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The **JOURNAL**
of the
**NATIONAL
EDUCATION
ASSOCIATION**

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Social Welfare*
Glenn Frank

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*Rural Education
and the National
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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION

April

1936

VOLUME 25, NUMBER 4

THE JOURNAL goes to all members of the Association *

Between Editor and Reader—

WE HAVE often suggested in THE JOURNAL that there should be in every highschool and college a 10 percent factor of experimental study—courses of a week or six weeks, perhaps as a variation of some longer unit using new materials that have become available. There has recently appeared a book of such outstanding significance and interest that we believe it should be made familiar to large numbers of highschool and college students while it is still fresh. The volume is *Sweden: The Middle Way* by Marquis W. Childs (Yale University Press, New Haven, Conn. \$2.50).

Since our American schools cannot be saved if the social-economic order collapses, it behooves school folk to give their communities as much help as possible toward an understanding of economic problems and their solutions. The experience of Sweden in her cooperative enterprises may be a lamp unto our own feet. As the author points out:

"The shadow of impending war is very dark. The high civilization that has been achieved to the north of Europe may be degraded or destroyed in the general conflagration; the light of this remote candle extinguished in the general hurricane. But whatever the future may bring there will remain the record of a people who cultivated their garden, their rocky, remote, lonely garden, with patience, with courage, and with an extraordinary degree of intelligence."

DURING these coming months, there is a matter of imperative importance to the people as a whole—the selection of an able Congress. Here are five tests to apply to every candidate:

First, does he represent all the people or has he been obligated by some special privilege?

Second, has he the intelligence and courage to face the difficult problems now before the nation?

Third, if the war issue comes, can you trust him with the lives of your dear ones?

Fourth, will he support free and universal education as the inherent right of all the people?

Fifth, will he diligently safeguard the fundamental rights of democratic citizenship?

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M I M E O G R A P H



Education and the Social Welfare

LAST YEAR, G. D. H. Cole, British writer, published the results of an exhaustive study of the mass moods of various European countries which preceded drastic overturns of political, social, and economic arrangements. In such countries as Italy and Germany he identified twelve distinct mass teachings which made possible the phenomena of Fascism and National Socialism in these countries.

I list these twelve moods and ask you to ask yourselves whether each and all of these moods have not, in greater or less degree, been present in the mass mind of the United States during the last six years:

[1] An uneasy feeling that alike in political and in economic organization, the world is getting nowhere.

[2] A haunting suspicion that the existing forms both of political government and of economic organization are ill-adapted to the effective guidance of this age of large-scale enterprise, complex relationships, and swift tempo of change.

[3] A growing sense that vast potential wealth is going to waste while millions go hungry and productive genius is held in chains to obsolete economic politics.

[4] A restless unwillingness to be content with the cynical assumption that nothing much can be expected from political action anyway.

[5] A chilling fear of insecurity among millions who have in the past possessed some measure of security.

[6] A widespread conviction, at least among the young folk, that all of the old political parties have gone stale and futile.

[7] An epidemic insistence that something be done even where there is no clear notion of what should be done.

[8] A panic retreat from the terrifying complications of modern world-problems to the delusive over-simplifications of extreme nationalism.

[9] A vehement reassertion of the rights of private property by large and small property owners alike.

[10] An increasing demand for state intervention to help any section of the community that feels the pinch of economic adversity.

[11] A nervous flight from representative institutions to personal leaderships.

[12] A growing tendency to think of

GLENN FRANK

President, University of Wisconsin

politics less in terms of adjustment thru discussion and more in terms of coercion thru force, and, if necessary, thru violence.

These moods have been present in the mass mind of the United States during the phase of confusion and arrest thru which we have been passing. They have gone far towards determining the atmosphere in which the schools have had to function and in which the schools must today function.

The one thing that ties all these twelve moods together is the clear insistence of the masses that all our institutions are means to an end, not ends in themselves, and that the end which must be served by all our institutions is the stabilization and enrichment of life for the millions.

In short, *the social welfare* has become, in the mass mind, the supreme

justification of all our institutions—political, social, economic, religious, educational.

What is the role of the schools in the promotion of the social welfare of the people as a whole?

The social welfare of a people is not a specialized concern that can be farmed out to any single professional group, such as the social workers or the teachers or even to the state. The social welfare of a people is the net result of the whole human venture we call civilization. . . . In short the social welfare is determined by the way in which men live and make their living, rear their families, conduct their schools, run their businesses, practise their professions, and administer their governments. No one of our institutions alone . . . can insure social health to our social order. But each has its part to play.

What, at the immediate moment, is the biggest contribution the schools can make to the health, happiness, and security of our social order? The answer is different in a selfgoverning democracy than it would be under a dictatorship or in a nation committed to the doctrine of the totalitarian state as in Italy or in Germany. . . .

In the totalitarian state, the business of the schools is to train yes-men who know how to take orders from headquarters. . . . Let me cite the attitude of the Italian government toward education as one example indicating the attitude of the totalitarian state towards its schools. To quote from an official circular of 1922:

The government demands that the school shall derive its inspiration from Fascism; it demands that the school shall not be, I do not say, hostile but not even aloof from Fascism, or agnostic in the face of Fascism; it demands that every school in every grade and in all its instruction train Italian youth to understand Fascism, to ennoble itself thru Fascism, and in this historical atmosphere created by the Fascist Revolution. . . .

Until recently few, if any, Americans could be found who did not think this



A. L. THRELKELD, superintendent of schools Denver, Colorado, and president of the Department of Superintendence 1936-37.

enslavement of the schools to a formula utterly dangerous. Lately, however, from the widely separated quarters of the Right and Left have arisen Americans who demand that the schools be made agencies of propaganda.

The Americans from the Right want the schools to become agencies of propaganda for their particular conservative concept of the traditional social order. The Americans from the Left want the schools to become agencies of propaganda for their particular brand of new social order, based upon some measure of collectivism.

I am against both these groups. The schools will cease to be educational institutions if either gains control. . . .

In a democracy the business of the schools must be different. Democracy rests upon leadership and popular understanding. It must, therefore, be the major business of the schools in a democracy to train the exceptional man for the responsibilities of leadership and to cultivate in the vast and seething majority a capacity for understanding the policies that leaders propose. . . .

John Buchan in his *Oliver Cromwell*, writes: "A knot of determined men, who see their course with the terrible simplicity of the fanatic and have armed forces to do their bidding, are more than a match for a million puzzled civilians."

In this sentence the history of much of the world for the last fifteen years is mirrored. . . . When affairs are complex, when government is lax and the masses confused, militant minorities get their chance at power. This is why in a democracy like the United States it is important that the many shall think as well as feel politically. . . .

The temptations to desperation and defeatism among men have been powerful during the last two decades. We cannot afford to permit the national destiny to be dictated by moods of desperation among the millions. Today the rich, or the erstwhile rich, are desperate and clutching at something or anything that will stabilize their future. The poor are likewise desperate and clutching at something or anything that will promise security for the future. . . . If the desperation of the poor grows great enough, a clever leadership might swing them to Communism. If the desperation of the wellto do grows great enough, a clever leadership might lead them to Fascism. . . .

Unless the schools can stock this nation thickly with minds that are at once free and disciplined, American democracy may well go the way that selfgovernment

has gone in other nations where education has not been the popular passion that education happily has been with us from the very founding of the Republic.

And yet the paradox of the situation is that now, just when we most need freedom and fearlessness in the school's handling of the basic issues of the time, waves of popular hysteria against a free fearless scholarship begin to beat over the schools.

In a time of vast social uncertainty such as this, it is only natural that institutions like the schools which *seek new truth* as well as *concern themselves with old truth*, should be looked at critically. When old truths we prize are in danger we are likely to fear the search for new truth and think that it would be better to turn every institution into a defensive force rather than a force for discovery as well. . . . When any institution is withdrawn from criticism and made sacrosanct it begins to die from the malignant disease of complacency. . . .

The school is at once society's organ of conservation and its organ of criticism. It must conserve the golden heart of the great traditions in which the race distills the wisdom of the centuries. But the school must also blaze trails into the future. . . .

I have a son on the verge of college age. I want no university to seek to stock him up with a set of ready-made ideas upon which he will expect to function for a lifetime. I want him to learn to keep his head and use his head in the swirl of a changing civilization.

In all this, then, the supreme contribution the schools can make to the social welfare in this democracy is the training of leaders and the cultivation of popular understanding. I am aware that I seem to confine the business of the schools to the field of intellectual discipline. But the schools are in the business of making men as well as minds. In our all-to-exclusive absorption in the purely intellectual aspect of education, we have at times produced nothing better than a cynical, indecisive, and futile intellectualism. Great civilizations have never flowered from such a stalk.

I bring my plea to a climax, therefore, by saying that just now it is part of the business of the schools to help their students to bring their lives to focus under the sovereignty of some supreme objective. In the difficult days ahead our sons and daughters will need something of that sense of dedication to high ends that animated the old Puritans. . . .

The old Puritan faced a stern struggle

for survival in the New England he was carving out of the wilderness. He knew that he could not afford to waste vital energies on profitless adventures. He knew that he had to bring his life to focus. And so, in the manner of his living, he cut a channel thru which his energies should flow and, with their channeled power, turn the wheels of the New England enterprise. . . . The old Puritan was at once a man of social defiance and a man of selfdiscipline. With his social defiance he resisted the political and ecclesiastical authority that seemed to him to be smothering the sanctity of life. With his selfdiscipline he held himself aloof from the moral degenerations that seemed to him to be sapping the strength of life. That he made mistakes in applying these principles does not invalidate them for us and for our time. . . .

The youth I see around me from day to day impresses me with its magnificent vitality, but if there is a central weakness at the heart of this vitality it is that youth is blind to the necessity of conserving its vital energies, of bringing them to focus, of cutting a channel for them to flow thru. . . .

I remember vividly the days, some fifteen years ago, when the young writers and artists of New York were going in rather heavily for the irregularities of Bohemianism. Youths huddled together in little colonies, like Greenwich Village, where they lived above the ordinary battles of morals and manners. . . . Today you are more likely to find the productive young writer in the country outside New York than in the cafes inside New York.

What has effected this change? It is simply that all save the dreaming incompetents have learned by experience that creative art demands a decently strict husbanding of the artist's vital energies, which alone make intelligence and intensity of application possible and productive.

Art, imperious mistress that she is, whips her followers into acknowledgment that selfexpression without selfdiscipline becomes only something for futile Bohemians to talk about over coffee and cognac.

All this is but another way of saying that education, rightly conceived, contributes to a religion of maturity. It is vital that we keep church and state separate but a divorce between education and religion will be fatal to the national future.—From an address before the Department of Superintendence, St. Louis, Missouri, February 23, 1936.

The Scholar in an Age of Conflicts

CHARLES A. BEARD

Author and Historian

WHAT is the primary function of the public-school system in American democracy? It is, as I see things, the training of minds and the dissemination of knowledge—knowledge useful in the good life, in the conduct of the practical arts, and in the maintenance and improvement of American society. The teacher is not a physician, a nurse, a soldier, a policeman, a politician, a businessman, a farmer, or an industrial worker. These offices have their rights and duties, but the rights and duties of the teacher's office are marked by special features. . . . The teacher's principal business is the training of minds and the dissemination of knowledge.

For the training of minds, a trained mind is required. For the dissemination of knowledge, a mastery of knowledge is required. The union of the trained mind and knowledge makes scholarship. So the teacher is under obligation to be a scholar—not a pedant, but a scholar dedicated to the cultivation of the mind and the transmission of knowledge useful in the good life, the arts, and the management of social affairs. . . .

The first quality of mind required of the scholar in the humanities may be described as judicial. . . . The spirit of the judicial mind is the spirit of the quest for truth in cases particular and general. It is not given to mortals, apparently, to know the whole truth about anything; but humanity has found by long experience that it cannot live well without truth, without the knowledge that can only be attained by patient inquiry in the equitable temper. If the mind is closed and made up at the outset, if blinders are deliberately put on, if there is a resolve to hear and see only one part of each case, then accurate knowledge and the utmost truth cannot be attained. . . .

The judicial mind is only attained by study and practise. Before it must be kept the examples of the world's thinkers who have represented it at the best, who have advanced knowledge and served mankind by the patient quest for truth. The galleries of history are crowded with such figures and in its better hours mankind pays tribute to them. If in moments of rage and distemper, it defies and spurns them, in all hours of constructive effort it must seek wisdom in their achievements and resort to their methods in dealing with life's exigent problems.

Otherwise it must surrender to passion and brute force. . . .

Knowledge disseminated in the schools must be accurate, realistic, and relevant, not false and fantastic. . . . It must be comprehensive knowledge—knowledge that takes into consideration the known facts and factors relevant to any subject, topic, or theme in hand. At once elements condemned as "controversial" by the thoughtless are introduced into instruction. How could it be otherwise? Does anyone really believe that there can be a true history of the United States, for example, that does not deal with the great issues of banking, tariff, taxes, budgets, agriculture, industry, and labor that have formed, and still form, so much of the substance of American history and practise? Surely no intelligent American believes that European history should be deliberately falsified by omitting all references to Communism, and by teaching, as one school persecutor has urged, "only the geographical facts of Russia". . . .

We have reached a point in American life where the maintenance of educational liberty can no longer be taken for granted. All over the country, schools are attacked by highly organized and well-financed minorities that seek to browbeat legislatures, the Congress of the United States, schoolboards, and teachers. The precious values of liberty and scientific inquiry are threatened with extinction, and with them the principles upon which democratic government rests.

If we are to uphold and defend the liberties and responsibilities of education, we must take a leaf from the book of the patriots who founded the American Republic. They wrote the principles of liberty in fundamental laws and they provided agencies, tribunals, and procedures for their enforcement. From the field of constitutional law, organized education in America must borrow its guiding rules. In the light of constitutional experience, its immediate obligations are clear. They are:

[1] To draft a national code of good practise for the teaching of subjects which in their nature involve or touch upon controversial questions—a code incorporating the fundamental liberties of press, speech, and religious worship guaranteed by our constitutions.

[2] To define the rights and duties of teachers and pupils in conducting classroom exercises.

[3] To secure the cooperation of parents and schoolboards.

[4] To provide rules of procedure for the examination and adjudication of specific cases of controversy.

[5] To publish a constitution for the teaching profession, setting forth the principles, rules, and procedure of good practise.

[6] To educate teachers and the public in the liberties, responsibilities, and duties of inquiry, research, and scholarship in American society.

[7] To establish a national body, perhaps connected with the National Education Association, provided with funds and competent legal talent and charged with the duty of promoting and defending the rights of free scientific inquiry before the public in general and in particular communities beset by witchburners and fanatics.

With Europe turning to a tyranny more frightful than that against which the founders of the American Republic waged war in the eighteenth century, with voices crying that liberty is a delusion and that brute force is a virtue, a crisis is upon us. Recognition of this fact is already at hand. The Commission on the Social Studies, sponsored by the American Historical Association, saw the challenge and made proposals for coping with it. . . . In July 1935 there was held at the summer school of Harvard University a conference on "Academic Freedom in the Public Schools". . . . The discussion was summarized in the *Harvard Teachers Record* for October 1935—a prime document on this issue. . . . The theme is also treated in the 1936 Yearbook of the Department of Superintendence on *The Social Studies Curriculum*. . . .

The task before us is to carry forward the work thus far competently advanced. . . . Let us study the problem. Let us clarify our minds. Let us set up a constitution of safeguards for scholarship, and devise processes for enforcing it. Let us rededicate ourselves to the American tradition of liberty and to the faith that error need not be feared where reason is free to combat it. Let us assert anew against brute force the values of independent scientific inquiry, of the unhampered search for truth, of the fair hearing and the fair play, and uphold them by fearless and united effort.—From an address before the Department of Superintendence, St. Louis, Mo., Feb. 25, 1936.

The Issues in Secondary Education

THOMAS H. BRIGGS

*Teachers College, Columbia
University, New York City*

AN ISSUE is defined as a conflict between theory and theory or between theory and practise in some matter of fundamental importance to the whole plan of procedure. . . . There are at least ten highly important issues, each one of which must be resolved before a sound program for secondary schools, as well as for the care of youth by other social agencies, can be set up. Four years ago the Department of Secondary School Principals appointed a Committee on the Orientation of Secondary Education, which has just reported on the ten issues that it thinks are of most importance. . . .

These issues are enumerated here. In reflecting on any one of them you should keep the others in mind, for there is among them an interrelation that cannot be ignored.

The first issue is whether secondary education shall be provided at public expense for all normal individuals or for only a limited number. This issue arises because of a conflict of theories and also because of the marked conflict of our practise with the theory of inclusiveness, which all of you approve.

The second issue, raised by conflicts between theory as well as between practise and theory, concerns the right to terminate a pupil's persistence in the secondary school regardless of his or his parents' wishes. Recognizing that a small percentage of youth cannot profit under any program that can reasonably be set up by secondary schools, the wisdom of establishing separate institutions primarily for protection until society has need for this minority is indicated.

The third issue raises the question of the extent to which secondary education has an obligation to develop youth only in those ways which will contribute most to the welfare of the supporting society. The conclusion seems clear, but it is in direct conflict with a large part of the prevailing practise.

The fourth issue is the conflict between a common curriculum for all, or differentiated offerings. The approved theory clearly indicates that far more differentiation than is now common or under present conditions possible will be necessary to achieve commonly desirable goals with heterogeneous youth.

The fifth issue concerns vocational education, about which a discussion for years has reached no satisfactory agreement in either theory or practise.

The sixth issue is the conflict between secondary education as a preparation for advanced studies or as a satisfaction of needs as far as it is continued. The position of the Committee of Ten of forty-odd years ago, a position commonly denied by practise, is approved.

The seventh issue concerns the form in which the curriculum shall be organized. There is a conflict between the theory which approves the common organization into subjects and the minority but strengthening theory of organization of experiences into functional categories. Of course practise all but universally approves the former type, but there are in practise many significant innovations of the second.

The eighth issue asks to what extent the curriculum shall be extended to include the direction and the establishment of attitudes and ideals, in addition to the presentation of organized knowledge. If education is concerned with the development of the whole personality, it cannot neglect attitudes and ideals, especially as their sum is equivalent to what is generally recognized as character.

The ninth issue, naturally growing out of the eighth, is the most controversial of all. It brings up the conflict between those who, on the one hand, would have secondary education seek merely the adjustment of youth to prevailing social ideals and those who, on the other hand, would have it seek the reconstruction of society. Real agreement on one alternative or the other would necessitate a radical modification of the usual curriculum program.

The tenth and final issue challenges the existence of the secondary school as a separate institution contributing to the gradual, continuous, unitary process of education. If there should be separate elementary schools, secondary schools, and colleges, each one must more clearly than at present recognize its special functions, all of them contributing to the general objectives of all education. . . .

What are the uses that can and should be made of a report on the ten most important issues in secondary education? It is intended to focus the attention of

all professionally minded teachers and administrators on the basic problems in the education of youth. Obviously it will not do so until it is studied thoroly. The first step that every professional educator should take is to ponder over the issues and the arguments for each alternative until he has made up his mind which one must be approved as an ideal. If he is a leader, he will involve in such a study as many of his professional subordinates or of his colleagues as possible.

Every administrator and every classroom teacher who studies these issues will realize some justifiable changes that are desirable in his own work. Such changes he should attempt to make, getting, of course, all possible help from others to indicate what changes are wise and possible and what means promise to be effective. . . .

Another step that should be taken by educational leaders, whether they be administrators or teachers, is to acquaint the public with the issues and their implications and to make them concerned about the program of secondary education as it is and as it ought to be. . . . We can scarcely expect the public to give wholehearted support to any proposed innovation until it has been made intelligent about it—has learned the justifying reasons and understands the superiority of what is proposed over what is commonly practised. . . .

After each professional individual or group in any community has done all that is possible, there will remain the major job of constructing a new program for the care and education of youth. . . . This planning requires ability, effort, and time not possible from any group, especially when already occupied with the immediate necessity of doing a full day's work on the regular job. It must be done by wisely selected experts, representative not only of education but also of all related fields. They must be employed for fulltime and given ample resources to make plans for the entire general structure. . . . Far-sighted planning based on agreement on fundamental principles is the only salvation of secondary education, and secondary education today holds more possibility of contributing to the happiness and to the progress of our world than does any other public agency.—From an address before the Department of Superintendence, St. Louis, Missouri, February 24, 1936.

Rural Education and the National Welfare

THE ASSIGNMENT given the newly created Educational Policies Commission to chart the next steps in educational progress is no small one. Meanwhile it behooves all of us in every community and state to examine our working program in terms of the general welfare of all the people and the equalization of educational opportunity for their children. This cannot be done without turning the spotlight upon the educational needs of that half of our school population living in rural areas.

The farmer's contribution to human advancement—The problem of bringing culture to the children of agriculture can hardly be approached without pausing to consider the part which the farmer has played in human advancement. . . . The farmer has made significant contribution to every aspect of our national culture, traditions, and institutions. He has always been a great patriot. He has produced a fair share of recognized writers, scientists, and engineers. Every farm home can look with pride upon the accomplishments of Burbank and Burroughs. . . . The farmer has improved plant life and soil fertility. Land utilization now concerns him. His mechanical genius has produced new machinery which is making a science out of agriculture. As a practical engineer he has brought moisture to the fields and made gardens out of deserts. He has wrested the land from the sea and converted swamps into fertile fields.

Is there any reason to believe that the farms of the present shall not continue to produce the nation's fair share of leaders in politics, art, literature, and sciences, if the stability of the farm life is maintained and improved?

Conditions and problems impinging upon rural life—It is not new to say that the income status of farmers since 1912 has been all but favorable. Recent figures may tell a different story, but in 1929, while about one-fourth of the nation's population lived on the land, they enjoyed only about one-eighth of the nation's income. Out of this income about one-third went to the cities thru migration of population, payment of interest and rent to city dwellers, settlement of country estates going to urban residents; approximately one-third went for wages, taxes, and various items purchased from industry; thus only about one-third was left for the maintenance of living standards in the home.

AGNES SAMUELSON

President
National Education Association

The number of farmers no longer owning the land they till has been increasing during the past thirty or forty years. The United States Department of Agriculture reports that the percentage of farmers who were tenants increased from 28 percent in 1890 to 42 percent in 1930. There is reason to believe that this percentage has now reached the 50 percent mark.

Another tendency during the last thirty years has been to convert agriculture into an industrial and commercial enterprise rather than a mode of maintaining the social and economic life of a family unit. While economists agree that farms must be commercialized to a certain extent, they say it is equally desirable that the best elements of what might be termed live-at-home agriculture can and should be encouraged and maintained. . . .

The problem of obtaining adequate governmental services and at the same time of controlling the steadily mounting general property tax has become serious. In 1929 the percentage of the farmer's income going for taxes was 13 percent or nearly one-third more than the average for the nation. Recent studies of the U. S. Department of Agriculture show that, in spite of decreased assessments and reductions in tax rates during the depression, the farmer's taxes in ratio to his income and the value of his land have increased. These burdens become all the more onerous in view of the fact that the per capita income of farm people is usually only from one-third to one-half the per capita income of the entire nation. If public services such as government, schools, health service, and the like, are necessary to an adequate standard of community living, consideration must be given to the problem of public taxation for their maintenance.

In 1930 about 21 percent of all women of child-bearing age were living on farms but from this 21 percent came 29 percent of the nation's children. Thus typical farm sections must support more than one-third of their population in the school as compared to less than one-fourth for typical urban areas. During

1925-29, the farm population received about one-tenth of the nation's income, comprised about two-tenths of the nation's women, and nurtured about three-tenths of the nation's children. . . . If two-tenths of the nation's women are to be responsible for three-tenths of the nation's children, they should certainly enjoy more than 1 percent of the nation's income, and are certainly entitled to at least three-tenths of available opportunity for education and health protection of their children.

Implications for education—These facts touching only a few of the major problems have a direct bearing on the total educational program, urban as well as rural. . . . The march of equalization is halted as long as one-eighth of the children live in school districts without funds to keep schools open the customary term, as was reported by U. S. Commissioner of Education J. W. Studebaker, to be the situation last spring. . . .

The plain task is to catch up with our unfolding ideal of educational equality. The *Children's Charter* sets forth the rights of every child regardless of race, color, or situation, wherever he may live under the protection of the American flag. The *Charter* is still ahead of accomplishment. Rediscover it in your library and use it as a basis for discussion and action. . . .

