pulse or the knowledge of what to do from a book, but he has not progressed until he has actually performed some correct act. No department of the school helps to develop ideals and habits of fair-play, good citizenship and fairness in social relations better than the school library.

Pupils are often required to "take subjects"; unfortunately, many subjects are not fully appreciated or understood by them. The atmosphere of freedom and friendliness in the school library gives the boy or girl an opportunity to mix real life stories with education, with the result that habits of informational reading are formed. Such habits formed in school usually become life habits.

In this machine age when people are working under high pressure, but also have much leisure time, it is of vital importance that school children be encouraged to form the habit of reading good books and good literature for pleasure. A casual glance at any news-stand or book store library will convince any thinking person of the wisdom and the necessity for training the young people of this generation to choose good books and good literature for their leisure time.

After all, the boy or girl who has been guided and directed by a sympathetic, kind-hearted and friendly school librarian in the effective use of library tools and who has developed a reading habit leaves school well prepared to continue his education through life. I believe that the school libraries are helping boys and girls to develop the reading habit and that the time is not far distant when they as citizens will demand that public libraries be established within reach of all of the people.

May I express to the representatives of the Tri Sigma Sorority my sincere appreciation for the generosity of their organization in donating good books to the John Randolph school library. I can think of no more effective way in which an educational sorority may stimulate and encourage the training of wiser and better citizens than through projects of this nature. In the words of Horace Mann: "Had I the power, I would scatter libraries over the whole land as the sower sows his wheat field."

C. W. Dickinson, Jr.

STATEMENT OF THE STATE COMMITTEE ON SECONDARY SCHOOL SOCIAL STUDIES POINT OF VIEW

As respects point of view in considering the social studies curriculum and its construction on the secondary school level, it is the judgment of the Committee that, in order to establish a sound point of view from which the field of social studies is to be approached, the following fundamental phases or elements must be taken into account:

I. The scope or field of the social studies.

II. The basic factors to be taken into consideration for methods of approach.

III. The basic philosophy upon which the curriculum should be built and applied.

IV. The method of social studies.

V. The method of procedure in building up and applying the curriculum.

VI. The classification of aims or objectives.

VII. The bibliography for the teacher who is to construct units or to develop portions of the curriculum with her pupils.

I. Scope

We hold that the scope of the social studies is the entire field of human relations.

This tentative statement was completed on January 20 by a committee of which R. E. Swindler is chairman.
i. e., the unitary comprehensive view, as contrasted with the sterile idea of the field as simply the traditional subject matter of history, civics, geography, etc.

At the same time, however, we realize that the vital problems and issues of our contemporary civilization demand that proper recognition and emphasis be given to these various fields—economic, social, political, or governmental—on the secondary school level, because of the fundamental relationship between these distinct fields and vital problems.

II. Basic Factors

We accept two fundamental elements or factors as basic to a sound philosophy of curriculum building in social science on this (secondary school) level. These basic factors are: (1) the child and his interests; (2) the conditions, values, and needs of the democratic social order. Both of these factors are included in the curriculum for the child. That is to say, this committee is not willing to set up child interest alone as the major concern of the curriculum builder of social studies on the secondary school level. For adolescents, considering the present-day insistent problems, issues, needs and mal-adjustments in our democratic society, social needs certainly must be considered paramount. Neither, on the other hand, do we consider teaching social problems irrespective of child interests as a defensible method.

In accordance with this conception of Basic Factors, our point of view accepts as desirable and necessary the utilization or conducting of such research studies as those on activity analysis, on types of learning products, on progressive current practice, on the results of certain experimental school projects, and such like contributions, as well as those on fundamental child interests.

III. Basic Philosophy

The committee considers that the only acceptable philosophy for curriculum building and instruction in the social studies is an eclectic or integrating one. That is, we may take, from the various theories and methods of approach the elements that by experience and sound psychology are applicable. These variant philosophies or theories, some nine or ten in number, have contributed severally to certain types of organization of materials and to various types of learning products. In other words, there is practical good in each of these theories, though much that goes with and is claimed for them must be discarded, when each is contributing severally to a synthesis. One method and philosophy may supply certain of the experiences involved in the curriculum and other methods may supply other experiences. We have accepted the thesis, therefore, that the most practical approach, in considering the various philosophies, is to take what is best in each, as it applies to the social studies, and in so far as it will not conflict with the other criteria set up and accepted, and evolve a composite of the sound and practical aspects of them all—then build up the curriculum (or the units) in detail upon the basis of the general pattern thus set up.

The committee desires to emphasize in this connection the supreme importance of setting up early and carefully, in the process of curriculum making, the aims or objectives of social science. In fact, the committee lays special stress on educational objectives, classified in some systematic order; that of Mr. Fred M. Alexander, for example, in the bulletin Procedures for Virginia Curriculum Program, July, 1932, pp. 17-42.

