

Bulletin of the Department of Secondary-School Principals of the NATIONAL EDUCATION ASSOCIATION

VOLUME 21

OCTOBER, 1937

NUMBER 68

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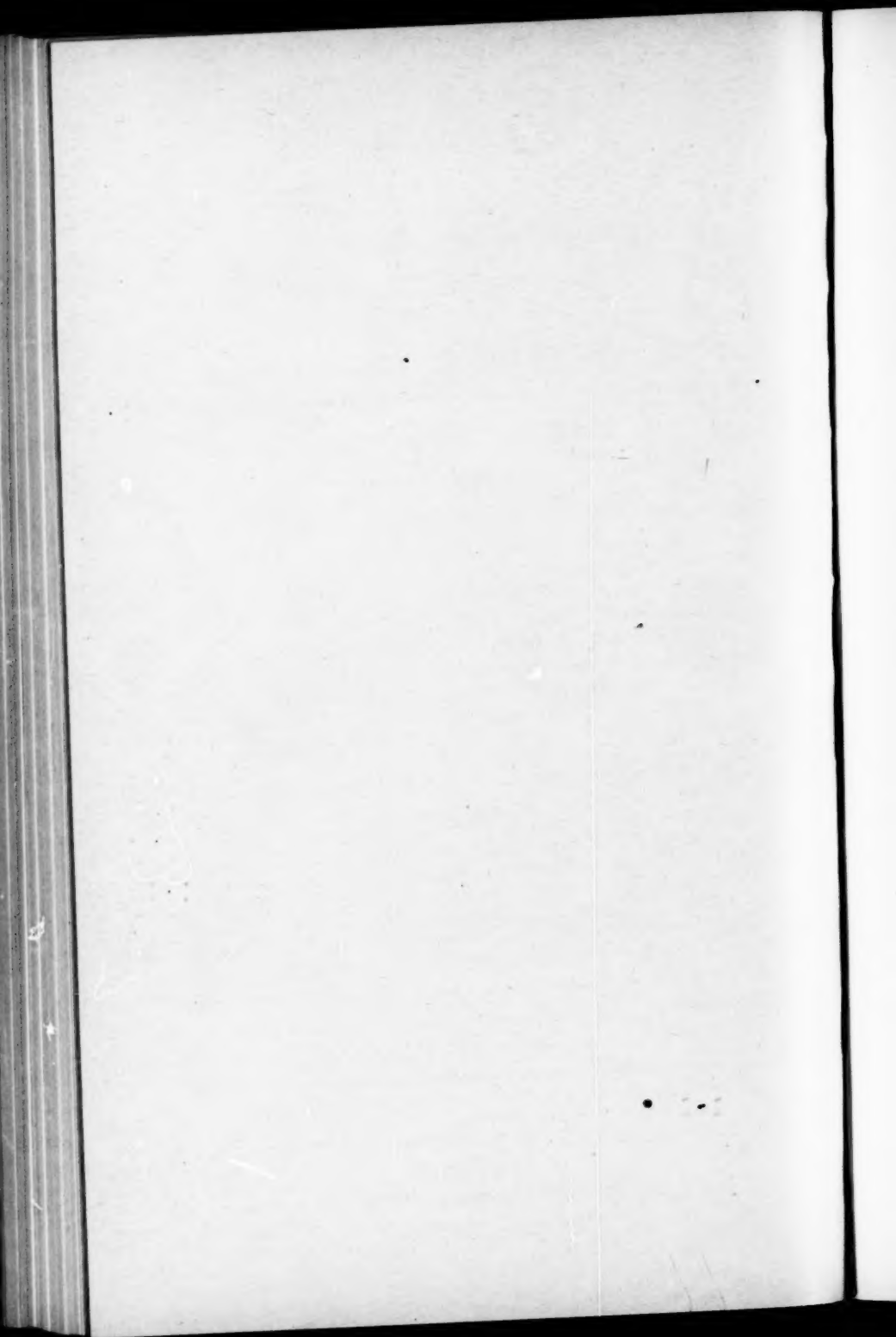
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WHAT IS GENERAL EDUCATION?

CHARLES H. JUDD
University of Chicago

The secondary schools of the United States are engaged in performing a service which no other educational institutions in the world have ever ventured to undertake. They are trying to raise the intelligence of all the young people of all classes of society to a level above that which can be reached through elementary schooling. The extent to which the secondary schools are succeeding is indicated by the number of young people now enrolled in these schools. The latest available figures show that in 1933-34 the total registration in the secondary schools of the United States, public and private, was 6,090,749. The corresponding figure for 1900 was 695,903.

Some people are critical of the secondary schools because they believe that the effort to educate so large a part of the population has resulted in deplorable deterioration of scholarship. Criticism is expressed in many different forms. It is said that the educational system of this country is not supplying intellectual leaders, that the common people are so stirred up by the little learning which they acquire that they are restless and dissatisfied with the conditions under which they live, and that popular thinking is banal and popular taste perverted. One critic has expressed his contempt for the American educational system in the statement that the whole nation is a "sprawling mass of mediocrity."

It is possible to supply answers to many of the criticisms made and to produce evidence that the intellectual achievements of the American people are of no mean order. It is easy to attribute the deficiencies of the schools to agencies and circumstances over which the schools themselves have no control. In the first place, the demand for well-prepared and natively well-endowed teachers imposes on each generation a burden which it is well-nigh impossible to carry. The schools have to compete with the professions, industry, commerce, and government, and, in the case of women teachers, with matrimony. The secondary schools of the country required in

1933-34 250,695 teachers. It is hardly to be wondered at that there are some incompetent teachers in the schools.

In the second place, it is by no means easy to decide what phases of science and letters are appropriate for the education of the great numbers of young people who throng the secondary schools. A few decades ago it was possible to select with some assurance the lines of instruction which were suited to the needs of the comparatively small population of the secondary schools. When a young man intends to enter the clergy or the profession of law or medicine, the curriculum which he should follow is fairly obvious. To be sure, there is by no means complete agreement with respect to the subjects which should be pursued even by those who are looking forward to specialization in strictly professional lines. When to the so-called "learned professions" are added all the callings requiring high intellectual preparation—engineering, business, agriculture, and public service—the problem of organizing a curriculum or a series of curriculums that can be relied on to give suitable preparation for these many lines becomes overwhelmingly complex.

In the third place, the conditions of life in modern society are unstable. Every year—indeed, every day—new policies of government or new industrial devices disturb the equilibrium of the social order and render intelligent planning for the future difficult. No one knows the kind of training necessary in a constantly changing society. The only sure formula that can be adopted by education is one which emphasizes the importance of cultivating adaptability to the highest possible degree. If individuals can be prepared to adjust themselves to new situations, they will be far better equipped for the future than they will be if they are taught by the long-established traditional formula.

One might offer other explanations in the effort to extenuate the shortcomings of the educational system, but it is certainly wiser and far more profitable to accept criticism even if it is extreme and devote energy to overcoming the defects pointed out than to seek consolation in self-adulation or to seek relief by shifting responsibility to conditions outside the school system. It can be admitted without hesitation and without shame that there are many possibilities of improving the educational system of this country.

In order to open the way for an unprejudiced discussion of the measures which must be taken to make secondary schools thoroughly serviceable, it is necessary to point out the inadequacies of two generally accepted views regarding scholarship which exercise a powerful influence on the thinking of the present generation. First, the definition of the highest scholarship which is widely accepted emphasizes specialization far more than breadth. There was a time when the men who were thought of as the most competent scholars were men of extensive acquaintance with the literatures of their own and other languages. These were the universal geniuses of their day. It is recognized that the time has passed when anyone can hope to compass the whole or any large part of human learning. Despairing of knowing all things, the present generation has magnified the importance of exhaustive knowledge in a narrow field. So thoroughly is the present scholarly world committed to specialization that no devotee of a particular field has the slightest hesitation in acknowledging his ignorance of what is going on in lines of inquiry and thought other than those which he pursues.

It cannot be denied that the world owes much to the efforts of specialists. The minute investigations of those who concentrate on a single restricted field of research have added to the sum total of human experience in much the same cumulative way that coral polyps contribute to the building of the islands of the sea. In spite of all that is to be said in praise of specialization, however, it must be admitted that modern concentration of attention on narrow fields often results in atrophied personalities. Somewhere in life there must be breadth and comprehensiveness of thinking, and there must be inclusiveness in action which gives full recognition to more than one limited interest. The most productive specialist ought to give attention to the duties of good citizenship and to all that makes life wholesome in the family and in the community.

The second view which is commonly accepted with respect to scholarship is a heritage traceable to the European origins of the American people. Europe began the cultivation of intellectual life in institutions of learning at a time when the only spheres of scholarly endeavor were certain aristocratic professions. The first schools of Europe were not for the com-

mon people. Whether one thinks of the educational institutions that developed in the aristocratic societies of ancient Greece and Rome or of the centers of learning which grew up under the protection of the church in the medieval period, it is evident that scholarship was designed to perpetuate the exclusiveness and the power of the aristocracy. The slaves of ancient civilizations and the peasants of medieval Europe who tilled the soil and provided food and luxuries for the aristocracy were not expected to use their intellects. Their activities were limited to the manual crafts. The traditions of aristocracy hold sway in some measure over the thinking even of this democratic country. It is scholarly to preach sermons, however vapid they may be. It is scholarly to plead before a judge and jury, however misleading the plea may be. It is scholarly to know the names of many drugs even though one uses nothing in practice but bread pills. Skill in mechanical lines and success in trade are thought of as minor achievements requiring less dignified forms of intelligence than the traditional professions.

Tradition is still very strong though not entirely dominant on the other side of the Atlantic. There, peasants toil and the aristocracy issues orders which must be obeyed. There, society separates the common people from the upper classes, the comparatively ignorant from those who have enjoyed the privileges of a higher education. In every country of Europe access to education above the rudimentary level is accorded almost exclusively to the upper classes. The countries of Europe have to-day dual school systems. The common people attend lower schools entirely separate from the upper schools, which prepare for the professions and for governmental positions. To be sure, the European dual school systems and the European class society begin to show signs of change. France has made free the lycée, which, like all European secondary schools, was once a tuition school. Germany has organized special secondary schools for the populace paralleling the old aristocratic secondary schools. Russia is opening to all workers the treasure house of science and letters although no one expects the sodden mass of the peasantry to rise suddenly out of its abject ignorance. In spite of the changes which are beginning to take place, Europe still draws a sharp line of separation between the schools for the common people and the schools for their betters.

The European tradition came in Colonial days to the North American continent. It is still entrenched in the thinking and organized life of the American people. It is true to-day, as it was in Colonial times, that the professions arrogate to themselves a higher place in the social order than they are willing to concede to other callings. There are many people in the United States who are unwilling to recognize the fact that business is becoming, if it has not already become, quite as aristocratic as preaching. On the other hand, tradition is having difficulty in maintaining itself. Agriculture is receiving far more attention in the universities of this country than is theology. Engineering is on an equal footing with law and medicine. Some of the greatest endowments of recent times have gone to institutions which prepare for the new professions.

It is becoming necessary for those who are disposed to perpetuate aristocratic traditions to adopt a new technique of supporting the kind of education which they favor. It would not do in this country for the would-be aristocrats frankly to assert their determination to maintain themselves against the lower classes. The lower classes are becoming aggressive, and they are numerous. The aristocrats have been wise enough to employ a high-sounding democratic name for the peculiar brand of education which they regard as appropriate for themselves and for their children—they call it "liberal education." They use a word which in Rome referred to the free citizen. Literally, the term "liberal education" means the education of the free citizen. All other kinds of education have been labeled by modern aristocrats "vocational"—an adjective reminiscent of ancient slavery. They forget that the subjects which they now describe as liberal were at one time clearly recognized as pre-professional and in this sense vocational. For example, what can be more liberal than courses in grammar and rhetoric? If the dictionary is correct in its statement of the derivation of the word "rhetoric," that word comes from the Greek word *rhetor* meaning "orator." The sons of Greek and Roman aristocratic families gained prominence in the councils of the state and made headway in the practical profession of politics only after they had studied rhetoric and had become proficient in oratory. Dialectic and the other subjects of the division of the liberal arts known as the "trivium" had the same practical purpose as rhetoric.