The only way by which adequate school facilities can equitably be made available to all children is thru federal action. . . . The support of public schools is no longer a matter of local concern only. People migrate from the districts supporting the schools they attend. They do not always live there. Check this for yourself in the community where you graduated and see how few are still there. The uneven distribution of wealth also makes education more than a local obligation. The national wealth has been concentrating in certain congested centers of population. The wealth produced in all sections of the country tends to drift to the eastern seaboard. Build a wall around any urban community and see how soon it will collapse without the inflow of farm products. Truly the welfare of the whole people is wrapped up with that of the farmer. Collect the funds where the money is and spend it in educating the children where the children are.—From an address before the Department of Superintendence, St. Louis, Missouri, February 27, 1936.

The Social Studies Curriculum

FOR THE last fifteen years teachers, superintendents, and commissions all over the country have been laboring at the construction of a social studies curriculum. In the effort to enrich a static history curriculum, fragments of new material have been added; curriculum "laboratories" have been set up; textbooks have been written.

But this period of what Charles A. Beard describes as "free-for-all tinkering" with the social studies curriculum seems about to draw to a close. "There is a feeling," Dr. Beard writes, "that something more fundamental, something more relevant to the great problems of national life, is required by the crisis in thought and economy in which we find ourselves. The universities, colleges, and schools, the teaching profession from top to bottom, and all public-spirited citizens face the task of formulating a social philosophy appropriate to our present situation; for, in the absence of any controlling philosophy or orientation, the selection of materials and the application of methods proceed without guidance, and degenerate into sterile and bewildering fragments and formalities."

The Fourteenth Yearbook of the Department of Superintendence—*The Social Studies Curriculum*—attempts to outline such a philosophy. To quote:

"Underlying the social studies curriculum and methods of instruction are certain principles which are the necessary characteristics of a democratic society and essential to the effective operation of American society in particular. . . . For the social studies the following are basic and imperative:

[1] Government with the consent of the governed as contrasted with government by dictatorial force imposed by stratagem and violence. . . .

[2] The use of government, economy, the natural endowment of the nation, and the technical arts for the promotion of the general welfare and for the creation and maintenance of the highest possible standard of life and wellbeing for all the people, as distinguished from the privileges of any class.

[3] The preservation of personal liberty—full religious liberty and freedom of press, speech, assembly, and petition—as opposed to capricious and irresponsible tyranny.

[4] The preservation of the rights of property lawfully acquired against arbitrary seizure and confiscation, and the application of the rule that property is to be taken only for public purposes and by due process



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"Making it faster than we can absorb it"—
frontispiece of the Fourteenth Yearbook.

in which burdens fall with the same weight on all persons similarly situated.

[5] The protection of private rights against arbitrary action, by the maintenance of fixed processes guaranteeing speedy and open hearings in courts of law, right of counsel, right of jury trial, and right of impartial judgment.

[6] The enforcement of law by duly constituted officials alone and the repudiation of all private persons and organizations that try to take upon themselves the functions of judges and executioners.

[7] The assumption of full individual responsibility in the discharge of private and public obligations.

"These principles form the basis of orientation for instruction in the social studies in the American public schools. The schools do not operate in a vacuum. They can discharge their obligations to the nation only by applying these principles in the choice of themes of instruction, the selection of materials, and the determination of classroom procedures."

Using these principles as a frame of reference, the Yearbook surveys best practices from curriculum committees, teachers, and administrators throughout the country. The following is a summary of fourteen major practical questions which are discussed:

[1] How does the nature of society affect the social studies? A program of social studies is conditioned by the nature of the society in which it is formulated. Major influences in that society include the American heritage of ideas; trends in American economy and culture; and conceptions of human values.

[2] Of what significance to the social studies is the role of education and the school? To what extent should the social studies be utilized to give the American people new conceptions of human values and social issues?

[3] Why are the social studies concerned with the nature of the learner and the learning process?

One of the most helpful sections of the Yearbook is devoted to the content of the social studies curriculum: [4] What are the nature and the role of the social studies? [5] What have been the recent trends in the social studies curriculum? [6] What should be the nature of the social studies program? [7] What principles should guide the selection of content? [8] What can be done about grade placement? [9] What should be the internal organization?

[10] How should curriculum materials be prepared? [11] What use should be made of community resources?

The concluding section of the Yearbook discusses evaluation and revision of social studies programs:

[12] What techniques and methods should teachers use in a modern social studies program? The supreme need is for welltrained teachers whose work is freed from petty criticism and whose motives are not misinterpreted. It is easy for laymen to be misinformed about social studies instruction particularly with regard to the handling of controversial issues.

[13] What evaluation should be made of the outcomes of the social studies program? Teachers will increasingly use a variety of evaluation methods instead of limiting themselves to written examinations.

[14] How should provision be made for the continuous revision of the social studies curriculum, giving attention to the following basic questions: [a] What kind of world do we live in and what kind of world should we have? and [b] What guiding principles shall we set up for constructing curriculum materials in consonance with our philosophy?

The Yearbook also contains the report of the executive secretary, and a list of members of the Department. It may be secured from the Department of Superintendence, 1201-16th St. N. W., Washington, D. C., single copies \$2. The 1937 Yearbook will report on the relation of education to public welfare.

Controversial Issues at St. Louis

EDUCATORS practised their own teachings at the St. Louis convention of the Department of Superintendence, February 22-27. The open clash of intellects lifted this meeting above the level of the average. Conflicting points of view were presented on scores of educational problems. Both speakers and auditors thanked God for the privilege of living in a land where open discussion is permitted. Determination to safeguard the principle of freedom of discussion was in evidence on every hand.

President Stoddard expressed this spirit of the convention at one of the closing sessions when, in reporting criticism of certain statements made by speakers at earlier sessions, he said that, while the Department did not indorse the statements of any speaker except by official action, it would defend to the last the right of any person to be heard.

With an almost unanimous vote the convention, prompted by recent happenings in Massachusetts, passed this resolution, condemning:

... as contrary to the principles upon which the public schools of America were founded any removal or appointment of a teacher, administrator, or any other employee of these schools, on the basis of or in any manner because of political or partisan considerations; and further, that this statement be construed as applying to educational positions nationally, in the various states, and in the local school systems; and further, that we condemn not only those without our profession who would desecrate the high purposes for which our schools were founded and are maintained, but even more do we denounce those within our own ranks, as being more culpable than any others and unworthy of membership in our profession, who aid and abet partisan political acts affecting the schools or who themselves resort to political manipulation to secure positions in the schools.

One of the most significant topics considered was the question of federal sup-

port for public education. In keeping with the trend of the convention to hear all sides of important issues, the question was debated by Paul R. Mort, Teachers College, Columbia University; Lotus D. Coffman, president, University of Minnesota; and Charles H. Judd, School of Education, University of Chicago. While it was agreed that federal support was essential, there was difference of opinion as to the amount of federal support that is wise and as to the method of distributing such funds.

The 1936 yearbook of the Department of Superintendence, *The Social Studies Curriculum*, made its bow to the convention in a special session. Charles A. Beard, noted author and historian, a member of the Commission, opened with an address, "The Scholar in an Age of Conflicts." [See page 105.] This was followed by a panel discussion in which members of the Yearbook Commission participated.

An innovation was in store for the great Tuesday evening audience—a symposium on "Current National Issues" addressed by representatives of three major political parties: Socialist Norman Thomas; Republican Henry J. Allen, former Governor of Kansas; and Democratic Alben W. Barkley, United States Senator from Kentucky.

And the next morning convention delegates arose early to get seats for a novel, inspiring, and informative program:

The setting: Thirty St. Louis high-school students seated on the platform of a great convention hall, each with a microphone connected to loud speakers before him. *The teacher:* Roy W. Hatch, State Teachers College, Upper Montclair, New Jersey. *The purpose:* To demonstrate how to teach controversial issues in the classroom. *The issue for discussion:* "In view of recent decisions of the Supreme Court should the New Deal have a re-deal?"

The result: The large audience saw unfold before them a truly great exhibition of classroom teaching. With the class participating as readily as if it had been surrounded only by the four

walls of a classroom, Mr. Hatch led the students from one point to another to develop the significant issues involved in the question and to illustrate the handling of crucial issues in the teaching of controversial questions. One point will illustrate. After considerable discussion Mr. Hatch asked the class to vote as they would have voted on the Agricultural Adjustment Administration had they been members of the Supreme Court. After the class voted, one of the students asked, "How would you have voted, Mr. Hatch?" In this question the student raised the fundamental question of whether or not the teacher's views should be made known to the pupils. While the class was glad to have Mr. Hatch's opinions it was the feeling of the group that each individual should accept responsibility for doing his own thinking and reaching his own decision.

The teaching of this class was appraised from the point of view of the educator by Superintendent L. P. Benetz of Manchester, N. H. and from the point of view of the layman by Rabbi Abba Hillel Silver of the Ansel Road Temple, Cleveland, Ohio.

George D. Strayer spoke on "The Promise of Democracy and the Performance of the Politicians." He attacked tendencies toward centralized control by the federal government, tax limitation laws, and interference with professional personnel by politicians.

The final Thursday afternoon session was given before a packed house rather than to the small group frequently found at closing sessions. The main feature of the program consisted of a public forum in charge of America's leading exponent of forums, United States Commissioner of Education John W. Studebaker, who demonstrated how they should be conducted. The forum was opened by Will Durant, philosopher and lecturer, who spoke on, "The Crisis in American Civilization." He contended that civilization was deteriorating because the least able families were rearing children while the ablest were refraining from doing so; discussed the economic crisis; and asserted that morality is essential to civilization. "I know," he said, "of no instance in history where moral life has survived religion or of no nation that has survived moral decay."

The executive business session on the future of the Department was likewise occupied with controversial issues.



"Teaching Controversial Subjects in the Classroom"

A Notable Convention

THE PROBLEM of freedom of discussion was undoubtedly the greatest single issue in evidence at the St. Louis convention. But there were other characteristics which also marked this meeting as distinctive and significant. These included:

First, the uniformly high level of the general sessions for which strong talent had been secured by President Stoddard. Second, a number of dramatic incidents which lent greater color to the meeting than usual. Third, the debates and directed discussion groups on Monday and Wednesday afternoons which met the broad range of interests among those attending the convention and permitted widespread participation in the program. Fourth, the superb manner in which President Stoddard presided over the convention. Fifth, the excellent commercial exhibits where the latest in nearly every type of educational equipment was displayed. Sixth, the exceptionally strong programs of allied organizations meeting just before or during the same week.

Much of the success of the convention was due to the splendid cooperation of the St. Louis school people. Typical of this spirit was the fact that Elda Vettori, a dramatic soprano of the Metropolitan Opera Company and a native of St. Louis, gave her services at several meetings entirely without recompense. The spirit of St. Louis was also evidenced by the great chorus of 500 Negro voices from church and school choirs of St. Louis.

Two honorary presentations were made. The first was the presentation of an honorary life membership in the Department of Superintendence to Herbert Weet, former superintendent of schools, Rochester, New York. The second was the annual American Education Award presented by the Associated Exhibitors of the National Education Association for "outstanding service to the cause of public education in the United States." This award for 1936 went to Lorado Taft, noted sculptor, who has appeared frequently on programs of the National Education Association.

One of the leading addresses was given by United States Commissioner of Education John W. Studebaker, who brought a telegram of greetings from President Roosevelt. Commissioner Studebaker spoke on the subject of "Education for Democracy" saying:

"We must ask ourselves the question:

Is the educational system, which we attempt to guide, building citizens for democracy?"

"May I suggest a few weaknesses in education which need our attention:

"[1] There is still too much authoritarianism in the classroom. Democracy like charity begins at home. Our home, professionally, is, in the main, the classroom. The place to stop growth of attitudes which prepare people for satisfactory cogs in the great machine of dictatorship is in the classroom of the public schools.

"[2] We have yet to clarify the meaning of the word 'teach' when it is applied to the debatable, to the controversial, to social philosophy.

"[3] A third danger is the tendency to avoid relating teaching to the present-day world and its problems. If there is one thing which a democratic public enterprise in education should develop, it is the ability of the learners to cope with *real* issues concerning the social situation.

"[4] A fourth weakness is our failure to plan the educative process for communities as a whole involving civic education for the vast majority of adults. Nothing in my opinion can contribute more to the improvement of elementary and secondary education than the direct participation of adults in a learning process managed by the same agency which is at work improving education for children."

The telegram from President Roosevelt follows:

DEAR DR. STUDEBAKER: I sincerely regret that pressure of official business makes it impossible for me to accept the invitation to address the Department of Superintendence of the National Education Association. I do, however, wish to extend cordial greetings to you and to express the deep conviction I have that in your hands and in the hands of America's teachers resides the destiny of our country to a far greater degree than in the hands of any other group.

It has been my policy from the beginning of my term of office to rely upon the resourcefulness, the intelligence, the training, and the idealism of men and women chosen from among the best products of our American educational system. Democracy more than any other form of government demands the leadership of a group so chosen.

It is becoming increasingly evident that these leaders can render an effective service only when they have the intelligent support of the millions of citizens in this country. To insure this support, the citizenship must have an understanding of the problems confronted by those who are at once their leaders and their servants. The public must understand the issues involved in the solutions proposed. This understanding on the part of the public should be one of the chief outcomes of education.

During times like these, when changes are widespread and rapid, schools and colleges have an unusual responsibility to bring to the people an understanding of these changes in order that modifications in governmental practices may be made rapidly enough to keep government abreast of the demands for social and economic progress. If governmental changes lag too far behind vital social needs, the government is bound to appear impotent in its efforts to serve the common citizen and to advance the public welfare.

May I congratulate you and the teachers of this country, upon the excellent service that the schools and colleges are rendering. May I also exhort you to approach your task of the training of the citizenship of this country in a thoroly realistic fashion. What is going on in many countries of the world to institute forms of government which are not responsive to popular will is well known to you.

The United States still stakes its faith on the democratic way of life. We believe in the representative form of government. We dare not close our eyes, however, to the fact that the only way in which that representative form or government can persist is thru an educated electorate.

This electorate must be thoroly conscious of the issues which its representatives confront. It must be trained to assume its full responsibility. It must stand ready to support those representatives who give fullest allegiance to the principles and practices which are fundamental to genuinely democratic purposes.

What our leading statesmen have said thruout all the history of this country is as true today as it has ever been; a free people can remain free only when "they know well the great principles and causes upon which their happiness depends."—Sincerely,

FRANKLIN D. ROOSEVELT.

A Suggested New Secondary Curriculum

THE PROPOSALS for remaking the curriculum discussed in the preceding articles have found readier acceptance in the elementary school than in the secondary. Probably it is the existence of departmentalized teaching that has opposed the spread of the "activity" movement to the highschool. Many secondary-school people admit readily enough a strong argument in favor of basing education on the life process as hereinbefore discussed, but they do not see how they can give up the concentration and specialization that departmentalization of teaching allows. So far these have accordingly been unwilling to follow a procedure that ignores subjectmatter lines.

Without discussing here how much of this devotion to teaching by distinct subjects is the inertia of tradition and how much of it is justified on sounder grounds, let us admit outright that some pupils can and will profit by at least some of the concentration and specialization which is permitted by existing highschool departmentalization. But it does not follow that all pupils profit equally by such a regime nor that any pupils of secondary age need to have their whole school time so split into separate subjects. For one thing, there are strong reasons why some one teacher should have such continual and extended acquaintance with each distinct pupil as to permit a degree of personal counseling and guidance denied under a complete regime of departmentalization. It appears exceedingly doubtful that demands either of mental hygiene or of proper educational guidance can be adequately safeguarded on the usual basis of departmental teaching.

Furthermore there are many high-school pupils for whom the need for extended specialization is far from clear. Especially is this true where anything like all pupils of highschool age continue in school. If the considerations advanced in the preceding articles for remaking the curriculum are granted to hold for the elementary school, as they increasingly are so granted, there appears no obvious reason why the argument should suddenly fail of cogency as children get to be around twelve or fourteen years of age. In fact if the arguments hold for the elementary school, the burden of proof would seem to lie with those who claim a difference for the secondary school.

It is from these considerations that the proposals are herein made for a new type of secondary school. The aim is to con-

trive a school program that will keep education for all the pupils on a basis of living for most of each day at the beginning of the highschool period and grant the privilege of specialization only as an affirmative case is made out for each individual concerned.

To fix ideas, suppose the 6-3-3 plan is in operation with the elementary school run on the basis advocated in the preceding articles. In the sixth grade the teacher has had charge of all the pupils certainly most of the day, and this teacher has tried to manage the education of her pupils on a thoroughgoing living process basis as has been discussed in the preceding articles. This means that the various sides and aspects of life suitable for rounding out life for pupils of this age have been cared for by the on-going curriculum. And the teacher has sought to have the pupils grow each in ever more adequate self-direction as they have faced the successive situation-experiences that have constituted the activity curriculum. Each pupil has meanwhile been to the teacher a distinct personality, studied and guided as such so that always the "whole child" might grow best into ever fuller and more adequate participation in the surrounding cultural life. As the children have thus been studied, the teacher has known that they had different abilities and widely varying tastes and interests. Within certain social-moral limitations, it has been a definite aim of the teacher to cultivate each such individuality for all it was worth. James has been encouraged to study electricity, and Henry butterflies, while Mary has been encouraged to follow her special interest in music and Susie her interest in drawing and Lizzie her wish to write poetry. All such special interests have been cherished and cultivated as choice instances of budding individual life.

Now according to the plan herein proposed the seventh grade would be run in much the same way as was the sixth. One teacher will be in principal charge of all the children. The main part of the class work, perhaps three-fourths of it, will be common to all the pupils; and this will be guided, as was done the year before, so as to care for all the sides and aspects of the well-ordered life. There are two differences between the seventh grade this year and the sixth grade last year: one, the pupils are a year older and have got further along in knowing and managing life; the other, some of the pupils

are ready by special taste and aptitude to take up seriously one or more lines of specialization. James wishes to carry his electricity further in the direction of a more general science and John wishes to join him. Henry's butterflies now call for a wider study of biology. Mary's music is ready for further and more consistent study, as is Susie's art work. Lizzie's poetry now reaches out into a closer study of literature as well as more adequate writing. Other pupils wish to begin algebra, and some others typewriting.

When the sixth-grade teacher had sent these pupils on to the junior highschool, she had told in her records of the various interests and abilities so far as she had known of them. The more definite and pronounced of these had been talked over both with the preceding year's fifth-grade teacher and with the principal. So that this year's seventh-grade home room teacher is prepared in advance to give approval for some tryout specializations, and during the quarter of the day set aside for such specialization these pupils will go to other rooms to work under teachers especially qualified to give the needed advice and help. As any such tryout justifies itself it may be continued and expanded, under the joint advice of the home room teacher, the parents, the subjectmatter specialist, and the school's general counselor (dean, principal, or other guidance officer).

Those pupils who have as yet found no special task or interest will continue to work together during the specializing period at any matter that seems best to teacher and pupils, possibly in one large group, possibly in smaller groups, possibly at individual projects. It is the business of the seventh-grade teacher to help the pupils here as elsewhere and always to use their time to best advantage.

When the same pupils reach the eighth grade, they will find the same general state of affairs. They are now a year older and still further along in insight into and control over life. More will have developed individual tastes and interests worthy of specialized pursuit, and some will need more extended periods of study. Possibly one-third of the day may now be devoted to these approved specialized interests. And similarly for each succeeding year to the last, always for a large part of the day all the pupils are together under one home room teacher, while an annually increasing proportion of the

time will be available for approved specialization. What proportion of the work of grade twelve will be common may well be debated. My own opinion is that from one-third to one-fourth may well be so spent. For pupils going on to colleges which are still so backward as to specify precisely their entrance requirements, possibly a large part of the day given to departmentalized work may be needed. But this now seems, to me at any rate, not the best use of their time.

Such an arrangement as that here sketched contemplates that practically all pupils of secondary age will soon be enrolled in secondary schools. In the degree that this is so, in like degree should all be as a rule "promoted" (if this old-fashioned term be still retained). At the end all will as a rule "graduate," with whatever recommendations for further work that fit the conditions then obtaining.

Two reasons then especially support the plan outlined above. First, all pupils will (so I believe) profit by giving a good portion of their school time to such a life process program as ignores subject divisions. Only thus can they learn to study and work as life requires. Second, many

pupils, just as many adults, have no need to specialize in the way and along the lines set out by existing school subjects. In fact, it probably hurts most of such pupils to spend time on such logically organized subjectmatter. In the years gone by these pupils have usually dropped out of school. Now, they continue to the embarrassment of all concerned. Such pupils need more of the problems of life itself and less of the formal school work. The plan proposed allows adjustment to meet each particular case, and thus allows the more intellectual and the more interested to pursue their work under conditions more favorable to them.

A word now about the more practical side of the problem. This plan is here proposed for study and experimentation. So far as is known it has never been tried. It would appear to be feasible both for small and for large highschools. Just what changes actual trial would require in the plan we can, of course, tell only upon such trial. Two things would seem necessary for a beginning, first, that there be a will to try the plan, and second, that teachers be found who can carry on the activity program on the highschool level.

In 6-3-3 school systems that already have the "activity" program in the elementary there could easily be found sixth-grade teachers who would like to carry on the life work on seventh- and eighth-grade levels. And similarly in many 8-4 school systems, there can be found seventh- and eighth-grade teachers already carrying on "activity" programs who would like to go forward into the ninth grade. It would be comparatively easy for the larger institutions that prepare both elementary and secondary teachers to take on the new work of preparing activity home room teachers for the highschool. This need involve no heartburning since the present specialized preparation for highschool teachers could continue much as hitherto. However, teachers expecting to go to small highschools would have to prepare both along the "activity" line and one or more subjectmatter specialties.

That we need to change the secondary school rather drastically is admitted by an increasing number of American educators. The foregoing plan is proposed as both easy to try and promising of good returns.—William H. Kilpatrick, Teachers College, Columbia University.

A Progressive Teachers Meeting

AT precisely 5:20 P.M. the front door of Dearborn Highschool opens, and eight people step out, bearing in their hands a mimeographed parody of Chaucer's prolog which is going to serve as directions.

Four of them step into a car of well-known make—not Cadillac—the other four into its sister, and away they speed westward on the Chicago Road. Turning into a side street, they make their first stop at a house described well by DuMaurier: *parva sed apta*. An outward bound group passes them as they enter the little house, where the Latin teacher greets them, and with her assistants seats them at two small tables where flowers and appropriate place cards proclaim spring and Easter. The first course of a progressive dinner is here served. Conversation goes on briskly, but at the appointed time the group is ready to leave, and deft service makes the tables ready for still another group.

A few minutes and the second stop is made, and here the eight are greeted by the librarian. The long spring twilight is beginning and candles light the table with its flowers and place cards. A second committee quickly serves the main course of the dinner, piping hot. Con-

versation eddies about; laughter and good humor abound. Once again the schedule is made, and two groups pass. Our next stop is in a cozy apartment overlooking the grounds of the Ford engineering laboratories. Dessert is served at small tables.

Now we are off again, this time arriving at the school. In the pleasant library a long table is spread where coffee, cheese, and crackers are served. A pink-cheeked girl with hair drawn smoothly back serves coffee from a glistening urn. It is *hot*, and it is *coffee*, both noteworthy items. The table gleams with silver and old china in the candlelight.

At the appointed time the principal rises and opens the meeting with a few cheerful words. There is a speaker tonight, a member of the University faculty, who speaks on certain curriculum trends. He is not an educational tinker; he has something to say and says it—and when he is thru, he stops. During his talk there is close attention. The meeting is closed at 8:15, but teachers stop to talk to the speaker, and at 9:00 the library is not yet empty.

Briefly, this is a sample of what teachers meetings are in Dearborn Highschool. They are not all preceded by progressive

dinners, of course. Some of the meals are of quite different type. A men's committee cooked and served an excellent steak dinner on one occasion. On others, committees of teachers prepare and serve, each member of the group paying forty or fifty cents for the expense. Since the group has some good cooks, the food is always delicious and plentiful. Ordinarily the dinner starts at 5:30, and the meetings end at 7:30. There is not always a speaker. Often the programs are prepared by teachers, and quite naturally concern problems of the school or the profession in general. There are usually table decorations of a seasonal nature, and clever programs are sometimes worked out at small cost with the cooperation of the printshop and the mimeograph department.

It should be pointed out that this is not any exceptional group. It has suffered staff reduction, salary reduction to an extreme degree, and all the worries and humiliations common to the profession during recent years. But one thing it does know: how to have teachers meetings that are really vitalized affairs, not a gathering of overworked people caught in a boring routine.—Ellis R. Martin, Dearborn, Michigan.

American Education Week 1936

A MOVEMENT that causes six million adults to visit the schools, carries a message concerning the schools to ten million laymen, and calls forth special proclamations from more than thirty-five governors, is a project in educational interpretation which challenges the attention of the entire profession. American Education Week, sponsored by the National Education Association in cooperation with the United States Office of Education and the American Legion, achieved these results in the 1935 observance. Plans are already underway for the sixteenth annual observance, November 9-15, 1936. "Our American Schools at Work" has been selected as the general theme. Every school system in America can adapt this theme, as well as the daily topics suggested below, to its own situation.

