for legalizing lotteries in the United States divide into two groups.

More outspoken than numerous other advocates in public life is the Mayor of New York City, who sought legislation to permit a lottery providing funds for relief and public works.

A wing of the lottery movement whose spokesman is the National Conference on Legalizing Lotteries favors conducting huge "membership funds" for hospitals, charitable causes, and other semipublic objectives. This group would not substitute the lottery for taxation, but for the free will gifts on which community chests and individual institutions have relied for support.

A factor in both types of proposals is that large fortunes are being hidden or dispersed, affecting both taxation and large-scale contributions.

Community chests threatened—To most school men and women, the community chest idea has appealed as being based on patient evaluation and cooperation among various causes, whose needs were then laid before the public for support. In practise, there has sometimes been coercion to increase the number of givers or the amount of average contributions. More threatening has been the opposition of some individual agencies, on the score that they could obtain more support by direct appeal to their particular friends than when merged in a single campaign with less popular causes. Corporations have sometimes given grudgingly, especially after taxes were increased for public relief. The more-than-400 community chests and councils have been dealt a hard blow in the field of larger gifts.

At this point, lottery advocates contend that their plan will build community funds or individual charities' budgets painlessly, by an appeal to the self-interest of persons not now reached by reference to social duty or community spirit. The general public supports small-scale lotteries and the large foreign lotteries to a degree that shows willingness to pay moderate amounts for the chance to win great amounts.

Plight of hospitals—Hospitals included in the United Hospital Fund of

New York closed 1934 with unpaid bills of \$5,700,000 in addition to \$14,000,000 in mortgages and longterm obligations.

THERE IS REPORTED a growing tendency of highly organized gambling interests to push their activities into the realm of school and college sports. A wellknown columnist writes: "A few years ago, the Broadway betting men would have sneered at the idea of wagering on college football games. Now it is the biggest betting medium of any sport, with betting brokers issuing regular printed quotations on the various games every week." Every thoughtful citizen needs to ask himself: Do we wish to establish gambling permanently as a regular part of our civilization penetrating and tending to dominate our sense of values in home, school, and community?

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ments. Such a new contriving is for that organism a creative act. This creative phase the older psychology largely ignored. For it, the creating had already been done, or would be done by the teacher. The aim of its teaching was to hand on, or down, what was already known. It accordingly stressed practise or drill. So it ignored or belittled the fact that the learner must in any case first create for himself the to-him-new-pattern before he could even begin to practise it. Anyone who has tried to learn a new stroke in tennis or golf or to sound for the first time *ü* in German, knows that contriving the movement at all is half and more of the battle. The first phase of learning is thus one's personal contriving or creating the new response pattern.

But contriving is not all. A person facing a difficult situation may contrive and try out one new response pattern after another. Some will fail outright and be rejected accordingly. Others, more promising, will be remade to try again until finally one pattern may be accepted as meeting satisfactorily the needs of the situation. This fact of acceptance now does an extraordinary thing—a miracle we should call it, were it not so familiar. The pattern so accepted to act on henceforth becomes *by and thru the fact of acceptance* incorporated into the person's very organism along with and among all the rest that makes up his character. Henceforth this new is part and parcel of him, of his very self.

Learning has thus two phases: the one creative, in which the learner contrives what is to him a new behavior pattern, more than one if necessary; the other fixing [or incorporative] in which the one pattern accepted for subsequent use becomes by that very fact incorporated into the organism of the learner as an integral part of his own being and self.

Each such new learning in making its contribution rebuilds in so far the very structure of the organism. For in this process the new and old are welded together, each rebuilding the other, more or less, as the new is incorporated with the old. The self is thus always in process of continual rebuilding. If in its learning the self accepts the higher and finer of the alternatives before it, a still higher and finer self is therein built. If a low choice is made, a lower self is by so much the result. It is what the self accepts and how thoroly it accepts it that counts. Education becomes thus the process of helping the self to rebuild itself to ever higher and finer levels by helping it to think and choose better than otherwise it would. Learning, including as it does

the whole organism, is thus the process by which each one builds his growing self by the choices that he makes.

The new psychology thus carries its purposive goal-seeking character into the very heart of the learning and educative process. Study and learning are themselves part of the effort to face a new situation in the best possible way. The learner first gives his character to the situation before him by the way in which he constructively understands it and reacts to it. He next must create the appropriate way of meeting the situation, seeking materials and means for thought and action from all pertinent sources. He may make and try various plans. He finally learns only and exactly what he accepts as meeting the case for him. The more wholeheartedly he accepts, the stronger the learning. What he accepts remakes him. If it is fine, he grows finer. Learning is thus by its very nature instrumental to the remaking of both environment and the organism. In both respects the educative process is essentially purposive and creative.

[4] It was brought out above that the organism acts as a whole. It follows that the learning results extend to all parts and aspects of the organism included in the learning response. Each one is thus always carrying on many learnings at once, as the different related aspects sum themselves up during any extended experience. The successive knowledge aspects join together to form an interrelated knowledge whole. The related feeling aspects form perhaps a distinct emotional attitude. Related skill aspects build technic. And always are these varied learnings simultaneously in process.

Take attitudes for example. When I think of Hitlerism I find myself saying, in effect if not words, "Away with it. I hate it." An attitude thus combines impulse with emotion and thought. We are then engaged in building attitudes toward all the things we think about to pass judgment upon. So Mary in her algebra lesson may think of the teacher to judge him: "He can't explain it. I do not like him." Or of factoring, "I can't do it. I don't like it. I don't see any use for it anyhow." And similarly, favorably or unfavorably, upon algebra in general, her own ability in algebra, her respect for herself in mathematics, John's ability in mathematics, Susie's simpering ways, her own drawings [which she can do], her father [who encourages her drawing], Henry [whose eyes have a pointed way of meeting hers], Jane [who also looks at Henry], the dance next Friday evening, the dress she will wear, the undue length

of the algebra period—an attitude toward each.

In this way the whole child is always learning in all the parts and aspects of his being. Each such learning is separate only for thought. In fact, all are always joined more or less together. We as teachers may think first and most of the algebra or the history, as if the pupils were learning only that and as if it counted somehow most. But much more than algebra is being learned. Usually, so we have to admit, it is these other things—the concomitant or attendant learnings—that count for most in the child's life. It is out of the resulting attitudes that the child's future choices will mostly be made.

The new curriculum must then put first things first. The child must for us come before subjectmatter as such. This is the everlasting and final condemnation of the old curriculum. It put subjectmatter first and it bent—or if need be, broke—the child to fit that. And the only way to put the child first is to put first the child's present living: that it be active and fine; that the pupils have the opportunity to face life itself [at their age and condition] as they themselves count life, and thus facing life situations learn to deal with them as constructively as we can help them to do. Subjectmatter—if any reader be concerned for it—will be called this way better into play than is usual now, but probably not the whole subjectmatter of the customary school and most certainly not in the usual order.

[5] From all the foregoing we come to ask: What is the lesson for curriculum making? In particular how shall we conceive the unit element out of which the curriculum is built?

The older way was to think of the curriculum as made up of subjects, and each subject as divided into lessons. The unit element of curriculum making was thus a more or less unified piece of subjectmatter set before a class for acquisition. School was, in this way, a preparation for life. True the child was living while he was a pupil, but the school was concerned with the present primarily as a period of acquisition in anticipation mainly of a future when the material so acquired would be used. It is true that latterly many good teachers have tried so to teach their school subjects that the children would grow now. But the curriculum—and generally also the interest of the teacher—was first and officially directed to the subjectmatter. If either had to yield, it was the pupil and not the curriculum. And this is the test: Which in the last analysis must yield, pupil or curriculum?

This older curriculum was supported by a psychology that stressed acquisition, even drill, and minimized creative thinking. It even doubted that most people can think anyhow. Learning too was largely a matter of repetition. "Motivation" [Hateful word! It starts with subjectmatter that it may get mastered.] was to make the repetition palatable.

The newer education finds its unit in terms of the newer psychology which starts with life as the pursuit of ends or purposes. A desirable educative experience is present then wherever a person faces a challenging situation and undertakes responsibly to deal with it. Such an experience will have in it elements new to him. He must deal creatively with

them. He will learn, all over and all thru, as he puts himself wholeheartedly into what he does. Our part is to guide our pupils so that they become ever better self-directing in facing life's situations. This is the conception from the recent psychology which must remake the curriculum. The good elementary school has already begun. The secondary school must follow.

Tenure As It Affects the Child

THE FOLLOWING ARTICLE was submitted to THE JOURNAL by the chairman of the Association's committee on tenure, Donald DuShane, superintendent of schools, Columbus, Indiana. Written by Stella Goldberg, a teacher of English in the Roosevelt Highschool, Chicago, Illinois, it is an outcome of the discussion of tenure at the League College held in Colorado last summer. Recent articles on tenure have appeared in THE JOURNAL for November 1934 and May 1935.

THE EFFECT of tenure, or its lack, upon the mental and physical health of the teacher, upon her personality, upon the continued development of her teaching ability, will without a doubt directly affect the mental and physical health of the child, the development of his personality in desirable directions, and his ability to acquire the knowledge, skills, and attitudes that are his due.

The following is a list of attainments which are usually agreed upon as the desired results of education upon the child:

- [1] Accumulation of the knowledge, skills, and attitudes necessary for the present and future adequate adjustment of the child in the society in which he lives
- [2] Development, so far as possible, of a strong body
- [3] Development of emotional stability, of poise
- [4] Ability to think clearly about old and new situations, and to form judgments based upon this thinking
- [5] Ability and willingness to act upon such judgments
- [6] Development of character
- [7] Development of ability for leadership

Some of these minimum objectives are overlapping; many others might be added to the list.

Whether or not the child will obtain these results from his education, will depend upon the adequacy of the educational system, and especially upon its most important administrator, the classroom teacher. What does the teacher need in order to give these things to the

child? Here are a few of the essential requirements:

- [1] Adequate preparation; continued inservice training
- [2] Physical health
- [3] Mental health
- [4] Participation as a citizen in the affairs of the community
- [5] Obligation to present all sides of controversial issues
- [6] Obligation to present truth to the pupils
- [7] Consciousness that she will be supported in [5] and [6] by the school authorities
- [8] Freedom and encouragement to take part in teacher organization work which will result in giving the child better educational advantages

If a teacher has no tenure she knows that she may lose her position at any time, with or without notice; that she may be discharged for political reasons, often to make room for some political appointee; that she may lose her position for non-residence or because some less experienced teacher may be hired for less salary. She knows that her subject, justifiable tho it may be, can be removed from the curriculum at the whim of the board. She is also aware that she may be discharged or demoted to break her morale or that of the other teachers in her group. She may be discharged with the express purpose of increasing the teacher load to reduce expenses; and she may be discharged if she marries. Under such conditions what incentive has the teacher for continuing her training beyond the point demanded by the authorities? Why should she spend money and time developing her teaching ability when she has no surety of position? And just so far as the teacher does not continue developing herself to her potential capacities, so far will the child be deprived of that leadership and guidance which should rightly be his.

That economic insecurity undermines both physical and mental health is only too obvious. Nervousness, irritability, and loss of disciplinary power on the part of the teacher brought on by the feeling of insecurity, directly affect the physical

and mental health of the child. The harmonious relationship necessary between teacher and child is broken; many "problem cases" arise. Often the child, thru contact with even one such teacher, suffers irreparable injury and develops a dislike for school and study that is sometimes never overcome and which may terminate his school career prematurely.

Can a teacher without tenure take active part in the affairs of the community? Usually not, unless he barter his political connections in order to keep his position, and even then he would be in danger because of constantly changing political alignments. It is only the most courageous teacher who, lacking tenure, will present to his pupils all sides of controversial issues, especially those issues in which "the powers behind the job" are interested. How then can teachers so circumscribed lead their pupils to be clear thinkers—to be courageous and honest in their judgments? Most teachers know that no academic freedom is possible without tenure. Integrity of soul is sacrificed just where it is most needed, in the position of a teacher; the development of hypocrisy is the inevitable result.

Teachers are often blamed for the apathy of the general public in regard to political and social affairs, for the general lack of interest in educational affairs, for the high percentage of criminals among the young. These are largely the result of weak education which is directly caused by lack of tenure for all teachers. Encroachments upon the educational system will certainly not be vigorously fought by teachers who do not have tenure, and so the school, the child, and the teacher suffer together. Since the child is our hope for a better civilization, the removal of anything that hinders his development is of paramount importance. When parents fully realize the ill effects that come to their children from lack of tenure for teachers, there will be hope of concerted action which will provide tenure for every teacher in the land.—Stella Goldberg.

Department of Classroom Teachers

PRACTICALLY every section of the country is represented by the officers of this Department. Three of them here present their views on subjects that are vital to the profession and to the growth of the Department. In the September issue of THE JOURNAL one of the officers reviewed the Denver convention, and in October the president, Mary C. Ralls, sent a message to the teachers of the nation. In a future issue two other officers will discuss problems in which they are especially interested.

Legislative Outlook

FOR MANY YEARS teachers and administrators in our educational systems have been studying, writing, and talking much about so-called "teacher welfare" problems, but which may more correctly be termed "educational welfare measures." These include tenure, retirement, sabbatical and other kinds of leave of absence, and similar progressive measures.

Some may feel that these things have been studied so intensively and for so long that they now should be discarded for newer and more up-to-date topics. However, in view of the present situation regarding these measures, following another legislative season in the different states, it becomes more apparent than ever that these still are problems which are very much alive and should be kept in the front lines of legislative activity until they are satisfactorily settled in the interests of educational progress.

Retirement made slight advancement in few places last year. Tenure made noticeable progress in at least one state, California, where for the first time probationary teachers have won recognition and more reasonable consideration; leave of absence was attempted but no favorable report has yet been made.

Altho a majority of the teachers of the United States are now members of some kind of a retirement system, only a small percentage of them have the benefit of a sound and adequate retirement system. A still smaller percentage are teaching in states or cities which have adequate tenure laws. In many places having tenure, satisfactory probationary teachers are still being dismissed for political or other questionable reasons, or merely to prevent them from becoming permanent teachers.

Legislative measures or regulations for leave of absence have been attempted

in many places but satisfactory results have been attained in but few instances.

Until satisfactory legislation for all of these and similar progressive measures has been enacted in all the states, we must consider legislative problems along this line as very much alive, and demanding our best effort.

As teachers we should redouble our efforts to secure adequate legislation on these educational problems, and labor unselfishly and unceasingly for those states and communities which may not be as far advanced as our own in this legislation.—**Albert M. Shaw**, western regional director, Los Angeles.

Academic Freedom

BLAZONED in headlines in newspapers of the country last July were these and similar captions: "*Educators champion academic freedom.*" While that theme was discussed at the annual convention by radio, by panel jury, in resolutions, by committees, and at general and departmental sessions, back home many teachers and other citizens rubbed their heads and asked: "Just what do we mean by academic freedom?"

To clarify this much-headlined topic a catechism on the subject is presented below with answers which summarize the reports of the Committee on Academic Freedom as adopted in 1933, 1934, and 1935 by the Department of Classroom Teachers.

[1] *What is academic freedom?*—Academic freedom is the right of the student to learn and the right of the teacher both to teach unfettered in the classroom and to enjoy the same rights accorded to other citizens outside the classroom. The right of the student to learn includes his privilege to hear both sides of controversial questions, to be trained to distinguish between fact and opinion, and to be inspired to search for the truth. The teacher should have the right to present the various sides of controversial subjects and to give opinions, including his own, labeled as opinions. Freedom of speech, press, and assemblage written into the Bill of Rights we still consider as prerogatives of citizenship.

[2] *Where can I secure material on academic freedom?*—The Department will gladly send a copy of the bibliography contained in the report, to anyone requesting.

[3] *What is the Department doing in the matter of academic freedom?*—[A] This last year the Department conducted thru local associations a survey on the Present Status of Academic Freedom.

[B] The Department is affiliating with the Joint Council on Academic Freedom, an advisory group composed of representatives of national organizations primarily interested in education or academic freedom. The Council's

program calls for the advancement of academic freedom thru education and cooperation.

[C] The Department has investigated two cases where there was violation of academic freedom. There were amicable adjustments in these cases.

[D] The committee plans to prepare publicity material for use of the local associations; where possible to investigate cases of violation of academic freedom; and to publicize such cases at its discretion.

[4] *What should my local association do in regard to academic freedom?*—[A] Appoint a Committee on Academic Freedom in your local and state associations, such committee to work closely with your tenure committee.

[B] Organize a study-your-own-problems class in academic freedom. Aid for such a study group may be secured from headquarters.

[C] Help develop a public opinion that will appreciate and defend academic freedom.

[D] Make your classroom teacher organization an influential one.

[E] Report violations of academic freedom.

—**Emily Tarbell**, eastern regional director, Syracuse.

Are You with Me?

THAT IS WHAT the little cheer-leader asks as he stands before your student body at the pep meeting preceding the big game. That is what you, Dear Teacher, taught him to ask and the full yell that answers his question has its share in the winning of the victory.

Your leaders now are asking you the same question: *Are you with me?*

None of your officers can carry on as effectively as you want them to, as they hope to, unless you answer with generous support and encouragement.

First of all, tell your officers what your problems are, what help you need, wherein they can serve you. Write to the secretary and ask which of the officers will be in your vicinity; ask for a conference. You may be able to catch the very person you want most to see, enroute to some appointment or other. Be assured that every one of the officers will be only too glad to be of service.

In the second place, let your leaders hear of your successes, your victories, your progress. Wherever the line advances, it carries us all forward and good news, broadcast all along the line, encourages and strengthens. Not only does good news aid the workers but it gradually effects a change in professional standards, as well.

Now, if you ask your officers of the Classroom Department: *Are you with me?* they will answer: *Count on me.*—**Frances Jelinek**, secretary, Milwaukee.

Youths Support Dominant Party Programs

PHILIP W. L. COX

Professor of Secondary Education, New York University

IN THE postwar years, much gushing enthusiasm by advocates of democracy and of international understanding has welled up over the youth-movements of European countries. The "old men" had brought on, had waged, and had "settled" the War in their selfish, stupid, and short-sighted ways. Now youth was rising, they asserted, to challenge and overthrow the interests which had fattened on national hatred and on economic rivalries. Youths would seek out youths of other nations. They would stress their common interests and likenesses. They would refuse again to be used as cannon fodder. They would overthrow the old orders and build anew in a spirit of tolerance, compromise, and common purposes of mankind.

Such aspirations have seemed so sensible and so obviously desirable that we have often lost our fundamental bearings—youths must have the approvals of the adults with whom they come in contact and whom they admire. Else they cannot be secure and complacent and happy. They crave activity; they are eager to enlist, even to pioneer, but only if such adventure has the approvals of some adult groups whose admiration is sought. When such approvals are attainable, youths delight in the *eclat* of adventure; but it makes little difference whether short-skirts, wild parties, physical daring, peace parades, student strikes, or the violent suppressions of "red activities" furnish the occasions for action. These needs for active participations may be tolerantly neglected by adults, thus playing into the hands of night-club, bourgeois cheapness, and sexual display; they may be exploited and even prostituted by nationalists, by commercial advertisers, and even by highschool athletic coaches; they may be organized and directed by sober and earnest and idealistic statesmen and educators.

How the dictatorial parties of Italy, Germany, Yugoslavia, and Russia have seized upon the means for exploiting and training youths developed by religious orders and political parties and civic bodies thruout the ages and how these parties have used such instruments to assure their own continuance in power and to provide for their own successes are worthy of careful study by American educators. Each one according to his so-

cial philosophy may decide for himself how far he will support similar measures in America and in the world, and which ones he will oppose [and in what ways], and which ones he will neglect.

Italian youth—In postwar Italy, when the Fascist party emerged, it early encouraged adolescent boys to form "Young Fascist" bodies to cooperate with the local "fasci" in their dramatic and often violent and extralegal adventures. Under the general name *Balilla* the Young Fascist organization was extended to include adolescent boys—the *Avanguardisti*; and younger boys—*Balilla*; later it came to include adolescent girls—*Giovani Italiani*, and little girls—*Piccole Italiani*. All of these groups were organized nationally as the *Opera Nazionale Balilla*, the head of which was made assistant minister of education; all teachers were "given the opportunity" of entering the Fascist Party; all physical training, school feeding, and charity—*assistenza*—were furnished in the name of the "O.N.B."; district superintendents of schools were made presidents of local *Balilla* activities tho the commandant of the local militia was the chief authority for its program. With much color and music, with emphasis on sports and on community welfare projects, with much massed action and enthusiasm, and with much emotional appeal to their loyalty and selfdenial and vigorous cooperation under the great and faultless leader, Mussolini, these youth-groups find in their respective organizations security, approbation, and self-expression. Joyfully, freely, and eagerly they support their creeds, their country, their leader. From their ranks emerge natural leaders, "cadets," who become physical education teachers who are expected to maintain community organization in Italy on the Fascist model thruout future generations.

German youth—In Germany, the lessons taught by Italy's success have not been overlooked. Here, however, the youth movements during the postwar years were more diversified, vigorous, and spontaneous than they had been in Italy of the same period. In addition to the Socialist parties' youth auxiliaries and the Catholic and Protestant churches' youth societies, there had developed out-of-doors societies of hikers and bicyclers called *Vogelsanger* whose freedom and

neglect of some established codes of conduct won them a reputation for challenging the old order, tho their protests were seldom ideological.

Postwar Republican Germany both municipal and national, not only encouraged this youth movement, but tolerated both military organizations and international friendship groups. During the disheartening years, when it became increasingly evident that French national imperialism would not accept or permit the success of Germany's social republic, the pacifist-internationalist groups lost caste and their leaders were obliged to see their followers desert into the growing nationalist and national-socialist movements. The latter has been peculiarly successful in its appeal to youths. The competent young men whom one meets in the offices of the ministries and in the faculties of the new educational institutions, such as the School for Leaders, have all been active members of one or several forms of the youth movement. With their help, the Nazi government has succeeded in modifying the voluntary work-camp and *Landjahr* into compulsory work camp and *Landjahr*, while retaining something of the *elan* of the original movement. So, too, they have substituted the Hitler Youth for the activity program, have given it a vigorous nationalistic and semimilitary code and program under the leadership of twenty-eight year old Baldur von Shirach while keeping its outward freedom and self-expression.

In large degree, indeed, the National Socialist Revolution was carried thru by the enthusiasm of the redirected and discouraged youths who found hope for self-respect in membership in the marching hordes of Brown Shirts.

Youth of the USSR—In Russia, the Communist Party has followed Lenin's advice that the attainment of Communism is a matter of generations and that youth can be won to it only by being persuaded to create it. Recognition of the importance of youth of both sexes as active creative participants in the struggle to construct a socialist society antedates the Revolution of 1917. Indeed, a very large fraction of the Bolshevik fighting bodies from 1917 to 1924 were youths.

The Comsomols or Young Communists [both boys and girls] are not members

of the Party but in all regards they have practically the same responsibilities as those of their elders who do belong to it. Within the limitations imposed by official Party pronouncements, they create their own policies and carry thru their own program. Their protests and statements command respect. During the Trotsky-Stalin controversy many of them sided with Trotsky and on his defeat shared his disgrace. Indeed, following the Kirov murder, a number of those Comsomols who had opposed Stalin were executed. Within their own ranks they maintain a discipline fully as strict as that of the Party. Every member may be designated by his fellows to perform services, often arduous and dangerous ones, for which they believe him fitted. These services are undertaken with the seriousness of sacred trusts.

The Comsomols bear much the same relation to the Pioneers as the Party does to the Comsomols. They sponsor and lead the Pioneers, and they constantly influence the schools, the industries, and the other social agencies which serve these children. They accept into membership at fourteen those Pioneers who have given evidence of devotion to the programs of the party, altho the age usually required for applicants is sixteen. Membership in the Pioneers is almost universal in the cities; membership in the Comsomols is definitely limited to those youths who have proved their devotion to socialist construction.

Scandinavian youth—Quite different from the foregoing examples are

the diversified and sometimes competing youth indoctrinations of democratic Scandinavia. In Sweden and Denmark are found temperance societies, pacifists and internationalists, fascist-nationalists, democratic-socialists, communists, single-taxers, cooperativists, and even anarchists, and doubtless other social-political schools which are not only tolerated but actually are subsidized by the governments. Generally, each of these schools is a unit, but at Brunsvik in Sweden, all groups belong to one school community; the students associate amicably, however violently they may disagree intellectually. Teachers in these diverse schools are expected to speak their beliefs with the conviction that inspires them; but they are in honor bound never to deny a hearing to dissidents nor to attempt to discredit the sincerity of those adults and youths who disagree with them.