As for geometry, the major unit of the division of the liberal arts known as the "quadrivium," it has long been the carrier of logic. The medieval universities taught geometry as a means of training the minds of the leaders in the social order. No one thought in earlier times that the common man would ever study geometry. It was assumed that such logic as the common man needed he would gain from practical experience. When the change came and the young people of all classes of society in the United States entered institutions of education above the elementary school, why was geometry retained in the curriculum? Did the friends of geometry acknowledge that the subject belongs to the vocational preparation of the professional class? Not at all. The role which geometry is to-day advertised as filling is that of contributing to the improvement of the mind of anyone who will study it.

Latin might be traced, if one were interested in studying origins, to the time when most young men attending secondary schools and institutions of higher education were preparing for the clergy. The church, it will be recalled, found it necessary to employ an international language. No one had at that time thought of Esperanto; Latin was readily at hand. To be sure, Medieval Latin was not very good Latin. It was a corrupt form the language of Cicero and Vergil. A few enthusiasts tried to improve it by cultivating Ciceronian style. Latin was international, and it ought, so the reformers thought, to be improved if it was to be worthy of aristocratic use. To-day, Latin serves a very humble purpose as compared with that which it served when it first came into the schools. Its companions in clerical education, Hebrew and Greek, have, so far as public education is concerned, long since gone the way of all outworn relics of the past, but Latin itself holds a place of social prestige not as an international medium of communication but as a subject suited to the training of all minds. As a subject reputed to be liberal, it consumes one or two years of a pupil's time and leaves a very thin veneer over his otherwise plebeian mind.

Someday the people of the United States will realize that the European tradition and the European definition of liberal education have no more place in America than has a monarchical form of government or its illegitimate descendant, Fascism. They will recognize the fact that the American edu-

cational institution which attempts to maintain a Latin-geometry curriculum is deceiving itself and its patrons by wearing the last tattered fragments of the toga of aristocracy. What this country needs, and needs sorely, is liberal education appropriate to present-day life.

From this point on it will be well to avoid the complications and the conflict of emotions which often result from the use of the term "liberal" in describing one type of education. The contrast which is drawn when the terms "liberal" and "vocational" are used for the purpose of marking off from each other two aspects of education is far better expressed by the terms "general education" and "vocational education."

There is one division of the educational system which is not seriously questioned by anyone as to its purposes and contents—the lowest division, or what is commonly called the "elementary school." This school is devoted entirely to general education. In it, children learn those fundamental arts of civilized life which make it possible for them to share in the culture of the race. They learn, above all, the art of reading, which vastly extends their intellectual contacts. They learn something of the number system, which is a device for thinking and expressing one's self with precision. They gain some rudimentary knowledge of geography and of the history of mankind. All these are elements of an education which can properly be described as general.

Why does the secondary school fail to take the natural course of continuing general education? The answer is that until recently the secondary school of the United States, like the secondary schools of European countries, was not a general school; it was an exclusive school, consciously directing its efforts to the preparation of a few young people who were expecting to enter the learned professions.

If the secondary school were now to turn about and say that it intends to administer general education in keeping with the new, non-European ideals of the United States, what obstacles would it encounter? First, instruction in the secondary schools of the United States is being conducted by teachers who never had education that can properly be called "general." The teachers in these schools are all specialists, and most of them are acquainted only with the subjects handed down by tradition from a secondary school that originated under con-

ditions wholly different from those which constitute the present social order of this country. Second, the parents who were brought up under the influence of tradition have a lingering desire to see their children initiated into some kind of aristocracy. Parents usually insist that their children study what European upper classes have always studied.

There are other obstacles which stand in the way of general education. It is lamentable, but nevertheless a fact, that no one knows exactly what ought to be included in general education above the elementary-school level. There will have to be invention of new subject matter, and invention is arduous. The teaching of Latin requires no invention. The art of instruction in Latin has been refined by centuries of trial. There is not a difficult passage in Caesar's Gallic Wars that has not been gone over so frequently that the Latin pedagogical fraternity knows exactly where confusion will result from inability to understand Caesar's indirect discourse or his use in certain connections of subjunctives and gerunds. The road to glory in Latin is beaten hard with the tread of many young feet. If a new kind of general education is introduced including something besides Latin and geometry, something appropriate to the common man, such as economics and political science, the trial will certainly be so obscure that many pupils will go astray; the points at which they will leave the trail are, however, matters of pure conjecture. Pathfinders of extraordinary genius will have to open up the way and guide the learners.

One reason why American secondary schools have failed to develop an appropriate type of general education is that there was once another agency which assumed responsibility for general education. That agency was the family. In by-gone days the father told his son never to vote a certain ticket at election time because all candidates on that ticket were *ipso facto* crooks. The *ipso facto* was a concession to European tradition. The word "crook" was vernacular and constituted the major element of the father's instruction. Parents are even now somewhat reluctant to acknowledge that they are not competent to direct the thinking of their offspring. Since, however, the economic and political worlds are far more complex than they were in earlier days, parents can no longer describe in short, dogmatic terms the way in which young people

should discharge their duties as citizens. General education must cope with new lines of thinking and new problems. Who is to invent the contents of this new education? There are two negative answers that can be given to this question. The family cannot. The ordinary teacher in a secondary school trained in the conventional, so-called "liberal-arts" curriculum cannot.

The problem which confronts the educational system of this country is clear. There must be invented and installed a new kind of general education, and the relation of general education to vocational education must be made clear. It is fortunately possible to draw from current practices some concrete examples of inventions which seem to indicate the lines of evolution likely to be followed in solving the problem of post-elementary general education.

In 1917 a sudden realization of a great social need came vividly into the consciousness of American college teachers. The United States had entered into the conflict which was driving the world toward the brink of destruction. The young people of the nation, to say nothing of the old people, did not understand very clearly what was happening to European civilization or why this country was involved. There was organized in the colleges a course different from any of the older courses; it was called the *War Issues* course. It was at once evident that there were no specialists in this country on war issues. The colleges did the best they could. They mobilized professors of ethics to teach the immorality of war and the high motives that led this country to enter the war, professors of economics to explain how the war started and the real reasons why the United States had taken the virtuous step of sending an army across the Atlantic, and professors of foreign languages to tell students, without requiring them to read strange tongues, why the French provinces did not want to learn to speak German. Wise men from many departments joined in giving a course designed to serve the students and to explain the issues of the war. America thus launched one of its earliest well-sponsored courses in general education.

When the war issues were settled, as they were supposed to be at Versailles, someone suggested that it might be well to mobilize professors to tell about the issues of peaceful civilization. Courses on contemporary civilization and on the nature

of the world and of man were organized. These courses elbowed their way into the curriculum to the distress of those who held tenaciously to the curriculum inherited from aristocratic Europe.

In the meantime, industry, somewhat frightened by the fact that Europe was not likely to send any more skilled mechanics and glass blowers to this country, persuaded Congress to launch on a national scale a new program of vocational education. There had been some handwork in the schools ever since 1876, when Swedish sloyd was exhibited at the Centennial Exposition in Philadelphia. In 1917 handwork took an official position in the secondary-school curriculum and felt that it must make its arrival known by emitting a blast of criticism against all brainwork. The Federal Board for Vocational Education, created and subsidized by Congress in 1917, evidently believed that the only way it could become respectable was by combating the curriculum then taught in the secondary schools. In fact, the new federal board and its representatives proceeded on the assumption that vocational education is general education and every other kind of education is evil, born of iniquity and cultivated in sin.

As one looks back on the history of 1917 and contemplates the forces which created the educational situation that then came into existence, one wonders why this country, which has long struggled with the problem of educating its young people for American civilization, has failed to realize that the only possible solution of its problems is a radical revision of the secondary-school program borrowed from Europe. A new plan of education must be devised suitable for children from all classes of society.

There ought to be no conflict between general education and vocational education. General education at the secondary-school level has the same purpose as general education at the elementary-school level. It is the education which everyone must have in order to live intelligently in a modern community. General means "belonging to everyone." Quite as insistent as the demand for general education is the demand that each individual be prepared by education to carry on efficiently his or her share of the world's work. Vocational education is not general; it is special, aimed at the perfection of individual powers. Some kind of vocational education should be admin-

istered to every pupil. The trouble up to this time has arisen because general education has been confused with traditional preparation for the professions. A moment's consideration makes it clear that traditional secondary education is vocational education of a pre-professional type.

What should be the contents of a program of secondary education suited to American conditions? The new curriculum should include, first, certain general courses needed by all members of a modern democratic society—a compact review of the sciences, natural and social; a course or series of courses on the duties of a member of a community; a course or series of courses in the literature which records the experiences and ideals of the race; and a course in social psychology describing individuals and the place of individuals in the social order. The curriculum should include, second, vocational education, or the cultivation of the skills and techniques of operation necessary in the trades and the professions. General education and vocational education are not antagonistic. Properly related, they do not conflict or compete with each other.

There are a number of levels in both general education and vocational education. The lower levels will suffice for some individuals, but the lower levels should not be narrowly vocational. General education, or education for participation in civilized thinking, is quite as essential for those who attend secondary schools for a year or two as for those who go from these schools to institutions of higher education. General education should be administered in some degree to those who leave school early.

That the present so-called liberal-arts curriculum is in reality a pre-professional curriculum is shown by the fact that even now it is breaking up into several subdivisions. Boys who are going into engineering are being guided into courses in physical science and mathematics; boys and girls who are preparing for commercial positions are being guided into courses in accounting and business management; and those who are thinking of entering medicine are advised to take courses in the natural sciences. The traditional secondary-school program in all its divisions is a mere prelude to specialization which is of a strictly vocational type.

Someone will perhaps say that the secondary schools are now engaged in the double task of providing both general edu-

cation and vocational education. To this assertion it can be answered that there is a vast difference between a unified program of general and special education and the present distracting, competitive struggle going on under the elective system in secondary schools. General education and vocational education must unite. The spirit of general education as defined in this paper is totally different from that of specialization and totally different from that of the traditional curriculum. The spirit of courses preparing for vocations is not opposed to that of general education. Vocational education need not be inferior in scholarship. Courses preparing for vocations can be made as suitable for the cultivation of human minds as any courses in the curriculum. All that is necessary to make possible a rational organization of the curriculum is a clear recognition of what the individual needs in his two capacities—first, in his capacity as a participating unit in community government and in community social life and, second, in his capacity as a productive worker playing his peculiar part in trade, commerce, or a profession.

HIGH-SCHOOL PARENT-TEACHER ASSOCIATIONS

By WILLIAM H. BRISTOW,

General Secretary

National Congress of Parents and Teachers

The aims of the Parent-Teachers Association, as stated in the by-laws of the National Congress of Parents and Teachers are:

To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may coöperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

The high-school parent-teacher association is an important factor in realizing these aims. High-school pupils can be of much assistance in laying a basis for the development of the objectives which have been set forth in these by-laws. A high-school parent-teacher association which is effective must have the coöperation, support, and interest of the high-school student body in whose interest the organization is formed.

Programs and activities of the high-school associations are concerned with the problems and needs of pupils of high-school age and with plans for bringing about desirable coöperative relationships in home, school, and community. Some of the problems considered by high-school associations are:¹

The opportunity for parents to work efficiently with the youth of to-day in establishing and maintaining a basis for successful family living.

Opportunity for parents to learn how they may work with their children at the high-school age level.

Establishment of a practical basis for pupil-parent-teacher relationships through home-school coöperation.

¹*The High School Association*, National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.

Interpretation to the parents of home study, extra-curriculum activities, and scholastic standards.

A consideration of curriculum problems.

The basis of support and development of secondary education.