MONDAY, NOVEMBER 9

The Story of the Schools

 THIS is an opportunity to dramatize the story of the schools from their pioneer beginnings to the present. The ideal of free public education must be born anew with each generation. It has been achieved, and is maintained, only by vigilance and effort. The great issues and events in the history of American education such as the appointment of Horace Mann in Massachusetts and the Kalamazoo case in Michigan furnish abundant material for dramatic presentations. In the history of local and state school systems there are similar incidents which may be discovered thru history projects and dramatized during this Week.

TUESDAY, NOVEMBER 10

The Changing Curriculum

 THE CURRICULUM of a school shows what those who plan and manage its activities believe to be important. The great change in the curriculum in recent years has been the shift from primary emphasis on subjectmatter to child growth and development. Subjects are retained, but as tools instead of masters. Changing social and economic forces call for an ever-changing curriculum. Contrast the curriculum of today with that of yesterday. Explain why some subjects are eliminated and others are added. Show that new subjects come in response to public demand. Indicate wherein the curriculum meets and fails to meet needs. Curriculum committees may present their work and plans to the people at this time.

WEDNESDAY, NOVEMBER 11

New Services to the Community

 INCREASING services are being demanded of the schools each year. Busy citizens are often unaware of these new services which vary from community to community but which may include

health services, recreational programs, adult classes and forums, services to unemployed youth, or others. The discussion may also deal with needed new services. The proper work of the schools is no longer considered to consist only of classroom teaching. The school is a community enterprise made possible by the people, and its major purpose is to enlighten the people of all ages that they may be better citizens of our American democracy. More and more schools are becoming true community centers.

THURSDAY, NOVEMBER 12

The Unfinished Business of Education

 EDUCATION is unfinished in that new generations of children regularly arrive at the doors of the schools and current problems continually confront adults which the schools should be able to help them solve. It is also unfinished in that many problems are unsolved. The unfinished business may refer to the inequality of educational opportunity among communities and states; to new types of service which public schools should assume with regard to pressing social problems; to the need for adult education; to urgent rural-school needs; to the fact that illiteracy still persists; to the achievement of a sounder democratic economic order which can come only thru a higher level of general intelligence; or to many other areas either neglected or inadequately cared for thru education.

FRIDAY, NOVEMBER 13

Financing America's Schools

 SCHOOLS are productive agencies. By developing skills and ambitions they increase the wealth of the country. They accomplish these ends in large measure to the extent that they are adequately financed. Nothing is more vital to the welfare of the schools than that the public be informed and sympathetic as to school finance needs. In many of the

states there is urgent need for tax revision programs which will equalize both educational opportunity and the burden of support. It is also increasingly apparent that the federal government must participate to a greater extent in the financing of education if there is to be equality of educational opportunity. Local, state, and national school finance problems may be discussed with and by citizens. It is helpful if facts are dramatized in terms of human interest.

SATURDAY, NOVEMBER 14

Education for Physical Fitness

 UNDER conditions of modern life, physical fitness cannot be taken for granted. Sedentary life and power machinery require little physical activity. Saturdays afford recreational opportunities for school children and for increasing numbers of adults. Regular and special recreational programs may be planned to bring to the attention of the community the contribution the school is making to the physical wellbeing of its citizens. Encourage citizens on this day to acquaint themselves with the play facilities and recreational program of the schools. Emphasize the fact that the health and physical education program is participated in by all pupils, not just the members of the athletic teams, and that the recreational skills acquired will endure thruout life. Discuss the coordination of city and school recreational services. Where schools and other city agencies cooperate in playground and recreational services, invite those agencies to participate in the program.

SUNDAY, NOVEMBER 15

Education for Character

 AMERICAN EDUCATION WEEK Sunday offers an opportunity for ministers to discuss the contribution of the church as an educational agency and to pay tribute to the part the public schools play in the development of the character of citizens. On this day school officials may be called upon for special participation in the programs of churches, Sunday Schools, and young peoples' meetings. In a period of social and economic stress the cultivation of spiritual resources is of first importance. This great task calls for the cooperative efforts of both church and school.

Part II. Replacing the Isolated Written Problem

FIFTY YEARS AGO spelling was not a useful tool; it was merely a game, spelling for head-marks or the floor in a spelling match. Words without meaning were pronounced and spelled; simple words needed in writing were not studied and so were misspelled when needed. All that has changed in our better schools; spelling is a functional tool subject and words studied are mastered for use.

Fifty years ago in many schools, reading was just a matter of articulation; no understanding was expected. The change to better things has come slowly. Reading has become a simple tool for getting meaning from the printed page. Meaning, not articulation, has become the aim.

Fifty years ago, written problems in arithmetic were meaningless to the child. They still are. Some go so far as to help the child to get the answer without understanding; they teach cues. This is inexcusable. A better way must be found.

Under what circumstances do adults figure? Do they go about figuring miscellaneous on anything under the sun, regardless of rationality? They do not. Adults figure only as an aid to thinking on some business situation. Arithmetic is a useful tool, not an end in itself. A housewife checks the grocery bill or the milk bill. A plumber makes careful measurement for replacement of a broken pipe. A banker figures the interest on a note—by referring to interest tables, to be sure. A farmer estimates what a pen of fat shoats will bring in. And so it goes in life outside of school; arithmetic is always a simple tool, an aid in business.

But in school written problems are disguised drill, in situations meaningless to the child and frequently quite irrational. Recently in visiting a school, I observed fifth-grade children paying 60¢ a lb. for butter. I ventured to ask where they bought their butter at 60¢ a lb., indicating that I paid much less for butter on the preceding Saturday. The children looked confused; the teacher's glance suggested that I had made a social blunder; the children continued to figure the profits which a creamery would make on 20,000 lbs. of butter, costing 42¢ a lb. and sold at 60¢ a lb. [Of course, no allowance for expenses.]

Yes, teachers too! They have for so long figured irrational written problems,

that they seldom attempt to use judgment. They will permit children to pay 70¢ a lb. for top round steak when prime top round steak can be bought locally for 45¢. They will have Mr. Jones sell ten two-year-old fat steers at an average weight of 2850 lbs. They will even permit 50 hens to lay 60 eggs a day. In other words, while judgment is the chief consideration for success in business, the written problem work in the schools proceeds without any basis in judgment, being defended as drill, as mental discipline, or as knowledge of race development of the decimal number system.

How can we place written problem work in the schools on a rational, judgment basis? Here are a few of the essential steps:

[1] Abandon the isolated written problem of the textbook. Prices are usually wrong and the most of the situations are beyond the possibility of judgment by the pupils.

[2] Omit the standardized test on "reasoning problems."

[3] Encourage and train teachers to develop simple buying and selling, or money situations, on the basis of experience. This will require that teachers learn to work and think with children.

Recently I observed a remnant sale in a sixth grade in which children found the cost of 27 inches of ribbon by finding $27/36$ of the original yard price. I told the children that I wouldn't buy at their remnant counter. The teacher was interested (she was one of my faithful cooperating teachers). She asked me why.



I told her that I wouldn't pay full price for mused-over remnants, and that I didn't need to when I went to a real store. At my suggestion, pupils were sent to real stores to see how remnants were priced. The teacher caught the idea. A week later, I saw a very different remnant sale.

No, this is not an entirely new concept. The Connersville Course of Study in Arithmetic (1911) contained illustrative meaningful problem units for different grades. Many courses of study thruout the country list or develop such units today. It is not my purpose to develop such units in this article. The reader is referred to Chapter 15, p133-136 of *What Arithmetic Shall We Teach*, for a representative list of meaningful problem units for various grades. Most of these appear also in the chapter on arithmetic in the *Fourth Year-book* of the Department of Superintendence.

Mr. Benezet's experiment in Manchester, New Hampshire, seems to indicate that children have lost nothing by omitting the usual type of written problem work thru grade five, in fact have gained thru absence of confusions. My experiment thru cooperating schools during the past eight years, indicates not only absence of confusions but gains in judgment and business viewpoint thru a positive program of meaningful problem units in grades one to six.

The purpose of this article and the one last month is to indicate briefly that there is a sizeable task in the grades on useful arithmetic, that new 100 percent standards are needed in useful drill, and that meaning and judgment must be secured in a new type of written problem units. As in spelling and reading, so in arithmetic, there is a profitable positive program.—Guy M. Wilson, professor of education, Boston University.

[Last month, Dr. Wilson discussed the question: "Is there a desirable program of useful drill in arithmetic for the grades and if so how should it be placed in the curriculum?" In connection with the present article, teachers will wish to read Part I—March 1936—as well as the series, "The Story of an Experiment." The latter articles, by L. P. Benezet, appeared in the November and December 1935 and the January 1936 issues of THE JOURNAL.]

Secondary Schools of Revolutionary Europe

IT IS THE European tradition that schools for adolescents have a double mission. They provide an opportunity for ambitious and able youths to meet formal or informal requirements for position and recognition, and they serve as an instrument of selection of abler youths to be prepared for leadership in military, religious, governmental, legal, and political areas.

Where social institutions are relatively static, such schools may have seemed satisfactory. They have served as initiations into a society where right ways are known and may be taught. In periods of rapid change, however, secondary schools have been the victims of social lag. They have prepared youths for institutions that were dying or actually dead. Hence, the new leadership has often arisen from the "uneducated" general population or from vigorous, secondary school "graduates" whose real education was of an "extra-school" variety. Trajan and Diocletian are classical counterparts of Mussolini, Liebknecht, Ebert, Stalin, and Hitler, and of the hundreds of other powerful leaders of recent and contemporary Europe.

It might be expected that in times of revolution the secondary schools would be radically changed—that the new leaders and their potent supporting parties would recognize the futility of conventional adolescent education in the new eras. Such, however, has not been the case, altho in the first days of tumult, significant experiments have been undertaken. But soon thereafter the desire of the unprivileged for the equipment of a dying elite has reinforced the tradition that formal training in mathematics and languages has some mystical potency for developing leaders. Hence, the secondary schools, somewhat modified, have reestablished themselves as institutions for selecting verbalistic and abstract-minded male youths who are destined for "leadership."

The secondary school in Russia—Even in the Soviet Republic, where by far the most complete break has been made with the past, it seems probable that, despite the opposition of the trade unions and Consomols, a reversion to academic types of secondary school and university is taking place. The worldwide stereotype of "book-learning" is too powerful. The respectability of "scholars" in university faculties presents an inertia that is rapidly wearing down the

effectiveness of the attacks of the practical-minded workers.

As the violence of the Bolshevik Revolution subsided, the universities and technical institutes were at first opened to the workers and their sons and daughters in order to prepare a proletarian intelligentsia as soon as possible to replace the suspected bourgeoisie. To prepare for such advanced training, special intensive schools for industrial workers—*rabfacs*—were established, and technicums were organized for the dual purpose of practical training and for university preparation. Graduates of both institutions were admitted to the universities and institutes without examination. Within the last few years, however, radical changes have taken place. The selection of students for admission to these secondary schools and for retention in them is severe. Entrance examinations to institutes and universities are much more strict, and favoritism based on proletarian origin is being discontinued.

The old "labor school," which had already been extended from four grades to seven grades, has now been made a ten-grade "polytechnical" school, the last three years of which are academically selective and university preparatory. In this extended school, the children of former bourgeoisie have the same chance as those of workers and peasants. Since the academic traditions and, perhaps, the biological inheritance of the former are stronger than those of the latter, there is probably taking place a reversion of intellectual-technical leadership to the descendants of the despised bourgeoisie—who are, however, doubtless quite honestly converted to Communism.

This change is not by any means complete nor even definitely decided upon. As already suggested, it is bitterly opposed by the influential Consomols and by many trade unionists. At present, technicums for workers are vigorously, even aggressively, preparing workers to enter institutes and universities. But they seem to be losing influence with the Commissariat of Education.

Secondary schools of Fascist Italy—In Italy, the secondary schools—gymnasium-lyceums and technical schools—had been democratized during the days of Socialist ascendancy prior to 1922. They grew in numbers and in size; their curriculum was enriched and liberalized.

Under the *Reforma Gentile* of 1923, however, the secondary schools, espec-

ally the gymnasium-lyceum, have been made much more selective. Their curriculums emphasize "specially formative disciplines." Promotion examinations have been increased in severity, and the maturity or final examination is of a type that demands both mastery of subject-matter and a very high grade of constructive intelligence and "spiritual maturity." Only those who pass this difficult examination given by a "committee of strangers" are admitted to the university. Latin is prescribed but it is coordinated with the Italian language which is derived from it. Grammar and analysis are subordinated to appreciation of literatures in all language study. Philosophy and history are taught by the same teacher and are closely correlated to the end that history, "the word of God," may be made meaningful. In the Italian secondary school, however, thinking is not expected to result in divergencies of judgment; rather does it parallel a geometry original—given certain premises and data, all students are expected to arrive at the identical conclusion—"the truth." Only at university level are students expected to follow their own beliefs wherever they lead. Hence, only in the university are professors permitted to express opinions at variance with the accepted "truths" or theories or interpretations. Even there, this freedom is limited to natural science, literature, and philosophy; in history and the other social sciences, conformity is enforced. "The school can foster no challenge that endangers the life of the state," says Gentile.

Secondary education in Germany and Austria—In Germany and Austria, there had been a blossoming out of the secondary schools under the postwar republics. The *Gymnasiums* and technical schools were opened to all youths who were proficient. Transfer from the elementary schools to the secondary schools [which parallel each other for several grades] could be made without loss of time. Experimental secondary schools, private and public, expressing diverse social-economic and cultural philosophies flourished. Secondary school enrolments and university registrations became greatly increased.

In Germany, under the National-Socialist regime, the curriculum itself has not been much changed, except that biology and history must now be interpreted so as to support the Nazi doctrines



Courtesy, American Junior Red Cross

This German school has a locksmith's workshop and forge

of racial and national superiority. The number of students has been drastically curtailed. Indeed, by 1936 it is expected that there will be only 15,000 students in the academic secondary schools of the entire German Reich. This drastic selection will be based not only on scholarship and intellectual standards, but also on records of patriotic participations, physical superiority, and racial purity.

Far more significant than the change in character and enrolment of the *Gymnasium*, however, is the prescription of new forms of training which were formerly voluntary. Every urban secondary school pupil must interrupt his course to give one year of service to aid the farmers—the *Landjahr*—in order to promote an appreciation of the virtues of Teutonic rural dwellers and a love of the land—*Blut und Boden*, the basis of German unity. During his university career, moreover, he must serve a half-year in the work-camps where rich and poor, noble, bourgeois, and proletarian mingle on equal terms and come to feel national unity. Finally, all males [and the policy has recently been established to include females] must accept conscription for military duty amounting to one full year and participate in yearly training periods thereafter.

These compulsory social participations are built upon the program of the Hitler Youth composed of younger boys and girls. Physical and spiritual fitness for service to the National-Socialist State is the motif. They supplement, however; they do not replace the faith of the Germans in the adequacy of the historic selection and training of leaders in the

Gymnasium and university. These institutions continue their traditional linguistic-mathematical curriculum. They remain cloistered and remote and untouched provided they do not defy the Nazi veto on scientific inquiry in the fields of biology, social science, and philosophy, and so long as they eschew Semitic literature.

In Austria the changes have been less drastic. The justifiably famous *Bundeserziehungsanstalten*—state-supported, tuition-free boarding schools for superior youths—maintain their existences under leadership acceptable to the conservative Catholic and Nationalist parties. Enrolments in the academic secondary schools have been curtailed by increasing the difficulty of transfer from the *Hauptschule* or upper *Volksschule* to the *Gymnasium*. Anti-semitism is rampant in the University of Vienna and it is naturally reflected in the secondary preparatory schools.

Secondary education in Scandinavia—In Sweden and its neighboring countries, counterparts of German academic and technical secondary schools had developed during the latter part of the nineteenth century. In some respects the Swedish technical schools exceeded their prototypes in efficiency, particularly in their encouragement of artistry and individuality among their students.

More important than these academic and technical schools, however, are the workers' schools, folkschools, and propagandistic schools for older adolescents and young adults. These schools are small, tuition institutions owned either by the faculty or by some society or political party. They are, however, subsidized

by the national governments. Students generally attend them for a single winter or summer session. Skills and erudition are subordinated to "enlivenment" of students and orientation to the world about them, in the expectation that if they can recognize their own needs as an emerging generation, they will spend their lives striving to understand and improve the world they live in.

Secondary education in England and in France—Relatively slight changes have taken place in the secondary schools of these countries. The French lycee has been made tuition free and the curriculum slightly liberalized, but without enthusiasm by the bourgeois-minded Radical Socialists. Borough and county board secondary schools in England have increased in numbers and enrolment and the provision for centralized schools for academically superior young adolescent boys is greater. Faith in the conventional curriculum and selection is strong in England as in France, however. Oxford and Cambridge continue to dominate the classifications as they do the curriculum of the "public" schools and their satellites. Interesting private schools—Abbotsholme, Bedales, Perse—contain a few adolescents as well as young children; numerically they are unimportant.

Secondary education in America—From the foregoing paragraphs it must be evident to all Americans that European traditions and controlling philosophies are such that their formal secondary schools hold little positive suggestion for American imitations. Of challenges, however, there is no lack.

Can our democratically-conceived inclusive highschools select and encourage and guide the traits of our adolescent generation so that it may be fired with as much zeal for our republican heritage as the Italian and German youths are for Fascism, and the Russian youths for Communism? And can our schools coordinate their programs with those of forward looking civic-cultural groups to the end that they may reenforce, guide, and direct the activities of youths both within the school and in their out-of-school lives?

The American secondary schools may not be called upon to "build a new social order," but they must not evade their responsibility for positive contributions to the direction of the new social order, whatever it may be, that is in fact emerging. Else, their very reason for existence in our democratic society is invalidated.

—Philip W. L. Cox, New York University.

German and American Education: Contrasts

THE WRITER of this article had the opportunity thru the Carl Schurz Foundation to spend nine weeks in Germany during the summer of 1935. Four weeks were devoted to visiting schools and in interviewing school leaders in Berlin, Hanover, and the Rhineland. One of the advantages in the study of schools of a foreign country is that a critical evaluation of the familiar takes place thru the observance of contrasts.

The first thing which impresses the American concerning German schools is their double organization. Germany has one system of schools for the professional classes and another for the working groups. After the first four years of the "Grundschule" there comes the distinct division into the secondary schools and the "Volkschule." In the secondary schools only about 20 percent of the children receive free tuition, so that these schools are distinctly for those of a definite social and economic status. A rigid examination must be passed before entrance to the secondary school. In the "Volkschule" there are approximately 1,200,000 children at the age of fourteen, whereas there are only about 70,000 in the secondary schools between fourteen and sixteen. The secondary school prepares definitely for the university with curriculums of classical studies, modern languages, mathematics, science, and German culture. The "Volkschule" emphasizes arithmetic, geography, German history, music, industrial arts, and gymnastics. Thus at the age of ten, when children enter the secondary schools, the decision for the future must be made. Such a plan makes more vivid the American plan of a single system for all children from the kindergarten thru the high-school, free, open to all who can benefit therefrom, with proper differentiation in the upper levels but with opportunity for the child of the humblest citizen to prepare himself for later college study.

In America we are accustomed to the philosophy of education which says that the school must be fitted to the child. As the number of children coming to high-school has increased, new curriculums have been added, and constant adaptations made so that pupils may succeed. In Germany, on the other hand, the child must fit himself to the school. Certain types of secondary education have remained constant for generations. Standards are fixed and rigid. If the pupil cannot succeed, the conclusion is that he

does not belong there. Secondary schools are for the training of a small number of leaders, not for the masses.

German schools are unified in a manner almost incomprehensible to an American. The harassed administrator who knows the long, arduous process of getting reforms accepted in an American state may look with envy at the rapidity which by a single decree a given procedure may be put into operation in Germany. On the other hand, such practise makes easy the immediate use of the schools for the purposes of the political party in power. At the present time, for example, biological teachings favorable to the racial discrimination policy of the government in Germany have been introduced in schools all over the country. Exhibits and films in tune with the wishes of the government concerning national policies are circulated with efficiency and rapidity. The American may regret the inequality of schools in his country but at the same time he may be thankful that he has escaped from the powerful hand of centralized uniformity. Can we not reduce the inequalities without paying the penalties of loss of freedom?

An American is impressed with the feeling of responsibility which German school directors have for the training of future teachers. In Germany, secondary teachers usually finish the university before taking any pedagogical training. Then they enter an apprenticeship for two years in secondary schools where they observe, teach, read, attend seminars, etc. The work is supervised by the directors of the schools without extra compensation. They perform these duties with great conscientiousness and consider this a phase of their total service as a school administrator. How different this is from the usual American practise! Many teachers colleges have to beg schools to allow their students to practise in them. Supervision comes from the teachers college, and the principal feels very little responsibility. On the whole, he tolerates the situation and wishes that he could be relieved of the difficulties involved. The teachers college, tho often not given sufficient money to operate its own training schools, is required by the state to organize efficient student-teaching procedures. Local systems look to the state institutions for their teachers but refuse to cooperate whole-heartedly to increase the efficiency of training. At the same time, liberal arts colleges are al-

lowed to educate as many teachers as they see fit, provided they adhere to the letter of the rules of the state department of education. There is certainly need of planning here.

In German schools the key words are responsibility, thoroughness, fitness, efficiency. American schools stand for democracy, initiative, opportunity, freedom. German schools are uniform with slight variations of efficiency. American schools are varied, with tremendous differences in efficiency according to the economic conditions of the community. German schools are based on the theory that only a few are capable of absorbing the education of the secondary and university level; American schools, on the theory that a large percent of the population can be profitably educated in high-school and college. German unemployment of youth is taken care of by the work camps where out-of-door work is combined with educational and recreational programs. American unemployment of youth is taken care of partially by the increase in highschools and by the organization of junior colleges. Has our government seen the necessity of providing courses fitted to the new types of pupils flocking to the highschools? Can democracy develop its opportunities so that they will fit the capacities and aptitudes of a large number of varying groups?

One leaves Germany with an admiration for the efficient work done in their schools, for their well-trained teachers, for the seriousness of purpose evidenced everywhere. One returns to America with a pride in the democratic ideals of its school system and the wide opportunities offered. Can the American people be made to realize that the magnificent system so far developed cannot reach its highest possibilities until they are willing to give it the support required for its diversified development? The time is ripe for far-reaching studies to determine the most effective kind of education for the happiness and usefulness of the thousands of children forced to remain in school due to lack of employment opportunities. This condition presents the opportunity for a complete re-making of secondary education toward the end that all groups may receive the kind of education best suited to their abilities and their possibilities of service in American civilization.—Roscoe L. West, president, State Teachers College, Trenton, New Jersey.

Teaching Professional Ethics

THE COMMITTEE ON PROFESSIONAL ETHICS was appointed in March 1934, as a cooperating committee with a similar committee of the Department of Elementary School Principals of the National Education Association. At our meeting of last year a preliminary report was presented in which the problems as seen by the committee were outlined. Inasmuch as the members of the committee are scattered from the Atlantic to the Pacific, additional work has had to be performed thru correspondence and in one committee meeting. Since codes of ethics have been published by the National Education Association and by various city and state educational organizations, the committee does not believe that it is its function to construct new codes, but rather to indicate how material now available can be used in the curriculum of a teacher-training institution. Consequently, it has approved the following statements of principles and recommendations with the belief that the details must be developed by the institutions themselves in ways which will fit their peculiar conditions.

Statement of principles and recommendations—[1] In the education of a teacher, proper provision should be made for the study of the ethics of the teaching profession and the relationships which a teacher has with the various individuals and groups with whom she comes in contact.

[2] It is not desirable to organize this study into a separate course, but to present it as a part of larger professional courses and thru the student-teaching experiences. In this way the material can be related to the total concept of education as a profession.

[3] In general, it is recommended that the material be definitely presented in connection with at least three definite courses or experiences of the student in his entire program, as follows:

[a] In the course usually given in the freshman year entitled "introduction to education" or "introduction to teaching" there should be a consideration of such topics as the reasons for ethical standards in the teaching profession; the relation of such standards to self-development, to contacts with fellow students, faculty, and employees of the college, to standards of scholarship, and to a student's contacts in his community.

[b] In the experiences of child study, observation, and of student teaching there occur innumerable opportunities to observe how the members of the profession are practising the principles of ethics studied during the first course and also to practise

these principles under guidance and criticism. Supervisors of these various activities should have in mind the opportunities for developing understanding of what constitutes professional ethical conduct and should realize that this phase of the student's experience is as important as the development of specific technic in teaching. In fact, teaching success or failure often depends on the degree to which the teacher knows and follows professional standards of conduct.