There is less tolerance and more defiance toward entrenched interests among the schools for the working classes in Norway and Finland, due to the persistence of cohesive and stubborn bourgeois-nationalist classes. In Finland, racial nationalism among the Finns [as opposed to the Swedish minority] is rampant. Nevertheless, diverse youth movements are tolerated in these countries. The Socialist Day School near Oslo flies the red international flag and has defied the bourgeois government to order its removal.

What of America's youths?—The almost universal interest on the part of youths in the social-civic affairs of their

countries is a reflection of the widespread interest among adults. The first lesson which America can draw from these countries is that if it is desirable for our young people to be seriously concerned with the present and future developments in this country, they must be brought into intimate contact with adults who do care. Teachers and recreational leaders and all other public employees who associate with youths must be selected from those who do care; all others should be eliminated. It is not necessary that they agree or even that they should say very much about their beliefs. *But they must care; else they cannot inspire youths to care.*

The second lesson is that we must find some means of stimulating youths of eighteen to thirty to take the lead. There is too great an age gap between adults who engage in politics, in labor disputes and policy making, in finance, in religion, and the rest, and the little boys and girls who belong to the Scouts. To be sure, we have numerous liberal, radical, religious and internationalist groups of young men and women in their twenties. In high-schools, there are numerous internationalist clubs. But there is a lack of cohesiveness and mutual support; a lack of true interest in the programs of these young people on the part of teachers and administrators.

When American teachers come to care about the welfare of the democracy they serve and the world in which they dwell, America too may have an effective youth movement—one that will assure the future of a democratic republic.

Earmarks of a Functional Unit

THE UNIT as a basis for instruction and learning originated out of the necessity to break up the total world of human experience into practical subdivisions for facilitating the administration of classroom procedure. The unit may be defined as a learning experience which consists of purposeful and related activities that grow out of and fulfil the individual or social needs recognized by the pupil. Assuming this definition, a unit is not an aggregate of subject matter to be learned; subjectmatter, rather, is utilized only as it contributes to the meaningfulness of the total learning experience provided for in the unit.

Characteristics of a well-planned and well-administered unit:

[1] It recognizes immediate needs and interests of pupils.

[2] It possesses social significance.

[3] It has unity, as it is organized around a central interest or problem; it is not just a hodge-podge of miscellaneous subjectmatter.

[4] It is comprehensive, as it utilizes a desirable and natural fusion of the various subject fields, permitting the use of pertinent content from the wealth of possibilities.

[5] It has continuity in that it relates to the preceding and the following units.

[6] It involves reading materials and learning activities suited to the varied maturity and capacity of pupils.

[7] It makes of the classroom a laboratory for constructive work rather than a mere place to recite.

[8] It stimulates progress in those phases of the tool subjects which are a natural part of it.

[9] It offers opportunities for pupil-participation in planning, executing, and evaluating the work of the unit.

[10] It improves the pupil-teacher relationship by making the teacher a co-adventurer with the pupil.

[11] It contributes to the development of wholesome social habits and attitudes on the part of pupils.

[12] It equips the pupil with concepts, generalizations, or technics which may be applied to other situations.

—C. C. Trillingham, assistant superintendent, Los Angeles County Schools.

A Window Plays a Part

MABEL P. VENOSS

Principal, General Beadle School, Sioux Falls, South Dakota

EDITIONAL NOTE—This article is a chapter from the 1935 Yearbook of the Department of Elementary School Principals, entitled "Socializing Experiences in the Elementary Schools." It illustrates the highly practical work of that Department to which every school principal should wish to belong. Send \$3 for membership, including this fine yearbook, to Eva G. Pinkston, executive secretary, 1201-16th St., N. W., Washington, D. C.

Any part of the yearbook, selected for reprinting in THE JOURNAL, will show the readable style and concrete helpfulness that characterize this 412-page volume. But it cannot indicate the great variety of activities, for the yearbook presents various phases of assemblies, plays and pageants, red-letter days, music and rhythms, school clubs, and pupil participation in school management. The article reprinted here is especially appropriate for the Christmas season.

DRAMATICS should have a place in every schoolroom. Thru dramatic activity the child learns to adjust himself to the group; he grows in appreciation of the contributions of others; and he enters into experiences which he otherwise might never have. In playing a part, the child's personality is freed in such a way that self is forgotten and he lives the character he portrays.

This development of character and personality begun in the classroom may be extended by means of entertainments which are developed as all-school projects. In nearly every school there is some teacher who has had special training for, and is particularly interested in, play-producing. Such a teacher readily assumes the chief responsibility for school entertainments, while the other teachers help by supervising the planning and the making of stage settings, costumes, and programs. The children, of course, must have the opportunity to do all they can in developing the entire enterprise.

In the writer's school it has been the custom to give, shortly before Christmas, an evening entertainment featuring as many children as possible. For this program no admission is charged. It is our gift to the patrons of the school and to all in the community. Consequently we

have always tried to present something that would portray the true Christmas story or the real spirit of Christmas,



BESS ROGERS CLEMENT, principal, Eliza Clark School, Clarksdale, Mississippi, and chairman of the editorial committee for the 1935 Yearbook of the Department of Elementary School Principals.

rather than the Santa Claus myth.

Preparations for the play—Two years ago we chose as our offering the story of "Why the Chimes Rang," to be given by children of the intermediate grades. [The deeply religious aspect of the activity described in this article will appeal to most, if not all, of the yearbook's readers. Undoubtedly, however, activities of this type are more likely to be appreciated in some communities than in others. Tact and good judgment should guide the principal on all questions of this kind.—*Editorial Committee.*] The pupils of the sixth grade used the story as reading material early in December. There was great incentive for improvement in reading when the children knew that one of their number would be chosen to serve as the reader when the story was given in pantomime. How they strove for pleasing voices, correct pronunciation, clear enunciation, good posture, and poise in telling this lovely story to their listeners! And as they worked with it the story became a part of them.

As the reader may recall, most of the action in the story takes place in a church. We decided to use the stage of our auditorium as the altar and choir sections of the church, and the auditorium proper as the nave. Thus, those who came to see the play were a part of it. They comprised the congregation, and some of the actors—the writer, the king, and the rich men and women—sat among them.

In their history and geography classes these same sixth-grade boys and girls were studying the great cathedrals of Europe. Interest in stained-glass windows and in artists of the Renaissance was at high pitch. Soon the suggestion was made that the children be allowed to make a stained-glass window and organ pipes for the Christmas play. Since all grades were using Raphael's "Madonna of the Chair" as part of their December picture study, we decided to show this picture in the window. It seemed like a big task and indeed it was, but nothing we have ever done has gained so much admiration from young and old alike as did this window.

Making the "stained-glass" window—From their knowledge of making large wall maps from small maps by using the lantern, the children knew that they could put a miniature print of the Madonna into the opaque projector and enlarge it to the size desired. So the $3\frac{1}{4}'' \times \frac{1}{4}''$ picture was focused upon a large piece of tagboard made by joining nine 24" by 36" pieces together, and the outline of the picture was traced upon this. Next the art teacher was called upon to plan the marking out of the joining strips, which would give the leaded effects, and to indicate which sections should be cut out. The cutting was done with sharp blades, and the remaining strips were painted a deep grayed-brown.

Discrimination in the choice and harmony of color was necessary when the cut-out sections were replaced with cellophane. Many lovely shades of this material were used, ranging from the palest flesh-pink for the faces and the arms of the Madonna and children, to the deep violet, purple, and red, the vivid blue, rich green, and glowing amber for the shawl and other garments.

Altho reinforced by a frame of narrow boards, the main part of the window was

a fragile network of narrow pieces of tag-board. For this reason most of the work of pasting the colored cellophane in place was done by girls. They worked with almost feverish excitement so that they might see the completed window in place. Finally it was finished and placed so as to cover all but the lower fourth of the middle section of the wall at the back of the stage. Then the children stood back and viewed their handiwork, and it was almost unbelievably good.

This window became the central piece of scenery, around which the rest of the stage setting was built. An altar improvised from a large library table was placed below the window. The boys made the organ pipes, which were to be placed diagonally on either side of the window so as to conceal the rest of the back wall of the stage. Wide lengths of corrugated roll were fastened together and painted with brown, bronze, and gold to simulate pipes. The ordinary width of corrugated board, stained a dark brown, formed the sides of the choir stalls which occupied both sides of the stage. Kindergarten chairs and low benches were used as choir seats.

In the music classes the carols to be sung were rehearsed. The sweetest, clearest voices were to be used in the choir; the other singers were to have front seats in the congregation. Everyone realized that much of the success of the play depended upon each individual singer. The songs must be memorized accurately, and care must be taken to give fitting expression to each phrase of the music. For accompaniment we used an organ concealed behind the organ pipes, and for chimes a phonograph record of bells chiming "Joy to the World."

An extra platform was built at the left of the stage. It was covered with white and banked with fir trees. Near a table covered with snowy linen stood the reader, a fair-haired girl dressed in a long flowing robe of white. The only light came from a five-branch candelabrum.

Presentation of the play—After the first part of the story was read, the pantomime of Pedro and Little Brother took place in front of the curtain. A spotlight followed the children across the stage.

For the second scene the curtain was drawn open to reveal a stage dimly lighted except for the moon shining thru the stained-glass window. As the organ prelude began, an altar boy lighted the candles. The stage became lighter and lighter; the "stained-glass" gleamed brighter and brighter. The Madonna

from the window spoke her message to the audience and a hush fell upon the assembled crowd.

AN APPEAL TO PRINCIPALS—The officers of the Department of Elementary School Principals are anxious to obtain information as to the major professional interests and activities of principals during 1935-36. In which three of the following general phases of education will you be most interested during the present school year?

- School organization and management
 - Supervision and methods of teaching
 - Mental and achievement tests
 - Mental and physical health of pupils
 - Buildings, equipment, and supplies
 - Curriculum construction [list subjects]
 - Pupil accounting and guidance
 - Teacher personnel, tenure, etc.
 - School finance, taxation, etc.
 - Character education, moral tests, etc.
 - Public relations and community contacts
 - Visual aids and other special methods.
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Then from the back of the auditorium came the children representing the congregation. When all were seated, the processional of the vested choir, led by two boys carrying tall white tapers, entered from either side of the church, and chanting "O, Come All Ye Faithful," proceeded down the main aisle. The singers were followed by the bishop. The service was opened by the singing of Christmas hymns.

The rest of the story is familiar to all: the presenting of the gifts—the book from the writer, the money and jewels from the rich—and then the eager expectancy of the congregation as the King and his attendants mounted the steps and the royal crown was placed upon the altar. Still there was no sound of the bells. The choir began to sing "Silent Night," but while they sang the organ stopped and the glorious chiming of the bells pealed forth as Little Brother crept in and laid Pedro's tiny piece of silver on the altar. The singing of the hymn continued as all left the stage and attention was again focused on the picture in the window. It had played a part in a sermon not preached.

Using the window a second time—Last year at Christmas we presented the story of the Nativity in pageant form. Again we used the window, this time with black cloth drops reaching from ceiling to floor on both sides of it. The choir and the organist were hidden from view behind these curtains.

We divided the story into four episodes: [1] the angel's appearance before Mary—the annunciation; [2] the manger scene; [3] the coming of the shepherds, the wise men, and the kings; and [4] a great procession of children costumed to represent boys and girls of many lands, coming two by two—the tiniest first—down the center aisle, each child carrying some gift to the Christ Child. Thru this idea we hoped to foster the feeling of international peace and goodwill [which is the basis of Junior Red Cross activities].

Appropriate Christmas hymns were sung during the action of the various scenes. With the singing of the recessional, all the minor characters left the stage and the lights faded upon the original manger scene with the window in the background.

It is not necessary to make or to buy elaborate costumes for such a performance. The garments of Mary, Joseph, the angel, and the shepherds are simple ones. Lovely fabrics and rich colors, bits of this and of that, can be combined with brilliant effect for the kings and the wise men. Costuming the children of other lands is not difficult. Some pupils will have foreign costumes in their homes. In other cases, the planning of the costumes can be made an outgrowth of the social-science study.

Conclusion—Both pageants mentioned above were beautiful in such a simple way that they were really touching and soul-stirring. The lovely music, the unpretentious settings, the eager faces of the children thrilled by the play, the changing lights, and the colorful costumes all made a living, moving, vital thing—a true expression of the faith and natural reverence of children the world over.

Similar projects can be carried on, and are carried on, in other schools, altho the details must necessarily be different. The play must grow from a natural setting. It must come from the reading, the study, and the inborn interests of the children themselves. If the necessary background is supplied, the children will do the rest. Whatever may develop, if the children have the major part in producing it, it will be of untold value to them.

America Becomes Housing Conscious

By J. Earl Davies



EDITORIAL NOTE—*Beyond the era of transition, confusion, and problem-solving into which America is now plunged, along with the rest of the world, must come a period of growth—literally the building of a civilization for all the people. That is the real meaning of democracy.*

Toward what values shall we work? On the material side, assured useful employment and security in a satisfying place to live must be at the foundation. All our aspirations for personal growth and the fine arts are affected by the quality of our surroundings. These are matters that every school student should consider as a part of the planning of his own life.

In this feature, J. Earl Davies brings together a most comprehensive brief survey of the American housing problem. Mr. Davies is Associate Professor of Education at the Adams State Teachers College, Alamosa, Colorado, and a member of the Colorado state course of study committee. During the past year he has been making an intensive study of curriculum materials on housing in connection with study for the Ph.D. at Teachers College, Columbia University.

AERICAN INDUSTRY has often claimed for America "the highest standard of living of any country in the world," quoting as evidence that "almost every family has a radio and an automobile."

Social scientists have disagreed. "After all, what is a high standard of living?" they ask. "Is it possession of automobiles, radios, electric washing machines, vacuum cleaners, and mechanical gadgets? Or is it the possession and effective use of things more essential to healthful, happy, and harmonious family and community life?"

If the high standard is determined by mechanical gadgets, then we have it, as compared to European standards, thanks to modern instalment purchasing plans and high-pressure salesmanship. If it is to be judged by possession and effective use of comfortable, spacious,

and beautiful dwellings, lawns, parks, gardens, and other means for effective community life, then we do not have it. Altho mechanical labor-saving devices are necessary to a high standard of living, nothing contributes so much to healthful, happy, and harmonious family life as does a good house in a good community.

For fifty years men and women have worked to raise the American standard of shelter. Only since 1929, spurred by the emergency needs of depression-stricken families, have they succeeded in enlisting the help of the national government in a nationwide housing movement. America is beginning to face the facts about housing. Agencies of all kinds are at work planning better homes.

Since 1928 more than twelve hundred books, magazine articles, and bulletins have been published on various phases of the housing problem.

Organizations doing research in housing include the Housing Study Guild, National Housing Association, and Housing Section of the Welfare Council, of New York; Metropolitan Housing Council of Chicago; Better Housing League of Cincinnati; the Pittsburgh Housing Association; and the Philadelphia Housing Association. These organizations conduct research, publish bulletins, arrange exhibits and housing inspection tours, and hold meetings to arouse public interest in housing.

Many wealthy men and women have financed new housing and city planning projects during the last fifteen years, thus providing better homes for many families and pointing a way to better housing. But America's housing problem is so large that private gifts, however commendable, can remedy only a small amount of the shortage.

An increasing number of Americans go abroad each year, and Europeans come to America, to study housing. Two excellent books based partly on recent observations of European housing conditions are *Recent Trends in American Housing* by Edith Elmer Wood, and *Modern Housing* by Catherine Bauer. Housing was one of the subjects studied on European and Asiatic tours sponsored last summer by American universities. During the summer of 1935 international housing conferences were



held in London and in Prague. In 1934 a group of European housing experts toured American cities to study housing and confer with our leaders.

The problem of housing has attracted the attention of lawmakers. Nearly all the states have passed some kind of housing laws during the past four years.

To the New Deal, under President Roosevelt's administration, belongs much of the credit for this new nationwide interest in housing. Foundations had been laid in 1931, however, by Herbert Hoover who as President arranged a conference on Home Building and Home Ownership to which experts in housing and all related fields were invited. The Conference published its report in eleven volumes in 1932, and this report has done much to arouse interest in housing.

Housing activities of the federal government under the present administration are discussed in detail in "A New Deal in Homes," page 295 of this feature. In general, the federal government is proceeding on two broad fronts, one with the objective of providing more and better homes thru direct federal action; the other with the objective of providing homes for a wider group thru a federally encouraged and guided revival of private construction.

The building industry is also taking part in the plans for better homes. Altho that industry has lagged behind others in the use of scientific methods to produce inexpensive goods it is now producing housing which promises to be efficient, comfortable, and attractive, and low enough in cost to be afforded by many people heretofore unable to have good housing.

Housing is becoming a school subject. Courses in housing are listed in university catalogs. It is a part of many of the newer elementary and highschool courses of study. It is discussed in new highschool textbooks, not only in the social studies but also in science and mathematics. It was the subject for discussion at a section meeting of the convention of the Department of Superintendence, at Atlantic City in 1935.



Is This a High Standard of Living?



Courtesy, Housing Study Guild

A GROUP of students visited a tenement family in New York's lower east side slums. They saw block after block of ugly four- and five-story tenements rising above filthy pavements littered with refuse from pushcart vegetable markets, with garbage tossed from windows, and with junk discarded by the children who swarmed in the streets.

The students picked their way over the filth, pushed thru crowds of ragged children, entered a flat. They climbed the stairs; boards creaked; elbows could touch both walls. Odors accumulated for decades filled the place like a fog. The students shuddered at a remark that a lower-hall fire would sweep up the wooden stairs like a whirlwind. Later, when they examined the fire-escape, they concluded that only an acrobat could use it successfully.

They entered a fourth-floor apartment after an exhausting climb. Four tiny rooms in a row, kitchen at the back, livingroom at the front, two bedrooms in between. Mother, unemployed father, four children ages three to twelve, a married daughter and her baby, a grandmother, were all crowded about the small coal-burning kitchen stove, the only source of heat. The livingroom, not more than nine feet square, had a broken cot, bare floor, two old chairs, a catch-all table in a corner. In each bedroom, the bed occupied three-fourths of the space. Clothing hung from bedsteads and wall-nails; there were no closets. Only the kitchen and livingroom had outside windows. The bedrooms had windows in the walls which admitted light only from the windows of the other rooms. The only

bathing facilities were supplied by a combination bath-sink-washtub in the kitchen. The kitchen also contained the toilet, surrounded by a flimsy building-board booth.

This was home to two families—ten people! Where they all found room to sleep was a mystery. The social worker said this was one of the best homes in the neighborhood. There are thousands like it, and worse, in New York and other cities.

The year 1901 was a milestone in New York housing history. Before that year, ramshackle tenements grew like weeds on Manhattan Island, to house the new immigrants. No thought was taken of health, comfort, or safety, but only of getting as much rentable property on as little space in as short a time as possible.

The housing law of 1901 forbade further construction of such tenements and they became known as "old-law tenements." Altho condemned in 1901 as unfit for family life, as late as 1932 they housed 1,800,000 people. In January 1935, it was estimated that 60,000 of them were still in use. During 1934 about 500 were torn down; at that rate

it would require 120 years to get rid of them. However, recent government appropriations are hastening their demolition.

New York City is not unique in possessing slums and bad housing conditions. This is typical of all American cities. The Philadelphia Housing Association on an inspection trip in 1933 thru seventy miles of city streets reported that forty miles were thru areas where hundreds of homes were so substandard that "they could not have been approved by any health department for the stabling of dairy cows."

Cincinnati, in 1934, selected a slum area as a site for a federal housing project. Altho not one of the worst areas in the city, 52 percent of the flats had no sanitary conveniences other than a sink; 69 percent had toilets in the halls or yards; and 8 percent had no sanitary conveniences at all. Buildings and rooms were congested; there was almost no play space.

Slum areas have become worse in almost every city in the United States during the depression. The Federal Housing Administration reported in 1934 that 16,000,000 dwellings in the United States were in need of repair; 3,000,000 were beyond hope of rehabilitation.

Slums are not restricted to large cities by any means. As the city has its slums, so the small town or village has its shantytown by the railroad or river's edge where families are huddled together in flimsy, makeshift houses.

Rural families also suffer from poor housing. Between 70 and 90 percent of farm and village homes have no indoor toilets and no bathrooms. A recent government survey shows that more than 10 percent of farm homes in the United States are unfit to live in and should be replaced. Rural housing is fully as bad as urban housing in America. Some writers say it is worse.



Courtesy, Building America



Courtesy, Housing Division, PWA



Courtesy, Housing Study Guild



Where Children and Flowers Cannot Thrive

CHILDREN cannot thrive where flowers have not sunlight enough to bloom," says Edith Elmer Wood. Which suggests that good housing can be defined as "where children and flowers thrive." How suitable for human life and health is some of the housing we have described?

New York Times, Feb. 18, 1934—Five children and three adults died early yesterday morning in a blaze that started in the basement of a five-story tenement house.

New York Times, Mar. 4, 1934—The death of two more persons in a tenement house fire yesterday drew from Mayor LaGuardia sharp criticism of the courts for permitting the continued use of old-type tenements . . .

Fire! No escape! Terror! Death! This happened in 1934 in houses legally condemned in 1901 as unfit for human habitation! Headlines from newspapers in other cities read the same.

Nor is the small town exempt, where the danger from fire is perhaps less, but where disease caused or spread by bad housing takes heavy toll.

Fire and accident hazards, lack of sunlight, poor ventilation, room congestion, impure water supply, insanitary toilets, lack of private toilets, lack of sewer connections, excessive dampness, inadequate protection from weather, lack of screening against flies and mosquitoes, lack of protection against vermin and rats, laborious stairs to climb—these are characteristics of a surprisingly large number of American homes, rural and urban. It must be admitted that farm homes, however dilapidated, are usually better ventilated and more exposed to sunlight than city tenements, but they suffer from bad drainage.

We do not have to guess about the close relation between bad housing and bad health. A Cleveland study revealed in 1930 a deathrate of 15 per 1000 population in the lowest economic area as compared to 7.2 in the highest. The tuberculosis deathrate varied correspondingly from 215 per 100,000 population to



Courtesy, Housing Study Guild

34. The infant mortality rate per 1000 births was 110 in the area with an average rental of less than \$15 and only 26 in the areas with an average rental of \$100 or more.

The worse a house is for people, the better it is for disease germs, especially if it is overcrowded. The infant deathrate is two and a half times as high in families whose homes average two or more persons per room as in families averaging less than one person per room.

Dark, badly ventilated rooms provide excellent places for the harboring of disease germs. Certain kinds of germs, such as the tubercle bacillus, are destroyed by direct sunlight in a few minutes, but live for weeks or even months in a dark room. Slum districts are notorious for high tuberculosis rates.

Growing children are particularly handicapped by lack of sunlight because of the necessity of ultraviolet rays for proper physical development. Lack of sunlight produces rickets, a common disease among slum-dwelling children. In factory towns, soft-coal smoke clouds the sunlight and results in rickets, car-

diac and respiratory diseases among children and adults.

Contaminated drinking water is a frequent source of disease. In many homes, even in cities, water must be carried from a well or hydrant in the yard. In some cases, altho a tenement is piped for water, a solitary spigot must serve all families in the building. Drinking water on the farm is often contaminated because the well is located too near the outdoor toilet, or the barnyard, and receives drainage from these places.

The toilet, whether outdoor or indoor, is a source of disease when not kept clean and when exposed to flies. In the South, improper disposal of sewage is likely to spread hookworm which enters the body thru the soles of those who go barefoot. Many city homes as well as farm homes have outdoor toilets. A common condition in the slums is for several families to use the same toilet. Of 386 families in a slum area in New York in 1933, 69 percent did not have toilets in their own apartments. When several families share a toilet, nobody takes responsibility for keeping it clean. The outdoor toilet or an insanitary toilet also discourages regular health habits and thus leads to illness. Children often postpone as long as possible a trip to an insanitary toilet or to an outdoor toilet in cold weather.

The plan or structure of a building may affect the health of its occupants. Long stairways aggravate heart trouble. Inconveniences which make more work cause more fatigue and thus lessen bodily resistance to disease. Lack of room in a house may make rest impossible.



Photographs, Courtesy, Housing Study Guild





The House Makes the Man



Courtesy, Building America



Courtesy, Housing Study Guild

CLOTHES MAKE THE MAN is a well-known saying which contains a small grain of truth, but "the house makes the man" is a more significant statement. It is likely that housing contributes, directly or indirectly, more than any other part of one's surroundings to personality and character.

