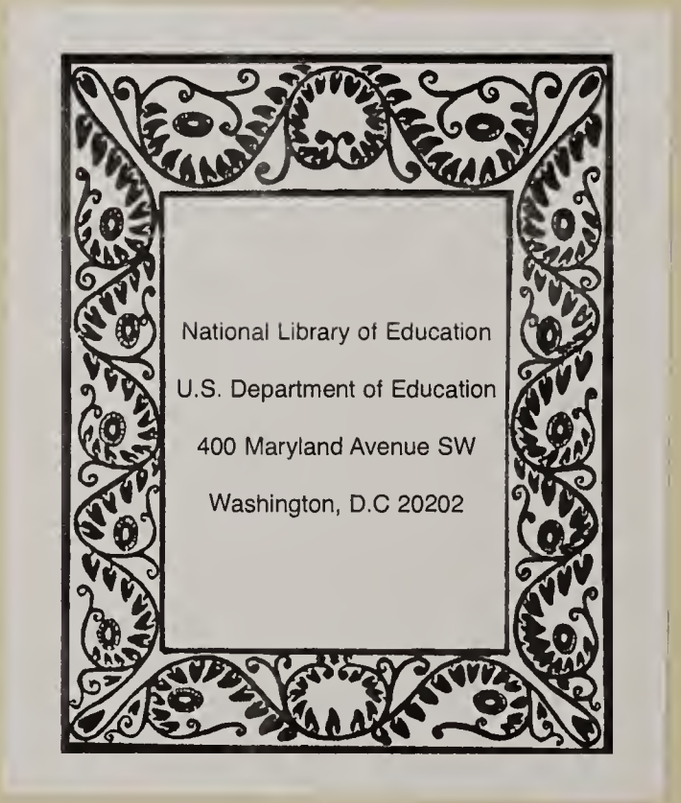

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SCHOOL LIFE

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school library service, and of Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

Issued Monthly, except July and August, by the Department of the Interior, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR - - - - *Commissioner of Education,* WILLIAM JOHN COOPER

VOL. XVI WASHINGTON, D. C., SEPTEMBER, 1930 No. 1

Pioneering Again

Address Delivered Before the National Education Association, General Session, in the Columbus Auditorium, Columbus, Ohio July 3, 1930

By WILLIAM JOHN COOPER
United States Commissioner of Education

THE eve of the Nation's birthday and this place of meeting suggest an appeal to history. We are in a city named for the discoverer of the continent—the capital city of the first State carved out of the old Northwest Territory. It is a State rich in historical events and justly proud of its contributions to the life of our Nation. One evidence of this feeling is the splendid group in the Capitol Building representing seven sons of Ohio who bore the heat and burden of four bloody years—Grant, Sherman, Sheridan, Chase, Stanton, Garfield, and Hayes. I need not remind you that Ohio is the mother State of seven Presidents, including him who was the only man ever to hold both the highest executive and the highest judicial office within the gift of our people. For every teacher the mention of Northwest Territory brings to mind those famous words of the Fathers of the Republic: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The Westward Movement

The census of 1830 showed more than 25 per cent of America's 13,000,000 people living west of the Appalachian Mountains. Ohio alone had more people than Massachusetts and Connecticut combined and half as many as all historic New England.

"The westerners of 1830," we are told by the historian Willis Mason West, "were developing into an American type to remain the dominant one for two generations—tall, gaunt men, adventurous and resolute, of masterful temper daunted by no emergency." This picture calls to mind that true representative of the West, Abraham Lincoln, born in Kentucky, reared in Indiana and Illinois. Crude men they appeared to such distinguished foreigners as Charles Dickens, who caricatured the settlers of this very region in his Martin Chuzzlewit.

The Westerner a Dominant Type

"The West was democratic and self-confident," we are told. "It believed in the worth of the common man and in his capacity. Its chief habits of mind were a rude and wholesome optimism and an impatience of the claims of authority." [1] Of our foreign visitors, M. de Tocqueville alone appreciated this spirit. He has preserved an anecdote of a certain crowded assembly through which certain dignitaries were trying to force their way. "Make way there," they cried, "we are the representatives of the people." "Make way yourselves," came the retort, "we are the people." [2]

Education had little place in this early western life. But it must be remembered that the pioneers who settled this great interior of our continent and pushed its frontiers ever westward were the hardy survivors of bloody struggles with the Indians, since it was not until the decade of the 1830's that frontier communities in this Northwest Territory were freed from the imminent threat of the tomahawk.

Yet the representatives of this new country were making themselves felt in the councils of the Nation. Speaking of eastern indifference toward American claims on the Oregon country, Senator Benton, of Missouri, cried, "It is time that western men had some share in the destinies of this Republic." [3] Under the leadership of Clay, of Kentucky, who sponsored "internal improvements," there were developed thousands of miles of canals, and the national pike was extended westward, reaching Columbus about 1830. This new West had its first representative in the White House, the rough and ready warrior who followed that cultured and refined John Quincy Adams. President Jackson shocked the sensibilities of many men of the older sections but expressed the new nationalism of the pioneer when he proposed in unequivocal terms the toast "our Federal Union, it must be preserved."

The New West Settles Old Controversies

During the next two decades this new West negotiated the compromises which settled most of the controversies between the old North and the old South, and it was to fall to the lot of the second generation of westerners to decide momentous issues in our history. They were destined to answer the question of free labor versus slave labor by wiping out slavery forever.

At the end of the hundred years much of this old Northwest found itself east of the center of population, and having more problems in common with the Atlantic seaboard than with the trans-Mississippi West. But it took the lead in making us a nation and in promoting movements which have materially changed our Federal Government. Ever since the victory of the Federal arms in 1865, people have come to look more and more to the National Government at Washing-

[1] West, Willis Mason. American History and Government, p. 473.
[2] Ibid., p. 475.
[3] Ibid., p. 449.

ton to solve their problems. Amendments 14 and 15, when enforced; amendment 16, empowering Congress to collect taxes on incomes; and amendment 18, regarding prohibition—together with many statutes growing out of "implied powers"—have changed our Government fundamentally, in that they bring national officers in direct contact with the individual citizen.

Changes Due to Centralization of Government

The tendency to place more power in the hands of the Federal Government, evident since the close of the Civil War, has doubtless been due in part to improved transportation and communication, which make geographical areas, in fact, smaller, and in part, perhaps, to the growth of great business combinations. There are now powerful influences which recognize no State lines and for which State and local governments are no match. Curious results have followed from the attempted concentration of power in Washington. I name only a few.

First. Our Federal Government was one of limited authority and planned in a way to prevent the abuse of powers given it. Students of the Constitution have pointed with pride to the "checks and balances" provided. It was intended by the fathers that the two Houses of Congress should be a check on each other; that the executives should check each other; and that the Supreme Court, through the interpretation of the Constitution, might check the other two branches. This government of checks and balances still remains in a day of increased powers, frequently bringing confusion and helplessness rather than business efficiency in the discharge of these powers.