[c] In a course given late in the curriculum, usually following the student-teaching experience, in "principles of education" or "problems of teaching" there should be a synthesis of theoretical material previously studied with practical experiences. Codes of ethics should be critically studied. Particular attention should be paid to teachers organizations, their service to teachers, the obligations of teachers to them, etc. There should also be special work concerning application for positions and other topics relating to the student's coming introduction into teaching as a vocation.

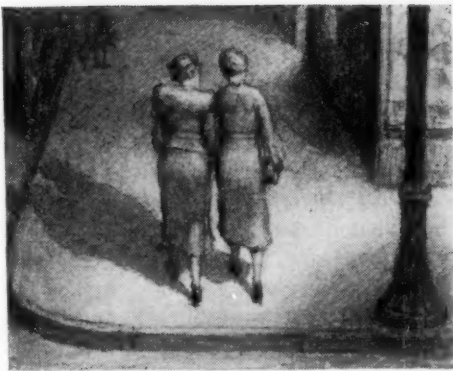
In connection with teachers organizations, the committee wishes to commend the plan of the National Education Association in offering student memberships to seniors in teachers colleges so that they may receive THE JOURNAL from January of their senior year and pay for membership after receiving a position following graduation.

[4] The administration and faculty of a teachers college should so organize their own relationships and conduct that these may exemplify principles of professional ethics and be emulated by students. Unprofessional conduct by members of the faculty will completely vitiate any amount of theoretical instruction. Lack of interest in professional organizations, for example, will quickly be sensed by students. Students are influenced by petty requirements, discourteous treatment, and narrow points of view just as they are by a sense of humor, breadth of vision, and an attitude of co-operative liberalism. The morale of an institution which is attempting to carry out its theories into application in all of the phases of the institution will inevitably be carried over to the students and inspire them to follow similar behaviors. For example, the institution must stand for truth and justice in its relations to its workers in the cafeteria if it expects to teach students proper principles of relationship between employer and employee. The policies of the institution should be open for suggestions provided these are constructive and objective. The faculty must observe the same standards towards one another and towards the students which they expect from the students. Theory and practise must be brought together in the institutional ad-

ministration if it expects students to be impressed by the principles of professional ethics taught in the classrooms.

[5] During the past few years there has been considerable discussion concerning academic freedom and the teaching of controversial social, political, and economic subjects in the schools. Teachers who have dared to discuss such subjects in their classrooms have sometimes been persecuted by certain sections of the press and of the public. The legislatures of several states have passed laws requiring teachers to take an oath of loyalty to the Constitution of the United States. It should be clear that controversial subjects in the field of the social sciences cannot be kept from the classroom even if such elimination were wise. To do so would mean the separation of schools from the flesh and blood world which surrounds them. On the other hand, there is danger in allowing teachers to indoctrinate students with social theories which are at best only proposals of certain groups. Schools on a college level should maintain their right to discuss any social subject which is being given consideration in the outside world and to acquaint students with the meaning of the proposal and the arguments made for and against it. The spirit of such study should be the spirit of the search for truth rather than the spirit of spreading propaganda or of crusading for the cause. Students should be urged to form their own conclusions on the basis of the best data which they can find rather than on the opinions of their instructors. Schools should be interested in the welfare of the whole people rather than in any group. They should endeavor to instill social ideas which will lead to the consideration of problems from the point of view of the good of the whole. They may well be satisfied if their graduates have developed tolerance and ability to weigh issues before taking sides. Such qualities are of more significance in a changing world than the advocacy of specific features of a program which seems to a group to offer immediate benefits for the ills of society. Public-school teachers should not forget that they are employed by the people thru the government as now constituted. Freedom of speech will be granted to teachers when it is deserved by the fair-minded handling of controversial problems, the solution of which is by no means clear even to the wisest of men.

—Report of the Committee on Professional Ethics of the American Association of Teachers College at the St. Louis convention, February 22, 1936. Members of the committee are: R. L. West, *chairman*; E. J. Ashbaugh; G. W. Diemer; M. L. Combs; L. R. Gregory; Arthur Gist; J. L. Dunkle; Butler Laughlin; Zenos Scott.



A. H. LASS

Manual Training Highschool, Brooklyn, New York, author of "The 'Bad Boy' and His Teacher," which appeared in the November 1934 Journal.

THE BAD BOY DOESN'T LIKE POETRY. That is, he thinks he doesn't. Actually, his contempt for poetry is based on the all too current misconception that poetry is for "sissies" and "softies." These two stigmata are poison to the "bad boy." This fear of anything that smacks in any way of the feminine is part of the intensely masculine complex so striking a feature of the bad-boy personality pattern.

Another reason for the bad boy's aversion to poetry is the manner in which poetry has been taught, and, to a large degree, is still being taught. The merciless slaughtering of the muses in the interests of rhetoric and literary style has set up this perfectly natural loathing.

Another error teachers make in attempting to teach the bad boy poetry is a failure to recognize that the boy's interests are very often quite far removed from the content they are trying to ram into him. He revolts from the strangeness of these experiences. The solution is to begin with something the boy can comprehend—the blood and thunder of Robert Service or the homespun rhyme of Edgar Guest. The teacher must learn for a time to sacrifice his own lovely theories about belles-lettres, and give the boy what he wants and needs, something that will stir him deeply. Once the boy has taken a liking to some form of poetry, the transition from the cheap and vulgar to the fine and beautiful is easy.

But patience is necessary. The road to Parnassus is not easy for the bad boy. There are too many obstacles in his way. Even if the boy never attains the heights, the teacher must content himself with having done his mite toward elevating his tastes somewhat.

The bad boy is morbidly curious about sex. The cheap tabloids, the "sexy" movie, the cabalistic street-corner dis-

More about the "BAD BOY"

quisitions, all serve to whet his natural appetite for such information. And it is a sad fact that he is often precociously and falsely enlightened.

There is a crying need for some kind of sex-hygiene for the bad boy. It is no exaggeration to say that a significant part of the bad boy's abnormal behavior outside of school is directly traceable to his ignorance of certain basic facts about himself and the opposite sex. The atmosphere in which he lives, the friends he has, the many corrupting influences that prey on him, make it imperative that some constructive treatment be given to this very important phase of the bad boy's development.

In many communities, a sane and frank discussion of the principles of sex hygiene is frowned upon, and thus the boy's curiosity is driven underground to batten on the weeds of surreptitious innuendo. And what should be regarded with open-eyed wholesomeness becomes a dank obsession.

No rehabilitatory program can even pretend to adequacy unless it includes an intelligent treatment of the sex problem as it affects the boy.

The bad boy pretends to despise girls. He vaunts his superiority, in private. He

ogles them obscenely, hoots after them. But when he meets them on formal, social occasions, he is struck dumb. His disdain has vanished and is replaced by a red-faced befuddlement.

The truth is that the bad boy, despite his air of vainglory, is afraid of girls because he doesn't understand them. He doesn't know how to act in their presence. In his own imagination, every bad boy is an irresistible "lady-killer." His charm is devastating. But when he faces a giggly little girl, he loses all his prepossession, and becomes just a confused kid.

The bad boy is hungry for information on how to be a gentleman. Some, it is true, secretly admire the George Raft-James Cagney treat-'em-rough type. But most have a strong desire for suavity, ease, and elegance. The skillful teacher can manage to interlard the more academic periods with discussions of etiquette and social procedure. It is amazing how boys take to this. Playing upon this deep-rooted desire to be identified with the better elements in society, the teacher can lead the boy into many other forms of allied behavior which he now shuns.

It is not at all impossible, using this desire as a lever, to bring about a palpable and beneficial conformity to the more important social and educational mores. Certainly, the matters of conversation, letter-writing, and public speaking, can be more powerfully and meaningfully motivated in this way. The important point here, as in the whole treatment of the bad boy, is to discover his interests, and speak to him directly and compellingly.

Bad boys hate squealers, tattle-tales, "ratters," "stool-pigeons" of any kind. They never condone, under any circumstances, the offense of "snitching." It is part of their gang code. The boy who succumbs, in a moment of weakness, and gives up one of his friends to the teacher's mercy, becomes a social pariah.

The wise teacher will do well to discover all malefactors for himself. If his sleuthing powers are not sufficient for the task, he must never look for a Judas among his students. Once he has attempted this, he can never hope to maintain the respect of the class. He is automatically ranked with the betrayer.



Most bad boys belong to societies of some kind. These are generally local in nature. The Boy Scouts, Big Brother movements, Youth Councils, and Community Settlements have made some recruits from the ranks of the bad boys. But, in the main, the bad boys are free lancers, and band together independently. They resent organized social control, and prefer to be laws unto themselves. Within the confines of their own peculiar organizations, they work out their own social and recreational devices.

The teacher would do well to discover the extent and nature of these groups in his class. Among the younger students, these clubs are mainly athletic. With adolescence, they become oriented around the fair sex, and are called social clubs, or sometimes, social-athletic clubs. The set-up of these clubs is a faithful reflection of the needs and desires of the growing bad boy.

The teacher who can interest himself in the bad boy's extra-school life, and enter, to a degree, into this club life, will touch one of the vital arteries of the bad boy's life. Thru the club, his attitudes are formed, his social life codified, and his speech and conduct molded.

The value of an insight into this phase of the bad boy's existence is obvious. A knowledge of the principles that govern and motivate its organization and progress can be of immense assistance to the teacher. Without completely disorganizing or changing classroom routine, he can modify it so that it comes to resemble the club somewhat. Thru this organization, the teacher can exercise and strengthen his hold over the boy, at the same time that he is conveying his instruction thru a social medium of greater familiarity and vitality.

Polysyllabic pedagogy makes the bad boy uncomfortable and resentful. He shies away from long words because he doesn't understand them, and because they have unpleasant connotations with overbearing teachers, books he has never been able to master, intellectual snobbery.

In the beginning, the best procedure is to use simple and even colloquial language to disarm the boy's distrust. The teacher who can talk like a "regular guy" immediately commands respect. The boys will listen, because the idiom, the pattern, is their own.

When once this respect for the teacher's humanness has been secured, the attempt to enrich and elevate the boy's vocabulary can be made; but not before. It is important that the boy learn to love

the doctrine for the master's sake. That is the best appeal. It invariably succeeds.

The bad boy, despite all outward appearances, is deeply sentimental. Underneath his "hard guy" pose, he is soft, even mushy. This should occasion no surprise. Undisciplined thru neglect of proper home and religious training, fed on the pap of the radio, movie, and popular song, it would be strange if he were not so. Nowhere in his life is the bad boy subject to those influences which might have purged him of spiritual dross.

The bad boy is overly addicted to "wise cracks." The movies and the radio furnish the material and the idol. Chico and Harpo Marx are zealously emulated, as are Wheeler and Woolsey, and Laurel and Hardy.

The teacher, if he can bring himself to it, would do well to learn some of this patter, and sprinkle his conversation with it occasionally, just to show the boys that he is up on things that count. A sly and gently satirical intrusion of some of this precious prattle into the lesson can work wonders in gaining the loyalty and affection of the class. Of course, this can be carried too far. But then, the skillful teacher need not be told that he is not to confuse means and ends.

Needless to say, any book that looks like a school book is anathema to the bad boy. The distasteful associations are evident. Wherever possible, therefore, the books used ought to look like books read by mature adults outside of school. Text-book makers have made fine strides in this direction, and the teacher ought to avail himself of the newest and best texts whenever he can.

The bad boy believes that manliness manifests itself in: The liberal use of slang; tough talk, preferably from the corner of the mouth; smoking; dressing sloppily; and lack of manners (as traditionally understood).

The lot of the teacher of the bad boy is by no means a happy one. But it is an exciting and challenging experience. It calls for every ounce of ingenuity, resourcefulness, commonsense, and humanity that the teacher possesses. The bad boy is no ordinary boy, and his teacher must likewise be no ordinary teacher. It requires an exceptional temperament to handle bad boys successfully.

But individual idiosyncrasies aside, certain basic procedures can be posited. These, it will be observed, hold true for students in general, but they apply with special force to the bad boy:

Discard the holier-than-thou attitude, and come down to the boy's level, for a

time at least. Treat the boy like your equal; respect him for what he is, but make it plain that you expect him to be something much better. Make clear to him what that something is, in as concrete and as personal a way as possible.

Learn what makes the boy go. Find out what he wants, where he lives, who his friends are, what he does outside of school. Wherever possible, make the class work contribute directly and tangibly to the boy's needs and desires, both his conscious and unconscious ones. Personalize your instruction.

Show the boy you understand him and want to help him make something worthwhile of himself. Few, if any, can resist this appeal. The boy is willing clay once he feels that your every action is motivated by an interest in him.

Give him a feeling of power and achievement, even if it is only illusory and momentary. The boy needs the feeling of accomplishment and conquest to bolster up his sense of insufficiency and insecurity. Make him feel he counts for something, if only in the little world of the classroom. Organize the class so that the boy can exercise his initiative and his desire to master something. Make learning a satisfying experience. Elementary, I know, but all too often lost sight of.

Try to be to the boy all that you want him to be. Make yourself a personal expression of his inarticulate yearnings and ideals. This sounds a little vague, but I can think of no other way of putting the matter. For basically, the bad boy learns his teacher and not the subject. This relationship, always present between teacher and student, is particularly emphasized in the bad boy. It is hard to measure this quality; but unless the teacher does embody the boy's ideals, his effect on the boy is practically nil.

Some there are who advocate leading from behind, suggesting, insinuating virtue into these recalcitrant little hearts. Others contend that pedagogical engineering of a sort will do the trick. And for each of these positions there is sound basis. It is my feeling, however, that the peculiar nature of the bad boy demands teaching of a positive, direct kind to neutralize and nullify the potent influences that play upon the boy outside of school. Education, to succeed here, must be emphatically, personally real. It can achieve this reality only thru the teacher. If he has fire, zeal, honesty, and humanity, whatever he teaches strikes home. Without this personal ardor and attractiveness, the whole pedagogical armamentarium is useless to him.

Sixty Educational Books of 1935

THIS LIST is prepared annually for the American Library Association and THE JOURNAL of the National Education Association in the Educational Department of the Enoch Pratt Free Library.

The final selection of sixty titles from over seven hundred published this year was made from the scorings and comments of more than three hundred specialists in various educational fields and from a study of hundreds of reviews.

As usual, revised editions not entirely rewritten, have been omitted. Among them are the following important titles: Gates, *The Improvement of Reading*; Strang, *The Role of the Teacher in Personnel Work*; Clapp, Chase, and Merriman, *Introduction to Education*; Devereux, *The Educational Talking Picture*; a reprint edition of Johnson, *Old-time Schools and School-books*; and Mort, *State Support for Public Education*, an abridged edition of a 1933 volume of the report of the National Survey of School Finance, now out of print. The latter is the outstanding 1935 title in the field of school finance but being an abridged edition, it is not included in the "sixty."

A reference work in the modern languages worthy of mention is Oliver, *The Modern Teacher's Handbook*. Interest in teachers and teaching methods produced an unusual number of outstanding books this year, as did educational psychology. With the exception of science, teaching methods in the separate subjects are well represented with special attention given to vocational subjects.

Two publishers have met the perennial problem of printing-cost by the use of litho-printing. Some clear legible examples are: Broom, *A Guide to the Study of Educational Measurements in the Elementary School*, and Riley, *The Teaching and Supervision of Economics in Secondary Schools* published by Edwards Brothers; Gray, editor, *The Academic and Professional Preparation of Secondary-School Teachers* which is Volume VII of the Proceedings of the Institute for Administrative Officers of Higher Institutions, and Gilland, *The Origin and Development of the Power and Duties of the City-School Superintendent*, published by the University of Chicago Press.

Books especially recommended for small public libraries and teachers have been starred.

All teachers and students of education who are doing intensive research in any subject should consult the complete list of titles appearing in *School and Society* for March 28, 1936, and the similar comprehensive annual lists that have appeared in *School and Society* since 1927.—Rea J. Steele, Enoch Pratt Free Library, Baltimore, Maryland.

Education for the New Social Order

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE. Education for social control; ed. by Harold Benjamin (Annals, Vol. CLXXII, Nov. 1935). 242p. 1935. The Academy. \$2.50 cloth; \$2 paper.

What is the duty of schools in this changing society? Shall they attempt to reconstruct society by fashioning the emotional outlook of students or shall this problem be left to supplementary agencies as radio, cinema, press? The scope and objectives are



THIS LIST is one of the outstanding annual services of THE JOURNAL. Each year it grows in favor among JOURNAL readers. For preparing this list, we are indebted to Rea J. Steele of the Enoch Pratt Free Library of Baltimore, and the hundreds of experts thruout the country who cooperate each year. This is the twelfth time THE JOURNAL has presented this feature.



discussed with reference to parent, civic, and workers' education. Current processes in Germany, England, Denmark, and Mexico are revealed.

*NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERINTENDENCE. Social change and education; thirteenth yearbook. 383p. 1935. The Department. \$2.

A clear statement of the diverse viewpoints of educators on the responsibilities of the school to society. Current social trends are marked out and their implications for social and economic adjustments affecting education are explained by various authors. A book to stimulate thought rather than to point the way to any definite action or methods.

TUGWELL, R. G. and KEYSERLING, L. H. eds. Redirecting education. Vol. II, Europe and Canada. 285p. 1935. Columbia Univ. Press. \$3.

Eight Columbia College teachers, engaged in the course on contemporary civilization, tell how social questions are handled in Germany, England, France, Italy, Denmark, Russia, and Canada. Each essay covers present educational trends, social objectives, and a critical interpretation as to the validity and probable success of the system.

History, Principles, and Philosophy of Education

*CURTI, MERLE. Social ideas of American educators (Amer. historical assn. Report of the Commission on the social studies, Pt. V). 613p. 1935. Scribner. \$3.

A scholarly biographical presentation of the history of education centered around personalities not social trends. Interprets the social ideals of American educational leaders and how they found themselves in conflict with social forces they could not control. The author finds the social outlook of these men decidedly conservative, with the exception of Mann, Dewey, and Parker.

DEMIASHKEVICH, M. J. An introduction to the philosophy of education. 449p. 1935. American Book Co. \$2.50.

Written to lead the teacher or student to formulate a philosophy of his own by becoming familiar with many points of view. The author discusses major movements in education and takes a definite stand regarding the "ultra-new in progressive education." Combines a study of the past with a keen observation of presentday experiments.

DOUGHTON, ISAAC. Modern public education, its philosophy and background. New social responsibilities of the schools in a democracy. 729p. 1935. Appleton-Century. \$2.75.

Dr. Doughton attempts "to integrate the history and philosophy of public education into one treatment, with the major emphasis upon philosophy." He presents four viewpoints: the child-centered, the

scientific, the social, and the personalistic. There is a dominant plea for the new education with much stress on the thought of John Dewey.

Supervision

RELLER, T. L. The development of the city superintendency of schools in the United States. 339p. 1935. The Author, Univ. of Pa. \$2.50.

Thirty-nine cities in all sections of the United States have been examined to show the development of the superintendency. Tracing the practices and organizations thru the 19th century, the author draws a noteworthy picture of progress. Teachers' relationships and programs of study are discussed. A way is pointed toward a solution of many current problems.

Reports, Surveys, Statistics, and Legislation

U. S. OFFICE OF EDUCATION. NATIONAL SURVEY OF THE EDUCATION OF TEACHERS. Teacher personnel in the United States (Bul. 1933, No. 10, Vol. II). 258p. 25¢. Teacher education curricula (Bul. 1933, No. 10, Vol. III). 547p. 60¢. Special survey studies (Bul. 1933, No. 10, Vol. V). 484p. 60¢. Summary and interpretation (Bul. 1933, No. 10, Vol. VI). 253p. 20¢. 1935. The Office.

A nationwide picture of present conditions and practices. The material collected points to a raising of the professional level of teacher preparation. Prospective as well as experienced teachers are included, also the problems of teacher supply and demand. One section covers Negro education. The staff who worked on this survey number over 100 of the country's leaders and specialists in education. Volumes I and 4 appeared previously.

Conduct and Character Formation

*MCKOWN, H. C. Character education. 472p. 1935. McGraw-Hill. \$3.

This wellknown writer in the extracurriculum field examines character education, critically describes its materials and methods and gives definite suggestions for the teacher and leader of young people. He discusses its place in the curriculum, classroom and extracurriculum activities, and works out the aims and methods of this tremendously important field of education.

PENDRY, E. R. and HARTSHORNE, HUGH. Organizations for youth; leisure time and character building procedures. 359p. 1935. McGraw-Hill. \$2.75.

Reviews the work of leisuretime organizations which have character building as their purpose. The history, scope, philosophy, objectives, and methods of each are given, and the authors stress the fact that, in spite of the activities of these organizations, youth needs still more attention. Suggests many devices to attain this end.

Psychology of Childhood and Youth

*CONKLIN, E. S. Principles of adolescent psychology. 437p. 1935. Holt. \$3.

Anyone concerned with guiding people of the teen age will find here an abundance of useful information. Every phase of adolescent life is defined and examined. Social adjustments, religion, and family influences are considered as factors in the molding of personality. There are discussions of extreme delinquency and abnormalities and the special problems underlying these conditions.

Educational Psychology

DAVIS, R. A. Psychology of learning; a textbook in educational psychology. 489p. 1935. McGraw-Hill. \$3.

A text for undergraduate and graduate students, unusual for its wide range. Objectives in educational psychology, bases of improvement, explanatory principles of learning, attitudes, incentives, and techniques are fully treated and summarized. Readable and informative. Touches also on such auxiliary subjects as relationship of physical and mental traits, personality, and mental hygiene.

EURICH, A. C. and CARROLL, H. A. Educational psychology. 436p. 1935. Heath. \$2.24.

An introduction to the research point of view in education. Beginning with methods of investigation, it covers the various measurement findings, individual differences, atypical children, and study habits. Questions precede and summaries close each chapter. Includes one chapter on esthetics in education. Psychology is considered a functional subject with the child as the focal point.

*GRIFFITH, C. R. An introduction to educational psychology. 754p. 1935. Farrar & Rinehart. \$3.

A comprehensive and profusely documented account of the influence of education and environment on mental life and behavior. The viewpoint throughout is behavioristic, little importance being given to inheritance. Emphasis is placed on the individual as a growing, reacting organism; accordingly the primary function of education is to guide, train, and control that growth.

THORNDIKE, E. L. and others. Psychology of wants, interests and attitudes. 301p. 1935. Appleton-Century. \$3.50.

Part I investigates the influence of wants upon thought, action, and rate of learning. Part II is concerned with factors involved in changes in these wants, interests, and attitudes; esthetic likes and dislikes were chosen arbitrarily for this investigation. In the experiments the use of complicated apparatus was avoided. The wants are confined to success, money, self-respect, and esteem.

Educational Tests and Measurements

*GREENE, H. A. and JORGENSEN, A. N. The use and interpretation of elementary school tests. 530p. 1935. Longmans. \$3.75.

This book and the 1936 companion volume for secondary schools represent a revision and expansion of the authors' earlier, single work "Use and Interpretation of Educational Tests." Besides plain and non-technical chapters on test construction and use, there are treatments of diagnostic and remedial instruction in each school subject. Excellent appendix gives available tests, publishers, and a glossary.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Educational diagnosis; thirty-fourth yearbook. 600p. 1935. Public School Pub. Co. \$4.25 cloth; \$3 paper.

Aims to give an understanding of the factors underlying diagnosis and a realization of individual pupil difficulties. A knowledge of the intellectual, emotional, and environmental background is necessary to those who would conscientiously measure pupil ability. Doubly useful in that it aids in discovery and treatment of pupil problems. Remedial instruction in each school subject is discussed.

ODELL, C. W. Statistical method in education. 457p. 1935. Appleton-Century. \$3.50.

For those engaged in general educational fields, this book is presented in as non-mathematical a fashion as possible. It stands greatly changed from the author's earlier work, "Educational Statistics," by the additions of formulas, references, exercises, and problems. Weaknesses discovered thru use of the older text are eliminated. New statistical procedures prove the need of this current treatment.

Special Education and Exceptional Children

BAKER, H. J. and TRAPHAGEN, VIRGINIA. The diagnosis and treatment of behavior-problem children. 393p. 1935. Macmillan. \$2.50.

A technical study describing, validating, and giving practical applications of the Detroit Behavior Scale. The authors are members of the psychological clinic of the Detroit public schools. They list detailed items of diagnosis comprised of 66 factors and accompanied by a definite scoring system. Discussion covers the psychological, social, and especially the emotional basis of misbehavior.