A sense of freedom which results from adequate space; privacy for each member of the family when desired; quietness, away from the noises and odors of traffic and industry; comfort, restfulness, and cheerfulness; beauty in the home and its surroundings; a happy and harmonious family life; pleasant neighborhood associations and friendships; opportunities and facilities for recreation for all members of the family, indoors and out; inspiration to engage in creative activities in maintaining the beauty of the home and its surroundings—these values of good housing contribute to the development of personality, to the making of citizens of character.

We have shown that many Americans live in poor houses. What are the results? What kind of men and women does bad housing make?

Millions of persons in America live in crowded hovels where numerous children, who cannot get away from each other, maintain a constant bedlam of noise; where there is no privacy for sleeping or bathing; where cleanliness requires constant and strenuous labor and often is not possible; where neighborliness does not flower because of lack of opportunity; where beauty does not enter; where the strains of noise, fa-

tigue, and discomfort make family accord impossible; where children have no place to play, indoors or out; where inspiration for improvement is nipped in the bud because every effort meets with discouragement. Such houses tend to make people quarrelsome, immoral, slovenly and unappreciative of beauty.

Against such influences as these, the school is ineffective in molding personality, thinks Lewis Mumford, who says, "Against all that conscious education can do, the more fundamental unconscious education of our backgrounds, our daily activities, our casual sights and responses work toward the production and the apathetic acceptance of chaos."

Two strong desires are important in the lives of all of us in causing us to act in certain ways—the desire to be powerful or influential, and the desire to be approved. But, if we cannot have the satisfactions of life in natural ways, we tend to seek them in other ways.

Children who live in the kind of a house described in the second paragraph have opportunities to satisfy their desires in wholesome ways. Children who live in slums and shantytowns do not have these opportunities, and therefore learn to gain these satisfactions in other ways. If they have no place to play wholesome games, they will find places to play unwholesome games. If they do not have safe places to play, they will seek play-space which may be dangerous. If they do not have play equipment, they may learn to get it by stealing. If they do not have supervised play, they will organize unsupervised play, perhaps

of the gang type. If they do not have cultured, moral leaders, they will select leaders who may be criminal.

Surveys in New York, Minneapolis, Philadelphia, Seattle, Cleveland, and many other cities show a close relationship between bad housing and crime. A New York committee in 1934 reported the slum sections of that city to be "focal points for the propagation, training, and development of juvenile delinquents and criminals." The slums showed consistently high rates of juve-

Wholesome recreation when street and alley are the only playgrounds?



Courtesy, Housing Division, PWA

nile delinquency. Children reported to be wayward and ungovernable were twice as numerous as in the better housing sections. In Brooklyn, the Brownsville area, which had the poorest playground facilities of any section, was found to have the highest crime rate per capita of any Brooklyn neighborhood.

A careful survey of delinquency and crime in a representative slum area in Cleveland revealed that in this small area which contained only 2.1 percent of the city's population, more than 21 percent of the city's murders had occurred during a twelve-year period. More than 6 percent of the boys brought into juvenile court lived in this area.

We do not mean to say here that bad houses always make bad people, and that good houses always make good people. Some of the best men and women we know may have lived in undesirable houses when they were children, and some of the worst scoundrels may have lived in good houses. But the fact remains that areas of bad housing contribute many times their proportionate share of twisted personalities and unsocial characters. A boy or girl has several times as many chances to develop a wholesome personality and a good character if he lives in a good house and a good neighborhood as he has if he lives in a neighborhood of bad houses.

Housing is to a child what soil is to a plant. To grow good plants we need good soil; to grow good people we need good housing.



OUR CITY cannot afford to use public money to replace its slum areas with better housing," says John Taxpayer, "because to do so will raise the already skyrocketing tax rate."

While directly or indirectly, everybody who buys goods of any kind is a taxpayer, let us assume here that Mr. Taxpayer is a fairly well-to-do businessman who lives in a good house in a desirable neighborhood. Can he afford to pay more taxes to provide his slum-dwelling fellow citizens with better homes?

Businessmen place considerable value upon the maintenance or increase of a city's population. The more people there are, the more customers for industry there will be, and a declining population requires a difficult reorganization of business. Such a reorganization may have to be made in the not too distant future, because our rate of increase in population is becoming slower each decade. The National Resources Committee estimates that it will be stationary by 1960. Therefore, from a purely economic viewpoint, it is good business to do whatever we can to lower the death rate in our nation.

Edith Elmer Wood quotes the *Austrian Yearbook* to show that in 1926 the United States had a higher death rate than New Zealand, Australia, Netherlands, Norway, Denmark, Canada, England and Wales, Sweden, Uruguay, and Germany. She gives as the reason for our high death rate that "Ours is the only one among these nations which considers it no concern of the community that a third of its families live in homes which lower their resistance to disease and multiply their chances of infection." Since New Zealand has a death rate of only 8.7 per 1000, there is no reason why the United States should have one of 12.1 per 1000. Estimating each life as worth the ridiculously small figure of \$5000, Dr. Wood shows that the United States is sustaining an unnecessary annual loss of 415,000 lives, which represent an annual economic loss of more than 2 billion dollars.

Suppose that Mr. Taxpayer lives in a small city of 125,000, which is approximately .001 of the population of the United States, and this city bears its proportionate share of this needless death rate. Unnecessary deaths in this city then number about 415 annually. If each life is worth \$5000, this represents an annual economic loss to the city of \$2,075,000. Can Mr. Taxpayer afford to allow his city to suffer an an-

SLUMS—

the Most Costly Housing

nual loss of more than 2 million dollars worth of its most important capital?

The financial loss to a community in the death of a citizen is not often realized. Economic loss resulting from illness is usually more apparent. Since the sick person cannot work, he is an industrial liability. He is, furthermore, a financial liability because money must be spent for his medical care and hospitalization. Conservative estimates place the annual cost of illness to people of the United States at more than 5 billion dollars. It is also estimated that at least one-half of this illness is preventable. We have already shown the disproportionately high rate of disease and illness which occurs in slum areas. Bad housing, thru increasing illness, thus contributes to industrial loss.

Analysis of a slum area in Cleveland made by the Metropolitan Housing Authority showed that health services for that area cost approximately 3 times as much per person as for the entire city. Fire protection cost 6 times as much per inhabitant as for the entire city. Police protection in that area cost approxi-

mately 2½ times as much per inhabitant as in the city as a whole; 3 times as many boys from this area were brought into juvenile court as from the entire city. Each juvenile court case costs on the average about \$25 in that city.

The cost of maintaining courts and policemen is thus nearly 3 times as great for this slum area as for Cleveland as a whole, not to mention the additional economic loss involved in goods stolen and destroyed, and in maintaining prisons and reformatories. Can John Taxpayer afford to pay a little extra money to cover the first cost of replacing the slums with better housing?

It is often difficult to reach Mr. Taxpayer with arguments concerning the welfare of the community as a whole. He has been fooled so often that he wants to know how the matter will affect his own home, family, or pocketbook. How, then, do slums affect him directly and personally?

The slums affect him personally because disease germs cannot be confined to the slums. In a congested district, if an infantile paralysis epidemic breaks out, it may spread thru the entire area. There can be no effective quarantine. People from that section go to other parts of the city to work. They ride on the crowded trains or street cars; they work in the factories; some of them work in the manufacture of foods; they attend the theater and other public places. Sometime, somewhere, John Taxpayer's children will come in contact with people who carry the deadly germs, and this may mean for the children illness, lifetime deformity, death. That is just what happened in 1916 and 1931 when the dreaded infantile paralysis plague arose in the same slum area of Brooklyn, and crept over the country with no respect for either wealth or position.

From a humanitarian viewpoint, Mr. Taxpayer *should be* willing to contribute to the replacement of the slums. But from a purely selfish viewpoint, he *had better do it!* Mr. Taxpayer and his community *can* afford to replace the slums, because to leave them standing and occupied is more costly than to replace them. Slums are the most expensive housing.



Courtesy, Housing Study Guild

Homeward bound. "All hope abandon, ye who enter here."



Land and Liberty

WHY CAN'T the millions of poorly-housed Americans have better homes?

The obvious answer is "They can't afford them." Incomes are too small, housing costs too high, or costs of other goods so high that not enough is left for housing. Why is the cost of housing so much higher than the cost of other goods?

Three items must be paid when a house is built—land, construction, and interest on borrowed money. Included in each item are a multitude of fees and profits for realtors, contractors, attorneys, salesmen, advertising agencies, architects, workmen, manufacturers, and others. Taxes and cost of maintenance also help determine housing standards.

The farmer's chief housing costs are for construction, interest, taxes, and maintenance. His house lot costs only a small part of the total cost of his farm land. Land cost is a more important part of the citydweller's housing expense.

Land useful only for farming costs from \$25 to \$250 an acre, depending on fertility, improvements, nearness to markets, transportation facilities, climate, rainfall, and price of farm products. As a city grows, nearby farm land increases in value because it is in demand for homes and industries. Land prices usually are pushed much higher than *use value* by speculators who hold the land until demand for it is so great that they can get the prices they ask.

This price-hoisting process is described in *Fortune* for March 1932. A piece of land which had already risen to \$3000 an acre because of its nearness to the city, rose in price to \$25,362 an acre before a house was built on it. Costs per acre added to the original \$3000 included:

[1] One-third laid out for streets and remainder increased in price 50 percent, \$1500; [2] land survey, \$450; [3] improvements and utilities, \$6000; [4] contractor's profit on improvements, \$600; [5] landscaping, \$112; [6] advertising, \$400; [7] bonus for funds borrowed at 2 percent, \$280; [8] promoter's interest on mortgage and capital, \$2520; [9] promoter's profit, \$4500; [10] selling agent's costs and fees, \$6000.

This brings the total to \$25,362. Of this amount, 51 percent was spent for land and improvements, whereas 49 percent went for *intangibles* such as profit, selling expenses, and interest. This land-marketing process loads a great burden upon the homeowner or renter in the

form of higher purchase price, interest, or rent.

Wealthy homeowners are able to pay such costs. But homeowners of average income are forced either to give up their homes or to maintain a low standard of living. Many are forced to divide up their homes into apartments to rent. Others enlarge their houses to provide more rentable space. The comparatively low rent attracts low-income families. The influx of people attracts businesses. Added population and commercial buildings raise prices of land and taxes. Higher taxes require more rent. The average or low-income family can pay only so much rent. When rent becomes higher, they are forced to move to smaller quarters. Houses are further subdivided to make more and smaller apartments. More families move in. Added population raises land and taxes again, and so the vicious circle widens.

Congestion makes the neighborhood relatively undesirable. Original owners soon move to less crowded areas, and either sell to real estate speculators, or themselves become real estate speculators and absentee landlords. As absentee landlords, their chief concern is to get the most rent for the least expenditure. This hastens depreciation of the neighborhood until it becomes a slum area.

In smaller towns where land is cheaper, low-income families live in tiny one-family hovels. The result is the shantytown so common thruout the United States. However bad these hovels are, they do get sunlight and air, which cannot be said for most of the city slum flats.

Land rises in price when it becomes desirable for residence purposes. This may be caused by:

[1] Growth of industries which provide jobs for workers, [2] creation of new transportation facilities which connect the land with places of work: [3] park and landscaping developments

which attract homeowners, and [4] development of adjacent residential areas.

When one of these events takes place, landowners are able to sell at a profit *without having done anything to earn the profit*. They enjoy values created by somebody else. A large steel company, for example, made no provisions for housing its employees when it built its plant near Buffalo. As a result, real estate speculators reaped \$7,000,000 in profits from increased land values. This made housing so expensive that the workers either had to commute from Buffalo or live in badly built houses.

Seven millions to speculators in one community! And where did it come from? In the end it came in the form of rent from wages of workers who had to have homes near the plants; wages which should have been paid for better food, clothing, and all the other things necessary for healthful and happy living.

Increase in residential property values comes first from the people who live in the community. Since they create the values they should reap the benefit. The values created by their possession, use, and improvement of residential properties should be conserved to the homeowners, and not squeezed out of them for speculative profits. Efforts to curb speculation bring a great outcry from speculators. "Such limitations violate the American principles of liberty!" they complain.

Whose liberty? The liberty of a few individuals to grow rich from the unearned increment of inflated land values, or the liberty of millions of workers to enjoy beauty, health, and happiness? We shall have to choose, and regulation of land speculation will have much to do with it.



Courtesy, Housing Study Guild



THIS CAR COST \$1200 IN 1903 reads a sign on an old automobile in a salesroom window. The exhibited vehicle is one of the earliest of a popular make which sells today for about half the 1903 price. In the higher-priced cars, a much greater change has occurred; a wellknown make of car which sold for \$5000 in 1911, now sells for about \$1700.

These modern cars are superior to the older ones in almost any way one can mention. In the face of rising costs of materials and labor, automobile manufacturers have succeeded in making better cars to sell at from one-half to two-thirds less money.

What about houses? In 1911, the family that paid \$5000 for its car paid \$7000 for its seven-room house, which was of adequate size and good quality. In 1931, when the same make of car sold for \$1700, a house of similar size and quality to the 1911 house, without the land, cost \$14,000. Why did automobiles drop from 50 to 66 percent while the cost of houses doubled? Among the many answers, four stand out:

[1] The automobile industry has taken advantage of all aids to production which the machine age has provided, while house construction has remained essentially a handicraft industry.

[2] Custom and obsolete methods have made construction a seasonal occupation, while the making of automobiles proceeds all the year round.

[3] Lack of standardization of housing materials means high costs of merchandising and opportunities for profit to an excessive number of middlemen, whereas the closeknit organization of the automobile industry has brought about economical merchandising and reduction of middlemen to the minimum.

[4] The racketeer has levied "tribute" in great amounts upon contractors and labor organizations, whereas the automobile industry has been little affected by the racketeer.

Mechanization and organization—in these lies the secret of the efficiency of the automobile industry. In the modern automobile plant, separate parts enter the factory at one end, move thru on an endless conveyor, and emerge as finished automobiles. Everything moves according to a detailed plan.

From the field, the mine, and the forest come fibre, ore, and timber which go into the foundry and the mill, and come out as steel, sheet iron, glass, lumber, fabric, and other materials to make a thousand different automobile parts. Over many routes these materials pass thru the factory where intricate machines guided by skilful hands make them into parts—bolts, nuts, engine blocks, pistons, fenders, plate glass,

If Automobiles Were Built As Houses Are—

wheels, and all the others. Completed parts are placed along a larger conveyor which bears automobiles in various stages of assembly. A frame is hoisted in place and begins its journey; one man attaches a right front wheel, another a left front wheel, and so, one by one each part is attached, tightened in place, inspected, until, at the end of the conveyor, a completed automobile is driven off, ready for a buyer.

What if we built automobiles like we build houses? The prospective purchaser would sketch a rough plan and show it to an engineer. The engineer would draw a plan and have blueprints made. Contractors would bid on the job, and the one who made the lowest guess as to what it would cost him to build the car would be selected. With the exception of door-handles, lamps, tire-carriers, and

other accessories, most of the parts would have to be made to fit that particular automobile. Numerous workmen would be called in, each of whom would represent a special trade. When the tires were made, altho they could be put on the wheels by a \$2-a-day helper, the tire-makers' union would insist that they be put on by a \$15-a-day tire-maker. The frame, top, seats, and upholstering would each be made and attached by a separate workman. Each would have to do a certain amount of waiting on the other. Some of the parts probably would not fit together properly, in which case more time and money would be lost.

Let us further suppose that automobile buyers believed September to be the only desirable time to begin using a new car. All automobile manufacture would begin in the spring and end in the fall. Automobile making would be a seasonal occupation, and workers would demand and get much higher wages because of their short working season.

If automobiles were made to order, parts would not be standardized, and there would be a thousand kinds and sizes of all parts. Costs of selling these items would be much higher, because of the cost of keeping many kinds of parts in stock. There would also be time and money wasted in selecting the desirable kind and size of parts for each car.

Suppose further that a racketeer sent his representative to the automobile contractor and demanded \$200 for "protection." The contractor would have to pay, or the unfinished car would probably be wrecked. The gangsters would also probably demand tribute from workmen by forcing them to join a spurious union. Labor costs would thus be forced higher, which would be added to the price of the car.

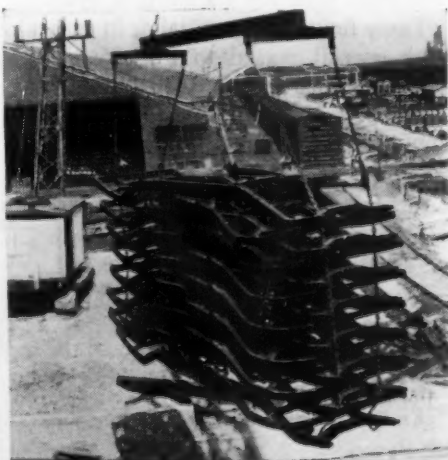
This is the way houses are made. The home buyer must pay for all these extra costs, except perhaps for the racketeering, which exists, for the most part, only in the large cities. This explains why houses have doubled in price while automobiles have decreased by one-half to two-thirds. Of all the major industries, construction is practically the only one that has failed to become mechanized.

Can houses be manufactured like automobiles are? This is discussed under the title "Houses at the Store," p297.



Evening Star, Washington, D.C.

Builders of prefabricated houses can learn much from mechanization and organization of automobile factories.



American Automobile Association



Rich America

IF A NATION has plenty of land, building materials, tools, capital, and skilled labor, there seems to be no reason why that nation cannot provide good housing for all of its families.

America does not lack land. If we estimate our population at 125,000,000, and allow 5 to a family, we could give each family one acre of land, and put the entire population of the United States in the state of Kentucky. Or, we could place each family in a one-family house on a 50 by 100 foot lot, and move the entire population of the United States to Connecticut.

Materials essential to house construction include the basic building materials such as lumber, building stone, limestone for the manufacture of cement, clay for bricks and tile, sand, gravel, and iron. Iron is particularly important in the construction of high buildings, but has not been widely used in small dwellings, except for hardware, nails, and the like. Recently, however, the small house of prefabricated steel material has been introduced, and it promises to become a serious competitor with lumber, stone, and brick in the construction of single-family houses. Other materials used in small house construction include rammed earth and adobe bricks, but these are of local and minor importance. Still other materials used in the construction of homes, such as copper, rubber, lead, and zinc, are also used in the manufacture of many other kinds of consumers' goods. Therefore, the problem of providing these natural resources for the manufacture of houses is identical with the problem of providing them for the manufacture of other consumers' goods.

According to the President's Research Committee on Social Trends [*Recent Social Trends*, McGraw-Hill, N. Y. 1933], America has enough mineral resources to supply all her present and immediate future needs. Not only is there plenty, but "the immediate outlook is for ample supplies available at a declining cost," and "the immediate social problems growing out of the minerals seem less those of scarcity than of superabundance." This committee further points out that the depletion of our mineral resources is being greatly retarded by "the accumulation of a working capital of metal which passes first into finished goods and then comes back in the form of scrap." This stock of used metal tends to reduce the demand for primary

metal, and is now so large that it will supply the bulk of the world's annual requirements of metal.

The President's Research Committee also reports a surplus of lumber production in America, but warns that "the surplus is of lumber production, and not of timber growth." There is adequate lumber to supply present and immediate future housing needs, and increasing use of other materials in housing will make more secure the surplus of timber.

There has never been any question as to the supply of such materials as building stone, clay for bricks and gravel.

Edwin G. Nourse and associates, in *America's Capacity to Produce* [Brookings Institution, Washington, D. C. 1934], conclude that America has adequate natural resources to supply present and immediate future needs. Yet this study has been termed an underestimate rather than an overstatement of America's resources. The authors base their conclusions on:

[1] the best available measures and estimates of the extent and quality of the land surface and of under-surface deposits; [2] evidence which points to an approaching stability of population rather than a continued rapid increase, and [3] a belief that as resources are depleted, science will be able to discover or invent new materials and processes.

When land and building materials are available, labor is necessary in order to produce houses. The Committee on Economic Security [now Social Securities] in its 1934 report to the President, estimated that there were one and a half million unemployed in 1920; ten years later there were four and a half million; in 1932, twelve million; and in 1934 ten million unemployed. It is evident that America has had adequate labor resources to raise the standard of living.

These figures concern labor in general. With special regard to workers in the building industries, on April 1, 1930, out of 2,402,106 workers 675,000 were unemployed, according to a report from the

census of unemployment. The American Federation of Labor estimated the figure at 40 percent. Even in 1929, a year of supposed prosperity, 25 percent of the members of the building trades unions were unemployed, according to the Federation. The Brookings Institution in 1934 reported a surplus of men in each craft of the building trades. These figures indicate that America has adequate labor to produce better housing.

Another thing is necessary to provide housing—capital. Capital includes producers' goods, such as construction machinery and money. The building industry has never used machine methods to any great extent in the construction of small houses. There is no reason, however, why it should not do so, for such methods have been widely used in other manufacturing industries, and in the construction of large buildings. Machines are now available for such manufacturing. As far as our general productive achievement is concerned, from 1925 to 1929, according to the Brookings Institution study, the rate of plant utilization in American industry as a whole was only 80 percent.

The state of our transportation facilities is shown by a statement of the Brookings Institution:

In 1929 we were not using track capacity beyond 40 or 50 percent, or rolling stock capacity or terminal capacity, generally speaking, beyond 70 percent. Without any increase in the fixed capital invested in our transportation agencies, and with only a moderate increase in equipment and labor supply, our transportation system could carry double the tonnage that was moved during the recent era of prosperity.

There is also available in the country a great deal of capital waiting for a place of safe investment. The government could find no more important or economically beneficial project for the spending of government money than housing. Some housing experts point to the Postal Savings reserves of the government as a possible source of housing funds lent at 3 percent interest.

America is rich in everything it takes to produce good housing, yet millions continue to live in hovels and slums.

**Shantytown—
"home, sweet
home" to mil-
lions of Ameri-
can citizens.**

*Courtesy, Housing
Studio Guild*





We Learn From Europe

SINCE THE WORLD WAR, the United States has succeeded in building not more than ten thousand dwellings which can be called modern, according to Catherine Bauer in *Modern Housing*. During the same time, a section of Europe including England, Germany, Holland, and other countries with a combined population approximately the same as that of the United States, has put up four and a half million modern dwellings.

It seems likely that the American standard of living so highly praised by political orators is not so much higher than that of Europe as these orators would have us believe, especially as regards housing. From England, Holland, Belgium, Germany, France, Russia, and Austria comes information to substantiate this probability. Slums are a luxury which so far Rich America has been able to pay for at a great cost in money and in human life and health. But war-torn Europe discovered that she could afford no such luxury; as a consequence she has built several million sound, decent homes for her workers.

"The government must subsidize housing for the lowest income group," has been the cry of American housing reformers for many years. In reply, American industry has shouted, "Government participation in construction is a violation of American principles." Europe, however, because of necessity, succeeded for a few years in getting away from the fear of government participation, and European governments have contributed both directly and indirectly to the construction of low-cost housing. As a result Europe has a great deal of modern housing to show the world.

Altho the leading powers of Europe were interested and active in the construction of low-cost housing prior to the World War, yet it was the War which brought about attempts to house lower-income classes on a large-scale basis.

Before the War, 95 percent of building in England was done by private business interests. After the War, however, these private construction companies found themselves unable to function, and the housing shortage had to be relieved thru the activities of government. Since 1919, out of more than two million new dwellings in England and Wales, more than one-third have been built by public authorities and 20 percent more have been built thru government assistance. The government contributes

some \$75,000,000 annually to these houses, which cost their inhabitants about \$190 a year rent per dwelling unit.

In Holland, from 1919 to 1928, 450,000 dwellings were built and 40,000 old ones were condemned and torn down. Of these new dwellings, 44 percent were constructed with government assistance given in the form of loans to private enterprise and outright subsidy. Between 1919 and 1928 the government lent more than \$250,000,000 to local authorities to be re-lent to housing companies or used by themselves for housing. The usual rate of interest was $4\frac{3}{4}$ percent. Rents in 1931 in Amsterdam for a small dwelling unit were as low as \$2.75 a week. Holland and England are the two European nations that have undertaken slum clearance on a large scale.