Second. This increase in power has kept the citizen's eyes upon the Government at Washington. Whereas he formerly did things for himself through personal effort or political activity in his local government, the citizen now looks to the Federal Government to solve his problems.

The Growth of Democracy

In administration this tendency has brought into being the Departments of Agriculture, Commerce, and Labor. And now departments are urged for such interests as education and public health and welfare, heretofore regarded as strictly local interests.

Third. Effort to exercise power always follows the vesting of power. As great corporate interests have been accused of trying to control officers, so the popular will attempts to direct the actions of these officers. This movement has been commonly known as the growth of democracy. Lincoln believed in a government "of the people, by the people, and for the people." Yet, judging from the Declaration of Independence and the writings of the fathers, even of such Democrats as Jefferson, one comes to the conclusion that these early statesmen were not so much interested in a government *by* the people as in a government *of* the people, or, as they expressed it, in a government "by the consent of the governed."

In the Constitution itself the method provided for electing the President presumed the selection of groups of men whose votes would be cast in such way that the ablest man in the Nation would be selected for President and the second ablest for Vice President. But George Washington only was selected after this fashion. The Constitution was then changed, in response to popular demand, and practice has further modified the procedure until to-day the machinery is merely a matter of form.

Original Plan for Elections Altered

It is obvious that the original plan for the Senate was to allow the people of the States to elect legislatures each in its own way, and for these legislatures to send the two ablest men in that State to the United States Senate. But in 1913 the Constitution was amended, and each State was compelled to have its Senators elected by direct vote of the people.

Our Relation to Government

Do our people to-day realize the implication for education in this basic change in our Government and our relation to it? If the people are to elect the President directly, they need be acquainted not only with the powers of his office and the limitations put on him, but they should be able to formulate a policy of action on great economic and social questions. If the people are to select the Senators who are to ratify treaties with foreign nations, it is incumbent that voters themselves know more about our foreign relations.

New Tasks Demand New Tools

Education for the proper discharge of civic duties is one of the problems facing the pioneers of the 1930 decade. Some of the qualities of the older pioneer are still assets, but new tools are needed to perform new tasks. The new nationalism of Civil War days gave us the publicly controlled college of agriculture and mechanic arts, and the generosity of such farsighted business men as Lawrence and Sheffield placed the natural sciences on a parity with the older classical studies in our conservative endowed colleges.

Nearly 50 years ago one of our leading thinkers, Lester F. Ward, advocated a system of education which would extend "to all members of society such of the extant knowledge of the world as may be deemed most important." [4]

Relation of Education to Public Problems

Recent trends in legal, medical, dental, engineering, nursing, and teaching education indicate a growing recognition of the need of applying extant knowledge to the problems faced by professional workers in these various fields. Technical institutes and schools of business, generally pioneered by philanthropists, represent applications of the same principle. But institutes of human relations, euthenics courses, and institutes of politics or international relations are still rare and are regarded in many quarters with suspicion.

Marvels Wrought by Applied Science

Within a century our industrial and business progress has amazed the world and placed us in a position of unquestioned leadership. This progress has been due primarily to two facts—the study of scientific processes and the invention of machinery. Jove's bolts and Thor's hammer, which inspired awe and induced worship on the part of our ancestors, and which had aroused the curiosity and study of skeptical Benjamin Franklin, have come to be understood through the work of Carnot, Faraday, Maxwell, and others.

Through the painstaking work of Edison and his colleagues our houses are lighted, our spindles turned, freight and passengers transported, our thoughts conveyed to distant friends and business associates, and we are enabled to sit in "robes and slippers" listening to the world's entertainers and thinkers. "Railways, telephones, telegraphs, and radio broadcasting," writes Professor Pupin, "electric lights, automobiles, and labor-saving devices; electrical transmission of power for the purpose of lightening the burdens of man and beast—all these things are to-day the honey of our modern civilization. They make human life sweeter and more enjoyable; by eliminating drudgery they afford more leisure for the spiritual, the esthetic, and the intellectual activities of the human soul."

We appreciate, even if we do not understand, the basic sciences which make these good things possible. Consequently, we find little hesitation on the part of State legislatures and of men of wealth in providing funds for buildings and expensive equipment for study and research in

[4] Ward, Lester F. Dynamic Sociology, Vol. II, p. 568.

physics and chemistry. Great engineering and elcctrical laboratories appear upon the campuses of our institutions of higher learning.

Many of these discoveries were predicted some 700 years ago by Roger Bacon, who pointed the way to securing them. Stop looking back, give up studying books, and study the world around you—this, in brief, was his message. Why should not the pioncers of 1930 try this plan in the field of the social sciences?

Our Spiritual Progress Not So Marked

We are not making such remarkable progress in solving our international relations, in achieving human brotherhood, in eliminating vice, crime, and immoralty, in understanding man's appetites and habits, and in improving his methods of thinking that we can feel satisfied with the old methods. By following the paths blazed by the Clarks, Boone, and other pathfinders, we havc won a continent; by accepting the painful path pointed out by Bacon we have achieved a comfortable existence not enjoyed by kings, or dreamed of as realized by even the celestial throng in Bacon's day. Perhaps by following the path indicated by our leading economists, psychologists, and sociologists the pioncers of 1930 may bring to pass the kingdom of God on this continent.

First we must get the facts. Our colleges need well-equipped laboratories and well-paid staffs in economics, political science, psychology, education, and sociology. We need college trustees and presidents who will encourage real research and courageous teaching in these fields. We need newspaper editors and other leaders of public opinion who will rejoice as heartily in the discovery of new facts in these fields as they do when a new machine has been perfected or another human discase conquered.

New Knowledge Must be Applied

But more than mere knowledge is required to insure progress. Until we are ready not only to receive new truth, but to apply it in our thinking and acting, we can not achieve the miracles made possible by discoveries in the natural sciences. Just as the men of 1830 were opening up the wilderness, were clearing away the undergrowth of centuries, and making crops grow where only wild animals had ranged, so the century which lies ahead of us should be marked by the opening up of men's minds, the sweeping away of ideas which have grown up more or less "hit and miss" through the centuries, the planting of well-established fact where only unfounded prejudice has existed, and the careful nurture of the new crop until a new civilization blossoms.

The "New-Type" School in Argentina

By FRANCES M. FERNALD

Assistant Specialist in Foreign Education, Office of Education

Domingo F. Sarmiento Escuela Nacional, Buenos Aires

FOR several decades Argentina has given preferential attention to schools, and some time ago that country earned world recognition as a leader in the extension and the excellence of elementary school instruction. However, many people in Argentina have felt that more practical work in connection with intellectual training would better prepare their young people for life's struggle. Investigation shows that, but two years ago, of 1,000 boys and girls beyond the compulsory school age, 18 were in public secondary schools, 14 in normal schools, 5 in public and private commercial schools, 6 in trade schools, and perhaps 1 in an agricultural school.