An interpretation of modern methods of teaching.

Interpretation of the problems of the home to the school and to the community.

The development of an understanding of community influences as they affect the interests of youth—including social life, recreation, motion pictures, radio, library service—and the establishment of proper environmental conditions to meet the needs of youth.

There are a number of differences between elementary-school associations and high-school associations which are sometimes not recognized. The fact that the membership of the high-school parent-teacher association is more scattered and that it more nearly represents a cross-section of the entire community than does the membership of most elementary schools, makes the problem of the high-school association somewhat different. The program of the high-school association differs in relation to meetings, inasmuch as in a great many associations opportunities are also provided for the meeting of parents in various class sections. The activities of the high-school association revolve around the problems of high-school pupils. High-school associations also provide for a great degree of pupil participation.

In discussing the problem of pupil participation, a publication² of the Congress says:

"The contribution made by high-school pupils in the association will depend largely upon community and school factors. The high-school association provides opportunities whereby youth may participate actively in committees, planning school and community programs for youth. In the committee work, youth has an opportunity to counsel with adults; to express its opinions concerning youth problems; to evaluate plans which are being made for youth; and to bring to the attention of adults the important and pressing problems facing youth of the community as they see them. Through this channel youth may have a place in community planning and in the cultural, social, and civic development of the community."

²*The High School Association, National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.*

In carrying out the work of the association this same publication³ lists the following suggestive service projects:

The promotion of summer activities—summer camps, hostels, and pilgrimages; these activities facilitate an exchange of experiences on the part of youth.

The support of a coordinated recreation program in communities, including a consideration of such problems as commercialized amusements, the movies, pool rooms, dance halls, beer parlors.

Establishment of student aid funds to assist students to continue at school such as books, clothes, and carfare.

Coöperation in the development of adequate high-school libraries.

Coöperation in promotion of a program of school beautification, including both the interior and exterior of buildings.

The encouragement of school journeys and community intervisitation as an educational measure, and for the purpose of bringing youth from various communities together to consider subjects of mutual interest.

Coöperation in the establishment of coordinated health programs, clinics, and periodical examination of high-school youth, and the development of an integrated program of health service for youth in the community.

Activities which have been carried on by high-school parent-teacher associations and reported to the National Congress of Parents and Teachers are summarized in the mimeographed publication, "A Digest of Information for High-School Associations." A few of these activities are as follows: *

Parent-teacher associations are participating in open school night, the parent-teacher association serving as hostess in coöperation with teachers and pupils.

Home room representatives are appointed by the parent-teacher association, coöperating with teachers and parents in developing school activities and projects relating to parents-teachers-pupils.

Parent-teacher associations coöperate with school authorities and other agencies in developing a community recreation program.

Parent-teacher associations participate in an organized program of safety for the community, working with both pupils and teacher.

Father-son, father-daughter, mother-son, mother-daughter nights are sponsored.

³*Ibid.*

Problems such as curriculum, supervised study, home study are investigated by committees composed of parent-teacher members, teachers, and pupils. Reports are made to parent-teacher associations.

Ways of preventing failures and ways in which the home and school can cooperate with pupils in failure prevention have been discussed and plans worked out.

The parent-teacher associations cooperate with parents and teacher in connection with the use and development of libraries.

Representatives of the student body attend parent-teacher meetings and present needs of pupils or their attitudes on important problems of mutual interest.

Pupil representatives of the student body are invited to sit in on committees and meetings of the parent-teacher associations.

Four sets of parents and teachers from each of the four classes in a rural consolidated school helped to plan the activities in their respective class.

A guidance round-up for high-school seniors was planned, organized by parent-teacher associations cooperating with teachers and pupils.

A question box on high-school problems, to which high-school pupils contributed, brought out many important subjects and problems for discussion at a parent-teacher meeting.

A "Know Your School" campaign was developed by the parent-teacher association, enlisting the cooperation of both parents and pupils.

Pupils participate in the development and organization of a parent-teacher library, assisting parents in securing books on subjects which they would like to know about.

Parent-teacher associations, cooperating with teachers and pupils, have organized community meetings to present the problems of youth.

A "Standards of Dress" conference was suggested by the faculty and high-school girls in cooperation with the parent-teacher association.

Youth service projects were encouraged and employment opportunities have been developed by parent-teacher associations to assist high-school graduates and out-of-school youth.

Panel discussions have been held in many schools in which parents, pupils, and teachers discussed the general theme, "Problems of Youth." Out of these discussions have come many suggestions for community development.

A nature trail was developed jointly by a parent-teacher association and pupils in a high-school biology class.

A social standards conference, participated in by parents, teachers, and pupils, the purpose of which was to help high-school boys and girls with their own problems. This conference involved the whole student body and many parents.

A high-school parent-teacher association, in coöperation with the Board of Education, has developed a program on sex education, operating throughout the schools and the community.

One city council, through its high-school survey committee, made a study of employment conditions within the community with the idea of assisting high-school pupils in their efforts to secure jobs. Many organizations in the community, in coöperation with both parents and pupils, have been able to assist many worthy students.

The opportunities provided in the parent-teacher associations for developing participation whereby parents and teachers may work together with pupils, makes the high-school association one of the most significant developments in modern life. The parent-teacher association is democratic, brings together all types of interest in the community, is organized to improve home-school-community relationships and environment. It provides one of the few opportunities for pupil participation in community activities, where high-school youth are accepted for their true value and worth. High-school pupils, through their relationships with both parents and teachers, form an important link in home-school coöperation. In fact, they are the essential link. Through their participation in high-school parent-teacher activities they have an opportunity to share in community development and in community responsibility. Here parents, teachers, and pupils may sit down to discuss common problems of youth. Here pupils may present their side of the case and secure a sympathetic and understanding hearing from both parents and teachers.

DISCUSSION GROUP PROJECT

The Planning Committee of the Department of Secondary School Principals has its Discussion Group Project well under way. The purpose is to encourage the formation of discussion groups among executives and teachers and to coöperate with groups which are already functioning. It is thought to be important that those responsible for the determination of educational policies should meet frequently to discuss their common problems, especially the problems which are vital and fundamental. This effort to foster the development of discussion groups is under the general supervision of Francis L. Bacon, Chairman of the Planning Committee.

A Washington office was established during the summer at the N. E. A. headquarters for the purpose of furthering the discussion group activities. The Director of the Discussion Group Project is Walter E. Myer, Director of the Civic Education Service; and Walter E. Hess, lately Senior Adviser on Secondary Education in the Pennsylvania State Department of Education has been appointed to assist in the work.

The national office has prepared outlines for the study of the Orientation Committee's Reports on the "Issues" and "Functions" of Secondary Education. Sets of questions for the discussion of a number of problems of secondary education are under preparation. These outlines may be obtained without charge for the use of discussion groups.

State organizations are being set up to further the formation of discussion groups and to coöperate with those already in existence. A Coördinator is to be at the head of each state organization. The following Coördinators have already been appointed:

Mr. Matthew P. Gaffney, Prin.
New Trier Township High School
Winnetka, Illinois

Mr. M. L. Knapp, Prin.
Isaac C. Elston Senior High School
Michigan City, Indiana

Mr. B. R. Miller, Prin.

Senior High School

Marshalltown, Iowa

Mr. W. N. Van Slyck, Prin.

Senior High School

Topeka, Kansas

Mr. Harrison C. Lyseth

Director of Secondary Education

Augusta, Maine

Dr. Charles W. Boardman

Professor of Education

University of Minnesota

Minneapolis, Minnesota

Mr. Crawford S. McGivaren, Prin.

Carr Central High School

Vicksburg, Mississippi

Dr. Fred Dixon, Prin.

Hickman High School

Columbia, Missouri

Mr. Roy Butterfield, Prin.

Benjamin Franklin High School

Rochester, New York

Mr. John G. Kelly, Registrar

Winthrop College

Rock Hill, South Carolina

Mr. E. L. Bersagel, Director

Department of Extension

The Northern Normal and Industrial School

Aberdeen, South Dakota

Mr. James Francis Smith, Prin.

Poultney High School

Poultney, Vermont

Mr. Karl Winchell, Prin.

Rock Springs High School

Rock Springs, Wyoming

A number of the states already have very effectively organized discussion groups, and conspicuous among them is the

State of Pennsylvania. There are fifty-five local associations of the Pennsylvania High-School Principals Association, and these local groups reach into every section of the state. Some of them have been operating for nearly twenty years. Over two-thirds have been in operation for ten years or more. In some cases all the principals of a county associate themselves into a group for discussion purposes, while in other cases county lines are crossed. The meetings are rather informal and in most cases no dues are charged. The number of meetings per year in these local groups ranges from two to ten, with seven times a year being a popular frequency. In some cases the programs are planned a year in advance, while in other places the plans are made for but one meeting at a time.

It is a very common practice for the principals to have dinner meetings, with discussion afterward. The idea of a meeting which combines social elements with the professional seems to be popular. It frequently happens that speakers are brought in from the outside to discuss important educational problems. In many cases, however, outside speakers are not present, but some member of the local group leads in a general discussion of the problem which has been assigned for consideration. In other instances, the panel discussion method is used.

Among the problems which have been most frequently selected as topics for discussion in the local meetings are: Phases of guidance, records and reports, testing programs, marking systems, curriculum, supervision, and character education. It frequently happens that an association will appoint a committee to make a detailed study of some specific problem.

There is a state planning committee which outlines subjects for study by the local groups. The local groups are in correspondence with the planning committee and the state coordinator. When studies are made, the results or conclusions are sent to the state committee and in some cases the studies are published. A local association may appoint committees and carry on research with respect to the topic under consideration, or subjects may be taken up for discussion rather than research.

COMMITTEE REPORT ON PUBLICATIONS

At the New Orleans (February, 1937) meeting the Executive Committee appointed Professor W. C. Reavis as chairman of a committee on the Department Publications. In pursuance of this commission Professor Reavis prepared a report which, in part, was published (pp. 60 and 61) in the Supplement to BULLETIN 65. In this report, return replies to the question, "Do you favor increasing the number of issues of the BULLETIN to eight a year?" were requested of the members. A summation of the returns is as follows:

91.8% favored issuing the BULLETIN eight times (October to May) a year.

(In response to this vote BULLETINS of the Department will be issued October to May inclusive.)

The second part of the referendum read, "Do you favor the publication of the student magazine proposed by the Department?" Of the returns on the student publication, 80.3% were in favor of the publication.

The first issue of this publication will appear in October under the title, STUDENT LIFE.

COMMITTEE REPORT ON TIME, PLACE, AND NAME

The committee appointed at New Orleans to obtain the consensus of opinion of the members of the Department of Secondary-School Principals relative to the time and place of the annual meeting, and to ascertain the attitude in regard to the name of the organization, proposed, under the leadership of Paul B. Jacobson, a differential questionnaire, which was published in the Supplement to BULLETIN 65.

A summary of the replies received follows:

71% favored meeting at the same place as the American Association of School Administrators (Department of Superintendence).

29% preferred to meet in some central place, and at another time.

35% should like to have the session begin Sunday evening.

21% on Friday evening.

19% on Saturday morning.

18% Saturday evening.

7% exactly concurrent with those of the American Association of School Administrators.

66% favored four sessions of the convention.

29% favored three sessions of the convention.

5% favored five sessions of the convention.

In regard to the name:

54% favored, The National Association of Secondary-School Principals, a Department of the National Education Association.

22% The National Society of Secondary Education.

24% favored the present name.

PARAGRAPHS FROM THE DETROIT CONVENTION

America can afford to pay reasonable salaries to its teachers. We should bow our heads in shame when we realize that in 1933-34 one teacher out of every three received less than \$750 for the year's service. During this same time the average salary paid city teachers ranged from \$961 to \$1922 in elementary schools and from \$1260 to \$2436 in high schools, depending upon the size of the city. The rural teacher in 1933-34 received \$787 on the average. Approximately 80,000 teachers of more than 2,000,000 rural school children received less than \$500 a year.—Eugene B. Elliott, State Superintendent of Schools in Michigan.