Germany has constructed about 3,000,000 dwellings since 1919, of which 80 percent were directly aided by some governmental agency. Of the total amount spent for housing by Germany from 1927 to 1931, 3 percent was provided by the national government, 27 percent by provincial governments for rural housing, and the other 70 percent by the cities. Altho much of the new housing is in modernistic multiple-family apartments, a housing policy begun in 1931 favors small garden colonies with parks and subsistence gardens.

About 45 percent of the 300,000 government-assisted dwellings in France since the War were erected by the public housing offices and the local authorities. The government gives assistance, not only for housing the lowest income group, but also for constructing the "moderate" dwellings for those of slightly higher incomes. French building laws provide for the cooperative ownership of apartments, and special help toward ownership is given to families with children.

Austrian housing accomplishments are for the most part in Vienna. From 1924 to 1928, Vienna spent \$60,000,000 to build 33,000 dwellings together with



Courtesy, Housing Study Guild

New Frankfurt, Germany: An air view of the Nidda Valley and the new suburb, Praunheim-Romerstadt.

necessary community facilities including schools and laundries. Much of this housing was in the form of large apartment-blocks. Besides these apartments, Vienna has built 6000 one-family houses with gardens. Unfortunately, Vienna's constructive housing policy was abolished with the Fascist uprisings of 1933, and many of the dwellings were actually destroyed by bombardments.

From about 1919 to 1933, Russia, Switzerland, and the Scandinavian countries followed housing policies which America might do well to study.

Public housing is now on the downward trend in most European countries, according to Catherine Bauer. Reactionary forces have repealed some of the progressive housing laws. In all Europe, Russia is the only country now carrying on a program of new housing construction which is planned to raise the standard of living of the masses of people. Positive housing achievements have been made during the past fifteen years, however, in Europe, including the establishment of new standards, the creation of new methods, the development of new technics, and the use in some sort of concrete form of new and creative ideas, which will be a gauge for future activity.

America should profit by both the accomplishments and the mistakes of Europe.



Cities That Don't Just Grow

IF A FAMILY builds the finest house in the world among the foul odors, the revolting sounds, and the unpleasant sights of a slum or an industrial area, this is not good housing. Good housing requires not only house planning but neighborhood and city planning.

The world has few, if any, large cities which were well-planned from the beginning and whose growth followed the plan. There are many newer suburbs and small cities and neighborhoods, however, in Europe and America, which have been well-planned from the beginning, and from these we learn of the promise which planning holds for the future growth of American cities. Many large cities of America now have planning commissions also that are influencing city development.

Let us look at some of our best-planned communities—two in England and two in America.

In the history of city planning, the name of an Englishman, Ebenezer Howard, will be immortal as the father of the *garden city*. In 1903, his efforts resulted in the beginnings of Letchworth, England, about thirty-five miles from London, known as "the first great modern experiment of city building." Howard's definition of a *garden city* expresses the ideals of this new project: "A *garden city* is a town planned for industry and healthy living; of a size that makes possible a full measure of social life, but not larger, surrounded by a permanent belt of rural land; the whole of the land being in public ownership or held in trust by the community."

Letchworth is such a town. It is planned for an ultimate population of 30,000, but now has about 15,000 inhabitants. In general, the town is laid out on a circular plan, with a large park in the center containing the principal public buildings, and skirted by the main business street. One area is devoted to factories, and entirely surrounding the town is a permanent agricultural area.

The noteworthy characteristics of Letchworth are:

[1] It is large enough to possess the advantages of a city yet small enough to possess those of the small town. [2] It is largely self-sufficient, industrially and agriculturally. [3] The



Courtesy, City Housing Corp.
Pedestrian underpass,
Radburn, New Jersey

fact that the land is in public ownership allows no chance for speculation and the resulting skyrocketing prices and congestion. [4] Whatever increase in land values occurs because of the building of factories and shops belongs to the community

rather than to real estate speculators. [5] Because the town was planned as a whole from the beginning, it is a true *garden city* with streets planned in harmony with the natural beauty.

Because of the success of Letchworth, another English town of the same sort, Welwyn Garden City, was built in 1920. It has a population of about 10,000 and has about fifty industries.

Letchworth and Welwyn have had a great influence thruout the world, as shown by the many garden city associations which have come into existence in nearly all countries. Two garden city planning ideas which certain American cities have adopted are:

[1] The large block with a central common, and [2] the *super-block* built adjacent to a main traffic highway, but containing within itself only dead-end streets used only as drive-ways to the houses, thereby avoiding the excessive traffic thru a residence section.

In 1923, Alexander Bing of New York City became interested in the English Garden City experiment, and began to promote the planning and building of cities in America. In cooperation with Clarence S. Stein and Henry Wright, Mr. Bing organized the City Housing corporation and built Sunnyside Gardens, Long Island.

The houses at Sunnyside are so grouped on the land within the blocks as to allow for maximum sunlight, beauty, and convenience. About 30 percent of the land is covered. In some of the first blocks developed, houses were built around the outer edge of the block, while the center was made into a park. Later, wide rectangular strips of lawn were planned at right angles to the street, and the houses were built to face these lawns instead of the street.

The community has a three-acre recreation park for tennis, volley-ball, hand-ball, croquet, horseshoe, and baseball, with separate playgrounds for small children and older children. The park also provides small "allotment gardens."

The City Housing corporation next turned to the planning and building of Radburn, New Jersey, the first attempt in America to build an entire community pre-planned according to English *garden city* principles. The principle of the "super-block with dead-end streets" was utilized in Radburn with some changes to provide for the automobile. The *super-block* is planned to be of a size which contains the population for one entire school. The houses face the park which is continuous thruout the entire super-block, and is traversed by walks but no roads. The house arrangement may be said to be "inside-out"; the front and back doors have changed places. In this arrangement, children need not cross any street to get to school. They can pass from one super-block to another thru an underpass, under the main street.

The road to good housing is thru planned communities, not thru communities that "just grow."

This is the "garden side" of a planned community, Radburn, New Jersey



Courtesy, City Housing Corp.



THE UNITED STATES began later than other countries to show interest in housing, but for more than thirty years, with increasing understanding, the federal government has been dealing with the housing problem as a responsibility beyond the scope of private groups alone.

In recent years the problem of housing has assumed large proportions. In the first place, the cost of shelter absorbs 30 cents out of every dollar that most American urban families earn in wages and small salaries, leaving an insufficient amount to cover all other needs including food, clothing, and medical care.

In the second place, the depression virtually ended home construction and robbed many families of the ability to continue payments on their homes. As a result, homeowners and tenants, both rural and urban, were compelled to seek extraordinary service from the federal government.

First federal aid to distressed homeowners was given under President Hoover in 1932 with the creation of the *Federal Home Loan Bank System* operating thru twelve regional Federal Home Loan Banks. This is a permanent credit reserve structure which makes longterm loans to its member banks on collateral consisting of first mortgages on homes. It has three other divisions:

First, the Home Owners Loan Corporation [HOLC] established June 13, 1933, as a part of President Roosevelt's New Deal. It has made longterm loans at low interest rates directly to distressed homeowners in danger of losing their homes. To date the HOLC has loaned approximately three billion dollars of emergency refinancing loans to about 1,000,000 homeowners.

Second, the Federal Savings and Loan System which charters and supervises home financing institutions in places not provided with adequate facilities. Thru these associations, the privilege of home ownership is opened at a lower cost to many thousands of families.

And third, the Federal Savings and Loan Insurance Corporation which insures the accounts of investors in certain types of mortgage-lending institutions to give security and confidence in saving and lending.

Needs of the farmer for housing loans are met by the *Farm Credit Administration [FCA]*, thru twelve Federal Land Banks, a Land Bank Commissioner, and the Federal Farm Mortgage Corporation. This gives a complete credit system for agriculture by making available



Courtesy, Housing Division, PWA

The swimming pool in one of the Carl Mackley houses, a PWA project, Philadelphia

to farmers both longterm and shortterm credit.

The National Housing Act, passed in June 1934, established the *Federal Housing Administration* which insures loans made for reconditioning and modernizing the house and for mortgages made by approved lending institutions.

The foregoing acts and provisions were passed mostly for the benefit of lending institutions and homeowners. What of the millions of low-income American families who live in tenements and houses not fit for human habitation, among conditions that result in sickness, death, and crime? Government aid to this group of people has been the function of the *Housing Division of the Public Works Administration [PWA]*. This Division plans, develops, and constructs demonstrations of good low-rent housing for low-income families financed partly by sixty-year loans and partly by outright grant.

The *Tennessee Valley Authority*, which has built a model town at Norris, rented to government employees, is demonstrating how to plan housing to give the maximum social and economic return to the community.

Another agency designed to play a part in the government's low-cost housing program is the *Resettlement Administration* which is planning developments

of two types. In the first place this Administration has taken over the communities set up by what was formerly the *Division of Subsistence Homesteads* of the Department of the Interior. These are rural communities to which industrial workers have been transferred, and where they support themselves partly by producing a portion of their own food and partly thru industrial employment. In the second place, the Resettlement Administration will initiate and plan projects for low-cost housing communities in suburban areas adjacent to industrial centers.

The diversified activities of federal housing agencies could lead to much confusion were they to function separately without regard to the aims, policies, and operations of each other. Recently as an aid in coordination, the President authorized the establishment of the Central Housing Committee to serve as a clearinghouse for plans and information on housing. The Committee is made up of representatives of the following agencies having major interests in housing or housing finance:

Farm Credit Administration, Federal Home Loan Bank Board, Federal Housing Administration, National Emergency Council, Public Works Administration, RFC Mortgage Company, Resettlement Administration, Treasury Department.



States Consider Housing

SHOULD GOVERNMENT participate in the construction of low-cost housing, or should such construction be left entirely to private industry? This has been one of the most hotly-contested issues related to the housing problem. Another problem is that of determining the responsibilities which should be assumed by the different divisions of government—local, state, and national.

The federal government has taken quite a large part in housing during the past five or six years. Along with federal action it has been necessary for states also to pass measures to enable them to cooperate with the national government and to take advantage of the financial aid offered by the latter. Prior to the activities of the New Deal, only two states—New York and California—had achieved outstanding housing accomplishments. Since 1929, however, nearly all states have passed some sort of housing legislation, and eleven states have passed significant measures in 1935.

New York, in 1926, enacted a housing law which created a State Board of Housing with power to study housing conditions and to regulate housing corporations. The provision of the law under which the most significant accomplishments have been made, is that which provides for the organization of limited dividend companies.

This law recognizes two types of limited dividend housing companies, the *public* company which may exercise the power of condemnation, but may not sell or dispose of land acquired thru condemnation except to another limited dividend company; and the *private* company, which has no power of *eminent domain*, but has greater freedom to dispose of its property.

Not only are the dividends of these companies limited by law to 6 percent, but they must also accept rents limited approximately to \$11 per room per month, with some variation allowed for relative desirability of the house or apartment. Limited dividend companies that comply with these state requirements are exempt from state taxes or fees, and in addition, cities may exempt the buildings and improvements from local taxation.

Most of the accomplishments under this law have been achieved in New York City, among the most important of which is the cooperative apartment built by the Amalgamated Housing Cor-

poration, organized among workers in the textile and garment industries.

Since the New York State Housing Board was created, only about 10,000 apartments have been built under its supervision, according to Catherine Bauer in *Modern Housing*, because of the failure to arrange for a means of providing cheap credit. Those that were built are not adequate according to accepted European standards, and they are not low enough in price to reach the lower-income groups. The New York law, however, has resulted in improvements in housing, in lower rents for a number of medium-income families, and in the establishment of higher housing standards.

California's most significant housing accomplishment was the result of her Veteran's Farm and Home Purchase Act, which enabled more than 7500 war veterans to own their homes without extra expense to the taxpayers of the state. Under this act, a war veteran resident of California may apply for a loan to purchase a farm or a home. The state limits its share of the cost of a farm to \$7500, and of a home to \$5000. The applicant is required to pay 5 percent of the purchase price of a home as a down payment, or 10 percent of the price of a farm, and 5 percent more for the cost of administration. The remainder is amortized in equal monthly instalments extending over twenty years. This plan has been an outstanding success.

If this plan is successful for veterans, why should it not be tried for great numbers of other low-income families? California has shown that a state can help its citizens to home ownership, and that it can do a great deal in this direction without any great additional expense to the taxpayers of the state.

Other states have had in effect for some time laws which made some provision for housing activity. Many states have now passed new laws and have created new housing authorities within the

past two or three years in order to be eligible to receive federal money for housing.

In 1933 and 1934, ten state legislatures passed laws authorizing the creation of housing authorities. These were: New York, Ohio, Michigan, Illinois, Kentucky, South Carolina, New Jersey, Maryland, Delaware, and West Virginia. In 1935, up to August 1, eight other states passed such laws: Alabama, Colorado, Massachusetts, Montana, Nebraska, North Carolina, Rhode Island, and Tennessee. States which, prior to 1935, passed legislation for the regulation of limited-dividend housing corporations are: Arkansas, California, Delaware, Florida, Illinois, Kansas, Massachusetts, New Jersey, New York, North Carolina, Ohio, South Carolina, Texas, and Virginia. All these regulations were passed in 1932 to 1934, with the exception of the 1926 New York law.

Early in 1935, President Roosevelt requested the governors of the states whose legislatures were convening, to promote legislation which would assist the national administration in its housing program. PWA attorneys prepared a model bill to serve as a basic draft, subject to modification in the light of the needs and laws of each state. Five states, Alabama, Colorado, Montana, North Carolina, and Tennessee, used this model as a basis for their laws. Forty-four states, up to July 10, 1935, have passed laws regulating the participation of financial institutions, such as banks, trust companies, insurance companies, building and loan companies, and so on, in the FHA program.

Thus the federal government and nearly all the states have assumed responsibilities in housing reform.

Every state has its share of homes and neighborhoods such as these.



Courtesy, Housing Division, PWA



WE HAVE already considered what might result if automobiles were built as houses are. Now let us consider what might result if houses were built as automobiles are.

Suppose that houses were manufactured in a factory in portable units, all ready to assemble instead of being built on the site by hand; that these houses could be taken down and moved without great expense; that this system was well-developed; and that nearly all old, cumbersome, immovable houses were replaced by these new, *prefabricated*, portable houses.

Suppose that you have lived in one of these houses for ten years, yours having been one of the earliest to be made—a 1935 model. It is now 1945, and you have decided to trade your old house in on a new one, so you go to the salesrooms of Universal Dwellings, Inc., to look over their houses.

There are many to choose from, each different in appearance and plan, but all made of the same materials from standard, interchangeable units. Each house is built around a central unit of four sections—kitchen, bathroom, utility, and heating-air-conditioning. Kitchen equipment includes electric or gas range, dishwasher, refrigerator, sink, cupboards, and storage space. The bathroom section has a medicine cabinet, mirrors, lavatory large enough to bathe the baby in, toilet stool which hangs from the wall to allow cleaning underneath, bathtub, shower, and closet space. In the utility section is a laundry tub, electric washer, and wall ironing board. The heating-air-conditioning unit contains a furnace adaptable for use with coal, gas, electricity, or oil, and an air-conditioning system to ventilate the house and keep the air warm in winter and cool in summer.

Walls are manufactured from new earth-product compositions in unit panels of varying sizes, thus providing for

rooms of various heights. Several types of units are used, including the solid panel, window panel, glass panel, door panel, fireplace panel, and others. Similar panels with different finish are used for floor and ceiling. Panels are built into and supported by a sheet metal framework. Variety in house plan is obtained thru variation in arrangement of the construction units.

Suppose that you purchase the house, and arrange to rent a place for two weeks while workmen remove your old house and erect the new one. Setting up the new house requires just 5 days for 8 men working 5 hours a day. You are surprised to learn that the price of your new house is only half what your old one cost in 1935. The salesman offers to show you thru the factory to explain the reasons for the low price. When you see that these houses are manufactured just like automobiles are, you understand. The same system of endless conveyors carry materials from one stage of manufacture to another thru a gauntlet of skilled workmen, each of whom performs a single, specific task. Old methods of construction required 750 man-hours of labor on the site; the new method requires 200. The saving in labor appears, on the face, to increase our unemployment problem. In fact, this is not the case; the lowered cost of houses means greater turnover, which will more than take up the slack.

This story of *buying a house at the store* in 1945 is not so farfetched as it may sound to some. The above description of the prefabricated house very nearly fits some of the houses now being manufactured. They are not yet made in large enough quantities to enable manufacturers to sell them cheaply, but machinery and materials for large-scale

manufacture are available. As soon as these houses have been so perfected as to prove their economic, functional, and esthetic superiority, an insistent public demand will make their use general. These houses should be manufactured by limited dividend manufacturing companies in order to prevent exploitation of this field.

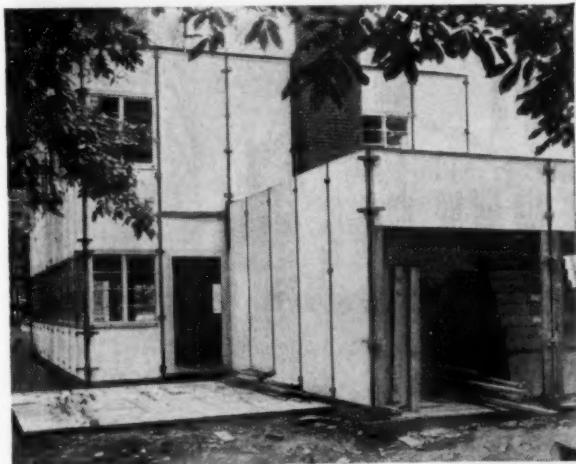
Large-scale manufacture of prefabricated houses would entirely change our attitude toward land. The new movable, prefabricated house does not tie the owner to the land, because it can be taken apart and moved to a better site.

Prefabricated houses may change the basis of land ownership. With a movable house, the owner has no more need of owning the lot than he has of owning the lot where he parks his automobile. The city could own the lot, rent it to the home owner for a year or a lifetime. This system would eliminate land speculation, and would greatly reduce housing costs.

Movable houses would change the tax system. House and lot are now taxed together as real estate. They should be separated, and land taxed high and the house taxed low. If speculation is prevented, land valuations will remain low. High taxes on unimproved land will force it into use at reasonable prices since dealers cannot afford to hold it for speculative purposes.

The prefabricated, movable house, with the help of the automobile, would increase the mobility of the labor supply. The owner need not hesitate to accept a better position in another community, because he will not be tied down to his home property—he can take his home with him.

These prefabricated houses are near Washington, D. C.



Courtesy, Evening Star, Washington, D.C.



Courtesy, Architectural Forum



A Home of My Own

FOR MANY AMERICANS there is nothing which gives more happiness than the acquiring of ownership in a home, and the subsequent landscaping, gardening, and other activities of maintenance.

Home ownership is also desirable from the community standpoint. "If we could count on . . . 75 percent of the population living in owned homes, we should always have a safe majority with a social and financial stake in the neighborhood community," states the President's Conference on Home Building and Home Ownership. "This would . . . be reflected in better understanding of local government . . . better informed citizenry . . . more stable and responsible electorate."

The prospective home owner must carefully acquire a great deal of information before he buys or builds a home. First he should ask, "Is it better for me to own or to rent?" If he is permanently located in a community, if he can easily finance purchase and maintenance, and if he enjoys the responsibilities that come with home ownership, then he should own a home. On the other hand, if his position is temporary or requires frequent moving, if financing a home purchase would be quite difficult, if commutation to and from work would require too much time, if he does not enjoy working around the house and lawn, then it is likely he will get more satisfaction from renting than from owning.

On the whole, renting is probably as inexpensive as owning. In times of prosperity or inflation, rents rise and renting costs more than owning; in times of depression or deflation, rents fall and renting is less than owning because the owner still has to pay taxes, interest, and assessments, which are as high as ever. In general, a family should buy a home for the satisfactions of home ownership rather than with the idea of saving money or making a profit.

Having decided to undertake home ownership, the home seeker should obtain all possible information about the purchase. In two areas especially he needs advice: [1] determining the quality of the purchase, and [2] arranging a safe method of financing.

The quality, not only of the house must be considered, but also of the lot and the neighborhood. A neighborhood should be selected with regard for its pure air; its plan and appearance; the character of its neighborhood life; its location to schools, shopping centers, and transportation; its streets, water supply, and sewage system; its recreational facilities; its deed restrictions and zoning laws.

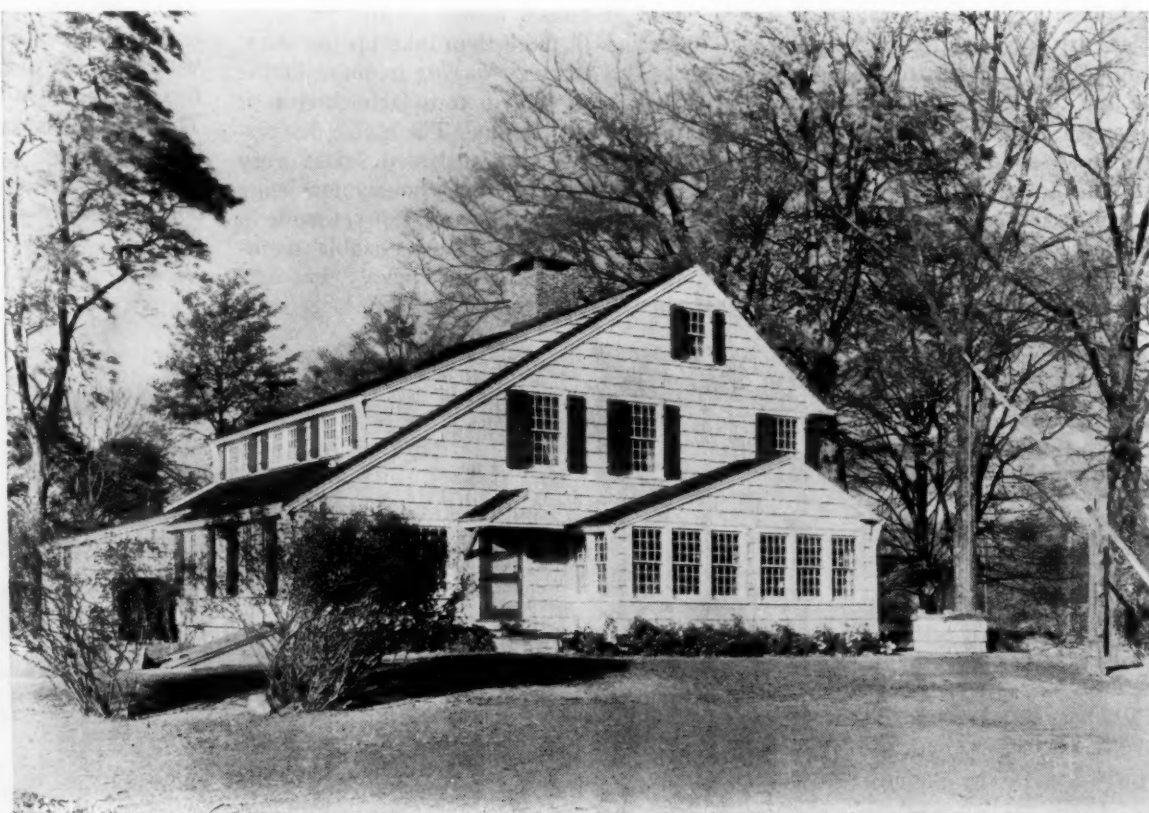
The home-site should be selected with regard to size, supply of sunlight and fresh air, location in relation to drain-

age, landscaping, sanitation, and provision for recreation space for all members of the family.

The house should be selected with regard to arrangement of rooms for family needs; quality of materials and construction; its size, ventilation, sunlight, and illumination; its equipment for plumbing, heating, and cooling; its water supply and provision for wastes; and the degree to which it meets safety standards.

The amount paid for the house and lot together should not exceed twice the annual income, and the cost of maintenance should not exceed 20 percent of the income, according to the President's Conference on Home Building and Home Ownership. At least 25 percent of the purchase price should be paid as a down payment, and allotments for payments of interest and principal on the mortgage should not exceed 25 percent of the income. Second mortgages should be avoided, if possible, because of their excessive cost. The homebuyer should carefully budget all items involved in home purchasing, such as principal and interest on the mortgage, taxes, insurance, water rates, and maintenance costs of the property.

The most important thing is for the buyer to seek competent advice at every step. The bibliography at the end of this feature lists books containing detailed standards.



"A charm from the sky seems to hallow us there, which sought thru the world is ne'er met with elsewhere."

Courtesy, Federal Housing Administration



WE HAVE SEEN that America has adequate resources, labor, and capital to produce all the houses Americans need, yet scarcely a start has been made. What are the next steps which should be taken?