Present authorities have acted upon the belief that people in general desire the new method of teaching. For more than a year, therefore, the national council of education has been opening "new-type" schools, and studying their acceptability to parents.

The national council in the Ministry of Justice and Public Instruction controls schools in the Federal District (Buenos Aires) and in the Territories. It is responsible for the Federal subsidy for schools administered by provincial authorities and, upon petition, establishes Federal schools in the Provinces.

Interest shown in the "new-type" schools by the people whom they serve is such that the council has worked out programs for the Federal District, the Provinces, and the Territories. These plans and programs appear in the council's organ, El Monitor de la Educación Común, for February, 1930.

In the "new-type" schools in the Provinces and Territories, one-half of the 4-hour session every week-day is devoted to primary instruction and the remainder to manual training. Wherever 7 or 8 acres of land are at the disposition of the school, all the principal agricultural industries are taught.

Following the approval by the National Senate of an amendment to the school law passed by the House nearly two years ago, another important step is the addition of fifth and sixth year courses in Federal schools in the Provinces.

As teachers in the new kindergartens the council will employ graduates from the normal schools who have taken an additional course of three months—part theoretical and part practical—under the direction of critic teachers who have taught satisfactorily in kindergartens in Argentina. The kindergarten used for practice teaching has 100 pupils, divided into groups of 20. Each student must have four hours of practice each day, and must present 50 lesson plans and a notebook illustrating the largest possible number of Froebel and Montessorian occupations. The theoretical examination dwells particularly on these systems.

Normal schools in Argentina do not train teachers for kindergarten work, and the few specialists in that line are all on the retired list. For many years the law has authorized the establishment of kindergartens, under appropriate conditions, and now the national council has decided to establish one or more in Buenos Aires.

National Education Association in Annual Convention, Columbus, Ohio

The Constantly Widening Field of Education Was Reflected in the Subjects Chosen for Special Consideration, and in Resolutions Adopted, Which Included Establishment of Three New Departments

By HENRY RIDGELY EVANS

Editorial Division, Office of Education

THE sixty-eighth annual meeting of the National Education Association was held at Columbus, Ohio, June 28 to July 4, 1930, with an approximate attendance of 20,000 teachers from all parts of continental United States and outlying parts. J. G. Collicott, superintendent of schools, Columbus, was chairman of the general committee in charge of arrangements.

Gov. Myers Y. Cooper, of Ohio, in an address of welcome, called attention to Ohio's appreciation of the benefits of education and its attitude of advancement toward new goals of endeavor. Among interesting features of the convention was a pageant portraying, in three cycles, definite episodes as well as symbolic interpretations of the development of the northwest territory and the contributions to education that were made during that period. The pageant, with a cast of 2,000, was staged in the Ohio Stadium, on the campus of Ohio State University. Fully 25,000 persons were present, and much enthusiasm was aroused. To the students and faculty of the university was assigned the task of depicting the founding of their alma mater.

Opening Session of Annual Meeting

The dominant theme of the meeting was "Vital Values in Education." Miss E. Ruth Pyrtle, president of the National Education Association, in an address before the general assembly, June 29, emphasized the study and appreciation of the great out of doors, training for the wide use of leisure time, and adult education in general. In discussing the international point of view as a vital value in education, she stated that much of the discord, unhappiness, and lack of harmony in the world is due to ignorance and misunderstanding. "Through false teaching," she said, "prejudices and hatreds have been built and fostered. It often takes decades, even centuries, to eliminate the bad effects of such teaching. We had far too much of that in the late World War, as we all know."

Willis A. Sutton, superintendent of schools, Atlanta, Ga., in discussing "What the schools can do in character and religious education," declared: "The school can learn to cooperate with the home, the community, and the church in making character." He said:

Character Education in Schools

In my opinion the greatest opportunity for the development of a child's character lies in the proper attitude toward play. The playground in many respects is more valuable than the classroom. Children learn more from each other than they learn from their teachers. Play gives an opportunity for the free expression and development of the child's life. The teacher who finds out the type of play activity in which the child is most interested, who manifests an interest in this game, and if possible takes part in leading the child into mastery of the sport, has gained an open sesame into the heart and life of the child that will enable him to direct the moral forces that go to build the right kind of character. Play is creative. Teach the child to play fairly, squarely, honestly, with initiative, with fullness of life, with joy in success, with good sportsmanship in failure, and we have contributed a part to his nature that will make him able in the great game and business of life to rejoice in its successes, to be a good sport in its failures, to hold his head high and strive again for that which he seems to have lost.

"The church is one of the cooperating forces working for the development of personal character," said Bishop William F. McDowell, of the Methodist Episcopal Church, Washington, D. C., and added:

Activities and plans of the church are largely influenced and conditioned by the influence of the schools, press, the home, society, and other forces affecting personal life. It is not sufficiently realized that personal character is a resultant and not the production of a single agency.

"What the home can do in promoting character and religious education" was discussed by Mrs. S. M. N. Marrs, past president, National Congress of Parents and Teachers.

Education an International Factor

The international point of view, the art of living, and creative learning as vital values in education were discussed at the general sessions held on July, 1, 2, and 3.

Augustus O. Thomas, president, World Federation of Education Associations, Augusta, Me., in an address on Looking Forward, said, in part:

A world civilization is being built up with startling rapidity. Commerce, travel, communications, the press, religious and educational cooperation, treaties and agreements and world-wide charities must lead through imitation to a civilization of universal character. The world is face to face with either cooperation or catastrophe. Intellectual disarmament must precede the physical.

Special Phases of Education Considered

The visiting teacher, education by radio, visual education through the medium of moving pictures, courses in family relationships, etc.—topics unknown to old-time pedagogues—were discussed in these departmental meetings, and aroused much enthusiasm and interest.

Radio's place in relation to education as a whole was described by Ben H. Darrow, of the School of the Air of Ohio, at a conference on education by radio.

Ira E. Robinson, of the Federal Radio Commission, Washington, D. C., spoke on "Educational obligations of the broadcaster"; and Richard S. Lambert, editor of The Listener, London, England, on "Use of radio in the development of international understanding."

In addition to the general sessions of the convention more than a score of departments of the association, together with allied organizations, held a series of meetings in which experiences of the teaching profession were pooled, and problems of education discussed intensively from every viewpoint.

Miss Emeline S. Whitcomb, specialist in home economics, United States Office of Education, presided at the home-economics section on June 30. The subject for discussion was "Home economics educates for parenthood." It was announced at this meeting that the assembly of delegates of the National Education Association was unanimous for the creation of a department of supervisors and teachers of home economics of the association. Miss Emma S. Jacobs, supervisor of home economics of the District of Columbia, was made president of the new department.