The most definite preparation for life in a democracy is living in a democracy. The best opportunity for citizenship training in the high school is to make each hour of the pupil's life in that school a laboratory period for citizenship training. The most neglected opportunities for citizenship training in the high school are the opportunities which come daily in the usual school routine and which afford teachers and principals the chance to direct immature youths in making wise choices of conduct. A more complete utilization of these opportunities should be the challenge to every teacher and principal if the public school is to fulfill its chief obligation to society.—Virgil Stinebaugh, Assistant Superintendent of Schools, Indianapolis, Indiana.

These schools are teaching practical politics:

In the little town of Weld, Maine, the high-school students discuss the warrant of the annual town meeting and vote on it. Later they attend the town meeting itself and compare their ideals with their parents' action. In New York City a Civics class of the Julia Richman High School did propaganda for the new City Charter which was adopted last November. The campaign for a City Manager in Des Moines, Iowa, was started by two or three seniors in Theodore Roosevelt High School. The enthusiastic work of a group of Tulsa

students defeated the political machine when they elected their professor, Col. Oscar W. Hoop, Police Commissioner of Tulsa.—Sophie Pollack, Secretary, National Self Government Committee, New York.

We must find some way to make clear thinking the surest criterion of the educated man. Knowledge is good and culture is good, but the highest excellence is the power to think straight and to the point, to think through and into and around the subject. The vigorous thinker in action is, in my opinion, the most impressive spectacle in the intellectual life of mankind. The aim of education is to produce a man, a master of himself, capable of initiating his own acts, responsible for his acts, able to discern and assimilate the ideas which he accepts and professes, so that whatever he says, thinks, or does, really comes from him. This calls for action plus reflection which constitutes true education.—Lester K. Ade, State Superintendent of Public Instruction, Harrisburg, Pennsylvania.

How will the study or work in adult education go on? In every conceivable way, depending on what is being studied. The most common may be a small discussion-study group. It may be, however, a machine shop in which vocational re-education is going on. It may be a class working at wood-carving under the guidance of some expert. It may be chorus singing under a leader. It may be group working with boys and girls in the cellar clubs of the poorer districts. It may be a class in English for foreigners. It may be a group of foreign-born wives and mothers learning better how to care for their children and families under American conditions. It may be a group of lawyers and business men study our money system.—William Heard Kilpatrick, Professor of Education, Teachers College, Columbia University.

The first question the average young person is asked when he applies for a job is, "Are you a high-school graduate?" Thousands of employers refuse to hire anyone to-day unless he or she has at least a high-school education. Yet we deny millions of them the opportunity to secure a high-school education and this too in face of the fact that we have passed

legislation, child labor legislation, denying young people under eighteen years of age a chance to work. Is it any wonder, in view of these facts, that our penitentiaries are filling up. The Federal Department of Justice reports that crime costs more than twelve billion dollars annually and most of the criminals belong to the ignorant, illiterate, uneducated class. Why not spend some of the money for education that we spend to finance crime?—Hon. Brooks Fletcher, United States Congressman from Ohio.

While adequate and accurate figures for the country as a whole are not available, conservative estimates indicate that approximately 85% of our rural school teachers have had less than two years training beyond high school. When it is remembered that this is the largest single group of professional educators, this fact should produce serious thought in the minds of every member of the educational profession. With respect to formal education training secondary-school teachers reflect the highest levels of attainment. It is impossible in most states for a teacher to receive an appointment in an accredited high school unless he has four years of college training. However, as yet, we still insinuate that the elementary teacher does not need as much training as a secondary teacher.—Dr. John Guy Fowlkes, Professor of Education, University of Wisconsin.

It might interest you to know that one million of your school children are destined for State Hospitals and many more will go to prisons. More of your school children will go to State Hospitals suffering from a mental disease than will graduate from colleges and universities. The cost to the taxpayer to educate each one of the twenty-six million children in the United States is approximately \$85 annually per capita. It costs the taxpayers of the State of Michigan \$278 per capita each year to care for the insane.

I believe that one-half of the cases of mental disease can be prevented and that a definite educational program in each school and each home will aid in the prevention of crime and mental difficulty and will therefore be an enormous saving to the taxpayers.—O. R. Yoder, Asst. Medical Superintendent, Ypsilanti State Hospital, Ypsilanti, Michigan.

The rise of the new technology both on the farm and in the factory will always furnish one of the finest subjects for teaching. The rise of the corporation, the labor union and the farm organization furnishes an equally fine subject. So why not let our children know in the most dramatic way possible the resources, the inventions, and the human organizations which dominate the town, the state, and the nation in which they live? Undoubtedly also every child passing through our schools should know something about the significance of the frontier during the nineteenth century and the way in which its passing during the twentieth century increased the significance of the corporation, the labor union, and the farm organization. Each of the twelve years in our primary and secondary schools can contribute in some measure to enabling children when they finally graduate from high school to have a much better comprehension of the kind of world in which they find themselves.—Henry A. Wallace, Secretary of Agriculture, Washington, D. C.

Just what has the type of county unit organization accomplished? First, picture if you will, a good portion of the counties in the State of Florida, up until four years ago, paying their teachers three, four, and five hundred dollars a year. There was only one thing to do. The Classroom Teachers Association being of a professional nature and open only to teachers, necessitated setting up a new organization of a political nature, open to anyone interested in schools, that could vote. This was accomplished in every county in the State. It did not take long for the legislators to recognize our voting strength, for we had business men and women as well as teachers in "The Florida League for Better Schools."

The results! They changed the school plank from last on their list to first. Their becoming school minded made this year's appropriation from the State well over ten million dollars for the schools as compared with five million, not many years ago. Every teacher received at least a living wage and every school remained open for the full term.—P. W. Seagren, President, Classroom Teachers Association, Miami, Florida.

Centuries ago the Chinese drilled salt wells and oil wells much as we do now, with ingenious but primitive equipment.

When the oil-bearing formation was known to be two thousand feet below the surface, the drilling of a well might be a project extending over generations, since primitive tools made slow progress. For many years the surplus energies of a family would be spent in boring deep into the earth. Those who began a drilling knew that they, and perhaps their children, would never see it finished. When finally the oil sands would be reached, the family would be economically secure, thanks to the work of parents and grandparents. That process required forethought, a family loyalty, and sustained persistence of purpose. It would be well if we should achieve similar forethought and purpose, not limited to immediate family welfare, applied not only to economic competence, but to all those factors of human interest which makes life have value. Nothing less than an inclusive pattern for education will serve that purpose, and seldom has the world needed that pattern more than today.—Arthur E. Morgan, Chairman, Tennessee Valley Authority.

Highway transportation is America's biggest business. Its elements are that familiar trilogy—the cart, the driver, and the highway. They are mentioned lightly, blithely, by almost every speaker whose subject is "Highway Safety." However, those simple little nouns take on new meaning when we realize that by car, we mean 28,000,000 cars and trucks. When we talk about the driver, picture, if you can an army of 40,000,000 men, women, boys and girls. When we speak of the highway, try to visualize 3,000,000 miles of good, bad, and indifferent roads. Then try to wrap your mind around this significant fact. Those 28,000,000 cars and trucks, driven at one time or another by those 40,000,000 men, women, boys and girls, covered more than 225,000,000,000 miles in 1936. This is equivalent to approximately 9,035,418 trips around the earth. Measured in terms of passenger miles, the total was 450,000,000,000 because the motor cars averaged two passengers. The railroads accounted for approximately 30,000,000,000 passenger miles in 1936, just one-fifteenth of the motor car passenger miles, so when I say that highway transportation is our biggest business, I am putting it most conservatively.—Paul G. Hoffman, President, The Studebaker Corporation, South Bend, Indiana.

The two thousandth anniversary of the birth of Augustus Caesar is celebrated this year because 63, the year of his birth B. C., added to 1937 makes 2000. The month of August was named in his honor because it was his lucky month; he was born in September. In order that August might not be inferior in respect of number of days to July, which was named for Julius, a day was taken from September and added to it. It was he and not Julius who founded the Roman Empire; Julius left the world in chaos; Augustus left it in peace and order. He has never been one of the heroes of the nations because he was not a military man. Unlike Alexander the Great, Hannibal, and his famous uncle Julius, he possessed no skill with arms or horses and suffered from recurrent illness all his life, including hay fever. His success was chiefly due to his unconquerable faith in himself, his patience, and his extraordinary ability to get his way with other men. He was a financial genius and instituted the first regular census of the Empire. He was a master of propaganda and enlisted the skill of engineers, architects, artists and writers to glorify his rule. It is his Rome that tourists still throng to behold and it is his regime that the present government of Italy aspires to revive.—Norman W. DeWitt, Chairman, Department of Classics, Victoria College, Toronto, Canada.

Digests from Professional Periodicals

THE HOMEWORK REPORT

By COLONEL E. A. LOFTUS,
Headmaster of Barking Abbey School

Condensed from *The Journal of Education*, July, 1937, pp. 470-472

Published by Mr. Wm. Rice, Ludgate Broadway, E.C. 4,
London, England.

Two years ago, as a result of articles concerned with the apparently excessive amount of homework set in the secondary schools, the Board of Education requested the Inspectorate to investigate. The resulting Report, known as *Education Pamphlet No. 110*, has been dubbed, *The Children's Charter*. It proves without any shadow of doubt that there was good reason for the complaints.

The report recommends that homework shall not be set on more than five nights a week—four preferably, with a free night mid-week—and that the time nightly shall not exceed one hour up to fourteen years of age and one and one-half hours up to sixteen years of age.

About one-sixth of the secondary schools of England and Wales were visited. The following facts are outstanding:

1. A few schools were experimenting. In one or two homework had been abolished in all but the School Certificate form. Others reduced it during the summer term. A third group arranged for some or all homework to be done at school after hours. Another had no set homework on two or three nights a week.

2. In about a third of the schools visited, there was a homework timetable arranged by the headmaster or headmistress.

3. In the remaining sixty per cent of the schools, homework is unorganized or inadequately organized. Here, presumably, excessive homework is the rule. The report, in speaking of these schools, says, "Four subjects per night are set to fifth-form pupils" and "As a rule the maximum nightly demand is two hours with an additional thirty to forty minute period at the week end. In more than twenty-eight per cent of the schools, the demand exceeded two hours. In one area forty-eight per cent of the pupils spend at least thirty minutes more than the time allotted." Any teacher can set work in his subject if he takes the form the next day, so that five or six subjects may be set on one night.

Such schools should have been utterly condemned by the Board in this aspect of their organization.

The Report implies that few educationists condemn the idea of homework. It is recognized that a little helps to foster initiative and self-reliance. Children, themselves like a *little* homework.

The suggestions of the Board could be made more effective by attempting to alter the School Certificate Examination—the chief cause of the bother—e.g. by allowing any five subjects to qualify for the Certificate. But this is a matter for the Universities, not the Board. Whether the Board's recommendations will be effective only time will show—but the report proves that the investigation was overdue.

TEACHER-LIBRARIAN CO-OPERATION

By MARION HORTON

Condensed from *Bulletin of the American Library Association*, June, 1937, pp. 336-339.

Published by the American Library Association,
520 North Michigan Avenue, Chicago.

The close relationship between teacher and librarian results in creative achievement when they work together.

In the choice of books for the school library, both teachers and librarians have definite contributions to make. *Gear Design Simplified* (Industrial Press) is tested by the mechanical department. The librarian recommends *Rusty Pete of the Lazy AB* (Macmillan) for the boy who has never read anything.

Recent analyses of the vocabulary difficulty of books used by young people make it possible to meet the needs of slow readers. By the Lewerenz scale, hundreds of books have been evaluated. The librarian can avoid discouraging slow readers with books too difficult.

In Los Angeles lists prepared by the library in coöperation with the curriculum division serve the teacher as guides in choosing books for classroom use. These she selects according to the interest and reading ability of her pupils.