Since we have the production plant, what is needed is a stimulus to set it into motion and to produce houses; when houses are produced, further arrangements must be made to distribute them to those who need houses. Under our economic system, production and distribution of goods take place in response to *effective demand* from consumers. Just as soon as it is discovered that consumers demand goods and possess sufficient incomes to pay a cost-plus-profit price for them, producers begin to manufacture the goods in order to make a profit.

There is a widespread demand for better housing, altho the great majority of

Next Steps

Toward Better Houses

ample, is that of an expensive automobile parked by a dingy hovel.

Immediate steps toward better housing lie mostly in the effort to reduce the cost of housing, which includes the following factors:

- [I] First cost of the house
 - [A] Cost of the land
 - [1] Cost due to desirability of location, and consequent demand
 - [2] Cost of purchasing and marketing, subdividing, etc.
 - [3] Profits of the seller
 - [4] Legal fees [abstracts, recording of titles, etc.]
 - [B] Cost of building the house
 - [1] Cost of architectural service



In this modern and electrically-equipped kitchen, work is lightened and cleanliness easily achieved.

Courtesy,
Building America

families who demand it do not have money to pay for it. Because they cannot pay for it, producers do not bother to build it. In other words, good housing is not produced because the *income-housing-cost* ratio is inadequate. In general the remedy for housing conditions is to *increase the ratio of income to housing costs*. This may be done by [1] increasing incomes; [2] decreasing the cost of other consumers' goods so that a greater proportion of income can be spent for housing; [3] reducing the cost of housing.

Any permanent solution of the housing problem must come thru a better distribution of the national income. A discussion of this would require an entire book on economics and must be omitted here. Likewise, decreasing the cost of other consumers' goods is a matter of revising the entire economic system. Families however, may help themselves to better housing by budgeting their incomes so that housing and other necessities are purchased first. The opposite is often the case. A common sight, for ex-

- [2] Removing old buildings from the lot
- [3] Installation of utilities services
- [4] Cost of material and labor
- [5] Cost of management of construction [profit to contractor, and the like]
- [II] Cost of financing
 - [A] Interest rates
 - [B] Fees and discounts
 - [C] Cost of protecting lender from insecurity of investment
 - [D] Costs due to ignorance of buyer with regard to business methods
- [III] Cost of living in the house
 - [A] Taxes and insurance
 - [B] Cost of repairs and remodeling
 - [C] Cost of current utilities services
 - [D] Cost of management of the property [if rented]
 - [E] Cost of transportation from home to place of work
 - [F] Cost of depreciation of property

Immediate remedies for housing conditions are found in reducing as many as possible of the foregoing costs without reducing incomes. Some possible general remedies are:

- [1] *Careful regional planning* will help to rectify the mistakes of the past and will enable

a city to avoid these mistakes in the future. It will provide a decentralization of industry, hence also of workers, thus preventing further congestion. This will limit the demand for residence land and keep the price low. Planning will prevent wasteful development of needless subdivisions; it will prevent blighted areas thru zoning and deed restrictions; it will provide for efficient transportation routes, both automobile and railroad, so that in urban areas already built up, suburban life with easy commutation will be possible.

[2] *Modernization of the building industry* will reduce construction costs. It will free the house from the bondage of the land thru production of the prefabricated, movable house, and hence will lower land costs. Efficient methods of marketing will reduce costs of distribution; profits of many middlemen will be eliminated. The movable house will be better security for loans because, not being tied to the land, it will not be subject to the environmental influences which bring rapid depreciation.

[3] *A nationwide educational program on housing* is necessary to arouse public opinion to the need for decent housing for all families, and also to educate consumers as to how to take care of good housing and to benefit most by it.

[4] *A program of participation in housing for national, state, and local governments* should have two aims: [1] enlarging the group of consumers who present an *effective demand* for good housing, and [2] providing decent housing for the lowest-income group who cannot present an *effective demand*. Government can continue to help by [1] providing long-term credit at low interest for home building and refinancing purposes; [2] guaranteeing home mortgages and loans; [3] revising the tax system to encourage use of land rather than speculation; [4] strengthening insurance laws to protect holders of insurance policies on homes; [5] setting up government power stations to serve as "yardsticks" to regulate the costs of utilities services; [6] encouraging decentralization of industry; [7] encouraging limited dividend, and cooperative housing companies to construct housing; [8] passing enabling acts [state government] to permit municipalities to carry on housing activities; [9] regulating sale and subdivision of raw land for residence purposes; [10] enacting municipal zoning ordinances and deed restriction laws to regulate the use of property and the type of buildings to be erected.

The foregoing suggestions will reduce the costs of housing and thereby increase the group who can pay for it. There is another group who can never pay for decent housing. For humanitarian reasons and to protect society this group must be housed thru direct government action. Such action will not compete with private industry because there is no chance of profit in providing decent housing for this group. This housing must be carried on by cooperative efforts of local, state, and national governments.

Teaching Housing in the Schools

HOUSING is an ideal problem to be used as an integrating center for the social studies. There is no social-economic problem of more importance to the happiness of Americans. Materials for its realistic study are found in abundance in every community. It touches the life of every child and can easily be presented to attract his interest. It possesses aspects which can be presented at all age levels. All phases of social science have a direct relation to it. Housing furnishes content material out of which grow experiences in music, art, and language expression.

Emphasis in teaching this unit should vary in each grade according to the interests, experiences, and abilities of the pupils. In the lower grades, home and family life is likely the best point of departure; in the intermediate grades, the relation of housing to community life; in the upper grades, the role of government in housing; and in the highschool the general social and economic problems related to housing. In all grades the approach should be thru the problems nearest to the lives of the pupils. *Why do some children have to live in slums where they become diseased and are in danger of being burned to death? What has the government done to prevent the loss of my home thru foreclosure? What can I do to make my home a more pleasant place to live in?* A consideration of these personal problems will lead to a study of their relationship to family, community, and national life.

A teaching unit on housing should include:

Objectives and generalizations—The teacher should list the desirable knowledges and attitudes related to the housing problem so that pupils will be led to acquire them.

The list would include such knowledges as

[1] The facts about American housing conditions, particularly in the pupil's own city; [2] the effects of bad housing conditions upon health and character; [3] why slums and blighted areas exist; and such attitudes as [1] a desire to make home more attractive; [2] an attitude of sympathy for people who live in the slums, and an interest in their welfare; [3] an appreciation for good home architecture; [4] a visit to the city zoning and planning commission to find the results of their survey.

Among important objectives of the social studies is the ability to generalize. The teacher should study the articles in this unit, and from

each large topic list the two or three generalizations which summarize the material under that topic. Generalizations from the first two articles in this unit include the following:

[1] A nation's standard of living is determined, not by the possession of numerous non-essentials and luxuries, but by the possession and effective use of those things, such as good housing, which contribute to healthful and harmonious group life.

[2] There exist in America a growing realization of the importance of housing to human welfare, and increasing activity on the part of many agencies to improve it.

[3] A large majority of American families, both rural and urban, live in houses which are inadequate according to the minimum standards set up by housing authorities.

[4] Bad housing tends to prevent the development of good personality and character.

Suggested approaches—In initiating the unit, the interest of pupils can best be aroused thru their own personal or community housing problems. Some methods of approach are:

[1] An excursion to visit the slums or new housing projects of one's own city.

[2] Reports by members of the class on newspaper articles on housing conditions.

[3] Reports by individuals who have seen prefabricated housing, or garden cities, or other housing features.

Suggestions for correlation with school subjects—[1] *Art*—Drawing plans of houses; studying modern architecture; planning the interior furnishings and decoration of a home.

[2] *English or language*—Making oral and written reports of visits to inspect housing; writing letters to national and state housing agencies to get information; holding debates on subjects such as the desirability of government participation in housing.

Suggested activities thru which pupils achieve the objectives—[1] Write to General Houses, Inc., and other manufacturers of prefabricated houses for their catalogs and other literature. [2] Use the Real Property Inventory of your city [if you live in one of the 64 cities in which such inventories were made in 1933 by the U. S. Department of Commerce] as a basis for making maps and charts to show the relationship of bad housing to crime.

Materials on Teaching

Bruner, Herbert B. *Some Suggestions for the Study of Modern Problems*. Columbia University, N. Y. 1934. 66p. 50¢.

Davies, J. E. *Extent to Which Housing and City Planning Are Treated in Courses of Study and Textbooks*. Also *Selected List of Courses of Study and Textbooks Which Treat Housing*. Adams State Teachers College, Alamosa, Colo. 1935. Postpaid 15¢.

Society for Curriculum Study, Inc. *Building America*, Special Edition on Housing. 425 West 123rd St., N. Y. 1935. 28p. 25¢.

Bibliographies

Chamber of Commerce of the United States of America. *Bibliography on Building, Housing and Construction*. Washington, D. C., 1933. Free.

Chicago Social Surveys Bureau, Public Welfare Dept. *Selected Bibliography on Housing, Zoning, and City Planning in Chicago*.

Chicago, Ill. 1926. Free.

Cincinnati Municipal Reference Bureau. *Some References to Current Material on Housing*. City Hall, Cincinnati, Ohio. 1932. Free.

Detroit Public Library. *A Selected List of References on Slum Clearance and Low-Cost Housing*. Detroit, Mich. January 1935.

National Association of Housing Officials. *A Selected Bibliography on Housing*. 850 E. 58th St., Chicago, Ill. 1935.

Books

Bauer, Catherine. *Modern Housing*. Houghton Mifflin, Boston, Mass. 1934. 330p. \$5.

Fortune, editors of. *Housing America*. Harcourt Brace, N. Y. 1932. 155p. \$2.

President's Conference on Home Building and Home Ownership. *Reports*. Washington, D. C., 1932. 11 volumes, \$1.15 each.

Wood, Edith Elmer. *Recent Trends in American Housing*. Macmillan, 1931. 297p. \$3.

Requests for information on housing activities of the federal government can be directed to the U. S. Information Service, Washington, D. C. An excellent pamphlet is now available, entitled *Services of the Federal Government to Home Owners and Tenants* [with complete bibliography of government housing publications].

Nearly every state, and many cities, have official housing commissions or authorities. Writing to obtain their publications and find out about their activities would be a good project for pupils. They are listed in the 1935 Yearbook of the National Ass'n of Housing Officials.

Organizations which publish information on housing include the Housing Study Guild, 101 Park Ave., New York; the Welfare Council of New York City, 122 E. 22nd St.; the Better Housing League, 312 W. Ninth St., Cincinnati; the Metropolitan Housing Council, 520 North Michigan Ave., Chicago; the Philadelphia Housing Ass'n, 1600 Walnut St.; the Pittsburgh, Pa. Housing Ass'n at 401 Granite Bldg.

The City Housing Corporation, 18 East 48th St., New York, will furnish information about Radburn, N. J., and Sunnyside, Long Island. Information about prefabricated houses can be secured from American Houses, Inc., 670 Fifth Ave., New York, and General Houses, Inc., 220 S. State St., Chicago.

For careful reading of the material in this feature and for valuable suggestions THE JOURNAL is indebted to Mrs. Helen Duey Hoffman, special representative, Federal Home Loan Bank Board.



The Story of an Experiment

THIS IS the second instalment of an article describing an experiment which has been carried out in Manchester, New Hampshire, since 1929. In the preceding section, which appeared in the November JOURNAL, Mr. Benezet explained that: In some schools of Manchester, the only arithmetic in the first six grades was practise in estimating heights, areas, and the like; formal arithmetic was not introduced until the seventh grade. In tests given to both the traditionally and experimentally taught groups, it was found that the latter had been able in one year to attain the level of accomplishment which the traditionally taught children had reached after three and one-half years of arithmetic drill. In addition, because the teachers in the experimental group had had time to concentrate on teaching the children to "read, reason, and recite," these children developed more interest in reading, a better vocabulary, and greater fluency in expression.

IN THE FALL of 1933 I felt that I was now ready to make the big plunge. I knew that I could defend my position by evidence that would satisfy any reasonable person. Accordingly, a committee of our principals drew up a new course of study in arithmetic. I would have liked to go the whole route and drop out all the arithmetic until we reached the seventh grade, for we had proved, in the case of four rooms, that this could be done without loss, but the principals were more cautious than I was and I realized, too, that I would now have to deal with the deeply rooted prejudices of the educated portion of our citizens. Therefore, a compromise was reached. Accordingly, on September 1, 1933, we handed out the following course of study in arithmetic:

Grade I—There is no formal instruction in arithmetic. In connection with the use of readers, and as the need for it arises, the children are taught to recognize and read numbers up to 100. This instruction is not concentrated into any particular period or time but comes in incidentally in connection with assignments of the reading lesson or with reference to certain pages of the text.

Meanwhile, the children are given a basic idea of comparison and estimate thru the understanding of such contrasting words as: more, less; many, few; higher, lower; taller, shorter; earlier,

later; narrower, wider; smaller, larger; etc.

As soon as it is practicable the children are taught to keep count of the date upon the calendar. Holidays and birthdays, both of members of the class and their friends and relatives, are noted.

Grade II—There is no formal instruction in arithmetic.

The use of comparatives as taught in the first grade is continued.

The beginning is made in the telling of time. Children are taught to recognize the hours and half hours.

The recognition of page numbers is continued. The children are taught to recognize any numbers that they naturally encounter in the books used in the second grade. If any book used in this grade contains an index, the children are taught what it means and how to find the pages referred to. Children will naturally pick up counting in the course of games which they play. They will also easily and without formal instruction learn the meaning of "half," "double," "twice," or "three times." The teacher will not devote any formal instruction to the meaning of these terms if the children do not pick them up naturally and incidentally.

To the knowledge of the day of the month already acquired is added that of the names of the days of the week and of the months of the year.

The teacher learns whether the children come in contact with the use of money at all in their life outside the school. If so, the meaning of "penny," "nickel," "dime," and "dollar" is taught. In similar fashion, and just incidentally, the meaning and relation of "pint" and "quart" may be taught.

Grade III—While there is no formal instruction in arithmetic, as the children come across numbers in the course of their reading, the teacher explains the significance of their value.

Before the year is over the children will be taught that a "dime" is worth 10 cents, and a "dollar" 10 dimes or 100 cents, a "half dollar" 5 dimes or 50 cents, etc. They will learn that 4 quarters, or 2 halves, are worth as much as one dollar.

They add to their knowledge of hours and half hours the ability to tell time at any particular moment. *The first instruction omits such forms as 10 minutes to 4; or 25 minutes to 3.* They are first taught to say 3:50; 2:35; etc. In this connection they are taught that 60 minutes make one hour.

It is now time, also, for them to know that 7 days make a week and that it takes 24 hours to make a day. They are also taught that there are 12 months in a year and about 30 days in a month.

The instruction in learning to count keeps pace with the increasing size of the textbooks used and the pages to which it is necessary to refer. Games bring in the recognition of numbers. Automobile license numbers are a help in this respect. For example, the teacher gives orally the number of a car [of not over four digits] which most of the children are likely to see, and later asks for the identification of the car. Children are encouraged to bring to class their own house numbers, automobile license numbers, or telephone numbers and invite the class to identify them.

The use of comparisons is continued, especially those involving such relations as "half," "double," "three times," and the like.

Grade IV—Still there is no formal instruction in arithmetic.

By means of foot rules and yard sticks, the children are taught the meaning of inch, foot, and yard. They are given much practise in estimating the lengths of various objects in inches, feet, or yards. Each member of the class, for example, is asked to set down on paper his estimate of the height of a certain child, or the width of a window, or the length of the room, and then these estimates are checked by actual measurement.

The children are taught to read the thermometer and are given the significance of 32 degrees, 98.6 degrees, and 212 degrees.

They are introduced to the terms "square inch," "square foot," and "square yard" as units of surface measure.

With toy money [or real coins, if available] they are given some practise in making change, in denominations of 5's only. All of this work is done mentally. Any problem in making change which cannot be solved without putting figures on paper or on the blackboard is too difficult and is deferred until the children are older.

Toward the end of the year the children will have done a great deal of work in estimating areas, distances, etc., and in checking their estimates by subsequent measuring. The terms "half mile," "quarter mile," and "mile" are taught and the children are given an idea of how

far these different distances are by actual comparisons or distances measured by automobile speedometer.

The table of time, involving seconds, minutes, and days, is taught before the end of the year. Relation of pounds and ounces is also taught.

Grade V-B—There still is no formal instruction in arithmetic except that the children are asked to count by 5's, 10's, 2's, 4's, and 3's. This work is done mentally at first with no written figures before them, either on paper or on the blackboard. This leads naturally to the multiplication tables of 5's, 10's, 2's, 4's, and 3's which, in this order, are given to the children before the end of the semester.

With toy money, or with real coins if available, the children practise making change in amounts up to a dollar, involving, this time, the use of pennies.

The informal work of previous grades in the estimating of distance, area, time, weights, measure of capacity, and the like, is continued. The ability to guess and estimate by games is developed. Each child in the class writes his estimate before these are checked up by actual measurement.

The children compare the value of fractions and discover for themselves that $\frac{1}{3}$ is smaller than $\frac{1}{2}$ and greater than $\frac{1}{4}$; *i. e.*, that the larger the denominator the smaller the fraction. This is illustrated concretely or by pictures.

Toward the end of the semester the children are given the book, *Practical Problems in Mental Arithmetic*, grade IV. The solution of these problems involves a knowledge of denominations which the children have not had and the use of tables and combinations which have not yet been taught to them. Nevertheless, children with a natural sense of numbers will be able to give the correct answers. *The teacher will not take time to explain by formula or tables the solution of any problem to those who do not grasp it quickly and naturally.* The purpose of the mental arithmetic book is to stimulate quick thinking and to get children away from the old-time method of using the fingers to do the work of the head. If some of the children do not grasp the problems easily and quickly, the teacher simply passes on, knowing that the power to reason will probably develop in them a year or two subsequently. The one thing which is avoided is that children shall get the idea that a fixed method or formula can be used as a substitute for thinking. The problems listed under September, October, and

November are covered before the end of the semester.

Grade V-A—The children are asked to count by 6's, 7's, 8's, and 9's. *This work is done mentally without written tables before them, either upon paper or on the blackboard.* After a time this leads naturally to the multiplication tables of 6's, 7's, 8's, and 9's. The attention of the children is called to the fact that in the table of 9's the second digit is always diminished by one [18, 27, 36, etc.] and the reason is explained that adding 9 is the same as adding 10 and taking away 1. In similar fashion it is shown that adding 8 is the same as adding 10 and taking away 2, so that in the table of 8's the second digit of each successive product is 2 less than the second digit of the product above it [48, 56, 64]. In similar fashion it is shown that adding 7 is the same as adding 10 and taking away 3. After the tables have been learned the teacher makes sure that the children know the products in any order: *i. e.*, that it is not necessary for the child to start at the beginning of the table and run thru until he reaches the product which he is asked to give. They learn that 2 times 3 is always equal to 3 times 2.

Children are given a little idea about the relative value of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, and $\frac{1}{10}$. Concrete examples assist in this; *e.g.*, when the children remember that 2 quarters are worth one half dollar, it is easy to show them that twice $\frac{1}{4}$ equals $\frac{1}{2}$, or that twice $\frac{1}{10}$ equals $\frac{1}{5}$.

The problems listed under December to June, inclusive, in the book *Practical Problems in Mental Arithmetic*, grade IV, are covered in the course of the semester. If the children do not grasp the problem quickly and easily, the teacher does not stop to explain the method or prescribe any formula for solution. Of course as new terms occur in the problems [pecks, gallons, etc.] the teacher explains, incidentally, what they mean.

Grade VI-B [20 to 25 minutes a day]—At this grade formal work in arithmetic begins. The first 108 pages of the Strayer-Upton Arithmetic, book III, are used as a basis.

The processes of addition, subtraction, multiplication, and division are taught. Care is taken to avoid purely mechanical drill. Children are made to understand the reason for the processes which they use. This is especially true in the case of subtraction. Problems involving long numbers which would confuse them are avoided. Accuracy is insisted upon from the outset at the expense of speed or the covering of ground, and where possible

the processes are mental rather than written. *Before starting on a problem in any one of these four fundamental processes, the children are asked to estimate or guess about what the answer will be and they check their final result by this preliminary figure.* The teacher is careful not to let the teaching of arithmetic degenerate into mechanical manipulation without thought.

Fractions and mixed numbers are taught in this grade. Again care is taken not to confuse the thought of the children by giving them problems which are too involved and complicated.

Grade VI-A [25 minutes a day]—The work of this grade is based upon Chapter II [pages 109 to 182] of the Strayer-Upton Arithmetic, book III, and the first 50 pages of book IV.

Multiplication tables and tables of denominate numbers, hitherto learned, are reviewed. The teacher keeps in mind that the objectives to be gained are first of all reasoning and estimating, rather than mere ease in manipulation of numbers.

Again, as in the previous grade, the children before beginning any problem, make an estimate [individually] as to what the answer ought to be and check the final result by the preliminary guess.

Grade VII-B [25 minutes a day]—The assignment in the text is the latter part of Strayer-Upton, book IV, beginning with page 51.

Tables of denominate numbers, including United States money, found in the rear of book IV are reviewed. In addition to the table of linear measure, as given, it is taught that there are 1760 yards in a mile, 880 yards in a half mile, 440 yards in a quarter mile, etc.

The teacher will omit any problems in the book which, because of the length of numbers involved, cause the child in using the four fundamental processes to lose sight of the reasoning process which, after all, is the main purpose of the problem.

There is a great deal of work in mental arithmetic, involving the solution of problems without reference to paper or blackboard. This is far more important than accuracy in the four fundamental processes.

Grade VII-A [30 minutes a day]—The assignment in the text is the first one hundred pages of Strayer-Upton, book V, omitting the following pages: 1-10, 28, 71-77. Wherever possible the work is done mentally.

Note that most of the pages omitted in this grade reoccur in book VI.

The practise of estimating the probable answer and checking the result with

this preconceived estimate is constantly followed.

Again the teachers remember that ability to reason the problem correctly is far more important than errorless manipulation of the four fundamental processes.

Grade VIII-B [30 minutes a day]—The assignment in the text is the latter part of Strayer-Upton, book V, beginning with page 101 [omitting pages 127-34] and the first 32 pages of book VI.

The practise of making a preliminary estimate or an approximation at the answer before attacking the problem is continued. The ability to guess closely and promptly what the answer will be is one of the most important objectives to be gained from the study of arithmetic.

Tables of denominate numbers are kept fresh in the minds of the children. The practise of estimating lengths, heights, and areas of familiar objects and

the checking up by actual measurement is constantly kept up.

Grade VIII-A [30 minutes a day]—The text for the grade is book VI of the Strayer-Upton series, beginning with page 35 and omitting the following pages: 36, 46-8, 57-9, 80-2, 92-3, 104, 158-188, 194, 203-4, 206-8.

The work of this grade must necessarily be a summary of everything that has been learned in arithmetic, but, above all, the ability to approximate and estimate in advance the probable answer is kept as the important objective.

The children are shown reasons for the various processes employed; why it is that a correct answer is obtained in the division of fractions by inverting the divisor and multiplying, etc. The ability to read problems intelligently and explain how they should be attacked is far more important than the ability to add

large columns of figures without an error.

The teacher will bear in mind that a great deal of work in mensuration [pages 88 to 100 inclusive] will be difficult for some pupils to understand. Of course this work is really using geometrical formulas without giving the geometrical reasons why they work, and some children will be unable to grasp the meaning of it all. It will be found worthwhile to have models in class and to perform experiments like filling a cylinder with water from 3 times the contents of a cone of equal base and altitude, etc.