Miss Helen C. Goodspeed, special assistant to the director of home economics, board of education, Philadelphia, Pa., told one group that boys and girls in senior high school should be required to take a course in child care and training and in family relationships, the better to fit them for the family life that was almost sure to be theirs.

In an address to the National Council of Education, Dr. William C. Bagley,

of Columbia University, declared that "a considerable area of educational theory that has been based on prevailing mechanistic psychology will have to be scrapped." In discussing radio in the schoolroom he predicted a widening field.

Education Influences All Life

To train for the wise and wholesome use of leisure is one of the seven aims of education, James Edward Rogers, National Physical Education Service, New York City, told the department of school health and physical education. He stated:

> The leisure-time problem becomes more acute with modern industrialism, with the short working day involving speed and strain. Therefore the public schools are providing indoor and outdoor facilities such as gymnasiums, playgrounds, sports fields, and recreation centers under trained leadership for the education of the child, youth, and adult in leisure-time activities.
>
> Recognizing the need for the enrichment of adult life, the National Education Association is taking the initiative, and President E. Ruth Pyrtle has appointed a National commission and State commissions to promote plans for avocational education.

L. R. Alderman, president of the department of adult education, and chief of the service division, United States Office of Education, urged the establishment of evening schools in country districts as well as in every village, hamlet, and city for the education of illiterate adults. He stated that there are to-day probably fifteen to twenty million adults in this country who are functionally illiterate.

Herbert C. Hansen, president of the department of elementary school principals, Chicago, Ill., selected for the two sessions of his department topics in keeping with the general theme of the convention. At the first session vital values of certain school subjects received attention. The ethical lessons of truth, honesty, and concentration that come through the study of arithmetic were stressed by Miss Belle Torrey Scott, an elementary school principal of Columbus, Ohio. Miss Margaret L. White, supervisor of schools in Cleveland, Ohio, emphasized the demand for interesting reading material for young children, and the reading of literature that creates right ideals was pointed out, as a vital value of English, by George F. Cassell, an elementary school principal of Chicago. Dr. A. E. Parkins, of George Peabody College for Teachers, Nashville, Tenn., stated that the functional value of present-day geography lies in its world viewpoint.

Elementary Education Considered

The second session opened with greetings from the president of the association, Miss E. Ruth Pyrtle, herself an elementary school principal in Lincoln, Nebr. From the university point of view, H. C. McKown, of the University of Pittsburgh, stated that the four fundamental values in elementary education are useful knowledge and skills, healthy bodies, manysidedness, and social responsiveness

Miss Edith A. Lathrop, of the United States Office of Education, who is in charge of school libraries, emphasized the fact that modern educational developments have made libraries indispensable to schools. It is in these developments, such as changes in school curricula, modern teaching techniques, and the enrichment of child life, that the vital values of school libraries are found. Speaking from the superintendent's point of view, W. B. Borden, of South Bend, Ind., said that vital values for elementary school children are acquaintance with what has been, adjustment to what is, and preparation for what is to be. William O. Thompson, president emeritus of Ohio State University, was the speaker at the annual dinner of the department. Miss Cassie F. Roys, an elementary school principal of Omaha, Nebr., was elected president of the department for the coming year.

Prof. Paul Dengler, of Vienna, Austria, director of the Austro-American Institute of Education, stressed the necessity of teaching the ideal in such a manner as not to estrange the youth from what is best in his own nation.

Pensions for Teachers, an Industrial Problem

A plea for teachers to realize that the teachers' retirement movement is an industrial problem and is only one phase of a general attack on old age was made by John K. Norton, director of research for the National Education Association, at a meeting of the committee on retirement allowances.

Interesting discussions were held at the sessions of the joint committee of the National Education Association and of the National Congress of Parents and Teachers. Miss Ellen C. Lombard, assistant specialist in home education, United States Office of Education, represented the Federal Government.

The fundamental purpose of the abovementioned committee, which was organized in Denver, Colo., in May, 1930, is to study some of the forces which are contributing factors in breaking down the morale of the home and the school and interfering with the wholesome and successful growth of the boys and girls of the Nation.

Working together from the viewpoint of the home and the school, the committee plans to consider ways and means of protecting the childhood of the United States against destructive forces and to take, from time to time, such cooperative action as may be deemed necessary to carry out the purposes of the organization. The work of the committee is under the leadership of Mrs. Hugh Bradford, president of the National Congress of Parents and Teachers.

A resolution on the eighteenth amendment urged vigorous and impartial support of prohibition laws. The association adopted an amendment to its general resolution on the eighteenth amendment, pledging "support to the active educational campaigns in the schools and in behalf of the habits of living for which the eighteenth amendment stands."

Other resolutions adopted by the association urged:

Passage of tenure and retirement laws in each State based on the principles of justice to both teachers and pupils.

That requirements for beginning teachers be immediately increased in all States.

Establishment of a Federal department of education, with a secretary in the President's Cabinet.

That the pact of Paris be taught in schools, and that there be universal observance of International Good Will Day on May 18, anniversary of the opening of The Hague tribunal.

A campaign for the removal of illiteracy "until every adult possesses a knowledge of reading and writing equal to that required of a sixth-grade pupil."

Amendment of the Federal Constitution to permit enactment of a national child labor law.

Legislation to safeguard for the uses of education and Government a reasonable share of radio broadcasting channels.

Legislation by Congress prohibiting transportation in interstate commerce of all such literature, pictures, and tokens as are now denied the privilege of the United States mails.

Resolutions were adopted commending and indorsing the activities of the World Federation of Education Associations, deploring "any commercialization of school and college athletics," and stating the principle that every child is entitled to "an all-around physical education."

Closing Hours of the Meeting

By unanimous vote of the convention three new departments in the National Education Association were created—the department of educational research, the department of special education, and the department of home education. The department of secondary education, disbanded in recent years, petitioned for reinstatement.

At the last general evening session, held in Columbus Auditorium, Dr. William John Cooper, United States Commissioner of Education, delivered an address, Pioneering Again, in which he cited the influence of the West upon the interpretation of government, especially as it affects education.

Willis A. Sutton, superintendent of schools, Atlanta, Ga., was elected president of the National Education Association.

Observance of the Bimillennium Vergilianum in the United States

In This Unique Occasion—the Celebration, After 2,000 Years, of the Birthday of a Poet—Practically the Entire Civilized World Will Unite. In Many Places, in Many Ways, and by Many Different Organizations, the Bimillennium Will Be Marked

By ANNA P. MacVAY

Dean of Wadleigh High School, New York City; Vice President of the American Classical League; and General Chairman of the Vergilian Celebration

AMERICA joyfully unites with other lands in paying special tribute and high honor to one of the greatest poets of the world, Publius Vergilius Maro, whose two-thousandth birthday occurs on October 15, 1930. It is an event of international significance and evokes world-wide response, a focal point toward which converge many lines of interest.