The librarian must be informed of assignments far enough in advance to have materials ready. Helen Carpenter of New York City outlines the desirable procedure:

1. Whenever the children need library instruction, the teacher gets help from the librarian.

2. The librarian calls the teacher's attention to materials of interest to the teacher.

3. The teacher calls the librarian's attention to materials she may know.

4. The librarian attends faculty meetings.

5. The teacher appoints a pupil to keep the librarian informed of assignments.

6. The librarian helps in curriculum revision.

Special shelves are often set apart for a class studying a certain subject. For the eleventh grade English class, the Los Angeles Public Library has prepared a list of novels and biographies depicting American family life. The librarian explores the interests of the students and no one capable of appreciating *My Antonia* takes home *Prudence of the Parsonage*. The simple books are there, however.

In making the subject cards in the catalog, the librarian has in mind the topics studied in each class. She uses terms intelligible to teachers and students, with unorthodox cross references if necessary.

Another field is the indexing of magazines not indexed in the periodical indexes. In the Frank Wiggins Trade School in Los Angeles, technical magazines used in the electrical department are indexed by the department staff. The household arts department indexes pictures of costumes and collects pictures, which are turned over to the library.

In many schools the students in the art department design posters displaying the resources of the library.

Instead of formal lessons in the use of the library, the present tendency is toward incidental instruction when it is needed. "The librarian goes to the classroom to make clear some difficult point or to introduce some aid, as the *Reader's Guide*, or *Granger's Index to Poetry and Recitations*. A little later she will follow this up in answering pupils' questions concerning their difficulties."¹

To coöperate successfully, teachers and librarians must understand one another's problems.

AN EXPERIMENT IN EXPRESSIVE LIVING

By BELLE MCKENZIE,

Head of the English Department of the West Seattle High School, West Seattle, Washington.

Condensed from *The English Journal*, June, 1937, pp. 461-466.

Published by The University Chicago Press,
5750 Ellis Avenue, Chicago, Illinois.

My interest in this experiment grew out of trying to help high-school students in creating their own standards of appreciation. I made it a business to know my students and kept notes on my findings. I found them afraid of what others would think. They were victims of an environment of hypocrisy. High school was to them a matter of subjects and grades—a getting-by. There was no joy or unity in work. Each subject was in a pigeon-hole by itself. Everyone was out for himself. They felt a sense of inferiority and did their best to cover it; they refused to face reality. They credited others with their own faults. There was desire for new experiences but there was confusion and bad adjustment with their families, their friends, and the school.

Most of the teachers accepted these conditions, talked about character building and about stimulating competition for better grades. They talked about honesty while each teacher saw his subject in no way related to other departments.

These problems I carried with me all one summer. In the fall I went to my principal and asked to teach a class in creative writing.

¹From Aldrich, G. L and Flemming, C. W., *A Librarian in Action in the Modern World*. Teacher's College Record. 38 pp., 397-98. Feb., 1937.

I wanted to give these students an opportunity to be themselves, to have confidence in themselves, to look at things realistically, to see through and uproot prejudices and dogmas, to welcome responsibility, to feel a sense of wholeness rather than of confusion, and to find in an activity not an escape from reality, but reality satisfyingly expressed.

Any student from the senior high school was eligible to enter the class. There was a class chairman and a secretary. The teacher was not to dominate, but to guide, encourage, and let them have a chance. There were just two requirements—that the student write honestly, and about what he knew. There were no definite assignments. Grammar usage and punctuation were regarded merely as tools. Their writings were read before the class for group discussion, on the theory that the hearer is an indispensable partner.

They wrote about their own experiences, analyzing their own emotions. They were quick to detect insincerity. They dug and found something real. They felt cheated when they found someone writing for effect. They began to see that good writing was a product of a man's living.

Out of the group criticism came better adjustment with the school and with the home. They expanded in the exchange of experiences. They struggled to see clearly, to get at the meaning of the experience, and to put down for classmates what they saw or felt. Criticism was eagerly sought. The class decided not to mention outside anything that was said in the classroom.

The classes were a cross section of America. The boy who spent the summer in the engine room of a big steamship, the one who spent six months on an old sailing freighter, the girl whose family had owned a carnival before the depression, who dug in the sawdust for stray coins to help out on the family rations—all made contributions. So did the girl who had closed her eyes while crossing the bridge so she wouldn't see how people lived on the flats. The class accepted her experience and went about helping her and before the year was over she was not running away from reality. Much of the material was crude stuff, but the class was a workshop where vague impressions could be made clear. As they grew in ability to express themselves, they began to look about the community for material.

Groups of three or four studied the unemployment situation, some wrote honest criticisms of movies, others studied and wrote about the community chest, city hospital, or longshoreman's strike. When, on a resettlement plan, the government sent Minnesota and Michigan farmers to Alaska, many of the students met the train, took them about the city, to their homes for dinner, and to the dock. The list of problems that these students saw would convince you that they were thinking.

When the educational department of the university sent prospective teachers to observe these students, the students taught them how to teach. They were eager to share with their visitors and learn from them. When asked what of most value they got from the course, they said, the social side, getting "wise" to themselves, getting some idea what it was all about.

Many students kept repeating the course without credit until we just dropped the idea of credit or grade.

Digests from Lay Magazines

THE DEVELOPMENT OF STANDARDIZATION OF A NON-VERBAL INTELLIGENCE TEST

By ANDREW W. BROWN, Ph.D.

Chief Psychologist Institute of Juvenile Research

Condensed from *Welfare Bulletin*, June, 1937, pp. 1,7.

Published by Illinois State Department of Public Welfare,
Springfield, Illinois.

It has become increasingly clear that mental ratings derived from the usual type of intelligence tests, are influenced to a large degree by language facility. In child guidance, an accurate determination of intelligence is important. Decisions very important to the child, such as whether he should be placed in a special class, whether he should attempt high school or college, whether he should take a manual arts, or an academic course, whether he should have special help in reading, frequently depend upon the score he makes on the so-called intelligence tests. These tests are the best instruments available for the determination of intelligence and have proved more reliable than even experienced opinion. Nevertheless what these tests measure may be largely the ability to deal with language concepts. Other types of ability may be present. Other types of tests should be developed.

Such tests would have value in the examination of children not verbally minded and of deaf children and those with foreign background.

The work of constructing and standardizing such a test has been going on at the Institute for Juvenile Research for some time. A preliminary form of the test has been tried out on a fairly large number of both deaf and hearing chil-

dren. It was found to have a fairly high reliability and a fair correlation with other tests, such as the Pinter Non-Language Test, which is poor in construction, the Arthur Performance Test, which is devised for individual tests, and others. The third revision of the test has been standardized for both verbal and pantomime directions. There are ten sub-tests, and the whole takes about an hour to administer.

The test, in a preliminary form, has been prepared for distribution. A detailed description of the construction and standardization of the test will appear in a forthcoming issue of one of the psychological journals.

MAKING CIVIC SERVICE ATTRACTIVE TO SCHOOL PUPILS

By WILLIAM ROGER GREELEY

Condensed from *The American City*, July, 1937, p. 54.
Published by American City Magazine Corporation,
470 Fourth Avenue, New York City.

Civics teachers have welcomed our suggestion that courses in civics emphasize community service. A few hours spent in absorbing the stories of citizens of high purpose in each community would give the pupil a sense of the dignity and value and even the glamor of civic service.

Our next suggestion has been the use of the project method in carrying civic interest further. A project in Town Planning brings into practical play almost all the academic subjects taught in our high schools: drawing (the map or plan), mathematics (the calculations upon which all parts of the plan depend), geometry (the construction of the various diagrams), history (the background of the plan), English (the means of expressing the report), typewriting or penmanship (the means of presenting the report), etc. The submission of a youthful but brilliant solution of a local planning problem has in one of our experiences determined a career for a young man.

That a definite interest in the community and its future is established prophesies better citizenship.

(From New England Planning Bulletin.)

HOW SAFE ARE YOUR SCHOOL BUILDINGS

By FLORENCE NELSON,

Editor, Safety Education Magazine, New York City

Condensed from *Hygeia*, July, 1937, pp. 654-655.

Published by The American Medical Association,
535 North Dearborn St., Chicago.

The school disaster in New London, Texas, emphasized the need for expert advice and workmanship in all matters relating to repairs and alterations in the school plant.

According to T. Alfred Fleming, conservation engineer of the National Board of Fire Underwriters, over sixty per cent of the school buildings in the country lack proper safeguards against fire and explosion. In many the heating plant and fuel supply rooms are not cut off from the main corridors by fire-resistant walls, ceiling, and doors. Thus superheated air can rise from the basement and travel through the structure.

Inside stairways should be fireproof. There should be connecting doors in the classrooms so that if a corridor is menaced by fire, pupils can go through the rooms to a fire-resistant stairway.

While the responsibility rests with the school board, the principal and teachers can do much to focus attention on existing hazards. A principal recently remarked: "In the past we have made too much of a virtue of economy. We have felt rather proud over making the best of bad conditions, instead of admitting that children were in grave danger."

The National Board of Fire Underwriters has prepared a self-inspection blank for schools which has been approved and adopted by the National Association of Public School Business Officials and the International Association of Fire Chiefs. The Board suggests that monthly inspections be made by a group comprising a teacher, the janitor, and a representative of the local fire department. This blank, on which reports should be filed with the local board of education, may be obtained without charge from the National Board of Fire Underwriters, 85 John St., New York City; 222 W. Adams St., Chicago; and Merchant's Exchange Building, San Francisco.

The United States Office of Education has a publication, "Safety and Health of the School Child", which lists more than two hundred questions concerning safety and health conditions

in schools. The education division of the National Safety Council, 1 Park Avenue, New York City, has a bulletin offering suggestions for a non-technical survey, prepared with the assistance of Dr. George Strayer of Teachers' College, Columbia University. Both of these are free in single copies.

EDUCATION IN A CHANGING WORLD

By CHARLES C. ELLIS,
President of Juanita College

Condensed from *Christian Education*, June, 1937, pp. 326-333.
Published by The Council of Church Boards of Education, in the United
States of America,
744 Jackson Place, N. W., Washington, D. C.

President Hutchins of the University of Chicago, has called attention to the state of confusion in the realm of higher education. It occurs to me, however, that he assumes a definition of education too narrow in the light of history. Education antedates universities, even elementary schools.

Dr. Paul Munroe explains that to the primitive man every object had an immaterial "double". The education of the primitive boy consisted in learning how to get food, clothing, and shelter without offending the spirits of the woods or the stream. The dominant environment of China was family, so ancestor worship is of the essence of education. The ancient classics were revered. In India education involves adjustment to caste; in Sparta warfare fills the horizon, and the boy is educated to be a soldier. Across all the years we find the effort to train the young into an adjustment to the environment.

In the pre-scientific ages, however, when the time-span of important changes was considerably longer than that of a human life, mankind was trained to adapt itself to fixed conditions. To-day education involves the factor of adjustment to a rapidly changing environment.

This fact has led some to the conclusion that the educational job is to make the youth sufficiently agile mentally to keep up with these changes. With this point of view Hutchins has no sympathy, saying, "The notion of educating a man to adjust him to any particular environment is foreign to a true

conception of education." This can be true only on the assumption of a definition of education which ignores the practical historic meaning.

Nearly fifty years ago William James made the remark that the test of one's education is not when he does something he has been specifically trained to do, but when he meets adequately an unexpected situation. This is a point of view essential to those who must prepare youth to live in a changing world. The question is whether this is a matter of forming life after the patterns of changes as they come.

Are all the changes of environment desirable? All life is change, but not all change is progress. Change itself must be evaluated.

Are even the better conditions of life satisfactory for the period in which they exist? Can education do nothing but reveal the commonplaces of the here and now? To see visions of a cleaner and happier world is not outside the function of the education that refuses to narrow its scope into the confines of the real and now. "Where there is no vision the people perish."