*INGRAM, C. P. Education of the slow-learning child. 419p. 1935. World Book Co. \$1.80.

Answers the general need for a text of educational principles and methods in teaching the slow-learning child. Emphasis is placed on the importance of growth and experience rather than mental limitations, on the principle that basic experiences should be first-hand



WAYS THIS LIST IS USED—Individual teachers use it to discover the professional books of the year which they should examine, read, or buy.

[2] Instructors in teachers colleges refer their students to these annual lists to encourage wide reading.

[3] Persons in charge of professional libraries for teachers use it as a checklist in making up purchase orders.

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

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

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

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

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



within sensory perception rather than by oral reception. Part II gives concrete illustrations of school programs for the mentally retarded.

Educational Research

*ALEXANDER, CARTER. How to locate educational information and data; a text and reference book. 272p. 1935. Teachers College, Columbia Univ. \$2.25.

The tremendous increase in the volume of educational literature calls for greater knowledge and skill in using library material. This text and exercise book that accompanies it fill a most urgent need in helping to promote practical library resourcefulness on the part of students and educators. Can be used for selfinstruction as well as a classroom text.

Teachers and Teaching Methods

*BOSSING, N. L. Progressive methods of teaching in secondary schools. 704p. 1935. Houghton. \$2.75.

A comprehensive text on the function of the high-school in educational theory, built on the idea that there is no one best method. The book is organized into five units and gives a concrete treatment of classroom procedures, various methods of teaching, and the problem of evaluation. Presents a large number of sensible suggestions for the beginning teacher.

KANDEL, I. L. (Twelfth) Educational yearbook of the International Institute of Teachers College, Columbia University. 631p. 1935. Teachers College, Columbia Univ. \$3.70.

A survey of teachers associations in seventeen countries tracing their growth and development from birth to current times. Besides revealing the functions and problems of these organizations, the book shows the public sentiment and conditions that have confronted teachers and other educators throughout the years. Especially useful reference tool.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. Materials of instruction; eighth yearbook. 242p. 1935. Teachers College, Columbia Univ.

Any activity or material which engages the mutual attention of teacher and child is considered a material of instruction and is here included for treatment. Therefore, trips, slides, exhibits, anthologies, bibliographies, and the like, come within the authors' scope. Management of materials as well as selection and organization is discussed. Timely contribution particularly after our recent drastic curtailments in expenditures.

*OVERN, A. V. The teacher in modern education; a guide to professional problems and administrative responsibilities. 374p. 1935. Appleton-Century. \$2.25.

Problems of school support, care of the building, the maintenance of records, and administration of extracurriculum activities may not seem the duties of the average classroom teacher. But, more and more, capable, well-qualified teachers are invited to cooperate in developing the school program. Such changes in educational policy make this guide book a complete and essential reference work.

Preschool, Kindergarten and Elementary Schools

*BAIN, W. E. Parents look at modern education; a book to help an older generation understand the schools of the new. 330p. 1935. Appleton-Century. \$2.50.

A defense of progressive education written from the teacher's point of view yet addressed to the parent. The author not only tells what specific changes have been made from the forsaken system of the textbook, but she also explains why. Curriculum changes take up several chapters. Parents are considered as educational agents rather than as mere patrons of a school.

BLATZ, W. E.; MILLICHAMP, DOROTHY; and FLETCHER, MARGARET. Nursery education: theory and practice. 365p. 1935. Morrow. \$3.50.

The techniques in this book have proven satisfactory by use in school, home, and clinic. The teacher will find the day's program fully outlined and the theory basic to each element of it explained. Routine and free activity combine to develop both self-control and self-expression. Record cards, diet, health programs, and organization of parent groups are additional features discussed.

LULL, H. G. Principles of elementary education. 532p. 1935. Norton. \$2.50.

Suitable for teachers and superintendents or adaptable as a text, this new contribution is actually a well-rounded introduction to the entire field of elementary education. Social studies, reading, literature, arithmetic, art, and music in the intermediate grades are individually treated with separate chapters on course construction, techniques, and activities in the primary grades. Practical and strong with constructive suggestions.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Socializing experiences in the elementary school; fourteenth yearbook. 622p. 1935. The Department. \$2.

Many activities formerly considered extracurriculum are now recognized as integral parts of the school program. Assemblies, plays, clubs, student councils, etc.—each has a part in socializing the pupil. This socialization, while not ignoring the necessity of informational learning, is of vital importance. Here we find such a forward-looking program practically described with suggestions, from actual situations.

Curriculum

*CASWELL, H. L. and CAMPBELL, D. S. Curriculum development. 600p. 1935. American Book Co. \$2.50.

A contribution to the field of curriculum construction. The authors combine points of view and find a place for both an activity and a subject pro-

gram. Altho written as a textbook for curriculum students its encyclopedic presentation of all the considerations and practices emphasized in practically all important literature bearing on curriculum development makes it an excellent source book.

Secondary Education

*EVERETT, SAMUEL, ed. A challenge to secondary education. 353p. 1935. Appleton-Century. \$2.

The Society for Curriculum Study appointed a committee of twelve to discover trends in the secondary curriculum. One result was the recognition that primary and higher education are many a progressive stride ahead of secondary. Each of the twelve takes a chapter to give his ideas of possible ways to modernize the highschool.

Reading, Writing, and Languages

GLASER, EMMA. On the teaching of junior high school English. 307p. 1935. Appleton-Century. \$2.

This emphasizes methods that concern the child's natural growth. Beginning with a chapter on new trends in education, it suggests projects, exercises, and actual teaching procedures in oral composition, mechanics, the "new" grammar and creative writing. This book has the progressive trend, with the immediate classroom problems always kept in mind. Many samples of pupils' work are included.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH. CURRICULUM COMMISSION. An experience curriculum in English; a report . . . by W. W. Hatfield, chairman (English monograph, No. 4). 323p. 1935. The Council. \$1.75.

A pattern curriculum, from kindergarten to college. Well-selected experiences from social situations, more frequently chosen in the field of spoken than of written communication, and omitting grammar as a required formal study. Major phases are divided into "experience strands" such as conversing, telephoning, and speaking to large groups. Units briefly given with a few samples expanded.

*PENNELL, M. E. and CUSACK, A. M. The teaching of reading for better living. 469p. 1935. Houghton. \$2.

The authors take recognition of changing social conditions and base their ideas of teaching essentials upon modern developments. The child must be primarily stimulated to read, and various methods of encouragement are suggested. Both the location and remedial treatment of reading deficiencies are discussed. Specific helps for each grade, library skills, daily reading lists, and subject correlation are additional features.

SMITH, REED. The teaching of literature in the high school. 485p. 1935. American Book Co. \$2.

In sprightly and enthusiastic style this book is the culmination of years rich in teaching experiences. It is admirably planned, each chapter prefaced by an outline and followed by copious book and magazine references. Techniques in poetry, short story, drama, essay, and novel are among the branches of literature embraced. Each field is illustrated by practical examples from standard classics.

Mathematics and Science

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. Tenth yearbook; the teaching of arithmetic; ed. by W. D. Reeve. 289p. 1935. Teachers College, Columbia Univ. \$1.75.

An array of eminent men contribute to the thirteen chapters of this yearbook. Brueckner sets forth an analysis of instructional practices in typical classes in schools in the United States, while Morton and R. D. Judd discuss current practices in teacher-educating courses. Welcome material on types of drill, transfer of training, and economy of time.

Geography and Social Studies

*BINING, A. C. and BINING, D. H. Teaching the social studies in secondary schools. 417p. 1935. McGraw-Hill. \$3.

Contemporary theory and practice in the teaching of the social studies are surveyed for prospective teachers. Procedures such as lecture and textbook methods, the laboratory and its use, and unit organization, are fully described and evaluated. The chief aim has been to present an account of changes that have taken place.



BOOKS ARE WINDOWS — *Books are the windows thru which the soul looks out. A house without books is like a room without windows. No man has a right to bring up his children without surrounding them with books if he has the means to buy them. It is a wrong to his family. He cheats them. Children learn to read by being in the presence of books. The love of knowledge comes with reading and grows upon it. And the love of knowledge, in a young mind, is almost a warrant against the interior excitement of passions and vices. A little library, growing larger every year, is an honorable part of a young man's history. It is a man's duty to have books. A library is not a luxury, but one of the necessities of life.*—Henry Ward Beecher.



NATIONAL COUNCIL FOR THE SOCIAL STUDIES. Fifth yearbook; the historical approach to methods of teaching the social studies; ed. by B. B. Wesley. 204p. 1935. McKinley Pub. Co. \$2.

Well-rounded review of the status of teaching in this field. Sixteen authorities contribute to the symposium maintaining that teachers should seek and devise methods in accordance with the new social forces. A study of textbooks is one of the valuable accounts included. Abundant material on visual aids, development of methods for retarded groups, economics teaching, and civic education.

TRYON, R. M. The social sciences as school subjects (Amer. historical assn. Report of the Commission on the social studies, Pt. XI). 541p. 1935. Scribner. \$3.

Summarizes what various national organizations have done to increase interest in the social sciences as school subjects. The growth of history into the inclusive field of social science is outlined step by step and the changes in policy so as to include subjects such as civics, sociology, political economy, and others are described.

Art, Music, and Drama

COLUMBIA UNIVERSITY. TEACHERS COLLEGE. FINE ARTS STAFF. Art education today. 85p. 1935. Teachers College, Columbia Univ. \$1.40.

"A forum for divergent contemporary opinion on the vital subjects of art and art teaching." These articles by thirteen authorities encourage art instruction to meet new problems of social reconstruction. Aims, methods, appreciation, and the future of art are presented in chapters dealing with art as a social study, the art teacher today, and the motion picture in art education.

*EARHART, WILL. The meaning and teaching of music. 250p. 1935. Whitmark. \$3.

The author stresses the importance of reading music together, in the home as well as the school,

and of developing more than an interest in listening to music, by taking a part in it. He disapproves of contests and competitive performances that destroy the true spirit of the art and emphasizes the importance of music in the spiritual and cultural development of the child.

PAYANT, FELIX. Our changing art education. 93p. 1935. Design Pub. Co. \$2.50.

Progressive views of the creative approach in art education. The illustrations alone convince the reader that a new type of art teacher is on the job, with a different set of values, based on the point of view of the child. Craft experiences, influence of the social system, lettering and design, and relation of modern machine elements to design are described.

PITTS, L. B. Music integration in the junior high school. 206p. 1935. Birchard. \$2.50.

New teaching ideas for the ordinary school situation—plans of procedure, suggestions for teachers and the unit plan as an integrating force. Part II treats specific problems and is organized in units for 7th, 8th, and 9th grades. Contains bibliography of source materials such as victrola records, pictures, and songs. Includes voice testing, music assemblies, music notebooks, and developing part singing in untrained groups.

Vocational, Business, and Industrial Education

EASTERN COMMERCIAL TEACHERS' ASSOCIATION. Problems of the business teacher; eighth yearbook. 451p. 1935. The Association. \$2.50.

Part I discusses briefly problems of a general and semi-administrative nature. Part II treats at length the various business subjects—13 in all—with problems directly affecting classroom procedures and techniques. Part III discusses problems peculiar to different types of schools: junior and senior high, the small highschool, private schools, adult classes, guidance and placement, and teacher-educating schools.

ODELL, W. R. and STUART, E. R. Principles and techniques for directing the learning of typewriting. 250p. 1935. Heath. \$2.20.

A complete treatise of teaching techniques along with a basis in the general psychological principles which govern the acquisition of a skill. Fifty-two lesson plans comprise an outline of steps with at least one effective way for teaching each element of skill. The tabular method is used to present the various techniques.

SPAFFORD, IVOL. Fundamentals in teaching home economics. 424p. 1935. Wiley. \$2.75.

Who shall study it? What shall be taught? What shall its place be in the curriculum? Answers these questions, maintaining that certain home economics courses have value for boys, girls, and adults. The unit plan of teaching is featured. That other departments can do much in the way of cooperation and integration is well-established.

Guidance and Personnel Service

*FITCH, J. A. Vocational guidance in action. 294p. 1935. Columbia Univ. Press. \$2.75.

Fifth and last volume in a job analysis series of the American Association of Social Workers. Placement is emphasized as this book by a social worker was planned for another public, but the public-school teacher should be vitally interested nevertheless. Gives a decidedly worthwhile and interesting picture of the daily duties of the vocational guidance counselor.

Health, Physical Education, and Mental Hygiene

HUGHES, W. L. Administration of health and physical education in colleges. 368p. 1935. A. S. Barnes. \$3.

A guide for administrators and coaches as well as a textbook for students, this book indicates desirable standards, provides a measuring device in evaluating programs and works out a basis for procedures. It includes women as well as men. Excellent chapters, with plans, on buildings, swimming pools, and fields.

NASH, J. B. ed. Professional preparation (Interpretations of physical educ. Vol. V. School of Educ. series, N. Y. Univ.). 423p. 1935. A. S. Barnes. \$2.

Altho devoted mainly to methods of training leadership capable of achieving results, this fifth volume of "Interpretations of Physical Education" summarizes the meaning and objectives of the rest of the series by giving many cross references to material presented there. Professional training trends and changes in curriculums are clearly presented.

STALEY, S. C. The curriculum in sports (physical education). 373p. 1935. Saunders. \$2.50.

Here is theory linked to practise, each conforming to the other. This author defends his use of "sports" against "physical education" which he claims cannot exist. He believes sports education should be organized and conducted according to standardized educational theories, rather than along independent lines which have weakened the system. Gives model semester curriculum and illustrative learning activities.

WILLIAMS, J. F. and SHAW, F. B. Methods and materials of health education. 331p. 1935. Nelson. \$1.65.

Initial stress is laid on clearer understanding together with better definitions of many terms in health education. The authors supply these needed revisions and then follow with well-outlined chapters on every phase of the program. The tired child, speech defects, the teacher's health, and classroom cleanliness are some of the items in this comprehensive text.

Extracurriculum Activities

***ROEMER, JOSEPH; ALLEN, C. F.; and YARNELL, D. A.** Basic student activities, organization and administration of home rooms, clubs, and assemblies. 367p. 1935. Silver, Burdett. \$2.20.

Upon the organization and administration of home rooms, clubs, and assemblies depends the success or failure of the entire extracurriculum program. All teachers should take part in these activities. Those desiring to improve their manner of participation will find here materials for club meetings, programs for individual assemblies, home-room procedures, and the like. Highly practical and suggestive.

Rural Education

***ENSLOW, ELLA and HARLOW, A. F.** Schoolhouse in the foothills. 239p. 1935. Simon & Shuster. \$2.

A personal account of a young teacher during the depression years in an unpromising mountain school in Tennessee. Her only supplies were a broom and some chalk. Her pupils ranged in age from 6 to 64. Her uncanny activities against poverty and local prejudices make a revealing account of conditions which still exist in some rural schools.

Higher Education

ELLIOTT, E. C.; CHAMBERS, M. M.; and ASHBROOK, W. A. The government of higher education; designed for the use of university and college trustees. 289p. 1935. American Book Co. \$3.50.

This is a handbook for trustees in which definite, brief, and authoritative answers are given to 554 questions and problems which have to be solved by governing boards. The questions arranged under twenty-three headings, such as legal limitations of trustees, present practises and functions of governing boards, desirable forms of organization, operating methods, personnel, and many others.

REED, A. Y. and others. The effective and ineffective college teacher; a study made for the National personnel service, Inc. 344p. 1935. American Book Co. \$3.50.

Returns from 406 institutions—291 arts colleges and 115 teachers colleges and normal schools—give among other information: forty possible methods of improving instruction; most desirable qualifications when selecting new faculty members; what is being done for improvement and upkeep of faculty; a representative picture of experienced versus inexperienced teachers. Contains much administrative opinion on the cause of "rustiness."

RUSSELL, J. D. and REEVES, F. W. The evaluation of higher institutions; a series of monographs based on the investigation conducted for the Committee on revision of standards, Commission on higher institutions of the North Central Association of



A CAREFUL READER:

- [1] Reads with a definite purpose, a problem, in mind.
- [2] Grasps the author's point of view and central theme.
- [3] Lays hold of the order and arrangement of the author's ideas.
- [4] Pauses occasionally for summarizing and repeating.
- [5] Constantly asks questions of his reading.
- [6] Continually supplements from his own mental stock.
- [7] Evaluates the worth of what he reads.
- [8] Varies the rate of his progress thru the reading.
- [9] Ties up what he reads with problems of his own.

—Rollo L. Lyman



Colleges and Secondary Schools. Finance, Vol. VII. 133p. 1935. Univ. of Chicago Press. \$2.

A study in the financing of fifty-seven institutions to determine the extent to which financial factors are of value in discriminating among institutions as to their educational efficiency. A close relation is found between excellence of institutions and their amount of expenditure per student. No evidence is found that the source of funds is related statistically to excellence of instruction.

Adult Education

CARTWRIGHT, M. A. Ten years of adult education; a report on a decade of progress in the American movement. 220p. 1935. Macmillan. \$2.

A movement which has reached an enrolment of about twenty million people and an expenditure of approximately twelve billion dollars is of no uncertain significance. Impartiality and vision mark this survey of that movement by the director of the American Association of Adult Education. Parent education, correspondence courses, museums, and libraries are among the activities scrutinized and explained.

STUDEBAKER, J. W. The American way: democracy at work in the Des Moines forums. 206p. 1935. McGraw-Hill. \$2.

Explains the wellknown Des Moines project in adult education. With public opinion a force in a democracy, the federal Commissioner of Education finds the public forum, planned and guided by the best educational talent available, to be a valuable method in educating adults, and reaches the conclusion that this means of adult education in citizenship is a government responsibility.

***THORNDIKE, E. L.** Adult interests. 265p. 1935. Macmillan. \$3.25.

A sequel to the author's "Adult Learning" in which he proved that adults have the ability to learn. In the present volume further proof shows that interests most needed to support adult education decrease very little during adult life. Means and methods desirable in the teaching of adults are discussed.

Visual and Radio Education

TYSON, LEVERING ed. Radio and education: proceedings of the fourth annual as-

sembly of the National advisory council on radio in education, 1934. 266p. 1935. Univ. of Chicago Press. \$3.

Discussions and a panel meeting held by eminent authorities who chose as their subject: "Place of radio-broadcasting in a changing social order." Excellent opinions of private and public control of broadcasting, federal subsidy of various types of programs and the overbalance of advertising interests. Lists publications, foreign organizations, and a good index.

Addresses of Publishers Mentioned in This List

American Academy of Political and Social Science, 3457 Walnut St., Philadelphia, Pa.
American Book Co., 88 Lexington Ave., New York City

D. Appleton-Century Co., Inc., 35 W. 32nd St., New York City

A. S. Barnes & Co., 67 W. 44th St., New York City

C. C. Birchard & Co., 221 Columbus Ave., Boston, Mass.

Columbia University Press, 2960 Broadway, New York City

Design Publishing Co., 20 South 3rd St., Columbus, Ohio

Eastern Commercial Teachers Association, 1200 Walnut St., Philadelphia, Pa.

Farrar & Rinehart, Inc., 232 Madison Ave., New York City

D. C. Heath & Co., 285 Columbus Ave., Boston, Mass.

Henry Holt & Co., Inc., 1 Park Ave., New York City

Houghton Mifflin Co., 2 Park St., Boston, Mass.

Longmans, Green & Co., 114 Fifth Ave., New York City

Macmillan Co., 60 Fifth Ave., New York City

McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York City

McKinley Publishing Co., 1021 Filbert St., Philadelphia, Pa.

William Morrow & Co., 386 Fourth Ave., New York City

National Council of Teachers of English, 211 W. 68th St., Chicago, Ill.

National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

Thomas Nelson & Sons, 381 Fourth Ave., New York City

W. W. Norton & Co., Inc., 70 Fifth Ave., New York City

Office of Education, Government Printing Office, Washington, D. C.

Public School Publishing Co., 509-513 N. East St., Bloomington, Ill.

W. B. Saunders Co., W. Washington Sq., Philadelphia, Pa.

Charles Scribner's Sons, 597 Fifth Ave., New York City

Silver, Burdett & Co., 39 Division St., Newark, N. J.

Simon & Schuster, Inc., 386 Fourth Ave., New York City

Teachers College, Columbia University, 525 W. 120th St., New York City

University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.

University of Pennsylvania Press, 3622 Locust St., Philadelphia, Pa.

John Wiley & Sons, Inc., 440 Fourth Ave., New York City

M. Witmark & Sons, R.C.A. Building, New York City

World Book Co., 333 Park Hill Ave., Yonkers, N. Y.

School Health in Hawaii

THE DEPARTMENT of Public Instruction in Hawaii has centralized authority and control over all educational matters thruout the Territory.

It applies the same standards as, for example, length of school term and pay for teachers, to the rural schools as to those in Honolulu itself. The influence of the Hawaiian method showed itself in two outstanding honors which last year came to Hawaii. The Chamber of Commerce of the United States awarded to the city of Honolulu its plaque as the healthiest municipality in its population class (between 100,000 and 250,000) within the nation. The Department of Commerce of the United States announced that Hawaii had taken first place in the nation as the community with the lowest death rate.

Our health problems do not differ greatly from those on the mainland. The nutritional problem is rather peculiar in that a large percentage of Orientals, with dietary habits peculiar to them, consume an over-abundance of rice and not enough fruits, vegetables, and dairy products. However, the food and eating habits are changing. The foreign beds and other household furnishings are being replaced by American equipment. It is not at all uncommon to see a home divided into two separate living quarters—the parents living in the manner of their homeland and the children in their side of the house living as typically American as their means will allow.

It is probably true that when a people change from their old manner and custom of living and take on a new, there is a strong tendency for them, particularly if the change takes place in a short period of time, to take from the new that which has the lowest values. The problems of this transitory stage are many and our students need guidance and counsel. In our classrooms, we are attempting to teach the rules of healthful living, to give the children an opportunity to live healthfully thruout the school day, and to aid and encourage them to carry the habits of healthful living into their homes.

A sound health program in a public school system affects standards of living thruout the community. There is close coordination between the School Department and the Territorial Board of Health. The School Department takes the entire responsibility for health education and aids in the organization of



Pan-Pacific Press Bureau Photo

Dr. Mervyn I. Conner, dental director of Palama Settlement, Honolulu, who supervises the work on 8500 children each year. Eighty-five percent of the boys and girls in the first five grades of the Hawaiian public schools have dental care annually.

Board of Health activities in the schools.

The Department of Public Instruction maintains a supervisor of dental hygiene and a staff of twenty-five dental hygienists, who do educational work and prophylactic treatments for every child in the first four grades in the Territory.

Self-supporting clinics have been established in many of the schools thruout the Territory, where a dentist is employed to do work for the children who can pay something for the service, but who do not have sufficient funds to go to a private dentist.

The organization of school cafeterias in Hawaii is unique. Over 35,000 five-cent lunches are served to school children daily. In addition, many thousand penny breakfasts and mid-morning lunches are served to undernourished children. Furthermore, the cafeterias served, last year, between two and three million bottles of milk. Thru the cooperation of the Elks Club and other organizations interested in child welfare, many bottles of milk were served free daily to undernourished children.

To overcome the defects in the basic starch diet, the Department started, four years ago, a policy under which cafeteria managers are required to serve at least

one-fourth pound of vegetables per day as a part of each five-cent lunch.

The vocational division of the Department of Public Instruction has as one of its main objectives the preparation of school children for parenthood. Home-making classes are organized thruout the Territory, in which children are taught the basic principles of cooking, nutrition, home decoration, and child care.

For many years, the Department has maintained a Territorial School for deaf and blind children. Recently, sight-saving classes have been established in Honolulu for the children who are on the border-line of blindness. A careful program of hearing tests is being organized in Honolulu, and as soon as possible will be carried to the outside islands.

Health classes have been organized in many of the public schools thruout the Territory. The idea of the special health class is to reorganize the daily school program, as well as the curriculum, to meet the needs of certain physically handicapped children. Children are selected by medical examinations, which include the tuberculin testing and an X-ray. The daily program is reorganized and greater emphasis is placed on health education. Children are given special rest and extra food, including fruit juices, vegetable soups, and milk.

Parents are invited to the school and nurses make home visits in order to bring about a reorganization of the child's living habits in the home. In several instances, thru the cooperation of the homemaking section of the vocational division, special classes have been organized for the mothers of these children, where they have been taught the basic principles of child hygiene, nutrition, home sanitation, and child care.

Children in these special classes are checked periodically by a physician, in order to determine the degree of progress, and are transferred into their regular classrooms just as soon as they have returned to a normal physical condition. The vacancies in the health class are then filled by others needing special care and health education. The small additional expense is borne by the parent. Tuberculosis associations thruout the Territory help supply milk and food to those children whose parents cannot afford this extra expense.—**Theodore R. Rhea**, director of health education, Department of Public Instruction, Territory of Hawaii.