Duration of the Bimillennium

The ceremonies, entertainments, and projects in recognition of Vergil's life and works, already begun in Italy, France, America, and other countries, will continue for at least another year, for the Bimillennium Vergilianum will not end until October 15, 1931. Since the influence of Vergil in European and American literature has been potent for 20 centuries, and since mankind as a whole is better for his having lived and sung, it requires more than a day, or a month, or even a year, to express due gratitude and admiration.

That Vergil's fame is not waning, but is destined to become still greater, is evidenced by recent happenings in the Near East. A year has not elapsed since the Government of Turkey proclaimed that the study of Arabic in schools should be replaced by the study of Latin, the recognized matrix of European languages. A few months later came the news that the first Latin classic to be translated into Turkish was Vergil's Eclogues.

A Bond Between West and East

That the peoples of the Far East would readily acknowledge the excellent greatness of Vergil, if only they could become acquainted with his writings through good translations, is the belief of an American scholar who for more than 30 years has been a teacher in Japan, an interpreter for the American Legation, and a correspondent of one of the great Chicago dailies. He cites the similarities between Japanese and Graeco-Roman civilizations, especially in mythology, wherein Vergil and Ovid might be Japanese classics.

Vergil's influence has ever been a civilizing force; his writings make a universal appeal. The terrifying chaos in social and political conditions that prevailed after the death of Julius Caesar and the fall of the Roman Republic is almost without parallel in history. The clash of arms was everywhere heard, the occupations of peace were in abeyance, fear as to what next might come gripped the hearts of the people. Through Vergil's poetic utterances his countrymen were recalled from civil strife to the pursuits of honest toil, the joys of simple living, and faith in their nation's destiny.

An Advocate of Civilization and Peace

Of the three great series of poems Vergil wrote in the first century before Christ, each has especial significance in this year of our Lord, 1930. The Eclogues show the cruelty of war and the glories attendant upon universal peace, the Georgics teach the dignity of toil and the blessings of the simple life, and the Æneid pictures the heart-rending and nerve-racking experiences of the Pilgrim Fathers of Rome during the long years when, as refugees from Troy, they wandered in search of a Promised Land in the West, wherein to enjoy religious freedom and perpetuate the best traditions of their ancestors. Æneas is the prototype of every pioneer who undergoes vicissitude and hardship, turning aside from personal gratification, through faith in the mission of his race.

"Mercury," portrayed by pupil, Harding High School, Aliquippa, Pa.

Celebration Sponsored by Classical League

Preparations for this great celebration have been in progress for several years. In 1924 the Athene e Roma Society, of Italy, summoned lovers and students of Vergil in all lands to unite in honoring the Mantuan bard. In 1927 the American Classical League undertook to sponsor a nation-wide observance of Vergil's two-thousandth birthday. It cordially invites all organizations and individuals to join in a great festival appreciative of the ideas and ideals for which Vergil, for two millenniums, has stood.

This action was approved by Andrew Fleming West, honorary president of the league; by Ralph Van Deman Magoffin, president; and by the council. The first step taken to promote the undertaking was the appointment of Anna Pearl MacVay, dean, Wadleigh High School, New York City, one of the vice presidents of the league, as general chairman of committees for the celebration in America of the Bimillennium Vergilianum; and the next was in selecting John H. Finley, of the New York Times; Clifford H. Moore, of Harvard University; Paul Shorey, of Chicago University; Fairfax Harrison, of the Southern Railway; and Henry van Dyke, of Princeton, as an advisory committee. These outstanding representatives of education, of business, and of letters, were chosen from among many supporters of classical studies who occupy eminent posts of responsibility. Their number might have been multiplied a thousandfold.

Some of the important activities already afoot are the planting of Vergilian gardens, radio broadcasting on Vergil's life, art, and influence; contests in essay and poetry writing; and community observance of the poet's birthday.

Many Countries Celebrate

Reports of Vergilian commemorations across the Atlantic occupy large space in the newspapers, especially those of France and Italy. Many of the cities of Italy, including Mantua, Naples, Florence, Turin, Milan, and Rome, will hold notable celebrations during the year, and will welcome the coming of Vergil lovers from other countries to the land of the poet's birth.

In Paris, for an entire week during March, highest tribute was paid to Vergil. Because March 25 is the traditional anniversary of the poetic meeting of Dante and Vergil, that day received especial prominence.

America Cooperates with Enthusiasm

Nowhere in the world is the Bimillennium Vergilianum more widely commemorated than in America, which fervently appreciates and acclaims the lessons Vergil teaches of universal peace, honest toil, and the ascending destiny of humankind. Schools, colleges, clubs, churches, and communities have held, or are planning to hold, public demonstrations in his honor.

Mount Holyoke College presented a notable open-air pageant, Æneas, Exile of Fate, before a vast audience.

The Drama League of America has conducted a Vergil playwriting contest, and the winning play will be published by Longmans, Green & Co.

Vergil commemorative placque designed by pupil, New York City School

In a scrapbook kept by the bureau are poems, plays, and essays written by students, also notebooks and scrapbooks. Nearly every State in the Union is represented in this collection.

Organizations and Publications Cooperate

The Poetry Society of America has announced a prize of $100 for a poem of exceptional merit, suitable for reading at the society's meeting in celebration of the bimillennium, and at other gatherings in honor of Vergil.

In Georgia, the Atlanta Journal prints Latin word lists, syntax summaries, and enrichment articles in its regular issues, and has offered to high-school pupils $100 in prizes for excellence in Latin—the major prize to go to the student who passes the best examination on Vergil's life and works.

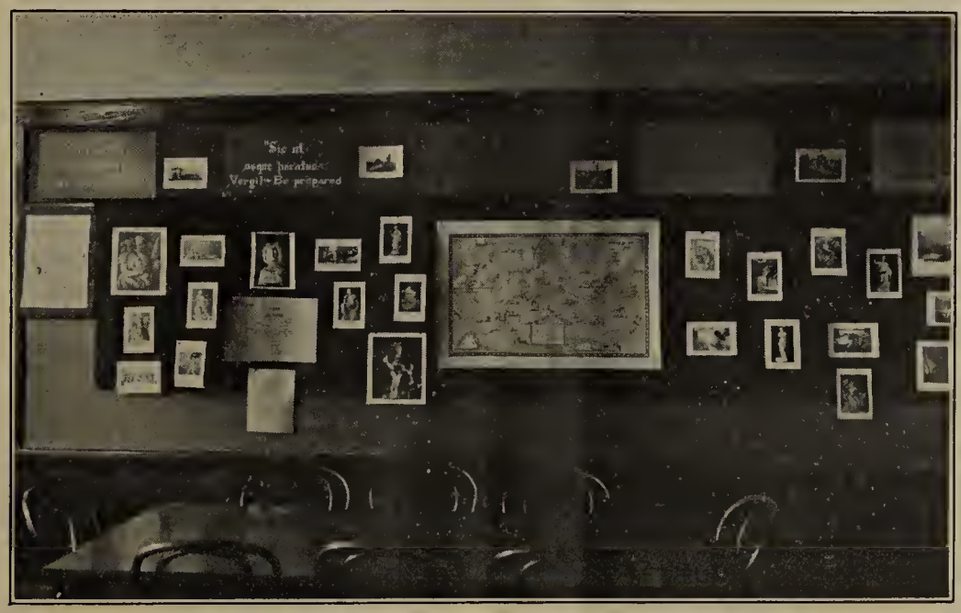
Vergil Honored by Word and Pen

The Committee on Vergilian Lectures, composed of outstanding men and women in educational circles in America, has secured more than a hundred lecturers of note to address public and private high schools and colleges, clubs, and literary societies.