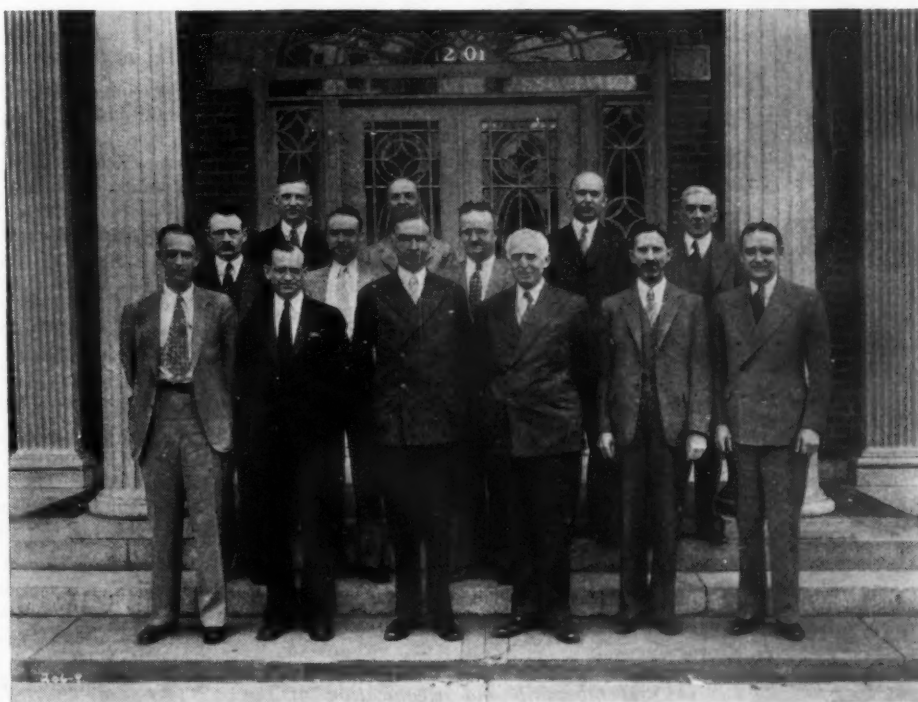
Again as much of the work as possible is done mentally. Problems are chosen to illustrate principles and give practise in reasoning rather than practise in the manipulation of large figures or complicated fractions.—**L. P. Benezet**, superintendent of schools, Manchester, N. H.

[To be concluded]

Tuesday Morning at St. Louis

IT WAS at the end of a period of friendly but intense discussion. The manuscript—a preliminary draft of a chapter of the proposed *Yearbook*—had been vigorously attacked and as vigorously defended. With dramatic suddenness the author of the chapter announced: "Gentlemen, I believe that now I understand what the Commission wants. This mundane document of mine is nothing but 'a piece of cheese.' I will have a new chapter drafted by tomorrow." This single incident typifies the spirit of the Commission that is preparing the 1936 *Yearbook* of the Department of Superintendence. Tuesday morning, Feb. 25, 1936, at the St. Louis convention, this group will focus the attention of the Dept. upon the social studies curriculum.

President A. J. Stoddard has asked the Commission to divide the Tuesday morning session into two main parts. The first period of about an hour will be given over to Charles A. Beard, noted historian and political scientist, for a general discussion of the social studies. The second part of the session will be in the nature of a panel discussion under the leadership of Chairman Charles B. Glenn. To add to the interest in the discussion, President Stoddard is asking two superintendents who are not members of the Commission to serve on the jury-panel. It is hoped that these two persons will be able to ask more questions than the Commission will be able to answer. It is probable also that this friendly give-and-take will be far from one-sided.



The scope of the forthcoming *Yearbook* is such as to include many of the questions which perplex superintendents with regard to a modern social studies curriculum. What is the role of the school in American society? How should the social studies be taught today? Is there a place for the discussion of controversial issues? What criteria should be used in the selection and organization of the content of the curriculum? How should the outcomes be evaluated? What provision should be made for continuous curriculum revision?

The Commission on the Social Studies Curriculum was officially announced at the Cleveland Convention in 1934. The *Yearbook* resulting from their efforts will be mailed to all paid-up members of the Department of Superintendence shortly before the St. Louis convention. The members of the Commission include: Chairman Charles B. Glenn, Charles A. Beard, Herbert B. Bruner, Leslie A. Butler, George S. Counts, Frank N. Freeman, Leonard V. Koos, Paul T. Rankin, Virgil Stinebaugh, Ralph W. Tyler, and Howard E. Wilson.

Educational Policies Commission

A Statement Concerning Its Organization



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THE HISTORY of the National Education Association has been enriched thruout by the work of its great Commissions. The Association, and the Department of Superintendence, herewith announce the appointment of an Educational Policies Commission which is to undertake a task of vital significance.

The experiences of the Joint Commission in dealing with the emergency problems of the depression showed us all clearly that piecemeal planning of American education is entirely inadequate to presentday and future needs; that educational statesmanship can now be content with no less than the planning of a careful longterm program that will merit the united support not only of the profession but of the parents of the children who comprise America's schools.

Only by such a program of action can education make its most effective contribution to our evolving democratic society.

[I] Purposes of the Educational Policies Commission—

[1] To stimulate thoughtful, realistic, long-term planning within the teaching profession on the highest possible level, looking toward continued adaptation of education to social needs.

[2] To appraise existing conditions in education critically and to stimulate educational thinking on all levels so that desirable changes may be brought about in the purposes, procedures, and organization of education.

[3] To consider and act upon recommendations from all sources for the improvement of education.

[4] To make the best practises and procedures in education known thruout the country and to encourage their use everywhere.

[5] To develop a more effective understanding and cooperation between various organized groups interested in educational improvement.

[II] *Membership and organization of the Commission*—The Educational Policies Commission has been created for a five-year period and consists of 15 members, four of whom are exofficio and eleven appointed. The exofficio

members are the President of the National Education Association, the President of the Department of Superintendence, the Executive Secretary of the National Education Association, and the Executive Secretary of the Department of Superintendence.

In addition to the appointed members, the United States Commissioner of Education and the President of the American Council on Education have been requested to serve as advisory members and invited to attend all meetings of the Commission.

The Educational Policies Commission will elect a chairman, a vicechairman, and other officers if deemed desirable.

[III] *Activities of the Commission*—The Educational Policies Commission is empowered to hold meetings, call conferences, conduct studies, adopt such procedures as may be necessary to the accomplishment of its purposes.

The membership of the Commission follows:

Appointed members—Cornelia S. Adair, principal, Franklin School, Richmond, Va.; Lotus D. Coffman, president, University of Minnesota, Minneapolis; George S. Counts, Teachers College, Columbia University, New York, N. Y.; J. B. Edmonson, University of Michigan, Ann Arbor; Frederick M. Hunter, University of Oregon, Eugene; Charles H. Judd, University of Chicago; John K. Norton, Teachers College, Columbia University; John A. Sexson, supt. of schools, Pasadena, Calif.; Payson Smith, state commissioner of education, Boston, Mass.; George D. Strayer, Teachers College, Columbia University; Willis A. Sutton, supt. of schools, Atlanta, Ga.

Advisory members—United States Commissioner of Education, J. W. Studebaker, U. S. Office of Education, Washington, D. C.; President of the American Council on Education, George F. Zook, 744 Jackson Place, Washington, D. C.

Ex officio members—President of the National Education Association, Agnes Samuelson, state supt. of public instruction, Des Moines, Iowa; Executive Secretary of the National Education Association, Willard E. Givens, 1201 16th St., N. W., Washington, D. C.; President of the Department of Superintendence, A. J. Stoddard, supt. of schools, Providence, R. I.; Executive Secretary of the Department of Superintendence, S. D. Shankland, 1201 16th St., N. W., Washington, D. C.



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SMITH

NEA Committees at Work

Committee on Academic Freedom

PRESIDENT AGNES SAMUELSON announces the appointment of the members of the Committee on Academic Freedom as follows:

Henry Lester Smith, dean, School of Education, University of Indiana, *chairman*

Mildred Babcock, teacher, Westwood, N. J.
William H. Kilpatrick, professor of education, Teachers College, Columbia University, New York, N. Y.

Emily Tarbell, teacher, Journalism and Speech, Vocational High School, Syracuse, N. Y.

Ruth West, teacher, Social Studies, Lewis and Clark High School, Spokane, Wash.

This Committee was appointed in response to the following resolution adopted at the Denver Convention:

Academic Freedom—The National Education Association believes that administrators, teachers, and schools should have full opportunity to present differing points of view on any and all controversial questions in order to aid students to adjust themselves to their environment and to changing social conditions. The National Education Association is instructed to appoint a Committee on Academic Freedom of five members, three of whom shall be classroom teachers. The duties of this committee shall be as follows:

[1] To make known to teachers and other friends of education any proposed legislation against freedom in teaching and to take the necessary steps to combat such legislation.

[2] To investigate and to report upon cases of discharge of teachers in violation of the principle of academic freedom.

[3] To seek public support for the right of teachers to academic freedom.

[4] To assist in every way efficient teachers deprived of their positions in violation of the National Education Association principle of academic freedom as embodied in part II of the platform.

[5] To cooperate with other reputable and recognized national organizations which are actively engaged in maintaining the principle of academic freedom.

Other Committees at Work

Articles appearing in *THE JOURNAL* for October and November discussed briefly the work of these committees: Tenure Committee; Committee on Amending Charter; Committee on By-laws and Rules; Committee on Discrimination in Appointing Teachers.

Other committees of the Association are engaged in the activities indicated:

Economic Status of the Teacher—This committee completed one major phase of its task when it presented at Denver a survey of the economic transactions of a group of city school teachers during

the year 1932-33. B. R. Buckingham, Boston, Massachusetts, was chairman of the Committee until that time. The committee is now planning to conduct a survey of the economic status of rural teachers. William McKinley Robinson, Kalamazoo State Teachers College, Kalamazoo, Mich., is the new chairman.

Horace Mann Centennial Celebration—The purpose of this special committee is to plan for the celebration in 1937 of the Hundredth Anniversary of Horace Mann's selection as the first state commissioner of education in the United States. The chief school officer in each state has just been appointed to this committee in addition to others previously appointed. Payson Smith, Massachusetts state commissioner of education, is chairman.

Legislative Committee—This committee is drafting a bill on permanent federal aid to education for presentation to Congress in the coming session. Sydney B. Hall, state superintendent of public instruction for Virginia, is chairman.

Social-Economic Goals—This committee is continuing its work under the chairmanship of Fred J. Kelly of the United States Office of Education. It has already presented a report which proposed to the Association desirable social-economic goals. [See *THE JOURNAL* for January 1934.] The committee is now preparing materials showing how school systems may contribute to the achievement of the social-economic goals proposed.

Committee to Cooperate with the National Association of Teachers in Colored Schools—N. C. Newbold, state director of negro education for North Carolina, *chairman*. The purpose of this committee is to promote interracial goodwill.

Joint Committee on Health Problems in Education—Thomas D. Wood, Teachers College, Columbia University, *chairman*. This committee is giving constructive service in conducting research, preparing reports, and disseminating knowledge for improving the health of school children and of teachers.

Committee on International Relations—Annie Carleton Woodward, Somerville, Massachusetts, *chairman*. The function of this committee is to encourage a better international understanding thru education.

Joint Committee of the National Education Association and the American Library Association—Edith A. Lathrop,

Associate Specialist in School Libraries, U. S. Office of Education, *chairman*. Among the projects on which this committee is working are a statement of school library essentials, a pamphlet on research problems in the school library field, and investigation of the possibility of making nationwide recommendations regarding school library records and reports.

Joint Committee of the National Education Association and the National Congress of Parents and Teachers—Mrs. B. F. Langworthy, president of the National Congress of Parents and Teachers, *chairman*. One of the principal functions of this committee is to encourage close cooperation between state teachers associations and the state parent-teacher organizations.

National Commission on the Enrichment of Adult Life—James A. Moyer, state director of university extension for Massachusetts, *chairman*. Among other projects, this Commission prepares valuable pamphlets on adult life.

Resolutions Committee—Amy H. Hinrichs, principal, Audubon School, New Orleans, La., *chairman*. The report on resolutions to be presented at the Portland meeting will be prepared by this committee.

Committee on Retirement Allowances—M. Emma Brookes, principal, Miles-Cranwood Schools, Cleveland, Ohio, *chairman*. This committee is constantly studying significant developments in state teacher retirement legislation. It works to extend and improve retirement allowance facilities thruout the United States.

Committee of Seven on Reorganization of the National Education Association—E. E. Oberholtzer, superintendent of schools, Houston, Tex., *chairman*. The purpose of this committee is indicated by the following excerpt from the Resolution of the Representative Assembly which created it in 1934: "The National Education Association has been carried on for years under a cumbersome plan of organization. It is generally believed that there are too many boards, committees, trustees, and directors whose duties overlap."

Future issues of *THE JOURNAL* will carry further information regarding the work of Association committees. More complete accounts of the activities of the Association's committees for 1934-35 may be found in the 1935 *Volume of Addresses and Proceedings*.

Notes and Announcements

TO EACH MEMBER of the National Education Association, to our growing family of JOURNAL readers, and to the host of friends of the teaching profession, the headquarters staff and officers of the Association send heartiest Christmas greetings and best wishes together with the hope that the Christmas spirit may abide in each of your lives.

Secretary Givens' western trip—Executive Secretary Willard E. Givens left Washington on October 20 for an extended field trip thru the West. He returned to the headquarters office on November 13. During the course of the trip, Mr. Givens addressed the Cheyenne, Wyo., Teachers Association; the Utah State Education Association; the Montana State Education Association; the District Institute held at Ely, Nev.; the Oakland, Calif., Forum; the Bay Section of the California Elementary Principals Association; educational leaders of southern California; the San Diego Teachers Association; and the Arizona Education Association. Secretary Givens also held numerous conferences with local and state groups concerning the problems of professional organization.

NEA enrolments for 1935-36 received up to October 31 were approximately 8000 ahead of the same date last year. During October, 43 new NEA life members were enrolled.

The Hall of Fame—The November 1935 JOURNAL, pages 249-56, presented a special feature, "Our American Heritage of Leadership." Busts and descriptive legends of those Americans represented in the Hall of Fame, New York University, were presented. JOURNAL readers will be interested to know that three additional members have been added to the Hall of Fame. William Penn, founder of Pennsylvania; Simon Newcomb, mathematician and astronomer; and Grover Cleveland, twice President of the United States, were elected in the eighth quinquennial election.

The Journal Index for 1935 will be available early in January. The Index is sent to all \$5 members and to other members who request it. For reference or in binding JOURNAL issues, the Index is indispensable.

Integration of professional forces—The need for a closer integration of our professional forces has become increasingly apparent during recent years. The effectiveness of state associations depends somewhat on the extent to

which they are related to their local associations as well as on the work of a strong national association. The success

PRESIDENT SAMUELSON ON THE AIR—Thru the courtesy and co-operation of station WHO, Des Moines, the National Education Association is having a fifteen-minute broadcast period, "News and Views of the NEA," on the first Sunday of each month. President Samuelson is the speaker on these programs, the next of which will be heard December 1. The time is 10:45 P. M., Central Standard Time; station WHO operates on 1000 kilocycles.

of the national association likewise depends to a large extent on the success of the state associations and on the intimacy of its relationship to the state associations. The following portion of the report of the New York State Teachers Association's Committee on NEA Relationships suggests several significant items which will be of interest to leaders in other states who are working in this important field of integration:

NEA Relationships Committee—We recommend four lines of cooperation between our state association and the National Education Association for the present year:

- [1] Uphold the hands of the Executive Secretary of the NEA, Willard E. Givens.
- [2] Name at an early date our full state delegation to the summer meeting of the NEA.
- [3] Attempt to increase the number of affiliated local associations.
- [4] Have each local association represented at the summer meeting.

The membership of the committee consists of Harry W. Langworthy, superintendent of schools, Gloversville, N. Y., *chairman*; H. Claude Hardy, superintendent of schools, White Plains, N. Y.; Daniel J. Kelly, superintendent of schools, Binghamton, N. Y.; Arvie Eldred, executive secretary, New York State Teachers Association, Albany, N. Y.

Education in lay magazines—Varying interpretations of the schools and school problems are reaching the public thru the current magazines. Recent articles include the following:

Brought Up to Do Something, by Margaret Cushman Banning. Nov. *Ladies Home Journal*.

March of the Children Under Dictators, by Eunice Fuller Barnard. Oct. 20 *New York Times Magazine*.

The Little Red Schoolhouse at Least Is Working Overtime, by Helen Christine Bennett. Nov. *Cosmopolitan*.

The Higher History, by Heywood Broun. Oct. 9 *Nation*.

Who's Standardized? by Dorothy J. Colburn. Nov. *Scribner's*. [Comparing British and American education.]

Social Maturity: Year by Year Tests. Nov. 2 *Literary Digest*.

Cherubs at School, by Anne C. Phillips. Nov. *Woman's Home Companion*.

Parents Versus Non-parents, by Gilbert Seldes. Nov. *Scribner's*.

What I Want Education to Mean, by Mrs. George B. Simmons. Nov. *Good Housekeeping*.

Ferment in the Colleges, by James Wechsler. Oct. 16 *New Republic*.

Schools which are 100 percent in membership in the National Education Association are receiving, as a gift of appreciation from the Association, a copy of *Education in Lay Magazines*, from which the above titles have been chosen.

Every child should be taught how to open and maintain a postal savings account.

Gleanings from state education journals: Middletown class turns to city planning—A group of sixth-grade pupils of the Mulberry Street School, Middletown, N. Y., in connection with their health work, have become interested in civic planning. In their study of the city, a vacant lot, long a health and fire hazard, stirred them to action. They made a model of the lot showing a long stretch of exposed sewer pipe, heaps of rubbish, ashes, garbage and refuse, animal carcasses, tin cans and other litter, poison ivy areas, etc. They also constructed a model showing a proposed development of the lot as a municipal playground with swings, teeters, slides, and other equipment. Letters condemning the lot and describing ways of improving conditions accompanied the models. The mayor was much impressed and promised to take up the matter with the common council.—*New York State Education*, Oct. 1935.

The Story of Texas—A successful curriculum program was carried out last year in the Latexo, Tex., schools. W. G. Luce writes about it in the *Texas Outlook*, Oct. 1935. The essentials of Texas geography and government were put into a unit called "The Story of Texas."

The Virginia Journal of Education [Oct. 1935] refers to a "follow-up" study of Boston highschool graduates for 1917-34 for a year following their graduation. The results show that:

Up to 1930—boys seeking further education	30%
boys unemployed	2%
boys employed	68%

After 1930—unemployment rose to about	25%
Up to 1930—girls seeking further education	30%
girls staying home or marrying	3%
girls unemployed	1%
girls employed	66%
After 1930—unemployment rose to about	35%

Safety education brings results—Tulsa Schools will use motion pictures this year in attempting to repeat the record of last year when not a Tulsa child was killed by an automobile accident. Movies of the hazards, showing traffic and children crossing the street are being taken at each school. There will also be pictures of students crossing the streets in the safest manner. Children will be given lectures on these methods when the films are shown. Twenty-eight special officers are on duty at school street crossings to direct traffic and lead children across the streets.—*Oklahoma Teacher*, Nov. 1935.

A worthwhile project—Early last spring the boys of the Bremer School, Minneapolis, under the direction of Potter J. Brandmill, planted a garden of two and one-half acres of land on the site the schoolboard has secured for the Lind School. The results so far this fall show a total of 900 heads of cabbage, 550 bushels of squash, 20 bushels of tomatoes, 50 bushels of onions, not to mention sweet corn, rutabagas, beets, cucumbers, etc. The boys have had the experience of selling \$22 worth of produce, and with the help of Mrs. Fifield, who is in the kitchen at Bremer, they have stored away 100 quarts of cucumber pickles and 200 quarts of tomatoes to be used to help out on lunches during the winter. They are now working in shifts at the garden, digging potatoes, loading trucks, and getting the soil ready for next year's garden.—*Minnesota Journal of Education*, Oct. 1935.

Palmer Township [Pa.], with the combined efforts of the three PTA's, carried out a dental program with great enthusiasm last year. Ninety-four percent of all defects were corrected. This year the program has been expanded to take care of teeth, tonsils, and those needing glasses. The associations have endorsed the 10-point plan to save eyesight as advocated by Lester K. Ade, superintendent of public instruction.—*Pennsylvania School Journal*, Nov. 1935.

Holding power of South Dakota Schools—While the total elementary school enrolment in South Dakota increased only 26 percent from 1905 until 1934, the number of 8th-grade graduates increased 725 percent. In 1934 there were 13,461 pupils graduated from the 8th grade as compared with 1632 in 1905.

During this same period the enrolment in elementary schools increased from 103,766 to 130,531.—R. W. Kraushaar in *South Dakota Education Association Journal*, Nov. 1935.

The Georgia Education Journal for October 1935 contains an interesting account [by Rosa U. Hammond] of an



RAY MURPHY, national commander of the American Legion, which cooperates each year with the NEA in sponsoring American Education Week.

English project carried out in the Rome Highschool. Instead of requiring a long term paper from each member of the class every senior who studied American literature was asked to concentrate upon one author, that is, to read every article he could find in books, newspapers, and magazines upon his subject. Also to get or draw as many pictures as he could for his manuscript. . . . Much of the material was obtained from reading the subject's original letters, autobiographies, and works, and from interviews. After all the work had been typewritten, it was placed in attractive stiff back folders with the title of the work and the author printed on the back. This project not only added additional information on contemporary American authors to the school library, but taught the students how to write and compile short booklets.

Another worthwhile English project is that described by Mary G. Breton in *The Connecticut Teacher*, November 1935. The freshman English classes of Seymour, Connecticut, Highschool for the past three years have tried this experiment: The classroom is turned into an imaginary radio broadcasting studio.

Among the presentations are short plays, impersonations, recitations, news flashes, current events, travel talks, and the like. This imaginary radio studio is an aid to students who are reluctant to speak before an audience.

The Wisconsin legislature has recently added conservation to the school curriculum. One piece of pioneering work in Wisconsin, which other states might well follow, is the establishment of school forests, as educational and conservation projects. They can, as the years go on, become a source of financial support to the school. A normal school forest, the first of its kind in Wisconsin to be associated with teacher training, was dedicated recently at the Rusk County Normal school. The number of school forests in Rusk County is now 43. The 40-acre forest of this normal school will be used as an outdoor classroom for nature study. A nature trail will be established along which trees and shrubs will be labelled by name. About 30,000 trees will be planted by students and relief labor this fall.—*Wisconsin Journal of Education*, Oct. 1935.

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

"Our American Schools" radio program is presented by the National Education Association each Wednesday evening 7:30-7:45 P.M., EST, over the red network of the National Broadcasting Company. A calendar of topics for the next three months follows:

December 4—*A Toast to the Teacher*: Tributes of outstanding Americans to the teacher who helped them most.

December 11—*School Leaders at Work*: Discussions from the Conference of State School Superintendents and Commissioners held at Washington, D. C.

December 18—*A Stable Teaching Profession*: The purposes of teacher tenure and its progress in the United States.

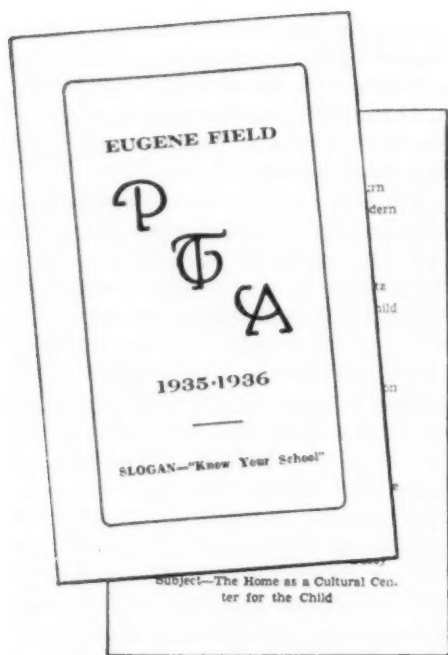
January 8—*When Teaching Days Are Over*: The need for teacher retirement and illustrations of good retirement legislation.

January 15—*A Trained Teacher for Every Child*: Progress toward higher qualifications for teachers; how it affects teachers, pupils, and taxes.

January 22—*Pedagogs and Purse Strings*: The economic status of the teacher and ways to improve it.

February 5—*Schools and Taxes*: What the school offers for the tax dollar; budgeting for the school in the future.

February 12—*Equality of Educational Opportunity*: The need for federal aid to schools; history of the movement; social mobility; the school and the citizen.



THE 1935-36 program of the parent-teacher association of the Eugene Field Elementary School, Maryville, Missouri. The slogan of this PTA is "Know your school."

February 19—*Uncle Sam and His Nephews' Schools*: The provisions of the federal aid bill before Congress.

February 26—*School Leaders at St. Louis*: Reports of the 66th Annual Convention of the Department of Superintendence.

"Our American Schools" is also presented each Saturday morning at 11:00 A.M. EST under the direction of Florence Hale.

As professional organizations, we must state our faith plainly and defend not only our profession but democracy itself by insisting on freedom of thought and freedom of instruction.—J. W. Studebaker, U. S. Commissioner of Education.

Important notice—The banquet of the Department of Elementary School Principals will take place on Monday evening, February 24 [instead of Tuesday, February 25, as formerly announced] at the Statler Hotel, St. Louis. Reservations should be made thru Isabel Tucker, 3412 Shenandoah Ave., St. Louis.