The emphasis upon changing environment has left us almost ready to concede that life is naught but change. And now President Hutchins has made the intellectually permanent dominant in education, but his content of permanence is too limited.

When Roger Babson asserted that the thing America needed to learn in 1928 was that two times two equal four and stealing still continues stealing, he was asserting the permanence of the unchanging. The intellect cannot compass all the eternal verities. We agree with the assertion of Paul Shorey quoted by Hutchins, "If the good, the true, and the beautiful—re-embody themselves from age to age—in the world's best books, our reading and study are redeemed from the obsessions of the hour"; but it is also true that our education is saved from inadequacy in the conception of adjustment to a changing environment. This does not repudiate the historic conception of adjustment, but recognizes in the midst of change the elements that are changeless.

With a faculty alert to the movements of the world in which they live, coupled with an assurance that the multipli-

cation table is not likely to be outmoded and that the new morality which aspires to displace the ten commandments, is often only the old immorality—the college justifies itself in the up-to-date educational scheme.

What then may we summarize as characteristic of the education for a changing world, whether it be higher or lower, public or private?

First in method it should be scientific. A teacher needs to know his subject and his subjects, and their mode of reaction to his own antics.

Again, education must be social in its goal. We have trained men to be experts in control of knowledge, but not in control of social forces.

Education should be builded upon a moral foundation. If we concede that education must accept any responsibility for the world, then there ought to be something sobering to us as we contemplate conditions.

Education needed for a changing world ought to be Christian. There has been something radically wrong in our educational philosophy of recent years. To conserve the permanent values we need more than scientific procedures and more than social goals; we need teachers whose feet are moving towards the goals of God.

"BRIGHT CHILDREN CAN TAKE CARE OF THEMSELVES"

By LETA S. HOLLINGSWORTH

Condensed from *The North American Review*, Summer, 1937, pp. 261-273.
Published by The North American Review Corporation,
Rumford Building, Concord, Conn.

It is the duty of educators to offer suggestions for the conservation of gifted children. But education must first become a science. The science fundamental to education is psychology. Psychology has to develop mental measurement before there could be accurate or human dealing in education. Without such measurement education is as wasteful as engineering without measurements of the sort which physics and mathematics supply.

It is thought by foundations established to promote human welfare that "bright children take care of themselves." They do to the extent that they seldom become burdensome on society, but it would be an impossibly able child who could conduct his own education, make money to live on, and accumulate a fund for his own higher education, all in the first sixteen or eighteen years of life.

Consider for example an eight-year-old boy, whose father died when his son was four years old. The mother receives a widow's pension of forty-five dollars a month for herself and two children. They have no other income. How will this boy "take care of himself" during the next ten years, so as to insure the maximum development of which he is capable? His intelligence quotient is 150.

A little more than thirty years ago Alfred Binet with Th. Simon, published his Scale for Measuring the Intelligence of Children, the first service of which was to measure the minds of mental defectives. In 1922 psychologists began to test gifted children and to file the records. The knowledge thus accumulated is true in the engineering sense because it is based on mathematically verifiable measurements.

Mental measurement has enabled us to define the gifted child as the most intelligent one in a hundred. This one per cent includes those with an IQ of 130 to those with an IQ of 200, who are the topmost limit of human genius. Upon them society must depend for the conservation and advancement of that abstract knowledge which underlies all human concerns that call for competent abstract thinking about complex matters. We cannot afford to waste any of them, few as they are. In our efforts to understand them, we need answers to these questions: 1. What do they look like? 2. What interests them? 3. How do they learn? 4. What do they do? 5. What becomes of them under present conditions?

1. The popular superstition that beauty and brains do not go together is the opposite of the truth. It has been proved by measurement that highly intelligent children are taller, heavier, stronger, healthier, and finer-looking as a group than are the generality of children. The popular superstition perhaps explains why teachers do not identify the gifted with greater accuracy. Another reason for thinking

of the gifted as small is that, through extra promotions in school, they are likely to be younger than their classmates.

2. We find from a study of the "three main wishes" of the highly intelligent that they want what all others desire—comforts, security, friends, play, affection—and in addition the "ability to know what is true," "to abolish poverty," "to improve humanity," "to do away with war." These abstract wishes are outside the scope of the average child's desire. The naive desire for others' good may lead to struggles which, if they continue without insight, may bring complete alienation from contemporaries in childhood, and misanthropy in adulthood. Failure to learn to suffer fools gladly may cripple the usefulness of the highly intelligent.

It is not easy for gifted children to find real friendship. Terman says, "The child of 170 or 180 IQ stands in an extremely sparsely populated region of intelligence. Only one child in two hundred or more comes within the range of over 140 IQ. If promoted to a school grade of even nearly like intelligence, the highly gifted child is too immature in size, strength and emotional development to function as a member. These difficulties decrease with age, but in childhood the gifted cannot "take care of themselves."

3. Gifted children learn rapidly, and the more gifted they are the more subtle the abstractions that they can master. Those who test find that one in about a quarter of a million persons can make combinations of ideas never made before—and this is creative thinking. The number of these cannot be increased, but it may be decreased by withholding the proper education.

4. Records of those observed since 1922 show that only the children whose IQ is above 170 have done creative work. Those below do not seem interested. Of those with an IQ above 180, every one has produced at least one piece of original intellectual work before the twenty-third birthday.

5. Gifted children observed the longest are now about twenty-three years old. They do not become mediocre as they mature. Those tested in 1922 have matured under severe economic conditions. The majority have found a way to channels opening into the learned professions and business

management. But a considerable minority, including some of the most intelligent, were held in an unavoidable environment so that but for external aid, they could not have developed their abilities.

American education needs to measure the capacity of pupils, and to give to each in accordance with his capacity for learning and serving.

The gifted child needs an education that will challenge his interest and will utilize to the full his power of learning. At maturity he needs the chance to be assimilated to that part of the world's work which he alone is capable of doing. Under present conditions, there is assurance of neither of these things.

I LIKE TO TEACH

By BROOKS SHEPARD

Condensed from *Harper's Monthly Magazine*, pp. 299-306.

Published by Harper and Brothers,
49 East 33rd Street, New York, N. Y.

When I left manufacturing, my friends were startled. One or two have wondered when I would climb back on the band-wagon. I've no intention of climbing back. I like to teach.

Last Saturday a prep school senior asked me: "Is there any test that will tell me whether I'm lazy or just plain dumb?" He told me of three wasted years in a high school where nobody really had to work in order to pass. He wanted to know whether he had brains enough to cope with the exactions of Massachusetts Institute of Technology. This teaching job places one in the position of goad, guide, and God.

A teacher who has banged about a bit has a certain advantage over the man who has never been out of school, but any teacher has an advantage over a mere parent, because his classroom dominance gives him a certain spurious prestige. The teacher is obviously The Man Who Knows Things; and if outside the classroom, he happens to be friendly, he is hunted out for advice on careers, college choice, whether to abide by the conventional code of sex morals,—in short, the matters in

which the adolescent of 1937 wants to be guided in order that he may be the Edison or the Don Juan of 1950.

When I wavered between preparatory school and college teaching, Dr. Henry Canby wrote me that "the last two years of prep school are the *terra incognita* of education." That decided the matter. I enjoy exploration.

While I have found that the average adolescent boy is ignorant, indolent, amorphous, half-baked, over-sexed, over-emotional, and self-conscious, nevertheless in the midst of this thicket in which he has hidden himself sits an honest and simple creature, a little timid, but with a friendly grin if you can come upon him without too great a crashing of branches. And he likes to come out of this Caliban's garden. The explorer can blaze the trail both ways—in and out.

These horrendous qualities can be the source of pleasure. Take ignorance. I recall a vocabulary test. One boy guessed that a martinet was "a fledgling martin", another fancied it was "a small cocktail". Chastisement was "sexual purity" and husbandry, "male dominance". The boys were smart but ignorant.

The bright but unformed boy soon develops a sort of shrewdness. During my novitiate I assigned my sophomore students the job of analyzing a book read outside of the classroom. Our schoolbook store had a supply of pamphlets to guide students in their book reports. The pupil was to list and analyze the characters, to outline the plot, and to set down details of literary vivisection. I issued these to my sophomores, who examined them with unseemly exuberance. Unfortunately I had overlooked a certain "vital" printed heading. "What moral lesson did you derive from reading this book?"

Now that group of boys, with few exceptions, was of the type known in school circles as "of superior ability." The few exceptions struggled to extract ethical values from the books. George F. Babbitt became, incomprehensibly, the hero of a struggle between the old order and the new. The boy who chose *Babbitt* was of the type known as "hard-minded", but his more intellectual companions were less sure of their foundations.

One of them wrote, "A moral principle I learned from this book was to love work. I can't do that, but it's a good moral principle, anyhow." Another chose to read Frances Hackett's

Henry VIII. An excellent teacher had fascinated him with English history, which he had added to his two other hobbies—model airplanes and a young lady named (he thought) *Mary Loo*. When he reached the question, "What Moral lesson—?" he wrote in the center of the blank page—"Oh, my God!"

He really ran no risk; for when a teacher's classes are decently small he deals with individual human beings and they know it. He accompanies his students on hikes, and he shares his waffles with them at nine o'clock of a Sunday morning. He and they learn much from each other. God help the teacher who cannot be as honest as his students in these moments of intimacy, and as silent as the sphinx afterward. He ought to be selling ground grippers.

I am not talking of what is called "progressive education", with its emphasis upon "freedom" and the "release of individual powers". I know, of course, that there is a lot of deadwood in the time-honored curriculum. In fact, I am doing something about it. But my own experience under the impacts of modern productive life convinces me that intellectual discipline is a necessary part of training—the kind of discipline which drives one to attack the uninteresting or unpleasant job with the full momentum of a mind inexorably driven—discipline applied first from without, then transferred to the student and always merciless in its intellectual exactions. There are times when the weary teacher balks at forcing his students; there are other times when the student's friendship wavers under the goad. But it never quite breaks. At length he may suddenly grow up.

To be sure, the young mind is reluctant to begin this process, and since the teacher is enormously interested in the subject he teaches he is a bit annoyed by the disdain with which each new batch of students regards this subject, but because he is enormously interested in students, he is amused by their gingerly efforts to handle the subject without becoming irrevocably smutched by it. For so long as education is compulsory—and I believe it should be, despite the difficulty of making it effective—so long as it is a matter of social or legal compulsion rather than of privilege, the less mature student will continue to learn as little as he can, and will glory in his resistance.

The teacher's business of course is to bring together his two loves—his students and his subject; to introduce Minerva to the boys, as it were, and hope they will get along. The host's task is not easy, for Minerva wears spectacles and often speaks in riddles. In the exercise of his art, the teacher finds one of his greatest pleasures and his chief justification. But some respites of solitude he must have or go mad; and such interludes the long school vacations provide—unless the goal of preferment drives him to pile up educational "credits" in some teachers' college. Yet when summer has restored his soul, he finds himself wanting his students again—if he really likes to teach.

A MEMORANDUM ON ROTE LEARNING

By ROBERT E. PARK

Condensed from *American Journal of Sociology*, July, 1937, pp. 23-36.
Published by University of Chicago Press
5750 Ellis Avenue, Chicago.

George Axtell, of Northwestern University, told me that the whole educational policy of their department of education revolved around the problem of rote learning. He was interested in my observation on Negro education in the South. It seems that no studies have thus far been made to reveal the nature and function of learning by rote in the total educational process.

It is mainly by classroom discussion that it is possible for either the pupil or the teacher to find out what things learned by rote actually mean. I have found it difficult to induce students to ask questions, to get them to admit they did not understand what they had read in the textbook. But they were eager to get correct answers to questions they might meet on examination, and they were adept in formulating vague replies to such questions as I asked.

It seemed to me that what I encountered at Fisk had its sources partly in the historic condition under which Negro education has grown up, partly in the lack of books and of a tradition of education in the homes of Negro children. They and their teachers have relied too much on the authority of textbooks, and too little on personal experience, observation, and common sense.