Classical departments in several colleges have issued papers and monographs about Vergil, notably that of the University of Pittsburgh, under the editorship of Prof. Evan T. Sage. An important monograph is entitled "Vergil Papers." Yearbooks and magazines published by students, often with the assistance of a faculty member, furnish convincing evidence of deep interest in the celebration. Among those deserving of special mention are Nuntius (Senior High School, Little Rock, Ark.); Rostra (sophomore class, Hunter College, New York City); The Torch (Miss Chandor's School, New York City); Homespun (Senior High School, Greensboro, N. C.); The Newcomb Arcade (Sophie Newcomb College, New Orleans); The Beacon (Fordham University Preparatory School, New York City); Pegasus (John Marshall High School, Cleveland); and The Classical Bulletin (Marquette University, Milwaukee). The Service Bureau for Classical Teachers has many others which are worthy of commendation.

The committee on music has done eminent service, through the assistance of the division of music of the Library of Congress, in listing more than 70 pieces of music on Vergilian themes.

An important feature of the celebration is the organization of reading circles among lovers of classics and students of ancient languages for the purpose of reading or rereading the entire works of Vergil in the original or in good literary translations, as well as books about the poet. To help in this movement, the service bureau has printed a list of books (5 cents) that will prove interesting to Vergilian readers.



School art contributed its aid in commemorating the bimillennium

Publishers have been eager to add to the lists of available Vergilian books, and in some cases certain works have been brought out without regard to financial return.

Libraries and Other Organizations Cooperate

The national committee on exhibitions and activities in libraries has been most efficient. The Library of Congress, in its Union Catalogue, is listing all the works of Vergil and books about him to be found in public and private collections in the United States. This will be of inestimable worth to scholars and bibliophiles.

The Newark Public Library is planning for this fall a Vergilian exhibit; and other large libraries, notably the Brooklyn Public Library, are engaged in similar projects.

Many organizations, including the Phi Beta Kappa, the Federated Women's Clubs of America, the American Classical League, the Classical Association of the Pacific States, the New York Browning Society, etc., are cooperating in different ways in marking in a significant way the Vergil bimillennium.

Competition for the official Vergil bookplate has been keen, and art teachers in Los Angeles have been particularly active in stimulating interest among their pupils.

A phase of the celebration which perhaps will have the most lasting and far-reaching influence on study of the classics is the organization of Vergilian pilgrimages following the wanderings of Æneas from the site of ancient Troy to his early settlement beside the Tiber. Various travel agencies have planned such trips, and the response has been most gratifying.

Plans are maturing for a great demonstration in honor of Vergil, to be held in New York City, in which many literary and musical organizations will participate. Speakers will be chosen from among foreign ambassadors and distinguished citizens of our own country. The orchestra will be directed by Dr. Walter Damrosch, and exercises will be broadcasted.

The American Classical League, New York University, University Heights, New York City, is sponsor for the bimillennial movement and will answer questions regarding it.

The league invites every lover of the best in literature and art, everyone who would hasten world understanding and peace, everyone who rejoices in the higher ranges of the human mind, to contribute to this great and memorable festival in honor of Vergil, and requests that a report of all noteworthy activities be sent to the general chairman for purposes of record in a volume of Memorabilia.

The American Library Association Conference

Emphasis Placed Upon Scholarly Attitude and Business Ability in the Library a Distinguishing Note of the Conference

By MARTHA R. McCABE

Acting Librarian, Office of Education

THE "A. L. A.," facetiously referred to by one of the speakers at the conference as meaning "Ask librarians anything," held its fifty-second annual meeting in Los Angeles, Calif., June 23 to 28. The programs, the exhibits of the book publishers, and the headquarters of the association all were assigned space in the assembly halls, and the lounges and corridors of the Biltmore Hotel.

Two thousand and more librarians were in attendance. In point of program, speakers, addresses, round tables, and enthusiasm, the conference is said to have been one of the best ever held. The citizens were most cordial and made the extramural part of the conference interesting and profitable to the visiting delegates.

Emphasis was placed upon scholarly attitude and business ability in the library profession. This was in evidence in the papers and addresses; it was the theme of the keynote address of the president of the association, Dr. Andrew Keogh, and was reflected in the thought of other speakers. A paper prepared by the late John Cotton Dana, of the Newark Public Library, read at one of the sessions, called attention to certain trends, namely: The scholarly achievements of librarians on advisory boards; honorary degrees bestowed upon librarians and higher degrees received for advanced work in the library field; the scholarships and fellowships now available for study in bibliography and library science; the establishment of a journal of discussion, "comparable to those in other professions"; the generous grants to college libraries by the Carnegie Corporation; the appointing of readers' advisors; the building up of superior library training schools with stronger faculties, and other significant trends.

The danger of farm isolation was stressed, as an issue for librarians to meet, by Lyman Bryson, head of the California Association for Adult Education, who referred to the tendency of the farmer to read mainly agricultural and technical literature. Discussions relating to the needs of rural communities for rural public libraries and for county-library service, brought out the significant need of libraries for both the rural schools and for the adult rural population.

The school libraries section, which embraces all types of school libraries, from the elementary school to the junior college, teachers college, and university library, was largely attended. The section for library work with children was also active, maintaining that the school library can not take the place of work with children in the public library, as the "social significance of the latter lies largely in its preparation for a lifetime of happy association with books," as stated by Ralph Munn, director of the Carnegie Library at Pittsburgh, Pa.

Resolutions were passed by the council of the association recommending the following: State aid in generous amount for county and other large-unit rural public library service; commending the Federal literacy plans as set forth by the National Advisory Committee on Illiteracy, under the direction of Secretary of the Interior Ray Lyman Wilbur; the Pratt bill for appropriating $100,000 for the reading room for the blind, in the Library of Congress; and a request to the Congress for a larger number of depository libraries in the United States for Government documents.

The entertainment and extramural side of the conference was carried on by means of excursions into the county library field and by personally visiting the libraries of that type in the city, and in the county within a radius of 40 to 50 miles; by visiting the libraries of Pomona College at Claremont, the University of California at Los Angeles, and the famous Huntington library and art gallery.