The World Federation of Education Associations, 1201-16th St., N.W., Washington, D. C., will begin in January 1936 the publication of a bimonthly pocket magazine, *World Education*, to be mailed regularly to member and affiliated organizations all over the world. Goodwill members will receive a complimentary copy of the first number. *World Education* will be devoted to educational news and topics of worldwide scope in line with the Federation's objectives of promoting international understanding,

goodwill, and friendship thru education. The contents will be largely in English, but it is planned to print occasionally items in the other major languages of the world.

President A. J. Stoddard and Secretary S. D. Shankland of the Department of Superintendence attended the Missouri State Teachers Association at St. Louis, November 8 and 9. While there, they attended to a number of convention details. The Business Division of the National Education Association has completed the layout for the St. Louis exhibit. It will be one of the finest exhibits of school materials ever presented.

The topic of the 1937 Yearbook of the Department of Superintendence is *Public Relations and Educational Interpretation*. The first meeting of this yearbook commission was held at Skytop, Pennsylvania, November 16, 17, and 18. Members of the Commission are:

Frank G. Pickell, chairman, superintendent of schools, Montclair, N. J.; Frederick H. Bair, superintendent of schools, Shaker Heights, Ohio; Harry Elmer Barnes, 230 Park Avenue, New York, N. Y.; Charles A. Bowers, secretary, Nebraska State Teachers Association, Lincoln, Nebr.; Hollis L. Caswell, professor of education, George Peabody College for Teachers, Nashville, Tenn.; Willard S. Elsbree, associate professor of education, Teachers College, Columbia University, New York, N. Y.; John Guy Fowlkes, professor of education, University of Wisconsin, Madison, Wisc.; H. Claude Hardy, superintendent of schools, White Plains, N. Y.; Clyde R. Miller, director, Bureau of Educational Service, Teachers College, Columbia University, New York, N. Y.; Arthur B. Moehlman, professor of administration and supervision, University of Michigan, Ann Arbor, Mich.; J. A. True, superintendent of schools, Council Bluffs, Iowa.

The American Child Health Association is being dissolved as an organization. Certain educational services developed and rendered in the interest of School Health Education by the American Child Health Association have been offered, with a substantial subsidy to meet expenses, to the National Education Association. This offer has just been accepted by the National Education Association, with the understanding that these services to schools will be administered, for the ensuing year, under the auspices of the Joint Committee on Health Problems in Education. This School Health Education Service will have an office in the NEA building in Washington, D. C., for this coming year. Anne Whitney will serve as Director. Miss Whitney has been for six years director of educational service of the American Child Health Association. An advisory committee will determine the policies of this service, announcement of which will be made later. The office will be opened December 2, 1935.

The statement under "Between Editor and Reader" first appeared as an editorial in THE JOURNAL for December 1931.

Professional meetings in New York City—A significant professional movement was begun in New York City on Saturday, October 26, 1935. This was the occasion of the first annual meeting of Assistants to Principal. It consisted of a panel conference luncheon. Eight different panels met simultaneously and discussed these topics:

What is the place of the assistant to principal in developing teachers into the most professionally efficient persons they are capable of
[Cont. on page A-130]



THE BULLETIN BOARD DISPLAY prepared by the English group of the ninth grade, South Junior High School, Watertown, New York, under the direction of Mrs. Lewell Thompson. This display was the result of a unique study and evaluation of current magazines.

The Honor Roll of the NEA

IT IS my candid opinion that we are justified in asking and expecting memberships in our professional organizations if we are fair in our beliefs as to what these organizations have done and can do for the teaching profession. The unity of the teacher groups in upholding the interests of the profession is paramount to all other considerations. My desire to belong to all of these organizations is not one of policy nor of professional loyalty but is one of a definite belief that these organizations justify my support.

We are not asking teachers to join as a matter of loyalty to a system nor because a superintendent of schools urges such membership but in an absolute belief that these organizations are worthwhile and regardless of the apparent lack of tangible evidence in the minds of many teachers, they have justified their existence and our support. There never was a time when this can be more true than it is under present conditions. May we come back to our 100 percent standing?—R. C. Maston, superintendent of schools, Elyria, Ohio, in a letter to teachers and principals.

New Life Enlistments

THE NUMBER of life members in the National Education Association on November 1 was 5461. The following life members have been reported since the list was published in the November JOURNAL.

ALABAMA—William Alton Woodham.
ARIZONA—E. H. Andres, Jr.
CALIFORNIA—Roscoe Bancroft.
CANAL ZONE—Lawrence Johnson.
FLORIDA—Louise D. Bailey, Robert C. Moon.
INDIANA—Louis H. Barnoff.
LOUISIANA—James A. Buisson, Jr.
MASSACHUSETTS—Mary Gertrude Bailey.
MICHIGAN—Paul T. Rankin.
MONTANA—Leora M. Hapner.
NEVADA—Mrs. Thelma Flaven, L. W. Sledge.
NEW YORK—Paul M. Weyand, William A. Wright.
NORTH DAKOTA—Agnes Tuttle.
OHIO—George P. MacFarlan, Earl Metz, Leonard J. Luker, Howard V. Kielmeier, Delma V. Elson.
OKLAHOMA—W. W. Isle.
PHILIPPINE ISLANDS—Dr. Pedro E. Y. Rio.
PENNSYLVANIA—Walter O. Sheaffer.
TENNESSEE—E. O. Coffman.
TEXAS—Mrs. Alice J. Galbraith.
VIRGINIA—Edward F. Overton.

Completed Enrolments

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

Seventeen Years

COLORADO—Pueblo, Minnequa.
OHIO—Columbus, Fulton Street; Kenton, Kenton Public Schools, East, Espy, Grammar, High, North, West.

Sixteen Years

INDIANA—Hammond, Maywood.

Fifteen Years

CALIFORNIA—Santa Barbara, Roosevelt; South Pasadena, Marengo Avenue.
INDIANA—Hammond, Columbia, Riverside, Wallace, Woodrow Wilson.
MASSACHUSETTS—Brookline, Edward Devotion.
NEVADA—Las Vegas, Las Vegas Elementary.
OHIO—East Cleveland, Mayfair; Norwood, Allison Street, Sharpsburg.
VIRGINIA—Lynchburg, White Rock.

Fourteen Years

ILLINOIS—East St. Louis, Rock Junior High.
IOWA—Burlington, Burlington Public Schools, James Wilson Grimes, Lincoln, Oak Street, Perkins, Prospect, Salter, Saunderson, Senior High, Sunnyside, Washington.

MINNESOTA—Duluth, Nettleton.
PENNSYLVANIA—Biglerville, Biglerville Public Schools.
WISCONSIN—Wausau, Irving.

Thirteen Years

ARIZONA—Jerome, Jerome Public Schools, Administration Building, Clark Street, High, Public Building C.
COLORADO—Rocky Ford, Rocky Ford Public Schools, High, Liberty, Lincoln, Washington.
ILLINOIS—Pekin, Pekin Public Schools, Douglas, Franklin Building, Garfield, Jefferson, Lincoln, McKinley, Roosevelt, Washington Junior High.
KANSAS—Chanute, Chanute Public Schools, Alcott, Cross, Junior High, Lincoln, Murray Hill, Pioneer, Roosevelt, Senior High, Webster.
MARYLAND—Galena, Galena Elementary, Galena High.
MICHIGAN—St. Joseph, St. Joseph High.
NEW MEXICO—Roswell, Washington Avenue.
OHIO—East Cleveland, Caledonia; Norwood, North Norwood.
PENNSYLVANIA—Berlin, Berlin Public Schools.
SOUTH DAKOTA—Sioux Falls, Irving.
VIRGINIA—Lynchburg, Garland-Rodes.

Twelve Years

COLORADO—Englewood, Hawthorne.
CONNECTICUT—Darien, Baker.
IDAHO—Pocatello, Jefferson.
ILLINOIS—Maywood, Emerson.
MINNESOTA—Minneapolis, Irving.
NEW HAMPSHIRE—Rochester, East Rochester.
NEW JERSEY—Summit, Brayton, Junior High, Lincoln, New York—Oneida, Washington Avenue.
OHIO—Columbus, Heyl Avenue; Norwood, Williams Avenue; Tiffin, College Hill Building, Junior High, Monroe Street Building; Warren, Elm Road; Youngstown, Jefferson.
PENNSYLVANIA—Greenville, Margaret Brown, Columbia, Washington; Mahanoy Township, Mahanoy Township Public Schools, Buck Mountain, Coles, Ellengowan, Lincoln, Mahanoy City Junior High, Mahanoy City Senior High, Maple Hill, Park Place, Robinsons, Suffolk, Washington, Wiggins; Palmerston, Palmerton Public Schools, Delaware, Franklin, Hazard, Special Teachers and Supervisors, Stephen S. Palmer Junior-Senior High.
UTAH—South Sanpete District, Gunnison Valley High.
VIRGINIA—Miller Park.
WISCONSIN—Wausau, Central, G. D. Jones, Junior High, Lincoln.
WYOMING—Casper, Grant.

Eleven Years

MASSACHUSETTS—Gloucester, Forbes; Plymouth, Hedge.
MINNESOTA—Minneapolis, Cleveland.
MISSOURI—Kansas City, Leeds; University City, Flynn Pary.
NEW JERSEY—Camden, H. C. Sharp; Montclair, Grove Street; North Plainfield, Somerset.
OHIO—Bellevue, Ellis, McKin, Pike, Junior High; Cincinnati, Retail Selling Vocational High; Middletown, Middletown Public Schools, Central, Garfield, Jefferson, Lincoln, North Roosevelt Junior High, Senior High, Sherman, South, Young, Booker T. Washington; Tiffin, Columbian High; Wood County, Jackson Township High; Youngstown, Elm Street.
PENNSYLVANIA—Berks County, Caernarvon Township, Cumru Township, Jefferson Township, Oley Township Consolidated High, Perry Township, Tipton Borough, Upper Bern Township, Wyomissing Borough.
UTAH—Murray City, Murray City Public Schools, Arlington, Bonnyview, Liberty, Murray High.
WISCONSIN—Wauwatosa, Wilson.
WYOMING—Laramie, Parkview.

Ten Years

CALIFORNIA—Santa Barbara County, Montecito Union.
COLORADO—Englewood, Lowell; Gilcrest, Gilcrest High.
HAWAII—Kalaheo, Kanai, Kalaheo.
ILLINOIS—Shabbona, Shabbona; Wheaton, Wheaton Public Schools, Holmes, Junior High, Longfellow, Lowell, Wheaton Community High, Whittier.
INDIANA—Fort Wayne, Rudisill; Indianapolis, William McKinley Number Thirty-nine.
KENTUCKY—Ashland, Bayless, Coles Junior High, Hager, Hatcher, Means, Senior High.
NEVADA—Carson City, Carson City Public Schools, Carson City Elementary, Carson City High.
NEW JERSEY—Carney's Point, du Pont Number One; Ventnor, Oxford Avenue.
NEW MEXICO—Roswell, East Side.
NEW YORK—Rome, Gansevoort; Schenectady, Brandywine Avenue.
OHIO—Bowling Green, Church Street, Ridge Street, South; Columbus, Felton, Leonard Avenue; Mansfield, Newman; Maumee, Maumee Public Schools, Fort Miami, Maumee High, Riverside, Union Grade; Rittman, Rittman Public Schools, First Street, High, Primary Building; Warren, Frances E. Willard.

PENNSYLVANIA—Gettysburg, Gettysburg Public Schools, High, High Street, Lincoln, Meade.
SOUTH DAKOTA—Wakonda, Wakonda Consolidated.
TEXAS—Houston, Park Place Elementary.
UTAH—Duchesne County, Duchesne Elementary, Duchesne High, Ioka, Mt. Home, Mayton, Neola, Roosevelt Elementary, Tabiona, Talmage; Salt Lake City, Lafayette.
VIRGINIA—Norfolk, James Monroe.
WASHINGTON—Centralia, Centralia Public Schools, Edison, High, Jefferson-Roosevelt, Lincoln, Logan, Oakview, Washington.
WISCONSIN—Kenosha, Washington Elementary, Washington Junior High; Manitowoc, Cleveland, County Rural Normal, Garfield, Jefferson, McKinley, Madison, Roosevelt; Two Rivers, Two Rivers Public Schools, Hamilton, Koenig, Washington Grade, Washington High; Wauwatosa, Lincoln.

Nine Years

ARIZONA—Clemenceau, Clemenceau.
GEORGIA—Atlanta, Frank L. Stanton.
ILLINOIS—Belvidere, Logan, Washington; Oak Park, Oak Park Public Schools, William Beye, Ralph Waldo Emerson, William H. Hatch, Nathaniel Hawthorne, Oliver Wendell Holmes, Washington Irving, Abraham Lincoln, Henry Wadsworth Longfellow, James Russell Lowell, Horace Mann, John Greenleaf Whittier.
INDIANA—Indianapolis, Calvin N. Kendall Number Sixty-two.
KANSAS—Chanute, Trade; Hutchinson, Winans.
KENTUCKY—Ashland, Crabbe, Oakview, Wylie.
MAINE—Camden, Elm Street.
MASSACHUSETTS—Athol, Main Street; Medford, James; Stoneham, South.
MINNESOTA—Minneapolis, Audubon.
NEBRASKA—Grand Island, Dodge.
NEW JERSEY—North Plainfield, Harrison; Vineland-Landis Township, Chestnut and East Street, East Avenue, Magnolia Road, Park and East Street, Park and Second Street, South Vineland.
NEW MEXICO—Albuquerque, University Heights; Van Houten, Van Houten.
NEW YORK—Kenmore, Lincoln Elementary.
OHIO—Bellevue, Bellevue Public Schools, Senior High; Canton, Washington, Woodland; Cincinnati, Salmon P. Chase; Fremont, Atkinson, Croghan, Hayes, Otis, Stamm; Lockland, Lockland Public Schools, Lockland Elementary, Lockland High, Special High and Elementary, Wayne; Tiffin, Miami Street Building.
OREGON—Roseburg, Roseburg Public Schools, Benson, Fullerton, Junior High, Rose, Senior High.
TEXAS—Texarkana, Junior High.
UTAH—Logan, Junior High.
WISCONSIN—Wauwatosa, Washington.
WYOMING—Sheridan, Coffeen Avenue.

Eight Years

CALIFORNIA—Vallejo, McKinley.
COLORADO—Canon City, Roosevelt Junior High.
CONNECTICUT—Darien, Hindley.
ILLINOIS—Belvidere, Belvidere Public Schools, Lincoln, Perry; Pekin, Pekin Community High.
INDIANA—New Castle, New Castle Public Schools, Omar Bundy, Charles S. Hernly, Holland, Junior High, Benjamin S. Parker, Senior High, James C. Weir.
MAINE—Waterville, Myrtle Street.
MARYLAND—Westernport, Hammond Street.
MASSACHUSETTS—Leominster, Pierce.
MISSOURI—Maryville, Maryville Public Schools, Eugene Field, Maryville High.
NEW YORK—Westchester County, Greenburgh Elementary Number Eight, Greenburgh High Number Eight.
OHIO—East Cleveland, Rozelle.
SOUTH DAKOTA—Pierre, Pierre Public Schools.
TENNESSEE—Springfield, Springfield Public Schools, Junior High, Main Street, Woodland Street Elementary.
TEXAS—Texarkana, Senior High.
UTAH—Duchesne County, Mt. Emmons Central High, Mt. Emmons Elementary, Upalo.
VERMONT—Enosburg Falls, Enosburg Falls Public Schools, Grade, High; Rockingham-Westminster District, Atkinson Street.
WASHINGTON—Spokane, Havermale Junior High, Libby Junior High.

Seven Years

CALIFORNIA—Centerville, Washington Union High; Soledad, Soledad Union Grammar.
GEORGIA—Atlanta, Moreland.
ILLINOIS—Lombard, William Hammerschmidt, Lincoln Junior High; Reddick, Reddick Community High; Woodstock, Dean Street.
INDIANA—Pendleton, Pendleton Public Schools, High, West; Terre Haute, Fairview, Sandison.
KENTUCKY—Ashland, Ashland Public Schools, Condit, Russell.
MASSACHUSETTS—Ipswich, Shatawell; Stoneham, Charles J. Emerson.
NEVADA—Sparks [Washoe County], Kate M. Smith.
NEW HAMPSHIRE—Winchester, Thayer High.

NEW JERSEY—*Hillside*, Saybrook; *Lawrenceville*, Lawrenceville.
 NEW MEXICO—*Albuquerque*, North Fourth Street; *Roswell*, North Hill.
 NEW YORK—*Johnson City*, Harry L. Johnson; *Spring Valley*, Lakeside.
 NORTH DAKOTA—*Fargo*, Franklin, Jefferson, McKinley, Emerson H. Smith.
 OHIO—*Canton*, Henry S. Martin; *Champaign County*, Jackson Rural; *Columbus*, Linden, Shepard Elementary; *East Cleveland*, Superior; *East Palestine*, East Palestine Public Schools, East North Avenue, Junior High School, Senior High, Captain Taggart; *Fremont*, Fremont Public Schools, Fremont Ross High, Lutz; *Lake County*, Roosevelt; *South Euclid*, Victory Park.
 PENNSYLVANIA—*Northampton*, Northampton Public Schools, Central Building, Franklin Building, Northampton Junior High, Northampton Senior High, Washington Building, Wolf Building.
 UTAH—*Duchesne County*, Bluebell, Roosevelt High; *Salt Lake City*, Sumner.
 WISCONSIN—*Edgerton*, Edgerton Public Schools, Edgerton Elementary, Edgerton Junior High, Edgerton Primary, Edgerton Senior High.

Six Years

DISTRICT OF COLUMBIA—*Washington*, Polk.
 ILLINOIS—*DuPage County*, Puffer District Number Sixty-nine; *Glen Ellyn*, Benjamin Franklin.
 INDIANA—*Dunkirk*, Dunkirk Public Schools, Senior High, Sutton; *Indianapolis*, Public Number Sixty-four; *Terre Haute*, Warren.
 IOWA—*Council Bluffs*, Abraham Lincoln High; *Des Moines*, Brooks.
 MASSACHUSETTS—*Lexington*, Adams; *Medford*, Hervey.
 MICHIGAN—*Lansing*, Walter H. French Junior High; *St. Clair*, St. Clair Public Schools.
 MINNESOTA—*Minneapolis*, Greeley; *St. Cloud*, Garfield.
 MONTANA—*Great Falls*, S. D. Largent.
 NEBRASKA—*Omaha*, Bancroft.
 NEW HAMPSHIRE—*Rochester*, Maple Street.
 NEW JERSEY—*Carney's Point*, Lafayette.
 NEW MEXICO—*Albuquerque*, Monte Vista.
 NEW YORK—*Geneva*, Cortland Street; *Johnson City*, Roberts Street; *Kenmore*, Lindbergh Elementary; *Oneota*, Chestnut Street.
 NORTH DAKOTA—*Bismarck*, Bismarck Public Schools, Junior High, William Moore, Richholt, Roosevelt, Senior High, Wachter; *Fargo*, Agassiz Grade, Agassiz Junior High, Clara Barton, Horace Mann, Roosevelt Platoon, Woodrow Wilson Platoon.
 OHIO—*Homerville*, Homer Township; *Middletown*, McKinley Junior High; *Tiffin*, Tiffin Public Schools, Noble Building.
 PENNSYLVANIA—*Ambridge*, First Ward; *Pike County*, Pike County Public Schools.
 TEXAS—*Texarkana*, Texas Central School.
 VIRGINIA—*Hopewell*, Du Pont, Highland Park; *Norfolk*, Robert Gatewood.
 WEST VIRGINIA—*Charleston*, Taft.
 WISCONSIN—*Kenosha*, Edward Bain.

Five Years

ARIZONA—*Hayden*, Hayden High, Primary.
 CALIFORNIA—*Calwa*, Calwa Elementary; *Guasti*, Piedmont.
 COLORADO—*Greeley*, Horace Mann.
 GEORGIA—*Macon*, Charles H. Bruce.
 ILLINOIS—*West Chicago*, Community High.
 KANSAS—*Topeka*, Gage.
 MAINE—*Newfield*, Ethan Stone High; *South Portland*, Sumner Street.
 MARYLAND—*Hagerstown*, South Potomac Junior High.
 MASSACHUSETTS—*Adams*, Commercial Street; *Medford*, Cradock; *North Andover*, Bradstreet; *North Attleboro*, Towne Street; *Wellesley Hills*, Seldon L. Brown, Alice L. Phillips Junior High.
 MINNESOTA—*Minneapolis*, Cyrus Northrop.
 MISSOURI—*Kansas City*, John K. Stark.
 NEBRASKA—*Omaha*, Comenius.
 NEW MEXICO—*Albuquerque*, Lincoln Junior High, Third Ward, Washington Junior High.
 NEW YORK—*Geneseo*, Geneseo State Normal; *Solvay*, Intermediate, Prospect.
 OHIO—*Akron*, Kent; *Cadiz*, Cadiz Public Schools; *Canton*, Henry S. Belden, Belle Stone; *Cleveland*, Park Knoll Elementary; *Columbus*, Main Street; *Garfield Heights*, Garfield Heights Elementary; *Lake County*, Mentor Avenue School [Painesville Rural District]; *North Baltimore*, North Baltimore Public Schools, Grade, Junior High, Senior High; *Van Wert*, Ridge Township.
 PENNSYLVANIA—*Ambridge*, Harmony, Liberty; *Berks County*, Centre Township; *Grove City*, Grove City Public Schools, Central, High, Lincoln, Washington.
 VIRGINIA—*Norfolk*, George Washington.
 WASHINGTON—*Spokane*, Mann.
 WISCONSIN—*Manitowoc*, County Superintendent's Office, Woodrow Wilson; *Milwaukee*, Thirty-eighth Street; *Port Washington*, Port Washington Public Schools, Port Washington High, Hill, Washington Street.
 WYOMING—*Superior*, Superior Public Schools, District Number Eight, High, South Superior, Superior.

Four Years

ARIZONA—*Eloy*, Eloy Grammar.
 CALIFORNIA—*Anaheim*, Lincoln; *Carmel by the Sea*, Sunset; *Los Angeles*, Santa Monica Boulevard; *Santa Cruz*, Grant Elementary; *Sunnyvale*, Sunnyvale Elementary.
 ILLINOIS—*Freeport*, East Side, First Ward, Harlem, J. W. Henney, Union; *West Chicago*, West Chicago Public Schools, Lincoln, Washington Junior High.
 INDIANA—*Fort Wayne*, James H. Smart.
 MASSACHUSETTS—*Holden*, Chaffins; *Paxton*, Paxton Center; *Reading*, Lowell Street; *Rutland*, Rutland High.
 MICHIGAN—*Flint*, McKinley Junior High and Elementary.
 MISSOURI—*Boonville*, Central.
 MONTANA—*Lewistown*, Lincoln.
 NEW HAMPSHIRE—*Derry Village*, Pinkerton Academy.
 NEW JERSEY—*Hopewell*, Hopewell Grammar; *Salem*, R. M. Acton.
 NEW YORK—*Cambridge*, Cambridge Union; *Corning*, Public School Number Two; *Larchmont*, Murray Avenue; *Rome*, Barringer.
 OHIO—*Cleveland*, Walton; *Lake County*, Madison Rural District, Garfield (Willoughby Rural District); *Norwood*, Norwood View.
 PENNSYLVANIA—*Milton*, Central, Curtin, Lincoln; *Montgomery County*, Narberth School District; *Waynesboro*, Waynesboro Public Schools, Clayton Avenue, Fairview Avenue, High, North Street, Snyder Avenue.
 TEXAS—*Texarkana*, Highland Park.
 VIRGINIA—*Hopewell*, "B" Village, Patrick Copeland.
 WEST VIRGINIA—*Athens*, Concord Elementary Training; *Pageton*, Pageton Elementary.
 WISCONSIN—*Manitowoc*, Lincoln High; *Milwaukee*, Wright Street.