There is scarcely anything that cannot be learned in a natural way at home, if parents encourage children to ask questions and to pursue the inquiries that their native curiosity suggests. But that is not the way of formal education in the schools, which, on the other hand, presupposes the informal education of the home.

The success of formal education will probably depend on the ability of the teacher to integrate the knowledge which the school seeks to inculcate with the tradition of the local community. When this knowledge is remote from the experience of the pupil, the task of translating it into language that the pupil understands is difficult, but it is just where the divorce between the school and the local community is most obvious that the tendency to relapse into rote learning is most likely to prevail. Unintelligible words tend to assume the character of something mystical and education to assume the character of ritual, but there is danger that intellectual curiosity and natural incentives to pursue knowledge will be rooted out. Rote learning kills the excitement in the pursuit of knowledge. The fact that Dr. Axtell seems to regard it as the fundamental problem of education everywhere leads me to believe that rote learning is not confined to Negro schools. But since the historic background of Negro education has made rote learning inevitable, it is in these schools that it might most effectively be studied.

One can learn almost anything by rote, but this sort of knowledge is relatively of little value in a dynamic world where reference books supersede memory and the important thing is to apply general principles to particular cases.

One thing that makes conditions in the classroom seem artificial is that in the classroom it is the teacher, while outside it is the pupil, who asks the questions. But even at that, the questions of the pupil are not those of one seeking to understand the pupil. The individual cannot, at once, understand the significance and meaning of all that he "learns." To do so involves a lot of experimentation, reflection, and rumination, in the course of which he is likely to have moments in which familiar things appear suddenly in a new light. When learning involves no reflection or experimentation, it tends to become pedantry with a lack of sound judgment and common sense.

Negro rural schools, like city schools in the case of immigrants, are handicapped by the fact that parents and children live in different worlds. The children of immigrants, however, pick up an immense amount of knowledge in the city streets.

The result of pupils' efforts to meet the artificial requirements of the school and to get through and out in the easiest way is to make even those who have ability appear stupid in the classroom. The fate of the "good" student is often worse since his natural destiny is to become a teacher condemned to inflict upon pupils the pedantries he learned in school.

Dr. George Hall once said about Negro education: "We thought of education as purely personal distinction. We had no notion that education had any practical value. That was a later discovery." The man in the city must have an education; he must at least know how to read the newspaper, but in the village the newspaper is not a necessity. It marks an epoch in the history of any people, when it begins to lose interest in folk tales and learns to read the news. This change seems to be going on in the port cities of China, but in considerable areas in the United States it has not taken place.

In view of these considerations, I suggest a novel experiment. We might discover a public school in which it would be possible to set up a form of education with a method the opposite of those in rural Negro schools or elsewhere for that matter. In this school pupils and teachers might conceive themselves engaged in a joint enterprise—to interest the adults in a communal program—public health, for example. Teacher and pupils would acquaint themselves with the local needs, and with sources of disease and methods of combating them. The local health board and civil authorities would presumably wish to assist such a project.

The school might prepare a primer dealing with the subject of public health. The teacher with the assistance of the pupils would make a study of local medical practices and traditional folk beliefs and usages. In this project the training in reading, writing, and arithmetic would be incidental to the main task. It would be advisable to publish, once a week perhaps, a news bulletin, reporting progress.

In a school that is intended to educate the community first, it would be possible to base instruction largely on news—local and foreign. "News," as Dana of the *Sun* once remarked, "is anything that makes people talk." As soon as it is generally understood, it ceases to be news. One purpose of such a school would be to widen the intellectual horizon of the community. This might be done in part by the use of the radio, by week-end excursions, and by weekly meetings for discussion of events of the wider world outside. News, unlike history as taught in the classroom, must be interpreted rather than remembered and repeated merely.

Such an experiment would throw light upon rote learning, because it is just those things we "learn" but cannot assimilate that constitute the knowledge we call "pedantry," and this is responsible for many of the present difficulties in Negro schools and formal education everywhere.

AMERICA'S EDUCATIONAL RETREAT

By JEROME DAVIS

Condensed from *The Christian Century*, July 7, 1937, pp. 868, 869.
Published by The Christian Century Press,
440 South Dearborn Street, Chicago.

Humanity is on the march even if it sometimes does move in circles. Fascism, communism, imperialism, revolution, war—all are characteristic of our epoch. In such a period education can hardly afford to stand still. Listen to what the past decade has done to our educational liberty:

1. A larger number of laws have been enacted interfering with teaching than in all the other decades of American history combined.
2. Many schools compel formal instruction in the Constitution and expel those whose religious scruples prevent them from saluting the flag.
3. Special loyalty oaths are required of teachers in twenty states, and until a few weeks ago in Washington, D. C., they were required to swear, every two weeks before receiving their pay checks, that they had not even referred to communism.

4. College administrators have censored more student papers and liberal clubs than in any other decade.

5. More college professors have been dismissed than in any similar period in our history.

6. Teachers' unions are being vigorously opposed and in many cases outlawed, as has happened in Memphis and St. Louis.

7. Freedom to hear the truth is often blocked. At one of our largest universities Ferdinand Pecora, counsel for the United States Senate, was debarred, and even United States Senator Nye was officially asked to postpone his coming.

All of this sounds more like a totalitarian state in Europe than the United States of America. But vigilance is the price of liberty.

America has long believed in the fundamental necessity of education. Washington in his first inaugural address urged Congress to provide national aid for the schools. Jefferson desired to have a schoolhouse within the reach of every child. He urged a system of subsidies such that the best children would always be educated at the public expense even through the university. America has never entirely carried out these ideals. Instead the encroachments of a money culture has brought changes which threaten our educational liberty.

Technical discovery has made possible the great modern mass production factory. This means an urbanization of life with a great horde of propertyless citizens dependent on the whims of the machine for a livelihood. Corporations rule the economic life and threaten security, tenure, and freedom of the teacher. In 1932 two hundred large corporations controlled over fifty-six per cent of all the assets of manufacturing concerns. The majority of stockholders no longer rule. Through manipulative devices a small inner ring controls eighty-nine per cent of the two hundred largest corporations.

Those who dominate the corporate life of the nation tend to control our boards of education. Fifty-two per cent of the members of public boards of education belong to the commercial, managerial, or proprietor class. As a result of the industrial revolution and corporation rule, the factory has displaced the home as the economic unit. The educational

and protective responsibilities of the home have been largely transferred to the state. All this has made a difference with education. The school is asked to solve problems that used to be the province of the home. To-day crime, disease, drinking, immorality, even the unrest of the younger generation are considered the concern of the school. But we have not matched these growing responsibilities with the requisite increase of educational opportunity.

The extent to which materialism threatens the national life is shown by our willingness to curtail education when profits are menaced. The depression which increased the responsibilities of the schools resulted in cutting their expenditures in half or more. Michigan, for instance, reduced appropriations from \$109,000,000 to \$49,000,000. Actually during the first four years of the depression there was a \$2,100,000 decrease in educational expenditures on the average every day. In 1933 100,000 more school children than usual were denied all educational opportunities because of closed schools. In a single year, 25,000 teachers were dropped. One out of every two cities has now had to reduce or eliminate such important services as art, music, home economics, or health. At least 20,000 schools have closed their doors because of lack of funds.

In the public school system the depression has placed a strain on the politicians. They have needed positions for their friends. In city after city they placed their henchmen in important positions in the public schools. The Columbia University survey of the Chicago school system, for instance, showed that, in contrast to instruction, the costs of business management were outrageously high. Building maintenance and operation were often being used to provide political patronage. Actually it was found that many of the engineering custodians in Chicago received more compensation than the principals of the schools.

America probably does not realize what all this is doing to her national life. Big mines and big mills attract great masses of workers. As a result in some localities the people can afford a great deal of money to provide good schools. In others they are poor, not through any fault of their own, but because of the lack of natural resources. These differences

threaten the basic principle of equality of opportunity on which American democracy was built. In the depression the schools in the poor states suffered much more than the others. Contrast, for instance, New York and South Carolina. In 1929 New York was spending five times as much per pupil as South Carolina. In spite of this, during the depression, South Carolina cut her school expenditures four times as much as New York.

Mississippi is able to raise only \$18.39 per capita, while Nevada can raise \$109.33. If Mississippi were to bring her school system even up to the average standard of the other states, it would use up 96.5 per cent of all her tax revenue. This is obviously impossible. By way of contrast, Nevada with her vast mineral wealth would only have to spend 16.5 per cent.

Whether children are educated adequately thus depends on the accident of geological deposits made millions of years ago. All this simply means that we need national aid for our schools and a national education program. The Fletcher-Harrison bill proposes a federal appropriation of \$100,000,000. This is a good beginning, but if the educational needs of the nation were really placed first we should appropriate from three to five times this amount.

Citizens can be oblivious to educational needs but only by paying a price. To ignore the necessity of adequate salaries, adequate tenure, and freedom in the educational world is to court disaster nationally. Yet, on this issue, the country shows an ominous quiescence.

COMUNICATIONS

WILLIAM McANDREW

William McAndrew, our great crusader, has left us, and when we are asked what was the great quality of his character that we shall always remember him by, at once the answer is *courage*. His was the kind of courage that never faltered even in the face of an all-powerful politician of the Mayor Thompson type. When this Mayor of Chicago threw him out as Superintendent of Schools on the ridiculous charge that he was insubordinate and also a stool pigeon of King George of England, McAndrew brought suit in the Illinois Superior Court which vindicated him completely, and he could have collected his salary for the balance of his term as Superintendent, but he let the matter drop.

In New York as Assistant Superintendent of Schools he became embroiled with certain politicians who opposed his continuance in office, although his attitude was most defiant, he was unanimously re-elected. He often felt that school teachers underestimated the force of a righteous public opinion in a democracy. His courage was not mere physical bravado, but it had that moral quality felt by a leader who feels behind him and surrounding him the sustaining force of public opinion. Accordingly, it is only natural in these days when politics has such a bad name that among all the tributes heaped upon him at his death, his courage is placed first.

But what was the actual content of his teaching? That schools should fit youth for the alert citizenship needed in a democracy, and he preached this doctrine of the Fathers of our country. These men foresaw every danger to which our republican form of government was liable, and with equal foresight they outlined a program of school work that would save us from the pitfalls.

Forty years ago, before he was called to Washington Irving High School, I attended a school of which he was principal and watched a class in newspaper reading. One pupil came forward and reported the news in local politics and affairs generally. Another followed with affairs of New York State.

A third discussed at length the Federal Government, and a fourth concluded with a most intelligent report on international relations.

As a co-editor of *School and Society* and the *Educational Review* there was a pungent and direct quality in his style—never wordy nor diffuse but with a knack of hitting the nail on the head and never missing it. He had a loveliness of character, a total lack of malice, and a noble simplicity beyond the power of words to describe. Only if some admirer succeeds in following his example may we hope to find his like again.

—RICHARD WELLING.

NEWS NOTES

With this number the BULLETIN is starting a new section, which will be devoted to news items and short announcements of interest to secondary-school administrators.

In almost every school in the country is to be found some practice, device, or activity which is unique and which is of interest to other schools. The members of the editorial staff of the Department will welcome contributions from your high school for use in this section.

DEWITT S. MORGAN, principal of Arsenal Technical High School, Indianapolis, Indiana, since 1931, was elected superintendent of schools of Indianapolis, on the death of Superintendent Paul C. Stetson.

OBERLIN COLLEGE, the institution which was first to accept young women for a standard college course, will devote October 8, 1937, to ceremonies celebrating the Centennial of the beginning of college education for women and of coeducation on the college level.

IN WASHINGTON in July the administrators, directors, and leaders who have participated in the demonstration forum project held a conference under the leadership of the United States Office of Education. This forum project has been conducted in nineteen states.