This library is intended for research, and is available for that purpose at this time to those who are qualified. A number of sight-seeing trips were made by the delegates, through the courtesy of the Los Angeles Chamber of Commerce, to visit the public libraries of Pasadena, Long Beach, Santa Monica, etc., and through the Hollywood and Beverly Hills sections, in addition to the county library trips made on three afternoons of the conference. The Los Angeles Public Library served tea at 4 o'clock each afternoon in the children's court of its new million dollar library building, and held a formal reception and dance in its rotunda the first evening of the conference.

Adam Strohm, librarian of the Detroit Public Library, was elected president of the association for the next year.

The Education of Handicapped Children in Rural Schools[1]

By CHARLES SCOTT BERRY

Professor of Educational Psychology, University of Michigan; Consultant in Special Education, Detroit Public Schools

AMONG the more than 4,000,000 children enrolled in 1-teacher rural schools there are probably not less than 200,000 handicapped children who need special treatment or training. Although these children are sadly neglected, it is possible for the teacher to do much for them, even in the 1-room rural school.

The teacher should remember that the rural school for the mentally retarded child is a finishing school. Consequently she should attempt to teach him only the things that he will need to know and be able to do in order to lead a happy, useful life on the farm.

The blind, the deaf, the low-grade feeble-minded, and the crippled who need orthopedic treatment, have no place in the 1-room rural school. They should be sent to State or private schools and hospitals or to those large school systems which provide adequate treatment and training for such children.

Usually one or two handicapped children will be found in the typical 1-teacher rural school. The decision as to what should be done for such children depends upon the nature of the handicap.

If the child is partially sighted, the teacher should urge the parents to have his eyes examined. If glasses are prescribed, the teacher should see that he wears them. The child should be seated toward the front of the room near a window, and the window shades should be so adjusted as to avoid glare. Books with large type, free from gloss, should be provided. In writing, the child should use only pencils with heavy black lead, and paper free from gloss. The blackboard should be kept clean, and all writing on it should be large. The child should be taught how to hold his book and how to rest his eyes.

If the child is hard of hearing, the teacher should urge the parents to have his hearing examined by a specialist. The child should be given an opportunity to learn lip reading by seating him toward the front of the room near a window, where he can see the movement of the lips of his teacher, and by seating him in class recitation so that he can see the lip movements of other members of the class. The teacher should stand in a good light and face the child when speaking to him, and she should give the parents similar suggestions. If these simple instructions are faithfully carried out, many hard-of-hearing children will learn enough lip reading to enable them to get along satisfactorily in their school work.

If the teacher suspects that a child is anemic, tuberculous, or undernourished, she should urge the parents to have him examined by a competent physician, and then cooperate with them in carrying out instructions of the physician. She should give special attention to the heating and ventilating of the schoolroom and see that the child keeps warm and is protected from drafts. If possible, a warm lunch at noon should be provided and the child given an opportunity to rest for an hour after lunch. A folding cot placed in the back of the schoolroom can be used for this purpose. It is surprising how quickly the child of lowered vitality responds to proper food, rest, fresh air, and sunshine. In stressing the formation of proper health habits, the teacher is helping the child help himself.

Should the child be mentally retarded, emphasize the development of his greatest aptitude. Since he usually has greater ability and more interest in general motor activities than he has in reading, writing, and arithmetic, the teacher should make use of this fact by stressing physical training, general motor coordination, and the formation of health habits. With the assistance of the older children, much can be done on the playground for the physical and social development of the mentally retarded child, and in the home by urging parents to have him assist in work on the farm.

Since the mentally retarded child learns more slowly and usually forgets more quickly than the average child, teach him only those things which he needs to know and only when he needs to know them. In academic work, make much use of concrete objects and pictures. Provide abundant opportunity for oral expression in order that the child may learn to express himself in simple, correct English.

In reading, stress the knowledge of important words and phrases which he needs to know in daily life—such as danger, poison, stop, go, for rent, for sale, etc. Teach him to read headlines and advertisements in the daily newspapers and weekly magazines. In arithmetic, emphasize the making of change accurately and quickly, and teach him to work the simple problems of everyday life. In writing, it is legibility, not speed, that is important. In geography, it is best to start with the local community.

The library school at Hampton Institute, Hampton, Va., has been accredited by the American Library Association Board of Education for Librarianship as a senior undergraduate library school.

Less than one-third of the students registered last year in the University of Alberta were natives of the Province. Of the total 1,516 students, 1,301 were in full-time attendance throughout the year. Men students at this Canadian university numbered more than 1,000.

An improved one-teacher school building

[1] Abstract of an address delivered at the conference of Rural School Supervisors of the Southern States, called by the United States Commissioner of Education, at New Orleans, La., December 16-17, 1929.

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· SCHOOL LIFE ·

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Acting Editor - - - - - Henry R. Evans

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SEPTEMBER, 1930

Lovick Pierce

IT IS with a feeling of sadness and regret that School Life records the passing of Lovick Pierce, who for a period of 29 years was an esteemed and much beloved member of the staff of the Office of Education. He was appointed chief clerk of the office on October 10, 1893, by Secretary of the Interior Hoke Smith, and served in that capacity until July, 1, 1909, when he was given charge of the distribution of documents, which post he held until his retirement on August 20, 1922. He died in Sparta, Ga., in August, 1930, in his ninety-second year.

Lovick Pierce was born in Macon, Ga., March 5, 1839. He was the son of Bishop George Foster Pierce, president of the Georgia Female College, now known as Wesleyan College. At the outbreak of the Civil War he enlisted in the Fifteenth Georgia Regiment, and served throughout the conflict until its culmination at Appomattox. He received the commissions of both adjutant and captain during his military service, and was wounded a number of times. During most of the period of the war Mr. Pierce was in Longstreet's corps, Hood's division.

Mr. Pierce was a man of deep religious feeling, and most kindly in his nature. As Dr. William T. Harris once expressed it, he was a perfect type of a true southern gentleman.

Vergil

ON OCTOBER 15 the world will celebrate the two-thousandth birthday of Vergil, and School Life takes pleasure in calling the attention of its readers to the importance of this event. As Miss MacVay, general chairman of the Vergilian celebration, says: "The Bimillennium Vergilianum will be the golden year in literary annals and will provide an unique opportunity for international concord."

Tennyson speaks of Vergil as "Wielder of the stateliest measure ever molded by the lips of man." But Vergil was something more than a mere polisher of stately verse; he was not only a poet but a prophet. The problems which he deals with, and endeavors in his immortal poems to solve, are very much those of to-day. Says John Erskine in Harper's Magazine, August, 1930: "In raising the question of progress Vergil made himself the poet of times later than his own. So convincingly did he indicate the tragedy of civilization that the Early Church could point to him as a witness when it invited men to fix their hopes on another kingdom in another life.

"His glorification of the citizen's duty, of the Roman discipline, provided Dante, for example, with an image of the Christian service in the empire of the soul.