Proportional Representation

EDITORIAL NOTE: *The following article is published at the request of the Committee on Reorganization of the National Education Association. Proportional representation is embodied in the proposals which this committee will submit at the Portland convention. Teachers would do well to study this plan and to encourage its use in school and class elections. It helps to develop a sense of personal responsibility on the part of citizens and to give added incentive for voting. The article was prepared by George H. Hallett, Jr., associate secretary of the National Municipal League, and an international authority on the subject of proportional representation.*

PROPORTIONAL REPRESENTATION is a system of election by which a policy-making body (council or committee or board) is elected which is truly representative of the voters. In its best form, it is used for city council elections in Cincinnati, Toledo, and Wheeling; for legislative elections in parts of Alberta and Manitoba; for university members of the British House of Commons; and for all public elections in the Irish Free State. It has just been adopted for county council elections in the county which includes Cleveland and will probably be voted on next fall in New York City. Among the organizations which use it are the Pennsylvania and Michigan education associations, the former since 1920.

The central purpose of this method is to give each like-minded group of voters the same share of members that it has of the votes cast. For example, let us assume that in a certain city the voters divide on partisan lines and about three-sevenths of the voters are Democrats; two-sevenths are Republicans; one-seventh are Socialists; and one-seventh support an Independent slate. Let us assume that in this city they desire to elect a council of seven members. By the method of proportional representation three of the seven would be Democrats, two Republicans, one a Socialist, and one an Independent.

Under the usual method of election at large, the elected council would consist of seven Democrats. The voters would have seven votes each and the Democrats could therefore give each of seven candidates more votes than any of the other parties could give to anyone.

Proportional representation, by limiting each voter to a single vote and pro-

viding the means for making that vote effective, gives each group of opinion or association no more and no less than its rightful share. In the long experience with it in the elections of committees and NEA delegates by the Pennsylvania State Education Association, for example, it has always prevented the large Philadelphia and Pittsburgh groups from submerging the rest of the state and at the same time has assured each of these large groups its fair share no matter how badly split up its votes might be thru an excess of candidates. This is just what every fairminded member desired.

The method by which proportional representation accomplishes this is simple enough for the voter and not unduly complex for those who count the votes. The names of the candidates may be arranged on the ballot either in alphabetical order or according to drawings by lot. The voter puts a number 1 beside his first choice, number 2 beside his second choice, and so on in accordance with his preference for as many or as few choices as he wants to mark. At this point the reader is cautioned not to confuse this method with the defective Bucklin system of preferential voting recently abandoned in Denver and formerly used rather widely, under which a voter's second choice may help defeat his first.

In proportional representation no ballot counts for a second choice unless it is found that it cannot possibly help elect the first. The idea of the successive choices is the same as the practise we all follow in selecting a doctor, for example. If the family physician is away on vacation, we are free to try for a second choice doctor. Proportional representation gives the same right of alternative choices in selecting a representative and so makes it possible for a much higher percentage to get representatives than would otherwise be possible. In every one of the six elections of the Cincinnati city council so far held by this method, 90 percent of those who cast valid ballots elected candidates for whom they voted.

The principles of the counting plan may be readily understood by returning to our fictitious example of the election of a council of seven. If the voters happened to divide themselves into seven equal groups, each giving all of its first choices to a different candidate, the seven candidates thus favored would be elected by the equal groups of first choices, and the second and later choices would not

have to be looked at, at all. Each of the candidates elected would represent an equal constituency of voters who wanted him above all others to represent them.

But, of course, the voters never do divide themselves equally into seven first choice groups. One or two will have more than enough first choices and most of the candidates will have less. The proportional representation rules nevertheless discover seven approximately equal groups each of which is unanimous in wanting to be represented by a particular candidate. The rules transfer the extra ballots of the most popular candidates who do not need them to the candidates marked as next choice by the voters who cast them and then going to the other end of the line transfer the ballots of the least popular candidates in the same way so that they will not be wasted on candidates with no chance of election. As the lowest candidates are dropped one by one, most of the ballots finally come to rest in seven approximately equal groups electing seven representative candidates and nearly every voter helps to elect some candidate of his choice.

In our illustration the Democratic votes would pile up on the three most popular and representative Democrats, the Republican votes on the two most representative Republicans, the Socialist votes and the Independent votes on the one most popular Socialist and Independent. This would happen regardless of how each group scattered or concentrated its votes to start with. Of course the scheme would work in choosing a representative set of individuals whether there are well-defined parties or not.

In public elections this method has proved the most effective cure for the usual near-monopoly of representation by the best organized political machines. In voluntary associations it has proven satisfactory where a representative policymaking committee is desired.

In the selection of a single officer the same plan can be used to prevent a mere plurality from electing at the expense of a divided majority. If no one has a clear majority of the first choices, the lowest candidates are dropped one at a time and their ballots transferred to next choices until one candidate is shown to be the choice of a real majority over his nearest opponent. In this special application the plan is called the "Hare system of majority preferential voting" or "the alternative vote."

Educating for World Citizenship

THE PROJECT described here has been carried on during the past three years in Bristol School, Webster Groves, Missouri. The organization was designed to meet two needs: first, to give enrichment activities to a superior group of sixth-grade children, and second, to build a foundation of proper attitudes for present and future behavior in a world which is rapidly growing smaller.

The group has been limited to fifteen members. These members are chosen by classroom teachers who know their ability to do advanced, independent thinking. As a rule those selected have been especially strong in history and geography. Each child was interviewed after he had been recommended by his teachers, and given an opportunity to refuse or accept the invitation to belong to the organization. These children are excused from one forty-five minute reading period each week. Since its beginning in 1932, the group has been called the World Neighborhood Club.

General objectives—[1] To create a spirit of toleration thru an understanding of the contributions which each racial group has made to American life [Missouri State Course of Study—1931]

[2] To appreciate the desirability of harmonious relations between nations, which in turn, assure world peace [Missouri Social Science Course of Study—1929]

Specific objectives—[1] To emphasize similarities of peoples rather than differences

[2] To provide opportunities for enlightenment on customs and habits which have enriched the lives of other peoples

[3] To emphasize contributions which our own nation has made to other nations and vice versa

[4] To invite expression of experiences, such as travel, reading, etc., which bring an appreciation of interesting phases of life in all lands

[5] To introduce in an elementary way, the movements which are attempting to create a better understanding between nations

[6] To train specifically for conduct in the presence of peoples of different nationalities

[7] To observe racial and inter-racial activities in the local neighborhood

[8] To train in the use of proper rules of order for conducting business

Activities—The activities of this club vary from year to year according to the



"a world which is

interests and abilities of the members. The following activities have been somewhat consistent since the beginning of the project.

Organization—A constitution was written by the pupils soon after the organization in 1932. Some minor changes have been made since then, but the original purposes have remained the same. They are: To study customs of other peoples; to try to appreciate what they have done for us, and what we have done for them; and to make friends at home and abroad and try to keep world peace. The officers are the same as found in any other organization. A hospitality com-

rapidly growing smaller"



mittee is elected to meet and introduce guests. The secretary's minutes are carefully written. They become the major part of the business section of the club scrapbook.

School paper—Twice each year, these children edit the school paper. These papers are published on Armistice Day and World Goodwill Day. A staff is elected for each edition and each child is given an opportunity to contribute his best talents to the writing of editorials, stories, and news items, or to the drawing of cartoons and other necessary pictures. Children outside of this group are invited to contribute to the Goodwill number.

Field trips—Field trips are planned several weeks in advance. Written information and directions are given to the members a week in advance of the trip. These children are particularly fortunate in living in a suburb of St. Louis. There are many places of interest to visit. Chief among these is the International Institute, which is maintained as a socialization center for the foreign born of the city. Each year the members of this organization are invited to visit the Institute and to meet social workers and nationality leaders who answer questions and give information about their work. At Christmas time each year there is an International Folk Festival sponsored by the Institute. At this time the children see a colorful display of native folk songs and dances.

The annual visit to the Lindbergh Memorial brings to children a realization of the homage paid to a hero who has contributed his services to the science of making the world smaller and to the art of making it a more friendly place.

Guests—Misbehavior in the presence of members of other races or nationalities is usually due to faulty reasoning which tells us that whoever is different from us is inferior. In every cosmopolitan city, there are members of the various races who can represent the cultural aspects of their countries. These have been sought and invited to speak before this group. Representatives from Mexico, Armenia, Sardinia, Russia, Sweden, and Czecho Slovakia have been guests. Thru them the children have learned of the valuable contributions of their countries.

Scrapbook—This book (12" x 16") is a cooperative activity which requires several club periods each year. The book itself is made by the members under the

supervision of an art instructor. The following items are included:

Club page—pictures of members, officers, constitution, and the like

Business section—minutes, correspondence

Publications—school papers edited by members, pictures of staff

Book review section

Great men and women of the ages—pictures of painters, writers, scientists, and other leaders of international fame

World news—special clippings from newspapers and magazines

Cartoons—those dealing with problems of worldwide interest

Flags of the nations

Travel section—a limited number of pages is given to the pictures of each country

Picture section—pictures showing more definite activities of the people in the nations, taken from rotogravure sections of newspapers

Guest page—autographs and pictures of club guests.

Dramatics—On World Goodwill Day, May 18, the members of this group give a play at the school assembly. The play is selected which best portrays some of the ideals of the group.

Book reviews—There are numerous books in practically every school library which give children a glimpse of peoples in other lands. Discussions of such books with dramatizations of scenes in them have a direct appeal.

Moving pictures—This project offers an opportunity for the use of pictures.

Exhibits—Among the exhibits are:

[a] *Souvenirs*—At one meeting a year there is an opportunity for children to exhibit the souvenirs which have been brought from other countries. If it is not possible to exhibit a souvenir, the child is asked to bring an article found in his home which has been made in another country.

[b] *Dolls*—Many children have collections which they are glad to exhibit.

[c] *Scrapbook*—Each year the scrapbook which has been made by the members of the previous group is exhibited before certain classes in the school. Near the close of the year, the new scrapbook is shown at an art exhibit.

Folk songs, games, and dances—There are at least two opportunities each year for children to play games which are

played by children in other countries. At these meetings favorite foods of other peoples are served. Folk games and songs which have been taught in physical education and music classes are used.

Current events—No regular period is set aside for the discussion of current events, but there are many opportunities given for voluntary discussions of interesting events.

Any worthwhile project carries with it responsibilities and problems. The outstanding problems of this project are:

[1] To keep attitudes and activities above the sentimental level which often characterizes teaching of this kind

[2] To keep attitudes and activities on the children's level without forcing adult opinion upon them

[3] To make the activities transcend those of traditional courses in geography, history, and civics

[4] To make the club an active rather than a passive organization

[5] To find suitable material for children of the elementary-school age.

—Lester Keathley, teacher, Webster Groves, Missouri.

The Educational Policies Commission

STATEMENT on the Educational Policies Commission at the Meeting of the State Coordinating Committees, St. Louis, Missouri, February 23, 1936—The dictionaries define *policy* as a plan of action, especially public action. These two ideas—*plan* and *action*—will both be increasingly evident as the work of the Educational Policies Commission develops.

Planning—The sufferings of the depression no doubt sharpened the critical sense of both the public and the profession as far as schools are concerned. With the first approach to better times, a new period of appraisal, experimentation, and planning has apparently been started.

Everyone seems to realize that a mere return to the good old days is not enough. But, since the outlines of the new education are by no means clear, the next five years will be critical years for schools. They will be years of reconstruction, of redirection. The educational forces need now to summon all their strength, to combine their efforts, and to call forth their best thought. The work of the Educational Policies Commission should be a large factor in making this period of adjustment a period of progress as well.

Action—Having developed the best plans which it can devise, the Commission must complete its function by encouraging widespread action in putting these plans into effect. While the Commission neither possesses nor desires administrative or standardizing authority, it has given thought to the problem of keeping the dust off its reports. It has no burning desire to furnish decorative material for the shelves of educational libraries.

The Commission has already recognized clearly that there is only one sure and proper way to secure action on such recommendations as it will make. That way is a sincerely democratic and cooperative plan of work from the very beginning. The Commission will seek and welcome the assistance of every member of the teaching profession and of every interested layman. There will be many opportunities to participate actively in its work. From forward-looking educators and laymen will come the formulation of problems and pertinent information. The Commission definitely ruled out arbitrary pronouncement and high-pressure methods as means for securing the adoption of its recommendations. The appointment of a representative group of consultants and the use of frequent conferences and discussions are

among the methods already outlined by which the way will be kept open for widespread participation in the Commission's work.

Some immediate projects—A brief list of some of the present activities of the Commission follows:

[1] The purposes of the Commission are being placed before the public and the profession by means of articles in educational and lay magazines.

[2] A list of selected educational issues is now available on request. This list will be useful to those who are responsible for developing convention programs, discussion groups, and public forums on educational topics.

[3] A clearinghouse for the reports of state and national deliberative committees has been established.

[4] Cooperative relationships are established with state planning boards and with the National Resources Committee.

[5] Three topics have been tentatively selected for immediate study and action: [a] the financing of education with special reference to the potential and actual economic strength of the United States; [b] the problem of academic freedom and responsibility as it confronts the schools today; and [c] a statement of the purposes of education in our American democracy in non-technical terms, terms which will be understandable by the great mass of the people and which, if found sound, should renew their enthusiasm for, and comprehension of, the principles on which public education rests.

—William G. Carr, Secretary.

The LAYMAN'S JOURNAL of EDUCATION

APRIL 1936

(Pass this page on to the editor of your local paper, who will be glad to publish important information about the schools. Items may be printed with or without the credit line, "From THE JOURNAL of the National Education Association." Readers are invited to send short items to THE JOURNAL.)

The year 1936 should help us to understand more clearly some of the possibilities and some of the limitations of our world. It is certain to be a year of tremendous and fascinating significance: New developments on every continent; new alignment of forces; a new election in America; disheartening reaction mixed with inspiring pioneering; and youth knocking at the gates with increasing vigor and beginning to break thru. And youth will break thru not only in America but everywhere in time. Shall the source of its power be sheer brute force or shall that power have its roots in the passion for truth and right?—From THE JOURNAL of the National Education Association.

American Education Week 1936 will be celebrated November 9-15. "Our American Schools at Work" has been suggested as the general theme. The observance is sponsored annually by the National Education Association in cooperation with the United States Office of Education and the American Legion.

Children learn better when they love their teachers and enjoy school work.—Willard E. Givens, executive secretary, National Education Association.

Superintendents and principals of schools from all parts of the nation gathered at St. Louis, February 22 to February 27, for the annual convention of the Department of Superintendence of the National Education Association where consideration was given to ways of improving the schools.

The cooperative movement in Sweden has extended from one industry to another until now about one-tenth of all the manufacturing is done, not by private manufacturers or by the government, but by cooperatives composed of the people who consume the products.—Walter E. Myer in the *American Observer*.

World Goodwill Day, May 18, will be widely observed in the schools of the United States. This date marks a meeting at the Hague in the Netherlands, May 18, 1899, the first gathering in time of peace to settle international differences by peaceful methods.

Loyalty oath—The movement to interfere with freedom of teaching in the schools has reached such proportions as to give serious concern to all thoughtful schoolmen who on the one hand face the demand of young people for truth and on the other the demand of selfish interests that they avoid the discussion of current issues. At the meeting of the Department of Superintendence of the National Education Association in St. Louis, William McAndrew, former superintendent of the Chicago public schools, suggested the following voluntary loyalty oath for teachers:

"I swear to defend the equal rights of citizens to life, liberty, and the pursuit of happiness.

"I swear in accordance with American right and duty to favor a change in government when government fails to secure these rights.

"I swear that I will aid teachers to secure for the people of this nation a more perfect union, justice, domestic tranquillity, general welfare, and the blessings of liberty.

"I swear in accordance with the promise of our Constitution that I shall resist all efforts to abridge the privileges or immunities of citizens of the United States, including teachers.

"In furtherance of this, my solemn oath, I pledge my life, my fortune, and my sacred honor."

The mother as teacher—The other day a mother sat at my desk. We were talking of the need for men of integrity and vision in our legislative halls. I inquired about conditions in her state where I had known the legislature to be especially corrupt and beholden to selfish interest and special privilege. I asked if they had been able to get real representatives of the people into control of the legislature. With wisdom and patience born of long experience she answered that she lived in a backward state and that such things came slowly, but that she and her husband had talked the matter over and they hoped that thru their four sons they would ultimately help to accomplish what seemed impossible in their own lifetimes. Mothers and fathers like that are the hope of the human race.

—Joy Elmer Morgan.

The Annual Roll Call by states conducted by THE JOURNAL of the National Education Association, shows that the outlook for education is much brighter in 1936 than in 1935.

The various state education associations of the United States have more than 700,000 members.

There are three ideas which seem to me to stand out above all others in the influence they have exerted and are destined to exert upon the development of the human race: [1] the idea of the Golden Rule; [2] the idea of natural law; [3] the idea of agelong growth, or evolution.—Robert A. Millikan, in *The Forum*.

"Our American Schools," the radio program of the National Education Association, is broadcast every Wednesday evening at 7:45 P.M. Eastern Standard Time. A program of special interest to teachers is broadcast on Saturday mornings at 11 o'clock EST.

Report cards indicate whether or not your child is making progress in his school work. If his marks are not satisfactory, keep in touch with the school, find out the cause of his failure, and seek to remove this cause.

FRIENDS

There is no friend like an old friend
Who has shared our morning days,
No greetings like his welcome,
No homage like his praise.

Fame is the scentless sunflower,
With gaudy crown of gold;
But friendship is the breathing rose,
With sweets in every fold.

—OLIVER WENDELL HOLMES.

Citizenship—Each one of us obtains in his schooling something which not he, but the community, has paid for. He must return it to the community in full, in the shape of good citizenship.—Theodore Roosevelt.

We hear of a surplus of teachers. The truth is the exact opposite. In my own home city, the city schools need additional teachers beyond the total number of unemployed teachers in the city. The present staff is so overloaded and harassed by numbers as to threaten the whole success of the job.—Edward O. Sisson, Reed College, Portland, Oregon.

The National Education Association was organized in Philadelphia in 1857. Its purpose is to "advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people."

A device practised in the schools of Atlanta, Georgia, of developing cordial relations with the business world is the appointment of a business man or woman as sponsor to every class from the kindergarten thru the senior highschool. The relations between sponsor and class are entirely informal. Students invite these sponsors to special programs. In addition to visiting the class, a sponsor will sometimes have his group visit his place of business.

The child should learn early to take part in the amenities and rituals of the family life. A beautiful and unhurried expression of gratitude adds dignity and peace to the meal hour. Here is a grace suitable for young children who enjoy its rhyme:

Father, grant Thy blessing
As we gather here,
In this hour of gladness,
Comrades in good cheer.
All that wisdom gives us
May we freely give,
Joy to Thee returning
For the joy to live.

The standard course in teachers colleges is now four years in length thruout the United States. In 1920 a two-year course was generally the rule. These two extra years mean even more than the first two years so that teachers are now more than twice as well prepared as formerly.

Many highschool courses in homemaking now include a discussion of community planning and house construction and finance.

"Democracy functions well when the rank and file of citizens are equipped to make intelligent choices

on public proposals." The forum is a device for developing civic intelligence. Its objective, as defined by J. W. Studebaker, United States Commissioner of Education, is: [1] To exchange information and points of view; [2] to develop tolerance and open-mindedness; [3] to develop critical intelligence; [4] to provide for an honest discussion.—*Los Angeles Collegian*.

Public schools belong to the public—They can perform their full service only when they have the intelligent support of public opinion. No school has ever suffered long for adequate financial support when the public was fully informed regarding the schools, and when the system of schools warranted the confidence of all parents and taxpaying citizens.—*Michigan Education Journal*.

Seven young people out of each ten of highschool age now attend highschool.

An opportunity for the secondary school—It is not enough that youth be eager to build a better world. Some means must be provided to promote among our future politicians and statesmen a sympathetic understanding of the importance of working with others, and to develop in them the skills which will make group thinking and group action more effective. Here is an opportunity, a great opportunity, for the secondary school.—Harry H. Moore in *Social Studies*.

The nation's strength is in its people.—Grover Cleveland.

Every child should have a garden of his own—even tho it may be no more than a potted plant in an apartment window.

Intelligence and virtue are the only support and stability of free institutions.—Horace Mann.

Fifty years of study of the problems of business and of the social and political problems which have arisen from its evolution have compelled me to see that there is no basic solution for them except in education.—Edward A. Filene, noted Boston merchant.

Reading with appreciation is a fine art. Every child is entitled to cultivate a taste for the best. Charming folk tales, fables, rhymes, nature stories, adventure stories, hero tales, and stories of patriotic sacrifice bring the children naturally into a larger world.—J. W. Searson.

The average American wants to leave the world better than he found it. He is bound by no past. He is ready to try anything, once. Slowly we are beginning to realize that justice pays. The average American sees, thru all its glaring faults, his country's goodness and mercy.—William Allen White.

One's dollar is his economic ballot. By its use one decides who will represent him in the councils of business and industry.



Byways, highways, and skyways near Portland, Oregon: [From left to right] Grande Ronde Valley; Wallowa Lake; Mitchell Point tunnel, hewn out of solid rock, on the Columbia River Highway; West Fork, Wallowa River; Multnomah Falls; Rowena Loops, on the upper Columbia River Highway.

The Land of the Royal Chinook

EXACTLY three hundred years after Columbus discovered America, a Yankee skipper named Robert Gray sailed into the mouth of the largest stream Oregon pours thru its coastal barrier, traded a chisel for two hundred otter skins, and named the river after his clipper ship, the *Columbia*. Thus after three centuries, by a coincidence, the Genoese navigator who found the New World was memorialized in a place-name, at a far distant corner of the continent to which he had shown the way.

In 1847, two other Yankee pioneers, one from Boston, Massachusetts, the other from Portland, Maine, stood on the bank of the Willamette ten miles above its confluence with the Columbia and tossed a coin to decide which one could call the city they were founding after his own home town. Thus Portland, to which thousands of teachers will travel next summer to attend the seventy-fourth annual convention of the National Education Association, got its name.

The educators will find their meeting place a key city in a vast empire of natural wealth and beauty, for in Oregon nature strewed her treasures with a lavish hand. One-half of the valuable timber of the Pacific coast stands in Oregon. Gold is dredged from its streams. Its mineral-bearing rocks yield silver and copper and lead. On its grazing lands roam thousands of cattle. Its rolling hills are covered with yellow waves of grain as far as the eye can see. Its fertile valleys produce a goodly share of the nation's most delicious fruits. From its swift rivers come the world's most valuable fish, of which the Royal Chinook Salmon is king.

Summertime is playtime in Oregon. The annual Festival of Roses, renowned among fetes of its kind, opens the vacation season, which ends in September with the Pendleton Roundup where cowpunchers and cowgirls, Indians and stage coach drivers from the Rio Grande to the Canadian border, reenact the historic drama of a Wild West that is fast fading away.

Vacationists who seek the solitude of primitive forest; the majesty of snow-capped mountains; the music of falling waters; wild animals; the picturesque abodes and dress of the disappearing Redmen—will find them all on the ranges, along the well-paved highways, in the national forests and the Indian reservations of Oregon.

Teachers will choose their routes to the convention with care; for every mile of the way will be an interesting adventure in seeing America first. Some will leave Portland by way of the Canadian Rockies, and will stop to rest at Banff and Lake Louise or Jasper National Park. Others will choose routes that lead to Glacier National Park, to the Yellowstone, to Salt Lake City, Mt. Rainier National Park, the great playgrounds of California, or the panoramas of painted desert, yawning canyon, and petrified forest of the arid Southwest. Already plans are being made by various groups of teachers to follow the Portland meeting with a cruise "up-under" the midnight sun of Alaska, land of totem poles and memories of mad days of the Yukon rush for gold. There are other teachers now charting a vacation course that includes a long steamship journey, with a stop perhaps at the California Pacific International Exposition at San Diego, thru the Panama Canal to Caribbean ports, and thence home.

Travel accommodations and travel costs have never been more favorable. There are the skyways, the ocean highways, and the steel rails. Transportation lines offer special round-trip vacation rates. There is the open road—a great network of smooth pavement—that leads to everywhere, by bus or flivver, the most economical mode of all.

Many who come by automobile will follow the route of the Oregon Trail. Few vacations could yield more than one spent in retracing the course of those 350,000 pioneers whose 2000 mile trek exemplifies not only the spirit that made America but the fortitude of man in carving his own destiny against whatever odds.