Three Years

CALIFORNIA—*Anaheim*, Citron; *Los Angeles*, Ninety-second Street; *San Anselmo*, Red Hill.
 COLORADO—*Aurora*, Aurora Community.
 CONNECTICUT—*Bristol*, Clarence A. Bingham; *Darien*, Holmes; *Stratford*, Garden.
 GEORGIA—*Atlanta*, Tenth Street.
 ILLINOIS—*Auburn*, Auburn Township High; *Aurora*, Brady [East Side]; *East Aurora*, Oak Park; *Libertyville*, Libertyville Township High; *Peoria*, Garfield Elementary, Longfellow.
 INDIANA—*Fort Wayne*, South Wayne; *Terre Haute*, W. S. Rea.
 KANSAS—*Callison*, Callison Public Schools.
 KENTUCKY—*Lexington*, Morton Junior High; *Louisville*, Isaac Shelby.
 MASSACHUSETTS—*Beverly*, Centerville; *Dalton*, High; *Plymouth*, Mount Pleasant; *Waltham*, Nahum Hardy, Lawrence; *Wellesley Hills*, Fiske, L. Allen Kingsbury, Annie F. Warren; *Whitman*, Gurney.
 MICHIGAN—*Berkley*, Berkley Public Schools (District Number Seven), Angell, Berkley, High; *Flint*, Homedale.
 MINNESOTA—*Minneapolis*, William Penn.
 MISSISSIPPI—*Meridian*, Meridian Public Schools, Chalk, Highland, Junior High, Marion Park, Oakland Heights, Part-time, Poplar Springs, Senior High, Southside, Stevenson, Tuxedo, Witherspoon.
 MISSOURI—*Aurora*, Aurora Public Schools, Aurora High, Franklin, Lowell; *Boonville*, Senior High; *Kansas City*, Frances E. Willard; *University City*, Daniel Boone, Nathaniel Hawthorne.
 NEVADA—*Las Vegas*, Las Vegas High.
 NEW HAMPSHIRE—*Ashuelot*, Ashuelot.
 NEW JERSEY—*Franklin*, Franklin Public Schools, Franklin Elementary, Franklin High.
 NEW YORK—*Geneva*, Prospect Avenue; *Hillburn*, Hillburn Union Free; *Red Creek*, High; *Southampton*, Southampton Public Schools, Grade, High; *Yonkers*, Public School Number Four.
 OHIO—*Akron*, Harris, Highland Park, Hotchkiss, Andrew Jackson, King, Lawndale, Mount Hope, Margaret Park, Seiberling, Voris; *Ashtabula*, Bunker Hill; *Champaign County*, Wayne-Cable; *Cleveland*, Maple Leaf Elementary, Roosevelt Elementary, Sunbeam; *Columbus*, Olentangy; *Elida*, Elida Village; *Garfield Heights*, Garfield Heights Public Schools, Garfield Heights High; *Lake County*, Longfellow; *Lakewood*, Grant; *Marion County*, Pleasant Township; *Ohio City*, Ohio City-Liberty School District; *Port Clinton*, Port Clinton Public Schools, East Building, Junior High, Senior High, West Building; *Steuenville*, McKinley Building; *Warren*, Tod Avenue; *Wyoming*, Wyoming Public Schools, Wyoming Colony, Wyoming Elementary, Wyoming High.
 PENNSYLVANIA—*Greenville*, Greenville Public Schools, Penn High.
 TEXAS—*Burkburnett*, Central.
 UTAH—*Duchesne County*, Duchesne County Public Schools, Altonah.
 VERMONT—*Burlington*, Ira Allen.
 WISCONSIN—*Beloit*, Burdige Elementary, Cunningham, Strong, Todd Elementary, Waterman Elementary, Wright Elementary; *Milwaukee*, Carleton; *Two Rivers*, Vocational.
 WYOMING—*Sheridan*, Linden Avenue.

Two Years

ALABAMA—*Scottsboro*, Jackson County High.
 CALIFORNIA—*San Bernardino*, Marshall.
 COLORADO—*Englewood*, North Englewood; *Greeley*, Lincoln.
 FLORIDA—*East Palatka*, East Palatka.

GEORGIA—*Atlanta*, Jerome Jones.
 HAWAII—*Spreckelsville*, Maui, Spreckelsville.
 ILLINOIS—*Aurora*, Junior High, Young; *Belvidere*, Belvidere High; *Champaign*, Champaign High; *East Alton*, Lincoln; *East Aurora*, Center, S. N. Dieterich; *Hillsboro*, Burbank; *Lake County*, Beach School [District Number Five]; *Mendota*, Blackstone, Lincoln.
 INDIANA—*Fort Wayne*, John S. Irwin Elementary; *Indianapolis*, Public School Number Seventy-eight.
 IOWA—*Council Bluffs*, Harrison, Second Avenue; *Keokuk*, Secondary Teachers, Principals, and Supervisors Club.
 KANSAS—*Little River*, Little River Public Schools, Grade, High.
 LOUISIANA—*Donner*, Donner Graded.
 MAINE—*Saco*, Moody.
 MASSACHUSETTS—*Brookline*, Heath; *Gill*, North Gill; *Gloucester*, Point Primary; *Holden*, Rice; *Malden*, Franklin; *Swampscott*, Stanley; *Wellesley*, John D. Hardy, Hunnewell, Marshall L. Perrin; *Whitman*, Reed.
 MICHIGAN—*Detroit*, Hubert; *Marshall*, Marshall Public Schools, Capitol Hill, Central, Cray, Pierce, Senior High, Sherman.
 MINNESOTA—*Minneapolis*, Clinton, Franklin Junior High, Lincoln Junior High, Madison, Rosedale.
 MISSISSIPPI—*Gulfport*, Gulfport Public Schools, Central Ward, East Ward, High, Junior High, North Ward, West Ward.
 MONTANA—*Lewistown*, Highland Park, Union High.
 NEBRASKA—*Kearney*, Junior High; *Omaha*, Robbins.
 NEVADA—*Wells* [Elko County], Elko County High School.
 NEW HAMPSHIRE—*Portsmouth*, Whipple.
 NEW JERSEY—*Camden*, Dudley; *Dumont*, Lincoln; *Irvington*, Clinton Avenue; *North Plainfield*, Watchung; *Vineland-Landis Township*, Chestnut and West Street, New Italy, Oak and Main Street, Trento Avenue, West Side.
 NEW YORK—*Mamaroneck*, Daniel Warren; *Oneonta*, Center Street.
 NORTH DAKOTA—*Alamo*, Alamo Public Schools.
 OHIO—*Adrian*, Adrian Rural; *Akron*, George Barber; *Canton*, John K. Baxter; *Cleveland*, Detroit, Lawn, Tremont; *Clyde*, Clyde Public Schools; *Dayton*, Lange; *Gloster*, Mountville (Homer Township); *Gomer*, Sugar Creek Rural School District; *Licking County*, Alexandria Public Schools, Alexandria Elementary, Alexandria High; *Lockland*, Arlington; *Malta*, Triadelphia; *Van Wert County*, Hoaglin-Jackson; *Warren*, McKinley; *Youngstown*, Lincoln, Roosevelt.
 OREGON—*Jackson County*, North Pinehurst [District Number Ninety-four].
 PENNSYLVANIA—*Berks County*, Birdsboro Boro, Fleetwood Borough, Marion Township, Mount Penn Borough, Ontelaunee Township, Richmond Township, Robeson Township, Union Township, West Leepost Borough; *Milton*, Grant, Pollock; *Pine Grove*, Mifflin Street, Mill Street; *Sunbury*, Fourth Ward Building; *West Pittston*, West Pittston.
 RHODE ISLAND—*Westerly*, Quarry Hill.
 SOUTH CAROLINA—*Allendale*, Allendale Public Schools, Allendale Grammar, Allendale High.
 SOUTH DAKOTA—*Lennox*, Lennox Public Schools.
 TENNESSEE—*Davidson County*, Central High; *Knoxville*, McCallie.
 UTAH—*Duchesne County*, Montwell.
 VERMONT—*Burlington*, Champlain, Converse.
 VIRGINIA—*Lynchburg*, Fort Hill.
 WEST VIRGINIA—*Bens Run*, Graded; *Big Chimney*, Big Chimney; *Buckhannon*, Main Street; *Charleston*, Capitol, Fernbank; *Clarksburg*, Towers; *Culoden*, Hudson Elementary; *Hinton*, Central, Greenbrier; *Maynor*, Cirtsville; *Morgantown*, Pursglove Primary; *South Charleston*, Oakwood Elementary.
 WISCONSIN—*Beloit*, Royce Elementary; *Jefferson*, Elementary; *Manitowoc*, Manitowoc Public Schools, Washington Junior High; *Wausau*, Wausau Public Schools, Franklin, Grant, Longfellow, John Marshall, Senior High, Vocational, Washington.
 WYOMING—*Laramie*, Stanton.

Current Year

ALABAMA—*Atmore*, Atmore; *Brewton*, W. S. Neal High.
 ARIZONA—*Hayden*, Hayden Public Schools, Hayden Grammar; *Willcox*, Stewart District Number Fifty-seven.
 CALIFORNIA—*Chico*, Central; *Colusa*, Colusa Union High; *El Modena*, Roosevelt; *Mt. Shasta City*, Mt. Shasta High; *Oakland*, Burbank, Anthony Chabot, Clawson, Cleveland, Cole, Crocker Highlands, Franklin, Hawthorne, Jefferson, Laurel, Longfellow, Lowell Junior High, Manzanita, Montclair, Parker, Elisabeth Sherman, John Swett, Tompkins, Webster; *Sacramento*, John Muir; *Solana Beach*, San Dieguito Americanization; *Vallejo*, Farragut.
 COLORADO—*Greeley*, Cameron; *Idalia*, Idalia High; *Yampa*, Yampa High.
 CONNECTICUT—*Plainfield*, Plainfield Public School; *Riverside*, Riverside; *Stratford*, Wilcoxson.
 DELAWARE—*Townsend*, Townsend.
 GEORGIA—*Atlanta*, Highland, William F. Slaton; *Brunswick*, Arco, Community, Glynn Academy, Glynn County, Glynn, Opportunity, Preparatory High, Purvis; *Cochran*, Cochran Public Schools; *Macon*, Joseph Clisby.

[Continued on page A-130]

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[Cont. from page 308]

becoming? What is the relationship of the assistant to principal to the growth of the individual child? What is the responsibility of the assistant to principal in setting up a program to improve the teaching of a particular subject? What is the relationship of the assistant to principal to the community? What is the place of the assistant to principal in developing new programs in a school? How may an assistant to principal provide opportunities for developing the social attitudes necessary for successful participation in a democracy? What is the relationship of the assistant to principal, to the principal, assistant superintendent, associate superintendent, and to the superintendent of schools? What shall be the program of the assistant to principal in the evaluation and appraisal of a school's achievement?

Other professional meetings of interest held in New York recently include the Fifth Annual Citywide Conference on Junior Highschools under the auspices of the Junior Highschool Principals Association of the City of New York and the October meeting of the New York Society for the Experimental Study of Education. An interesting report of the New York City Committee on Articulation and Integration has recently been submitted to Superintendent Harold G. Campbell by the Committee's chairman, Associate Superintendent Stephen F. Bayne.

The American Youth Commission—Secretary Willard E. Givens is one of the fourteen members of the American Youth Commission recently appointed by the American Council on Education. The commission will "devote itself to all those problems affecting the fortunes and development of young people. Among these matters are health, recreation, vocational adjustment, crime, and a host of other considerations all of which are or should be closely related to the educational program." Homer Price Rainey, president of Bucknell University, has been selected as director of the staff. The headquarters of the Youth Commission is located at 744 Jackson Place, Washington, D. C.

Publication staffs and classes in journalism will find much help in the *Bibliography on School Journalism* which has just been published by the National Association of Student Editors, 1201 16th St., N. W., Washington, D. C. The bibliography, which was prepared by Edward H. Redford sells for 10¢ to members of the NASE, 25¢ to nonmembers.

Dates to be remembered—

Thanksgiving to Christmas—Twenty-ninth annual Christmas Seal Sale.

December 4-7—Tenth annual convention of

the American Vocational Association to be held in Chicago.

December 5-7—Annual conference of the National Society for the Prevention of Blindness to be held in New York City.

December 5-7—Annual convention of the National Scholastic Press Association, Milwaukee.

December 27-28—Annual meeting of the National Council of Geography Teachers to be held in St. Louis.

January 12-18—National Civil Service Week. For information write the American Federation of Government Employees, 900 F St., N. W., Washington, D. C.

January 25-27—National Child Labor Day. Information regarding present child labor conditions and the observance of Child Labor Day can be secured from the National Child Labor Committee, 419 Fourth Ave., New York.

Neutrality and the House of Morgan—The following is from Oswald Garrison Villard's editorial in *the Nation* for November 13, 1935:

"Those were the days when American citizens were urged to remain neutral in action, in word, and even in thought, but our firm had never for one moment been neutral; we didn't know how to be. From the very start we did everything we could to contribute to the cause of the Allies. Mr. J. P. Morgan himself never attempted to be neutral in feeling. He spoke his mind with shy frankness both in and out of season."—Thomas Lamont. . . . The Morgans were rich and powerful, and what is known as society and big business sided with them. We got into the war and we "won

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it," so it is said. The common people of America don't think so, but they are an ignorant crowd. They are even determined today to prevent any other Wall Street advocates of the higher altruism from ever again making colossal fortunes out of the blood, misery, and suffering of multitudes.

After the Christmas dinner comes the Christmas story—Old favorites to read aloud include *A Christmas Carol* by Charles Dickens [Houghton Mifflin]; *The Story of the Other Wise Man* by Henry van Dyke [Harper, 1903]; *The Birds' Christmas Carol* by Kate Douglas Wiggin [Houghton Mifflin, 1929]; and *Three Godfathers* by Peter B. Kyne [Cosmopolitan Book Co., 1922].

Eugene Field's *Little Book of Profitable Tales* [Scribner's, 1917] includes three Christmas stories: "The First Christmas Tree," "Coming of the Prince," and "Symbol and the Saint."

An excellent collection of Christmas songs, poems, and stories will be found in *A Christmas Holiday Book* by Daglish and Rhys [Dutton, 1934] including "The Story of the Nativity" from the Bible.

Significant news from West Virginia—J. H. Hickman, secretary of the West Virginia State Education Association, writes to the Editor that, "in point

of numbers participating and we believe in interest we had the largest annual meeting, at Charleston last week, in the history of the State Education Association. . . . The delegate assembly voted to add another employee, if funds permit, to the headquarters staff. His labors will be spent largely in the field contacting the county teachers associations, regional round tables, and those college organizations which have delegate representation—all affiliated units."

Reassuring—Alarm concerning governmental expenditures seems to be exaggerated when it is considered that if the United States and individual states were to maintain the recent scale of expenditures for twenty years, the resultant debt load would bear no heavier proportion to normal predepression income than does the present debt load of Great Britain.—The Royal Bank of Canada.

Teacher Health will be the subject of the ninth yearbook of the Department of Classroom Teachers. Mrs. Mary D. Barnes of Elizabeth, N. J., is chairman of the yearbook committee.

Nye article on munitions reprinted—Readers of THE JOURNAL who wish to secure extra copies of the article, "The Munitions Investigation"

[September 1935, p185-92] will be interested to know that it is now available in reprint form. Order copies from the National Council for the Prevention of War, 532-17th St., N. W., Washington, D. C., 5¢ per single copy or 3¢ per copy in quantities.

There is no truth in the charge that the President wishes to nullify or modify the Constitution in any manner other than that provided by law.—Senator George W. Norris, Nov. 8, 1935.

The NEA Department of Kindergarten-Primary Education at its Denver meeting reelected the officers of the previous year as follows: President, Mrs. Eugenia West Jones, Los Angeles; vice-president, Mrs. Daisy Carnall, Denver; secretary, Mrs. Florence K. Hampton, San Marino, California; executive committee: Geraldine McEnerny, Chicago; Dodie Hooe, Dallas, Texas; Helen Johnson, Mt. Pleasant, Michigan; Ethel Massengale, Atlanta, Georgia.

William T. Harris—The one hundredth anniversary of the birth of William T. Harris, one of America's great educators, occurred on September 10. Under the direction of a special committee appointed for the purpose, attention will be given to the life of Harris

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thruout the present school year. This will include a memorial dinner at Washington, D. C., and a special recognition in connection with the meeting of the Department of Superintendence in St. Louis.

The National Parent Teacher, the official organ of the NCPT, should be on the reading table of every school. Send annual subscription of \$1 to the *National Parent Teacher*, 1201-16th St., N. W., Washington, D. C.

Allied Youth, an aggressive movement in the field of alcohol education, offers an unusually attractive opportunity to mobilize student leadership in this most important field. Write to W. Roy Breg, executive secretary, Allied Youth, 1201-16th St., N. W., Washington, D. C., for an explanation of the Affiliate Service instituted November 1, 1935, and a copy of the American Education Week issue of *The Allied Youth*.

Christmas is coming—and a good Christmas present for a young friend is a year's subscription to *Student Leader*, which is being sponsored by the National Education Association as the official organ of the National Association of Student Editors, the National Association of Student Government Officers,

and the National Student Graphic Arts Society. For information, address the *Student Leader*, 1201-16th St., N. W., Washington, D. C.

Ten outstanding articles in recent magazines—

Our Tipstaff Police, by H. M. Robinson. Nov. *North American Review*. "Our ordinary patrolman is badly educated for his job."

The Consumer's Front, by Walton H. Hamilton. Nov. *Survey*. The traffic jam between producer and consumer.

Take the Army Out of the CCC, by Raymond Gram Swing. Oct. 23 *Nation*.

Resettlement Administration Tackles Serious Land Problem. Nov. 4 *American Observer*. "Land waste has been translated into human misery."

Yardsticks and Birch Rods, by Leland Olds. Nov. *Harper's*. To regulate or punish the utilities?

The Constitution and States' Rights, by Charles A. Beard. Oct. *Virginia Quarterly Review*.

Italy Doubts Mussolini, by M. E. Ravage. Nov. *Current History*. "Never since fascism came to power has complaining in Italy been so outspoken among all classes."

Eastward the Course of Soviet Empire, by Bruce Hopper. Oct. *Foreign Affairs*. The direction of Soviet expansion is to the non-proletarian peoples of Asiatic Russia.

The Illusion of Neutrality, by Henry L. Stimson. Nov. *Forum*. "Neutrality does not mean impartiality."

Singing in the Wilderness, a condensation

from the book by Donald Culross Peattie. Nov. *Reader's Digest*. Subtitled "A Salute to John James Audubon," the great naturalist.

John L. Perry, a valued and esteemed member of the NEA staff, passed away at his home in Alexandria, Virginia, on November 14th. Mr. Perry served the Association as building custodian during hours when general office activities were suspended. His faithfulness, courtesy, and never-failing desire to be of service made him the friend of all members of the staff and occupants of the headquarters building. Hundreds of visitors to the NEA building made Association contacts thru him, and his pride in the organization, his understanding of its services, and his intelligent and friendly effort to be of help never failed to impress them favorably. His cheery "goodnight" to those whose daily tasks were ending will be missed.

Write to the Treasury Department, Washington, D. C., for full information relating to the United States savings bonds. Ask for enough copies to give one to each member of your classes in arithmetic and civics.

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ILLINOIS—Carlyle, Carlyle Public Schools, Carlyle High; Chicago, Ebinger; East Alton, East Alton Public Schools, Francis G. Blair, Washington; Geneva, Fourth Street; Niles Center, Fairview Number Seventy-two; Princeton, Princeton Ele-



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HEALTH EDUCATION— An Important Announcement

The American Child Health Association has transferred to the National Education Association the stock and copyrights of its health education publications. The National Education Association, in assuming responsibility for distribution and sales of this material, recognizes the effectiveness of the work done in the field of health education by the American Child Health Association and is hopeful that it may carry on the work with an equal degree of success.

Listed briefly below are titles of the publications transferred. A complete descriptive folder is available on request. These publications, combined with those of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, enable the National Education Association to furnish complete source material for health education in schools. Orders and inquiries are solicited.

PRINCIPLES AND PRACTICES IN SCHOOL HEALTH EDUCATION, 1935. The proceedings of Health Education Conference held at Iowa City, Iowa, June 19-22, 1935. 363pp. \$1.50.

ADVANCES IN HEALTH EDUCATION. The proceedings of the Health Education Conference held at Ann Arbor, Michigan, June 20-24, 1933. 306pp. \$1.50.

SCHOOL HEALTH PROGRESS. As recorded at the Health Education Conference, Sayville, L. I., June 17-22, 1929. 343pp. \$1.25.

REPORT OF THE CHICAGO HEALTH EDUCATION CONFERENCE, June, 1925. 357pp. \$.50.

REPORT OF THE CAMBRIDGE HEALTH EDUCATION CONFERENCE, June, 1924. \$.75.

A WORLD PANORAMA OF HEALTH EDUCATION, Geneva, Switzerland, 1929. 256pp. \$.50.

HEALTH SECTION REPORT, Denver, Colo., U.S.A., 1931. 299pp. \$1.00.

HEALTH TRENDS IN SECONDARY EDUCATION. 161pp. \$1.00.

DEVELOPING A SCIENTIFIC ATTITUDE AS AN ESSENTIAL IN HEALTH EDUCATION. By Anita D. Laton, Ph.D. 10pp. \$1.10.

A FUNDAMENTAL DIFFICULTY IN ACHIEVING AN INTEGRATED SCHOOL HEALTH PROGRAM. By Anne Whitney. 12pp. \$1.10.

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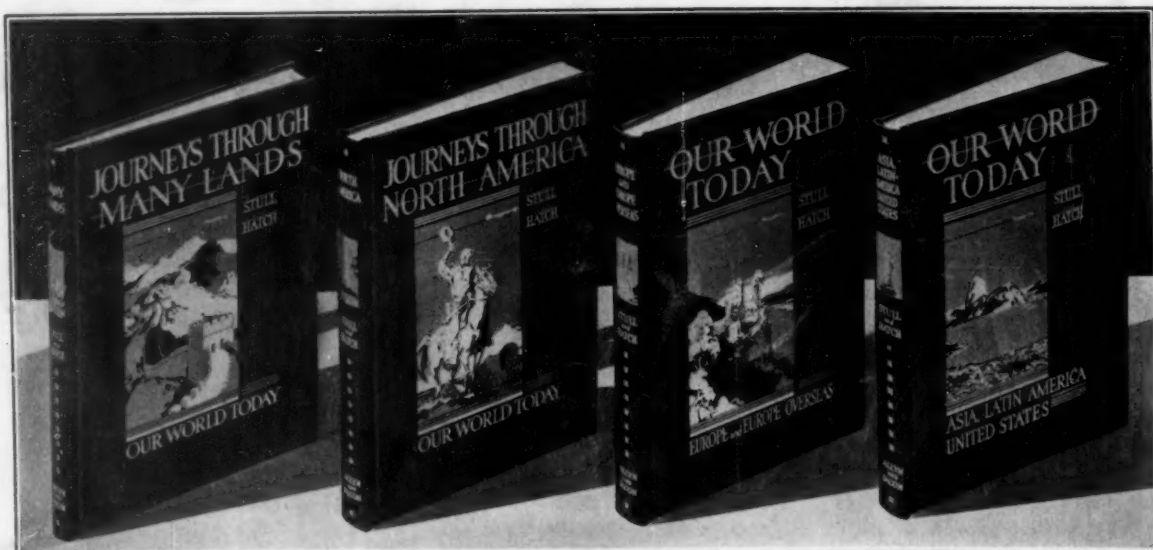
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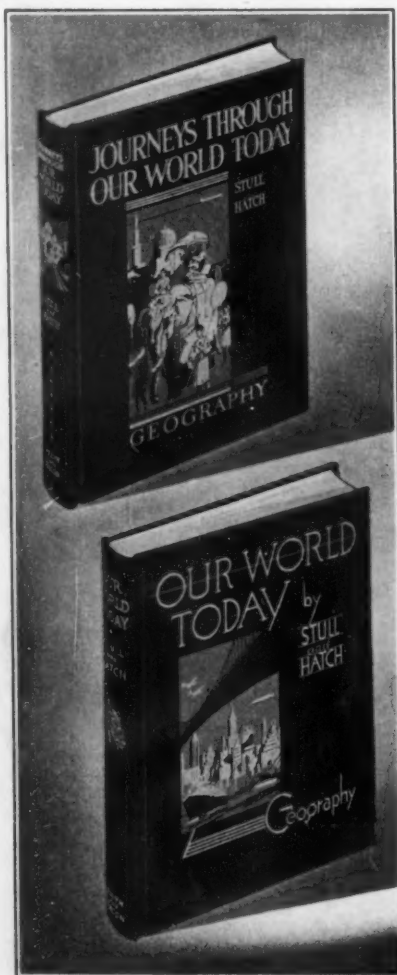
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