This philosophy also includes provision for the preparation of students to recreate and improve the existing social order; i. e., particular emphasis is placed upon the basic phenomenon of the rapidly changing social order as contrasted with the all too prevalent concept of a static world.
IV. The Method of the Social Studies

We believe, with our State Elementary Social Studies Committee, that the method of social studies is primarily that of "producing real experiences in the life of the individual"; i.e., the securing on the part of the child the widest possible basis in actual experience, upon which he may base further actual and vicarious experiences. But, in this process he must be guided on the secondary school level, mainly by the conditions and needs of society, and not alone by his own interests, which may be indeed inconsequential in the light of the pressing problems and issues of society that he is already beginning to face.

V. Method of Procedure in the Social Science Curriculum

"With the interests of the children in mind," but also with social needs equally in mind, the activities employed in developing the proper interests and learnings, as well as the necessary subject matter and material to carry on these essential activities, must be provided. These activities and interests may usually be developed through the building up of units of work around centers of interest, as described on pages 129 and 143 of the procedures bulletin referred to under Section III above.

The curriculum also must provide for individual differences. This implies provision for different ability levels, and wide variations and flexibility of assignments for border-line cases between the group- or ability-levels.

VI. Classification of Aims or Objectives

The committee accepts the method of classification outlined by Mr. Fred M. Alexander, in the Procedures Bulletin mentioned in Section III, of this report (see Alexander's list, pp. 17-42, of the Procedures Bulletin). We desire, however, to mention here such research lists as those of Hockett (396 Problems and Issues, in A Determination of the Major Social Problems of American Life) and Billings (880 Generalizations, A Determination of Generalizations Basic to the Social Studies), to illustrate what we mean by the utilization of research studies in arriving at aims, centers of interest, unit headings, activities, etc.

VII. Bibliography for Teachers

4. Department of Superintendence, N. E. A. Sixth Yearbook, Chapters
9. Swindler, R. E.—Social Studies Instruction, With Particular Reference to the Curriculum, the Library and Reading Problem, the Objectives, and the Unit System of Instruction. (Edited by Dean E. Geo. Payne, of New York University.) New York, The Prentice-Hall Co., 1933.

NOTE

The committee was unanimous in its opinion that the following explanatory note should be appended to this report, for the reason that the type of unit of work accepted for the secondary school level affects vitally the point of view as a whole:

There arises the point or issue of the prolonged
unit, often covering several months or a year or two of time (e.g., "The Fur Trade") versus the short unit, of from two to five weeks' duration. It is the conviction of this committee that the short unit is the only defensible type on this level of pupil learning. There are several reasons for this view; but the two most important perhaps are these: (1) the long unit of the type mentioned above sets up a minor activity, problem or issue of our very complex civilization, and emphasizes it as if it were a major activity; (2) these units are so long that it is impossible to develop or use enough of them ever to fairly balance the understandings and life equipment that a secondary school pupil should have in order to face the dynamic and perplexing issues and problems of the present American scene.

The organizing "center of interest," however, may be of indefinite length.

THE NEW SCHOOL

In these days of radical differences of opinion, when one person says the Government should do this and another says it should do that, it is difficult to find any common ground, but there is one national responsibility on which all can agree. That is our obligation to the nation's children. Tariffs will come and tariffs will go. International complications will wax and wane. Whether we drink or whether we don't will cease to be a problem. But always and ever there will be facing us the question of the rights of those who are to be the nation when we are gone. Here, after all, is the thing that counts most: whether or not we are giving the children a chance to prepare for and to build a better civilization than we have been able to achieve.

The question is insistent; it clamors for an answer as we watch the millions upon millions trooping back to school—nearly thirty millions of them, if we count the high school and college boys and girls. And of course we should count them; more particularly count them, for they are just about to face us with questions as to our stewardship of their time. We can keep the smaller ones busy with their reading, 'riting, and 'rithmetic; they won't know for several years that we have muddled things and are not preparing them to set them aright. But not so the high school and college boys and girls. We have told them they must study this, have insisted that they learn that. And in the last three years we have turned a few millions of them loose with the belief that they were ready for work, and they can find no work—for either head or hand. It won't do to put the whole blame for this upon the industrial depression, for, long before the depression struck us, we were doing in our educational institutions just what our industrialists were doing in the business world—overlooking the inevitability of reaching a point where standardized products produced wholesale could no longer be absorbed. The fact that industry collapsed first offers no alibi for our educational system; its day of reckoning was at hand, delayed only by a period of prosperity that fooled everybody.

"The public school system offered the opportunity for the individual to choose what he believed he wanted and was fitted to do, regardless of what was necessary to be done, or what there was available to do. The result was that we prepared 20,000 persons to act where there was only need for twenty," says Dr. Henry Suzzallo, president of the Carnegie Foundation.

The way to correct this condition is obvious: before making lawyers, doctors, engineers, of our boys, an educational institution should try to find out whether there is a reasonable chance of their finding an opportunity to work. Further, the schools and colleges should find out where opportunities do exist, not leave it to the student to stumble upon his chance. This is not too great a task for education to take upon itself, though it seems, at first glance, almost insuperable. Maybe if we could look past the imposing piles of wood and brick and stone that represent the tangible, unyielding part of our educational system, to the young people for whom the system was elaborated, we would see the necessity for making an effort to prepare youth for life as it is. That, we think, is what the White House Confer-