On every hand the traveler on the trail of this great migration is impressed by the contrasts between the forbidding wilderness of yesterday and the inviting comfort of today. At Umatilla, Oregon, on U. S. 30, the autoist enters the famous Columbia Highway that takes him smoothly along one of the world's most beautiful canyons while nearby is Emigrant Road, strewn with the un-

marked graves of pioneers, mute testimony to the hardship and suffering endured on the Oregon Trail.

The Columbia Highway is one of the most beautiful auto roads in the world. Its construction was one of the most brilliant feats in engineering history. For more than a hundred years men sought a passage thru the Columbia gorge for oxcart, steamship, and railroad. The century-old dream came true in 1915 when, two years after the first surveys, the road was open to travel for 200 miles.

Even more remarkable than the engineering achievement is the story of the engineer behind it. Samuel Lancaster, student engineer, was twenty-three years old when he was stricken with infantile paralysis. For eighteen months he was unable to move any part of his body except his head. His fingers and toes and limbs were so crippled that they were bent entirely out of shape. The tendons of his body had begun to harden. Doctors held out no hope for his recovery.

But the man who was destined to become one of the world's greatest engineers did not give up hope. He learned to write and draw with a lead pencil between his teeth. He prescribed for himself physical exercise that he could carry out only with great torture. He designed a walking frame which supported his body while he forced his legs to walk again. In spite of excruciating pain, he kept steadily at the task of getting well. He was still on crutches, with crippled feet and fingers, when he returned to his occupation of engineering. Within three years from the time he first became ill, he had recovered. Twenty-four years later, he had completed the majestic highway on the Columbia.

This beautiful mountain drive upon which many teachers will travel to the summer convention exemplifies the courage and daring of a man who would not die. Into it is built the beauty of a soul that has suffered and won, the character of a man who proved his ability to solve a century-old problem by first mastering himself. The Highway is a monument to the nobility of man.—Belmont Farley.



Notes and Announcements

THE OFFICIAL REPORT covering the St. Louis convention is being sent to members of the Department of Superintendence. If you are not a member, order a copy for \$1 from S. D. Shankland, 1201-16th St., N. W., Washington, D. C.

The May and June issues of THE JOURNAL will be combined again this year, following the practise of 1935. The combined issue will appear before the middle of May. This economy measure is in keeping with the Association's policy of making such curtailments in printing and salaries as will maintain a balanced budget.

The officers of the Department of Superintendence for 1936-37 are:

President, A. L. Threlkeld, superintendent of schools, Denver, Colo.

First vicepresident, A. J. Stoddard, superintendent of schools, Providence, R. I.

Second vicepresident, Jesse H. Mason, superintendent of schools, Canton, Ohio.

Executive secretary, S. D. Shankland, 1201 16th St., N. W., Washington, D. C.

Executive committee: Frank G. Pickell, superintendent, Montclair, N. J.; George C. Bush, superintendent, South Pasadena, Calif.; Ben G. Graham, superintendent, Pittsburgh, Pa.; J. C. Cochran, superintendent, San Antonio, Tex.; the president, first and second vicepresidents, exofficio.

A gracious tribute—President Agnes Samuelson, in addressing the secretaries of the state associations at St. Louis, paid to them a well-deserved tribute in some verses of her own, which follow:

Who is it that we all admire?
Who always stands up under fire?
Who braves the politicians' ire?
The association secretary.

Who is it never knows defeat?
Who from his guns will not retreat?
Who progress counts by children's feet?
The association secretary.

Who never knows when day is done?
Who never has much time for fun?
Who never does his duty shun?
The association secretary.

Who is on duty days and nights
Defending child and teacher rights?
Who slays the big bad wolf in fights?
The association secretary.

Who stands by education true
And does the chores for all of you
And never asks for credit due?
The association secretary.

The American Association of Teachers Colleges—One of the best things at St. Louis was President Sprague's recognition of the veterans



AT THE ST. LOUIS CONVENTION: President Stoddard and Secretary Shankland

among teachers college presidents. The annual banquet of this department is one of the big events of the convention season, which is steadily being extended over a two weeks' period as leading departments place their meetings the week before the general sessions.

Learned to read in six weeks—Ben Graham, superintendent of the Pittsburgh, Pa., schools, entertained the Horace Mann League at St. Louis with this true story from his home town. The pre-primer class had made real progress in learning to read in six weeks. Thinking the parents would appreciate knowing what the schools were doing, the teacher asked the children to take their books home and to read to their parents. The next morning the teacher was called to the door to meet Tony and his big Italian father, whose face as he saw the teacher broke into a broad smile. He explained: "Tony he bringa da book. Tony he good. Tony he reada like hell."

President Samuelson and NEA officers spent a busy week during the St. Louis Convention getting ready for the big summer convention in Portland, Oregon.

Ideas from St. Louis—There is a chance that adult education may yet proceed with sufficient speed and effectiveness to preserve and realize the ideals of representative democracy in the

midst of the grave dangers which are today encroaching insidiously upon them.—Kirtly F. Mather, professor of geology, Harvard University.

It is fitting that we should pay tribute to William Torrey Harris' memory. This is the first meeting of this Department since the centennial of his birth. It is being held in St. Louis, where he spent twenty-three of the most productive years of his distinguished career. For forty years he was an active participant and a powerful influence in the deliberations of this organization.—John W. Withers, dean, School of Education, New York University.

Freedom in education is not to be coveted as the prerogative of an individual; it is the only guarantee society can have of its own security and progress.—Payson Smith, Brookline, Mass.

Play in its broadest meaning always has been and always will be an important factor in the leisure of a people. Like all other leisuretime activities this, too, requires an apprenticeship for all, so that all may share actively instead of as mere spectators.—Carl L. Schrader, supervisor of physical education, Massachusetts Department of Education.

The child is naturally creative. Every one of us at some time in his life has loved to make mud pies. Possibly the restlessness of city boys that leads them to join gangs and commit crimes is the outcome of the want of opportunity for creative acts in our school and in our street life. May not juvenile delinquency be merely undirected creativeness?—John L. Tildsley, assistant superintendent of schools, New York, N. Y.

The story in its stark reality is that the average Negro child gets only about one-quarter as much schooling as his southern white neighbor, only one-eighth the schooling which the nation as a whole deems proper for its children.—Edwin R. Embree, president, Julius Rosenwald Fund, Chicago, Ill.

Radio is the greatest power since printing for mass education ever put into the hands of mankind. Its proper use should be the concern of educators whose mission is the training of youth.—Arthur G. Crane, president, University of Wyoming.

The American public school has taught us that musical talent is no respecter of race, creed, or color.—Howard Hanson, director, Eastman School of Music, University of Rochester, Rochester, N. Y.



HAVE YOU ever needed models like those in the photograph above to use as effective visual aids in your classroom but could not obtain them because of your limited school budget? Our school has added nearly \$1500 worth of models at a small fraction of this sum. Students in the biology classes have constructed models by: studying the specimen under the microscope and executing the details in modeling clay; making a plaster of Paris negative of the clay model; removing the clay and saving it for other models; coating the plaster cast with a warm solution of coal oil containing two tablespoonfuls of stearin; pouring the positive; placing wire cloth on the back while wet for reinforcement; when dry, soaking the casts and separating; allowing the positive to dry; then scraping, sandpapering, and decorating in colored four-hour enamels.—Henry A. Hoover, science teacher, Stevens Highschool, Lancaster, Pa.

The St. Louis meetings of the Department of Elementary School Principals were history-making. The fine programs prepared by President Harley W. Lyon and W. D. Shewman, president of the St. Louis Principals Club, and the social arrangements in charge of a committee headed by Isabel Tucker, president, St. Louis Women's Principals Club, gave to elementary principals renewed determination to work for better conditions for the elementary-school child.

The St. Louis conference of Deans of Women was marked by an increased participation of members in their own program, with discussion groups and conferences taking the place of sessions previously devoted to formal programs. The theme of the conference, "Cooperation with Youth," had practical application in the fact that two students together with a dean of men and a dean of women presented their views on youth, in a symposium. The deans also cooperated with other guidance groups in studying newer approaches toward the development of personality. At the banquet citations were conferred upon four members who have rendered distinguished service on behalf of youth for the past twenty-five years.

American Education Week—On page 113 of this issue of THE JOURNAL will be found the general and daily topics suggested for American Education Week which will be observed November 9-15, 1936. The Division of Publications of the National Education Association is anxious to secure [1] copies of materials utilized by schools in their 1935 observance and [2] any materials which bear on the general and daily themes suggested for 1936. There is particular need for plays, pageants and ideas for unique activities carried on in connection with the observance.

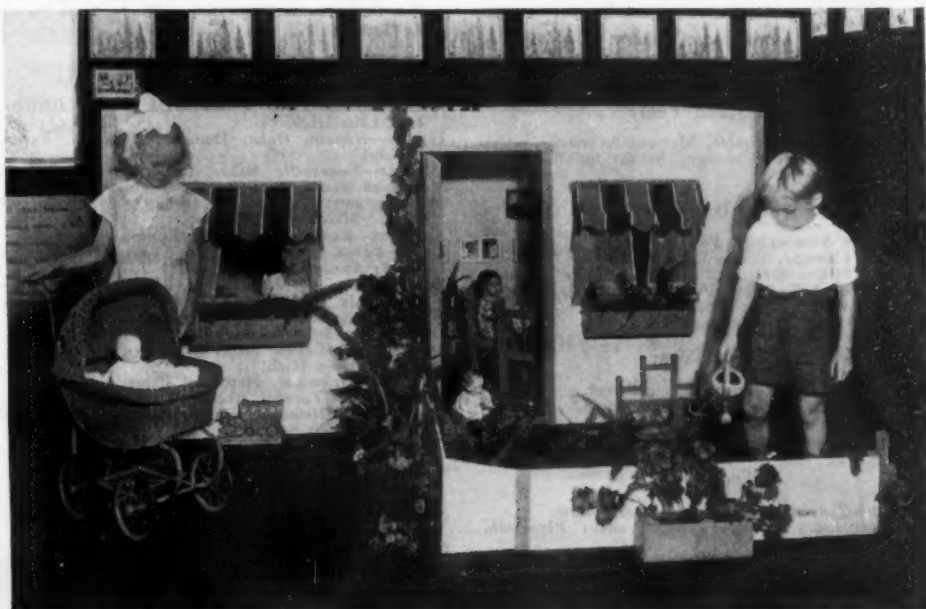
Some comments on the St. Louis convention—The convention of the Department of Superintendence of the National Education Association held in St. Louis during the last week of February was an historic educational meeting.—*The Nation*.



Courtesy, Roy Heeren and Arthur Biegel

A GRAPHIC INTERPRETATION of art and health education in Detroit, Michigan. This "rotating central display" is part of an exhibit prepared by Detroit students.

The sessions of the Department of Superintendence of the National Education Association which have just closed in St. Louis not only provoked lively discussion on many controversial points, but also brought forth sturdy affirmation of the traditional American rights to freedom of thought and speech—even for schoolteachers. There was a clear-headed recognition of the real forces seeking to stifle those liberties.—*New Republic*. [Cont. on page A-58]



THIS SPANISH DOLL HOUSE is the work of first-grade pupils at Roser Park School, St. Petersburg, Fla. A wide variety of knowledge and skills was gained in the following subjects: reading, language, music, art, nature study, manners, and character building.

The Honor Roll of the NEA

AN INDIVIDUAL TEACHER, no matter how just his cause or how patriotic his interest, has little chance of being heard—group action seems the only way to progress in a democracy.—James E. Russell.

New Life Enlistments

THE NUMBER of life members enrolled in the National Education Association on March 1, was 5558. The following new life members have been reported since the list was published in the March JOURNAL.

CALIFORNIA—Mrs. Mary Olive Lothrop Farrar, Ray G. Redding, Daniel H. Gilson.
CONNECTICUT—John H. Lyons, Albert C. Endee.
DISTRICT OF COLUMBIA—Mrs. Elizabeth K. Peeples.
HAWAII—Stanley Miyamoto.
IDAHO—Earl S. Secoy.
ILLINOIS—Oscar C. Schnicker.
KENTUCKY—John A. Dotson.
LOUISIANA—Nolan L. Smith.
MISSOURI—Carl Emmert Pempiller, Dena Lois Neely.
NEW JERSEY—John P. Murray, William P. S. Burrell.
NEW MEXICO—Mrs. Eva J. Roberts, L. W. Ripple.
NEW YORK—David Andrew Weaver, Willard A. Sabin.
NORTH DAKOTA—W. H. Payne.
OHIO—E. D. Bates, Emily S. MacKenzie.
OKLAHOMA—Janet Matthews.
PENNSYLVANIA—Clair Eugene Carey.
WASHINGTON—Edward Hoyt Isenberg.
WEST VIRGINIA—Susie M. Thomas.

Completed Enrolments

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

Fifteen Years

NEW JERSEY—West New York, Public Number 3.
PENNSYLVANIA—Altoona, Altoona Public Schools, Adams, Allegheny, Altoona High, Baker, Curtin, East End, Eldorado, Emerson, Endress, Fairview, Franklin, Garfield, Irving, Jefferson, D. S. Keith Junior High, Keystone, Lincoln, Logan, Lowell, Madison, McKinley, Miller, Noble, Penn, Pleasant Valley, Prospect Park, Roosevelt Junior High, Special Teachers and Supervisors, Stevens, Webster, Wehnwood, Whittier, Wilson, Wright.

Fourteen Years

MISSOURI—Kansas City, Scarritt.

Thirteen Years

CALIFORNIA—Los Angeles, Melrose Avenue.
HAWAII—Honolulu, Territory School for Blind and Deaf.

Twelve Years

ALABAMA—Birmingham, Powell.
ARIZONA—Tempe, Tempe Grammar.
PENNSYLVANIA—Steelton, Steelton Public Schools, Major Bent, East End, Felton, Fothergill, Hygienic, Steelton High, West Side.
TEXAS—Waco, Brook Avenue.

Eleven Years

CALIFORNIA—Los Angeles, Loreto Street.
FLORIDA—Daytona Beach, Seabreeze High.
HAWAII—Lanikai, Oahu, Kailua.
ILLINOIS—Cicero, Sherlock.

Ten Years

HAWAII—Honolulu, Washington Intermediate.
MASSACHUSETTS—Lynn, Euclid Avenue; Plymouth, Knapp.
PENNSYLVANIA—Delaware County, William B. Evans.

Nine Years

HAWAII—Kawailoa, Oahu, Kawailoa; Maunaloa, Molokai, Maunaloa.
ILLINOIS—East St. Louis, Woodrow Wilson.
MICHIGAN—Detroit, Guest.
MISSISSIPPI—Brooklyn, Forrest County Agriculture High.

MISSOURI—Kansas City, McCoy.
PENNSYLVANIA—Hollidaysburg, Hollidaysburg Public Schools, Gayport, Hillcrest.
VIRGINIA—Richmond, Arents, Powhatan.

Eight Years

CALIFORNIA—Santa Ana, Edison.
PENNSYLVANIA—Middletown, Grammar; Reading, Fifteenth Street and Perkiomen Avenue.

Seven Years

HAWAII—Anahola, Kauai, Anahola, Eleale; Kaunakakai, Molokai, Kaunakakai; Kekaha, Kauai, Kekaha, Koolau, Lihue, Waimea High and Grammar.
NEW YORK—Poughkeepsie, S. F. B. Morse.
PENNSYLVANIA—Middletown, Susquehanna.

Six Years

CALIFORNIA—Siskiyou Union High School District, Butte Valley High.
FLORIDA—St. Petersburg, Childs Park.
HAWAII—Hana, Maui, Hana; Hanalei, Kauai, Hanalei; Naalehu, Naalehu; Honolulu, Puuhale; Waianae, Oahu, Waianae.
ILLINOIS—Cicero, Goodwin; East St. Louis, Charles L. Manners; Kenilworth, Joseph Sears.
OKLAHOMA—Tulsa, River View.
PENNSYLVANIA—Montgomery County, Upper Merion Township Public Schools, Fort Kennedy, Swedeland.
VIRGINIA—Newport News, Booker T. Washington.

Five Years

ILLINOIS—Cicero, Lincoln; Du Page County, Lisle Public.
MINNESOTA—Minneapolis, Calhoun.
MISSOURI—Independence, Girls' Parental; Kansas City, E. C. Merserve, Thatcher, Woodland.
NEW YORK—Poughkeepsie, Christopher Columbus, Continuation, Edward Elsworth, Benjamin Franklin, Poughkeepsie High, Charles B. Warring.
OHIO—Wood County, Liberty Township.
VIRGINIA—Newport News, Special Teachers & Supervisors; Richmond, John B. Cary.

Four Years

HAWAII—Pukoo, Molokai, Kaluau.
MAINE—Winthrop, Winthrop Grammar.
MISSOURI—Kansas City, William Rockhill Nelson.
NEW YORK—Watervliet, Public Number 3.
PENNSYLVANIA—Lansdale, Broad Street, Green Street, Junior High, Senior High, York Avenue; Lansdowne, Lansdowne Public Schools; Newport, Fourth Street; Tyrone, Tyrone Public Schools, Adams, Junior-Senior High, Logan, Washington.
WISCONSIN—Milwaukee, E. Hartford Avenue, Benjamin Franklin, Girls Trade & Technical High, Greenfield, Thomas Jefferson, Juneau High, Lapham Park, North Girls' Junior Trade, State Street, Townsend.

Three Years

ALASKA—Unga, Unga Territorial Schools.
CALIFORNIA—Siskiyou Union High School District, Tule Lake High.
HAWAII—Hanalei, Oahu, Hanalei; Honolulu, Pauoa, Waikiki.
INDIANA—Evansville, Baker, Delaware, Henry Reis, Howard Roosa; Sullivan, Gymnasium.
MASSACHUSETTS—Gloucester, Riggs; Lynn, Parrott Street; Melrose, Washington.
MISSOURI—Kansas City, H. C. Kumpf.
OHIO—Akron, Grace; Hardin County, Washington Rural; Sandusky County, Riley Township.
PENNSYLVANIA—Mechanicsburg, Mechanicsburg Public Schools, Arch Street, Junior High, Senior High, Simpson Street.
UTAH—Juab District, Juab District Public Schools, Juab High, Levan, Mona District, Nephi Central, Nephi Junior High.
VIRGINIA—Richmond, Nathaniel Bacon.
WASHINGTON—Tacoma, Roosevelt.
WISCONSIN—Milwaukee, Humboldt Park, Thirty-first Street, Walnut Street.
WYOMING—Laramie, Laramie High.

Two Years

CALIFORNIA—Berkeley, John Muir; Beverly Hills, Hawthorne.
COLORADO—Eads, Eads.
CONNECTICUT—New Haven, Ezekiel Cheever.
HAWAII—Waialua, Oahu, Andrew Cox Intermediate, Ewa; Hanalei, Kauai, Hanalei; Hanalei, Oahu, Helemano; Honolulu, Honolulu Vocational; Lihue, Kauai, Lihue; Honolulu, Thomas Jefferson; Hana, Maui, Kaeleku, Keane; Honolulu, Pohukaina; Waikaloa, Oahu, Waikaloa.
ILLINOIS—Danville, Oaklawn.
INDIANA—Evansville, Bosse Elementary, Wheeler; Indianapolis, Public Number 54.

LOUISIANA—New Orleans, Audubon.
MISSOURI—Kansas City, Blenheim, Hale H. Cook, Penn, Switzer, E. C. White.
NEW YORK—Poughkeepsie, Three Year Unit Trade.
OHIO—London, London Public Schools, Central, High; Meeker, Montgomery Rural; Middle Point, Middle Point.

PENNSYLVANIA—Chambersburg, Chambersburg Public Schools, Andrew Buchanan, Benjamin Franklin, King Street, Mary B. Sharpe, Thaddeus Stevens, Sub-High; Easton, Washington; Middletown, Middletown Public Schools, High, Wood Street.

TENNESSEE—Davidson County, Davidson County Public Schools, Adkinson, Antioch Elementary, Antioch High, Jere Baxter, Beechland, Bellevue High, Bordeaux, Coleman Brown, Buchanan, Buffalo, Cane Ridge, Cumberland High, Dodson, Donelson, Donelson High, Du Pont, Du Pont High, Edenwald, Ewing, Fanning Orphanage, Forest Grove, Goodlettsville, Goodlettsville High, Gower, Alex Green, Hamilton, Harding, Harwood, Morrow Headen, Inglewood, Andrew Jackson, Joelton, Joelton High, Junior League, Lewis, Lickton, Isaac Litton High, Mims, Mornay, Mt. View, Neelys Bend, Oakwood, Oglesby, Old Center, Farmer, Pleasant Hill, Protestant Orphanage, Rains, Richmond, Robertson Academy, Rosemont, Seifried, Shwab, Smith Springs, South Harpeth, Stokes, Stratton, Turner, Tusculum, Una, Union Hill, Wade, Weakley, Woodbine, Woodmont.

UTAH—Juab District, Mills; Orangeville, Orangeville.

VERMONT—Rutland, Madison.

VIRGINIA—Richmond, Franklin, Fulton.

WASHINGTON—Spokane, Alcott.

WISCONSIN—Milwaukee, Bay View High, A. F. Doerfler, E. Center Street, Eighteenth Street, Forest Home Avenue, Hi-Mount Boulevard, Albert E. Kagel, Nee-Ska-Ra, North Fraternity Street, North Pierce Street, Emanuel L. Philipp, Roosevelt Junior High.

Current Year

ALABAMA—Birmingham, Graymont.
CALIFORNIA—Los Angeles, Farmdale; McCloud, McCloud High; Pasadena, Grover Cleveland, Linda Vista; Sacramento, Coloma, Donner, El Dorado, Fremont, Bret Harte, Theodore Judah, Sierra, Sunmount Preventorium, Tahoe.
GEORGIA—Atlanta, East Lake; Tusculum, Tusculum Junior High.

HAWAII—Aiea, Oahu, Aiea; Honolulu, Aliiolani; Hanalei, Kauai, Haena; Kapaa, Hawaii; Honolulu, Kalihikahi, Kalihikahi; Kilauea, Kauai, Kilauea; Wahiawa, Oahu, Kipapa; Koloa, Kauai, Koloa; Honolulu, Kuhio; Laie, Oahu, Laie; Honolulu, Lanakila, Likelike, Lunalilo, Maemae; Mana, Kekaha, Mana; Hoolehua, Molokai, Molokai Elementary and Intermediate; Kaula, Molokai, Molokai English Standard; Kapaa, Kauai, Oloheua; Pearl City, Oahu, Pearl City; Honolulu, Puowaina, Robello, Waialeale; Waialua, Oahu, Waialua; Kamuela, Waimea.

ILLINOIS—Centralia, Centralia Public Schools; Chicago Heights, Washington; Hillsboro, Winhold; Mokena, Community High, Elementary; Normal, Normal Public Schools, Community High, Elementary, Smith; Peoria, Washington; Valmeyer, Valmeyer, Community High; Waterloo, Waterloo.
INDIANA—Evansville, Emma Roach; Fort Wayne, South Side High.

KENTUCKY—Maysville, Center Graded, First District, Junior High, Sixth Ward.

MAINE—Bar Harbor, Emerson Grade, Heald Grade; Pejepscot, Pejepscot; Saco, Rural.

MARYLAND—Deale, Deale; Glen Burnie, Richard Henry Lee.

MASSACHUSETTS—Saugus, Mansfield.

MINNESOTA—Minneapolis, Monroe.

MISSOURI—Clayton, Price; Kansas City, William Cullen Bryant, Clay, Seven Oaks; Kirkwood, Kirkwood High, Francis E. Nipper Junior High, George R. Robinson; Maplewood, Sutton; St. Louis County, West Walnut Manor School District, Elementary, High.

NEBRASKA—Omaha, Castelar.

NEW JERSEY—Belleville, Public Number 3; Madison, Platoon.

NEW YORK—Glens Falls, Ridge Street.

OHIO—Carroll County, Lee Rural, Loudon Rural, Malvern, Mechanicsburg, Monroe Rural, Orange Rural, Petersburg; Fairfield County, Liberty Union; Metamora, Metamora Public Schools.

OREGON—Portland, Creston, School for Deaf, James John, Multnomah.

PENNSYLVANIA—Allegheny County, Senior High; Bradford County, Armenia Township, Black, Durrell, East Athens, Franklin Township Consolidated, Grover, Herrickville, Lower Sheshequin, Mosher, Orwell, Rome, Smithfield, South Creek, South Waverly Boro, Standing Stone, Stevens, Towanda Boro, Towanda, Troy, Tuscarora, Ulster Independent, Warren, West Burlington, Wyalusing Boro, Wyalusing; Confluence, Confluence High; Dormont, Dormont Public Schools.
TENNESSEE—Memphis, Ford N. Taylor.
TEXAS—Texarkana, Dunbar High.