TO PROVIDE information to guide the Territorial Legislature in enacting social security laws, thirty high-school students last year made a census of the unemployed in Honolulu. Sponsored by the Governor's Welfare Advisory Committee and the Department of Public Instruction, the survey accumulated data which otherwise would not have been available until the next federal census in 1940.

REPORT CARDS in the Milford, Iowa, Junior-Senior High School carry two marks in each subject. One is the usual scholastic mark; the other a rating in citizenship. As a basis for determining the rating in citizenship, the students and the faculty coöperated in setting up standards of citizenship in the school community.

DR. FLOYD W. REEVES, Professor of Education at the University of Chicago, is the Chairman of the Advisory Committee on Education appointed by President Roosevelt. The Committee consists of twenty-two members and a staff of consultants and directors of studies from the fields of business, organized labor, agencies of the Federal Government, and education.

THE CONSTITUTION OF THE UNITED STATES is one hundred and fifty years old this year. During the year various means will be used to interpret to all citizens the significant part which the constitution plays in our civilization. The seventy-fourth Congress appropriated \$200,000 for the celebration. Material for high-school projects may be obtained from the Sesqui-Centennial Commission, House Office Building, Washington, D. C.

ACCORDING to official government statistics, the number of young delinquents throughout the nation in 1936 totaled more than 700,000, while the total strength of last year's "army of crime" (criminals of all ages) was 4,300,000. Should these criminals be concentrated in a given spot, it would require a territory twice the size of the District of Columbia to provide a tented city for them. Seventeen out of every hundred persons arrested last year were under the age of twenty-one.

THE COÖPERATIVE Study of Secondary-School Standards has developed a series of fourteen pamphlets which include extensive checklists, criteria, and statements of principles for the evaluation of secondary schools with respect to staff, plant, administration, educational program, and outcomes. The Central Office of the Coöperative Study, 744 Jackson Place, Washington, D. C., will distribute this material to individuals who have a special interest in the criteria, and who by their criticisms and suggestions may aid the Committee still further in refinement and improvement of them. Individuals who receive sets of the criteria are expected to study them carefully and to send constructive criticisms to the Washington office.

THE AMERICAN EDUCATION WEEK program for 1937 is built around two special observances of nation-wide interest and certain educational issues of vital concern at the

present time. This special week has been celebrated for more than a score of years under the sponsorship of the National Education Association, the American Legion, and the United States Office of Education is expected to be the final and most significant occasion of the Horace Mann Centennial. The topic for Education Week, *Schools and the Constitution*, is timely because the Constitutional Sesqui-Centennial will be in progress at that time and because of intense public interest in constitutional issues.

TO THOSE SCHOOLS which are interested in having students begin correspondence with boys and girls of their own ages all over the world, a number of agencies offer their services. Among these are the Junior Red Cross and the Pan-American Union, whose headquarters are located in Washington, D. C. Another is the World Peace Foundation with offices in New York and Boston. The International Friendship League has on hand names, ages, and addresses of boys and girls in forty-six different countries and territories. All the names have been certified by the Ministries of Education of the various countries. Full information may be obtained from Miss Edna McDonough, Executive Secretary, International Friendship League, 41 Mt. Vernon St., Boston, Massachusetts.

THE CIVIC RESEARCH INSTITUTE, 3506 Paterson St., Washington, D. C., has been founded to conduct a number of research studies with a view of bringing about more general and more intelligent participation in government. The technique which has been developed in civic classes in a number of schools is to turn the civics class into a club forum and to provide a procedure by which boys and girls secure first-hand information in regard to conditions and activities in their community. The Institute publishes *The National Civics Clubs News Letter*. Members of the Board of Advisers are: L. J. O'Rourke, U. S. Civil Service Commission; Charles H. Judd, University of Chicago; Arthur E. Morgan, Tennessee Valley Authority; Harold G. Moulton, Brookings Institution; and George F. Zook, American Council on Education.

THE HORACE MANN CENTENNIAL will come to a close during American Education Week, November 7-13. The

Centennial movement has developed a number of books on the life and works of Horace Mann. Among these are:

Life of Horace Mann by his wife. Committee on the Horace Mann Centennial, 1937. \$1 postpaid. Pp. 600.

Horace Mann: His Ideas and Ideals by Joy Elmer Morgan. Prepared especially for the Centennial; published by National Home Library Foundation, Washington, D. C., 1937. Pp. 150. 25c single copy plus 5c postage.

Chautauqua Text-Book on Horace Mann by Wm. F. Phelps. Centennial Committee, 1937. Single copy 15c, quantity discounts.

Horace Mann, Educational Statesman by I. I. F. Williams. Macmillan, New York, N. Y., 1937. Pp. 367. \$2.

Educating for Democracy. Antioch Press, Yellow Springs, Ohio, 1937. Pp. 148. \$1.

Horace Mann and Our Schools by Payson Smith, A. E. Winship, and Wm. T. Harris. American Book Co., New York, N. Y., 1937. Pp. 100. \$1.

Horace Mann and the Common School Revival in the U. S. by B. A. Hinsdale. Scribner's, New York, N. Y., 1937. Pp. 236. \$2.

Testament of Faith, a new Horace Mann play by the Antioch College Faculty. Dramatists Play Service, 6 East 39th St., New York, N. Y. Pp. 100. 75c.

THE PRINCIPLES adopted by American Youth Commission on the Care and Education of Youth are:

1. It being understood that young people should receive formal education or training at least until the age of sixteen, the Commission accepts the principle that society has a further, peculiar, and increasing responsibility for the education, welfare, and development of young people up to the age at which they may be able to enter gainful occupations.
2. "An education for the common life," with a core of common materials for all, but adapted to the varying abilities and aptitudes of youth, should be the basis for the formal educational program.

From the end of the period of formal education to the age of twenty-one the responsibility may be met by less formal and more flexible means. After the age of twenty-one the responsibility of society may become a special part of its relation to adults generally.

It is obvious that the time must come when the individual accepts the primary responsibility for his own

education and welfare. Economic and other conditions affect this period. Under existing conditions the ages suggested above are believed to be proper.

3. The problems arising out of the acceptance of these principles are:
 - (a) That of the necessity of building new curricula in the schools and the organization of the educational system to meet modern needs.
 - (b) That of the creation of appropriate agencies for less formal training.
 - (c) That of financing the program.

On the death of Joseph H. Corns, Principal of Central High School, Detroit, Thomas Gunn, of Eastern High School, was appointed his successor. John H. Powels, assistant principal of Northern High School, succeeded to the principalship of Eastern High School, and Arthur McGrath was named as assistant principal of Northern High School.

L. W. BROOKS, formerly principal of Wichita High School North, Wichita, Kansas, has been appointed principal of Wichita High School East, with the added position of Director of Secondary Education. Truman G. Reed, who previously had been principal of Wichita High School East, has accepted the position of principal of the Lewis and Clark High School of Spokane, Washington.

Book Notices

McKown, Harry C. *Extra-Curricular Activities*. New York: The Macmillan Company, 1937. Pp. xv+734.

Here is a compendium, or better an encyclopedia, of the best activities for secondary schools. Those who are familiar with the first edition will recognize in this an almost new book.

Wynne, John P. *The Teacher and the Curriculum*. New York: Prentice-Hall, 1937. Pp. xxiv+440. \$2.50.

This work is designed to integrate the treatment of the principles of education, curriculum-making, and method of teaching in one volume, a procedure justified, in the opinion of the author, in view of current trends in professional education for teachers.

Garrison, S. C., and Garrison, K. C. *Fundamentals of Psychology in Secondary Education*. New York: Prentice-Hall, 1936. Pp. xx+599.

This book is designed to present a definite and clear application of the principles of psychology to the problems of learning and personality growth in the high school.

Pringle, Ralph W. *The Junior High School*. New York: McGraw-Hill Book Company, 1937. Pp. xii+408. \$3.00.

This volume provides a psychological approach to the early secondary period in dealing with problems relating to the selection and organization of subject content, methods of presentation, extracurriculum activities, pupil control, and lines of advance in the junior-high-school movement.

Wetzel, William A. *Biography of a High School*. New York: American Book Company, 1937. Pp. viii+327.

In the sixty years since the Trenton, New Jersey, High School was established, it has been under the direction of but

two principals. For more than half this period it had Dr. Wetzel as principal, and 7916 of its 8534 graduates have come under his influence. For these reasons, if for none of the many others which might be given, Dr. Wetzel is eminently qualified to record the progress of his school as a record that few American secondary schools have been able to achieve.

Douglass, Harl R. *Secondary Education for Youth in Modern America*. Report of the American Youth Commission of the American Council on Education. Washington: The Council, 1937. Pp. x+137. Now \$1.00.

This first report of the American Youth Commission should be read by everyone concerned with the problems of secondary education. The program recommended in the report is not one upon which all experts are agreed, but is rather intended as (1) a simple, concise statement of the major influences and conditions which must give direction to a readjustment of secondary education, and (2) an outline of attractive, concrete possibilities for experimentation, study, and demonstration.

Educating for Democracy. A Symposium. Yellow Springs, Ohio: The Antioch Press, 1937. Pp. x+148. \$1.50.

Myers, Alonzo F., and Williams, Clarence O. *Education in a Democracy*. New York: Prentice-Hall, 1937. Pp. xxvi+434. \$3.00.

Although these two books are quite similar in name, they differ considerably in execution. The first is a symposium of prominent educators and friends arranged at Antioch College to celebrate the centennial of Horace Mann's work in education. Most noteworthy among the addresses given are those of John Dewey on *Education, the Foundation for Social Organization*, and of Karl T. Compton on *Education and Social Progress*.

The volume by Myers and Williams is designed as an introduction to the study of education, primarily for students new in the field.

Parent-Teacher Manual. A Guidebook for Congress Parent-Teacher Associations. Washington: National Congress of Parents and Teachers, 1937. Pp. ii+142. \$.30. (Quantity rates.)

The book is divided into four sections, the first three giving valuable suggestions on the general program, essential structure and procedure, and types of organization for local units. The concluding section discusses the policies and procedures which should guide an association, and gives information to assist officers, committee chairmen, and members.

RECENT PUBLICATIONS OF THE DEPARTMENT

The Issues of Secondary Education. Bulletin No. 59, January, 1936. The Department of Secondary-School Principals, 5835 Kimbark Avenue, Chicago. Pp. 372. \$1.10.

The Functions of Secondary Education. Bulletin No. 64, January, 1937. The Department of Secondary-School Principals, 5835 Kimbark Avenue, Chicago. Pp. 267. \$1.10.

The two reports of the Committee on the Orientation of Secondary Education on the "Issues" and "Functions" have been reprinted by the Department because of the widespread demand for them since their respective publications. They have been widely used by discussion groups, curriculum revision groups, and in courses on the problems of secondary education. A number of colleges have reported that courses entitled "Issues of Secondary Education" and "Functions of Secondary Education" have been instituted.

Relations of School Principals to the Central Administrative Offices in Large Cities, Bulletin No. 66, by Reavis, William C., Bolmeier, Edward C., and Stumpf, W. A., April, 1937. The Department of Secondary-School Principals, 5835 Kimbark Avenue, Chicago. Pp. 368. \$1.50.

This monograph presents the practices found to exist in the relations of principals and the central-office executives in seventeen large cities in the United States and Canada. The monograph is of special interest to secondary-school principals, but is also valuable to teachers and administrators in other fields of education.

Fifth Handbook of the National Honor Society, Bulletin No. 67, May, 1937. The Department of Secondary-School Principals, 5835 Kimbark Avenue, Chicago. Pp. 175. \$1.00.

This handbook is indispensable to schools having either junior or senior chapters of the Society. Most helpful to local chapters will be the reports of methods of selecting members, rituals of induction, and the many activities which member chapters have undertaken as part of their programs of furthering scholarship, leadership, character, and service in their schools.

FEBRUARY MEETING, 1938

ANNUAL CONVENTION OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

February 26-March 2, 1938

Atlantic City, New Jersey

Headquarters at Hotel Traymore

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