[Continued on page A-65]

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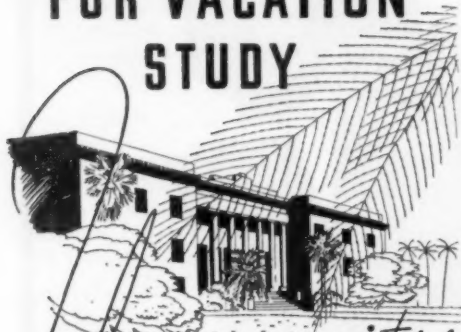
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[Continued from page 133]

Education under difficulties—The following excerpts are from a letter addressed to the president of the Department of Superintendence by a superintendent of schools in an Arkansas town, who was unable to attend the St. Louis meeting for lack of funds:

I want to tell you some of the things that we have accomplished here in spite of the small amount of wealth at our disposal.

[1] I have spent all the money that I could lay my hands on for postage and I have written letters until I had the writer's cramp—informing people in more favored communities of our condition here.

[2] We have a good supply of books that have been given us by these more favored communities. We have built a public library room.

[3] The national government has come to our aid with \$7000 in the last few years. We are trying to get some aid this year and I don't know what we shall do if we don't get it.

[4] Thru the aid of the American Legion we have been able to build a \$20,000 auditorium and gymnasium. This building enables us to make the auditorium in the school building into rooms for teachers and pupils.

[5] The Emergency Relief Administration and the Public Works Administration have helped us to remodel our old school building.

This school was closed when I came here. I reopened it and have kept it going thru the aid of all these good people and these self-sacrificing teachers. I am telling you this because I want your organization to know the condition of this Ozark Region and the Highland Region of the South in general. I wish your body would make an attempt to get a fund for the equalization of educational opportunity in the United States. The money could be raised from a small wholesalers tax.

[Continued on page A-60]



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IN THE NATION'S CAPITAL



summer fares west

Fitting vacation desires to the hard dollars available is a real problem for most of us. These facts, however, will help many to enjoyment of a western trip:

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There has been no trim in quality to cut your rail costs. Actually, Santa Fe service to California and the Southwest was never safer, surer, swifter, or so downright *comfortable*. The cool, clean freshness of our air-conditioned trains is a god-send to western summer travelers.

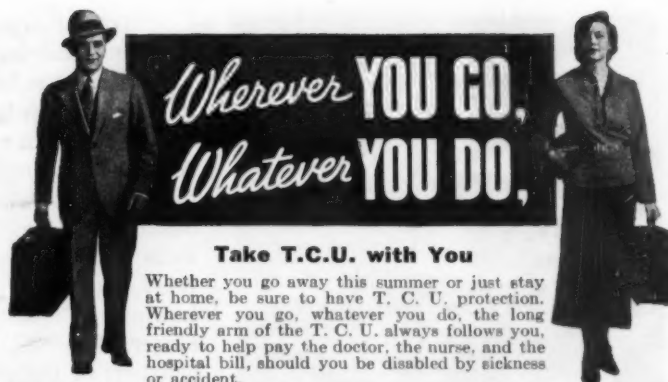
California has innumerable vacation attractions. En route are glorious Grand Canyon, reached direct only via Santa Fe; and the Indian-detours by motor through Spanish-Indian New Mexico. Southwestern Dude Ranches look forward to their greatest season. There will be more of those delightful all-expense western tours. San Diego has reopened its beautiful Exposition, and the Texas Centennial starts June 6th.

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[Continued from page A-58]

Our American Schools broadcast a tribute to teachers on January 8, 1936. Among those who contributed tributes for the program were: Alexander Woollcott, Town Crier; Newton D. Baker, former Secretary of War; John W. Studebaker, U.S. Commissioner of Education; Babe Ruth, home run king; Harold L. Ickes, Secretary of the Interior; and Lawrence Tibbett, Metropolitan Opera Singer. The NEA Broadcasters invited members of the radio audience to write tributes to teachers who had been especially helpful to them, and asked that these tributes be mailed to the National Education Association for transmittal to the teachers to whom tribute was paid.

The NEA Broadcasters are sending to each teacher the personal tribute from the former pupil along with a message of congratulation from the National Education Association, and an art-poster reproduction of Henry Van Dyke's famous *Tribute to the Unknown Teacher*.

Since some of these teachers were acquaintances of long ago, the authors of the tributes were not able to give information as to how to reach them. Readers of THE JOURNAL are asked to furnish this information wherever possible. Write to the NEA Broadcasters, National Education Association, Washington, D. C. The following cannot be located:

- Miss Emma S. Erickson, formerly a teacher in the Washington State Normal School, Bellingham, Wash.—present address unknown
- Mrs. Louis Clark, formerly a teacher in the State Normal School, River Falls, Wis.—present address unknown
- Miss Helen A. Sackett, formerly a teacher in the Miller Street Public School, Newark, N. J.—present address unknown
- Miss Carrie Swope, formerly a teacher in the Public Schools, Riverside, Calif.—present address unknown
- Mrs. McDonald, formerly a teacher in Public School No. 74, Brooklyn, N. Y.—present address unknown
- Miss Reynolds, formerly a teacher in the Benjamin Franklin School, Crescentville, Pa.—present address unknown

The National Association of Student Government Officers will hold its regular annual meeting in connection with the summer convention of the National Education Association at Portland, Oregon, June 28-July 2. Schools are requested to send copies of student handbooks for an exhibit at this meeting. Student leaders interested in attending the meeting may secure additional information from the National Association of Student Government Officers, NEA, 1201-16th St., N. W., Washington, D. C.

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With JOURNAL authors—The following notes about JOURNAL authors were suggested by a recent letter to the Editor from Lewis B. Avery of Oakland, Calif.: "Would not a brief note about your contributors be of value, especially to young teachers whose knowledge of current educational history is before them?" ♦

Pages 103-110 of the April issue are devoted to convention addresses. Those who wish to go further into the writings of these speakers will enjoy *Thunder and Dawn* by Glenn Frank (JOURNAL pages 103-4); *The Nature of the Social Sciences* by Charles A. Beard (105); and *Secondary Education* by Thomas H. Briggs (106). ♦

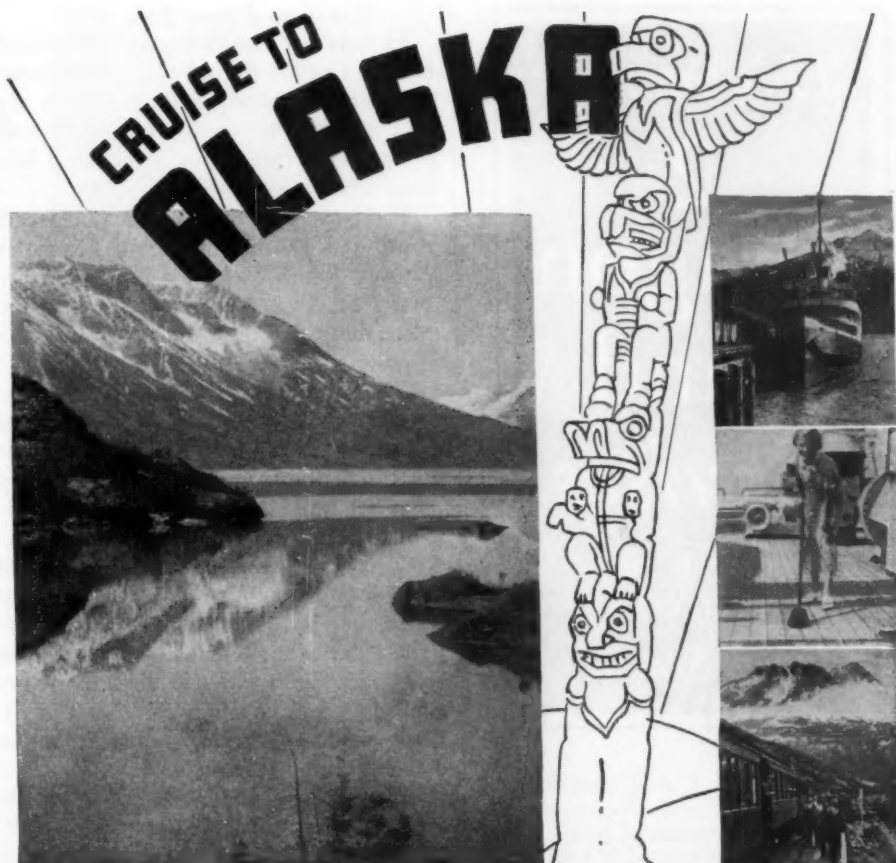
When Agnes Samuelson (107) stood for reelection, in 1934, as state superintendent of instruction of Iowa, the opposing political party refused to nominate a candidate to run against her. ♦ "The Kilpatrick series (111-12) alone is worth a year's subscription to THE JOURNAL," is one reader's comment. Dr. Kilpatrick's first article appeared in November 1935. ♦

"We have been following this method of pepping up teachers' meetings for some time," writes Ellis R. Martin, Dearborn, Michigan (112). ♦ Guy M. Wilson (114) is professor of education, Boston University, and author of several texts including *What Arithmetic Shall We Teach?* ♦ Read Roscoe L. West's article (117) in connection with the Cox series on Education in Europe (115-16), the first of which appeared in THE JOURNAL for October 1935. ♦ ♦ ♦ ♦ ♦

Widespread interest in his first article in the November 1934 JOURNAL encouraged A. H. Lass to write "More about the Bad Boy," pages 119-20. ♦ The Association's large membership in Hawaii will be interested in the Rhea article, page 125. ♦ "For the past four years I have been employed as a Coaching Teacher in Bristol School, Webster Groves, Missouri. I do remedial work in the first six grades," writes Miss Lester Keathley (127-8). ♦ William G. Carr will divide his time as director of the Research Division, National Education Association, and as secretary of the Educational Policies Commission (128). ♦ Belmont Farley (131) is assistant director, Division of Publications, National Education Association.

Teachers interested in forming local groups of Future Teachers of America are invited to write the editor of THE JOURNAL describing their plans.

[Continued on page A-62]



What finer vacation than, from the deck of a palatial Canadian National steamer, to see Taku Glacier, the fjords of the North Pacific Coast, Gardner Canal, Douglas Channel, totem guarded Indian villages! Colorful, distinctive ports of call will thrill you on this protected ocean voyage to Skagway—beyond which lies the Trail of '98. Come, breathe the romance of those Gold Rush days! Shipboard games, masquerades, dancing, fill the long bright Alaska days and alluring nights.

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[Continued from page A-61]

Hands off the Schools!—President Robert Gordon Sproul of the University of California is asked by a county district attorney to dismiss two wellknown professors because they attended a left-wing labor mass meeting.

Massachusetts, the home of Horace Mann, ousts Commissioner of Education Payson Smith, after a distinguished service of two decades and under circumstances that give the affair an odor of political persecution.

Liberals in Congress are fighting to repeal "the little red rider" to the District of Columbia appropriation bill, requiring teachers every month to swear they have not taught or advocated Communism.

Teachers' loyalty oaths, classroom spies, inquisitions, intimidations, and patrioteering forays into the college classrooms and schools of the United States have become so widespread that the organized school administrators in their St. Louis meeting pass ringing resolutions in defense of free teaching.

This sudden and wide attack calls for just as militant a counter-attack. Who are these organizations who appoint themselves censors over the schools? Who finances them? What is their purpose? To what extent are they abetted by faithless members of the teaching profession and used by job-chasing politicians? They are enemies of education, and therefore, enemies of liberty.

We commend to the teaching profession suggestions recently made by Historian Charles A. Beard that a national body be organized to defend the right of scientific inquiry, particularly "in communities beset by witch-burners and fanatics."

Never before did we need more zealously to guard the right of free thought and teaching. As we struggle to shape our own institutions into forms more adequate to the people's security we need above all the aid of knowledge. And knowledge warped by pressure and propaganda is not knowledge but error.—*The Washington Daily News*, February 28, 1936.

World Goodwill Day, May 18—"Educating for World Citizenship" (p127) offers suggestions for a project which each school might well work out. J. W. Crabtree, who is assisting the World Federation of Education Associations in its World Goodwill activities, says there will be fifty times more goodwill programs in the nation this year than last. The WFEA has already sent out over 8000 goodwill booklets of pageants,

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plays, and programs. Every school arranging to observe World Goodwill Day will be presented with a Goodwill Award in certificate form. The school sends twenty cents (to apply on printing and mailing) to the WFEA, 1201-16th St., N. W., Washington, D. C. The awards will be displayed during the exercises.

Three of the state teachers colleges in Kentucky now have graduate schools leading to the master's degree.

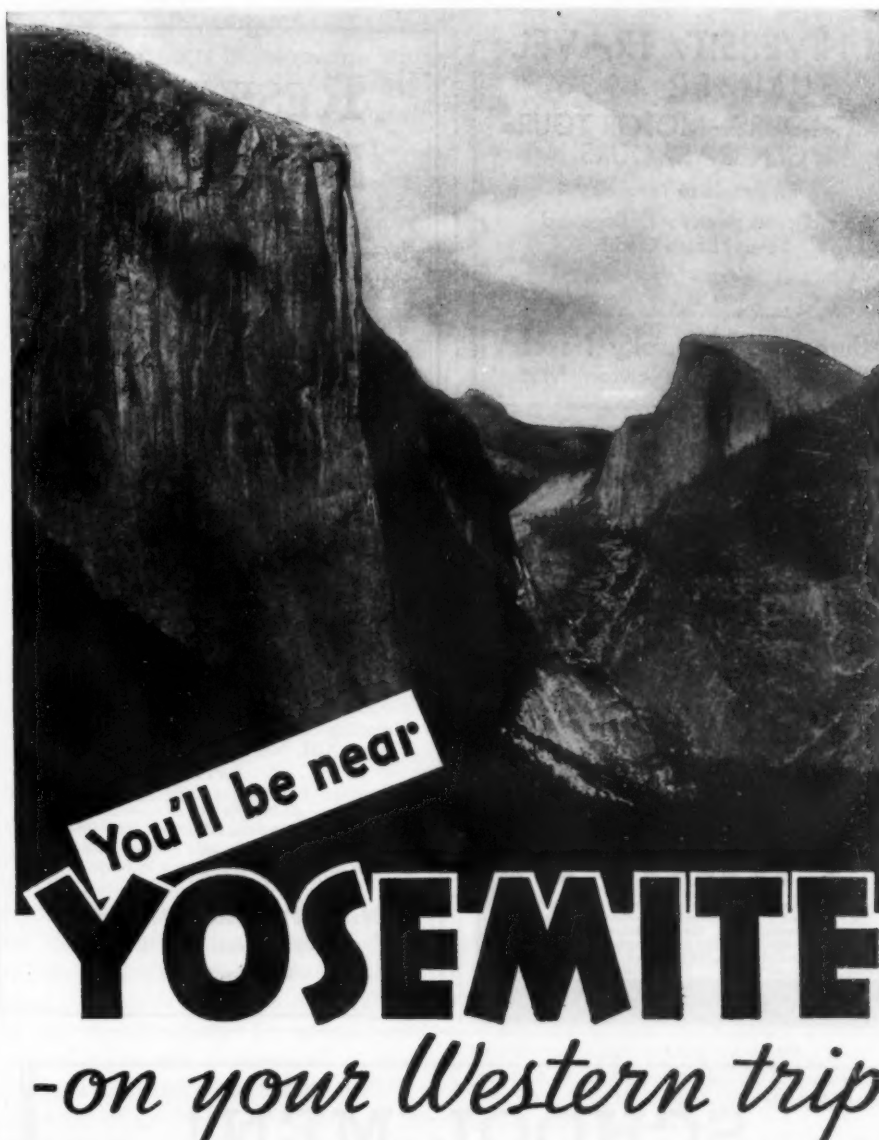
New York Youth Conference—The Highschool Teachers Association of New York City held a series of seven panel conferences on February 29, the topics of the panels being: readjustment of the highschools to the new needs of youth today; youth's unrest; character education; guidance and welfare; juvenile delinquency; school and home relationships; and school and community relationships. Many prominent laymen as well as educators participated.

A plan of indefinite tenure for staff members of the Oregon State System of Higher Education has recently been adopted by the State Board of Higher Education, which administers the unified system comprised of the six institutions of higher learning in the state.

For board members—A superintendent of schools in a small city reports that he supplied his file of THE JOURNAL to a member of the board of education who was confined to his home with illness. After spending a good deal of time going thru the file, the board member expressed the deepest appreciation, saying that if he could have had that background when he first became a board member, it would have made a great difference in his work for the schools.

Remarkable school growth has taken place in Georgetown County, South Carolina, during the past ten years. At that time, there were 25 or 30 one- and two-teacher schools dotted over the county. The schoolhouses were poor, equipment meager, terms short, and interest in schools among patrons lacking. . . . Practically all of the rural children stopped school with less than a fifth-grade education. Since that time consolidation has taken place so that at present there are in the county only nine schools. . . . The work done is excellent. The schools all run nine months, and are supported by a uniform countywide fifteen mill tax. There are no local taxes except for special incidental expenses. All children have the opportunity to attend high-school. The enrolment in Andrews High-school is now over 700, more than half of

[Continued on page A-64]

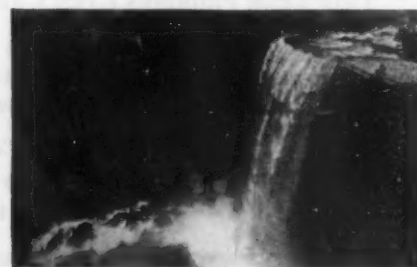


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48 pp.25

Better Reading Instruction

Vol. XIII, No. 5, November, 1935.
56 pp.25

The Teachers' Economic Position

Vol. XIII, No. 4, September, 1935.
104 pp.50

Creating Social Intelligence

Vol. XIII, No. 3, May, 1935.
96 pp.50

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National Education Association

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Washington, D. C.

[Continued from page A-63]

whom are from rural sections. The schools of Georgetown County are gov-
erned by a county board of education,
which selects the county superintendent
of education. In this way the county
superintendent is removed from politics.
—*South Carolina Education.*

Safe driving and the curriculum—

New Jersey has fifty schools giving in-
struction and allowing credit for lessons
in safe motor driving. New Hampshire
has courses in good driving in more than
seventy schools. Pennsylvania has issued
a new safety syllabus. Minnesota has a
statewide program. Delaware and the
District of Columbia have approved
courses. Massachusetts, Connecticut,
Michigan, and Wisconsin are now or-
ganizing this work. In New York City
140 highschool teachers are taking a
teacher-training course in preparation
for giving instruction in the schools.—
Journal of Education.

Covered-Wagon Centennial and

Ox-Team Days, published for the Ore-
gon Trail Memorial Association in 1931,
is a book that teachers who are planning
to go to Portland for the National Edu-
cation Association convention will find
profitable. This book was written jointly
by Howard R. Driggs and Ezra Meeker,
and published by the World Book Com-
pany, Yonkers-on-Hudson, New York.

A Conference on Elementary
Education sponsored by the Depart-
ment of Elementary School Principals
will be held at the Extension Center,
University of Oregon, Portland, July 6-
17, 1936. This immediately follows the
NEA convention at Portland. The sub-
jects to be discussed are supervision and
methods of teaching; character educa-
tion, moral tests, etc.; public relations
and community contacts; mental and
physical health of pupils; curriculum
construction. The registration and tui-
tion fee charged will be \$25 or less; this
depends largely on the number at the
conference. Two credits of work will be
given. If you plan to attend the confer-
ence, or if you would like further infor-
mation about it, please fill in the blank
below and mail it to Eva G. Pinkston,
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(Check) I plan to attend.....

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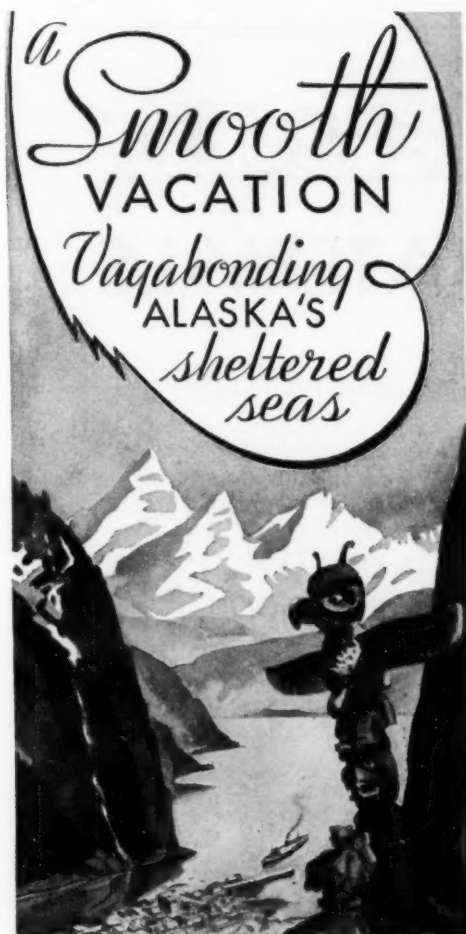
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To those planning breakfasts, luncheons, or dinners in connection with the Portland convention, President Samuelson emphasizes that all breakfast meetings should be closed by 8:45 A. M.; all luncheon sessions by 1:30 P. M.; and all dinners by 7:30 P. M.

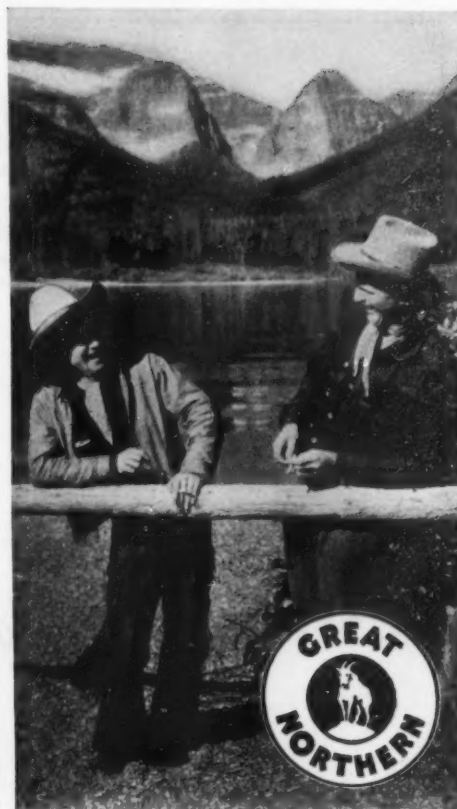
Summer Hobbies for Pupils in the Junior Highschool is the title of a booklet which the junior highschool of Anderson, Indiana, gives to each pupil at the close of school in June. Suggestions for summer activities were worked out by committees of students and the booklet was produced in the printing department.

The 1936 Vitalized Commencement Packet features a writing project for senior classes. The best papers on the topic "What My School Has Done for Me" written by seniors will be published. Send cost price of 50¢ to the National Education Association, 1201-16th St. N. W., Washington, D. C., for your copy of the packet.

Using THE JOURNAL—I adapted "Our American Heritage of Leadership" from the November 1935 JOURNAL for use in my adult lip reading classes at Portland, Maine, Evening School. I was not certain when I prepared the lessons that their content would appeal to all my pupils who are of different ages, different degrees of deafness, and different cultural backgrounds. To select lesson material that will interest all of them and be within their lip reading ability is somewhat of a problem. For the first lesson, I told the story of the Hall of Fame and we discussed the persons elected this year. Then several showed the interest I had hoped for and asked if we could not continue the study. It has been our program for the month of January and has been followed with unflagging interest. In correspondence with new members of the Department of Lip Reading, I always suggest that they may find in THE JOURNAL articles that can easily be adapted for use in lip reading classes.—*Eliza C. Hannegan*, vicepresident, Department of Lip Reading.

[Continued from page 134]

UTAH—Box Elder County, Box Elder High.
VERMONT—Greensboro, Greensboro High.
VIRGINIA—Newport News, Newport News Public Schools, Huntington High; Richmond, Helen Dickinson, Madison, George Thorpe.
WASHINGTON—Spokane, Irving; Tacoma, Bryant, Central, Dash Point, Fern Hill, Franklin, Grant, Jefferson, Larchmont, Oakland, Point Defiance, Stanley, Whitman.
WEST VIRGINIA—Salem, M. H. Van Horn.
WISCONSIN—Kenosha, Kenosha Public Schools; Milwaukee, Blaine, Brown Street, Custer High, Dover Street, Maryland Avenue, North Fourth Street, North Twenty-seventh Street, Pleasant View, Siefert, South Girls' Junior Technical High; Oakfield, Oakfield.



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