"But those of us in these late times who are not content with the answer which St. Augustine and Dante gave to Vergil's problem, who are not willing to admit that civilization may not some day be achieved here on earth without incidental grief and wreckage, are lured back to the Æneid by the fact that we have not yet a better account to give of ourselves than Vergil gave of Rome."

Publius Vergilius Maro, known to the modern world as Vergil, was born in 70 B. C. and died in 19 B. C. He was the son of a farmer, and his birthplace was the hamlet of Andes, near Mantua. He was educated at Cremona and Mediolanum (Milan) and finished his studies at Rome, where he took courses in oratory and philosophy. This son of a peasant farmer became the glory of the Augustan Age. The purity and sweetness of his nature won him many friends. Horace called him a "white soul." Vergil never married; he lived the life of a scholar and a recluse. Always a lover of nature and its varying moods, he exalted life in the country, and some of his finest verses are dedicated to a portrayal of rural scenes, such as his Georgics. In these poems he praises the blessings of labor and the joys of simple living.

Persuaded by his friends to write an epic which should glorify "the grandeur that was Rome," he produced his Æneid, to which he devoted the last 10 years of his life. During his last illness he ordered the manuscript of his poem to be destroyed, as he was dissatisfied with it, but fortunately his wishes were not carried out, and it was preserved for posterity as one of the "literary bibles" of humanity along with Homer's Iliad, Dante's Divine Comedy, and Shakespeare's plays. At an early period his works became textbooks in the Roman schools. Lines from the Æneid, scribbled by schoolboys, may still be traced on the walls of Pompeii. With the revival of learning in Europe, Vergil's influence became potent among men of letters, and it has extended to the present time. The Early Church considered him among the divinely inspired, because he describes in his Fourth Eclogue a Golden Age that is "to follow the birth of an expected infant," which passage is suggestive of similar announcements in Isaiah, foretelling the reign of the Messiah.

During the Middle Ages a mythos grew up about the personality of Vergil that attributed supernatural powers to him. He was regarded as a seer and a necromancer. Says a writer in Harper's Dictionary of Classical Literature and Antiquities:

"Partly because of a vague remembrance by the people of the episode of the Descent into Hell, which forms the subject of the Sixth Book of the Æneid, and partly because his Fourth Eclogue was believed to be a heathen prophecy of the birth of Christ, Vergil came at last to be regarded as a great magician. His mother's name, Magia Polla (*magia*, 'magic,' *polla* as from *polleo*, 'mighty'), appeared to confirm this notion, and his own name as finally derived from *virga*, 'a wand,' helped along the myth."

His works, as early as the second century, were consulted as oracles. For example, the Æneid was opened at random, and "an omen was drawn from the words of the first passage on which the eye fell." Charles I of England is said to have consulted the Æneid, opening the book at iv, 615–621, which reads in part: "Do you not see the wall of danger which is fast rising round you, infatuate that you are * * * ?"

In closing, let us hear what Lord Tennyson has to say of Vergil in the ode which he wrote at the behest of the citizens of Mantua to celebrate the nineteen-hundredth anniversary of Vergil's birth:

"Roman Vergil, thou that singest Ilion's lofty temples robed in fire,
Ilion falling, Rome arising, wars and filial faith, and Dido's pyre; * * *
Thou that seest Universal Nature moved by Universal Mind;
Thou majestic in thy sadness at the doubtful doom of human kind;
Light among the vanish'd ages; star that gildest yet this phantom shore;
Golden branch amid the shadows, kings and realm that pass to rise no more. * * *"

Authority on Education Preparing New Textbook

Dr. P. P. Claxton, United States Commissioner of Education for 10 years—1911 to 1921—has recently undertaken the compilation of a book on geographic, economic, and other conditions in the State of Tennessee, which will probably become a textbook for use in schools of the State, according to information received by the United States Office of Education.

Doctor Claxton, who is a native of Tennessee, has devoted his entire life to education. After his graduation from the University of Tennessee in 1882, he taught school in North Carolina. Later he was a graduate student at Johns Hopkins University. Subsequently he studied in Germany, and he has visited schools in different sections of Europe. He holds numerous academic degrees. Professorships in many departments of education have been filled by Doctor Claxton, as well as important educational administrative positions in North Carolina, Tennessee, Alabama, and Oklahoma. He was early associated in the work of the Southern Education Board, and is at present a member of a number of educational boards and councils.

In 1897 Doctor Claxton started publication of the North Carolina Journal of Education, and later of the Atlantic Educational Journal. While Federal Commissioner of Education he inaugurated the publication of SCHOOL LIFE, which includes within its scope all departments of education.

National Survey of Teacher Preparation

A study of the qualifications of teachers in public schools, the supply of available teachers, facilities available and needed in teacher training, including courses of study and methods of teaching, as authorized by the recent Congress, will be made by the Department of the Interior through the Office of Education.

The appointment, as associate director, of Dr. Edward S. Evenden, of Teachers College, Columbia University, has been announced by Dr. Ray Lyman Wilbur, Secretary of the Interior. Work will be under the supervision of Dr. William John Cooper, United States Commissioner of Education, who functions as director. In the study Dr. Benjamin W. Frazier, senior specialist in teacher training of the Office of Education, will officiate as administrative assistant.

A fund of $200,000 for the conduct of the study of teacher training has been provided by Congress, and of this amount $50,000 is available for expenditure during the present year.

Appointment has been announced by Secretary Wilbur of the following educators who will constitute a board of consultants to act as advisors in the undertaking: Dr. William C. Bagley, Teachers College, Columbia University; Dr. W. W. Charters, Ohio State University; President George W. Frasier, Colorado State Teachers College; Dean William S. Gray, University of Chicago; Dean M. E. Haggerty, University of Minnesota; Dean Henry W. Holmes, Harvard University; Supt. John A. H. Keith, Pennsylvania; Dean William W. Kemp, University of California; President W. P. Morgan, Western Illinois State Teachers College; Dr. Shelton J. Phelps, George Peabody College for Teachers; and President D. B. Waldo, Western State Teachers College.

Other advisory committees include a national professional advisory committee to represent the various interests allied to teacher-training agencies, and a national committee composed of lay members.

Oregon Trail Essay Contest

The historical essay contest of the Oregon Trail Memorial Association has been made a part of the national high school awards for 1930–31.

Every high-school undergraduate in the United States is invited to participate, for the sake of gathering and recording true stories of the opening of the West. This contest is an important part of the Covered Wagon Centennial, authorized by proclamation of President Hoover, to be observed from April 10 to December 29, 1930.

Choose Your Topic

Contestants may take either of the following as their topic: (*a*) The true story of the opening of the West, or (*b*) What my State has contributed to the opening and building of the West.

The Oregon Trail Memorial Association medal, in bronze, will be awarded to one girl and one boy in each State who in the opinion of the judges have submitted the best essays. The school from which each winner comes will also receive an Oregon Trail Memorial Association medal, mounted on a handsome plaque, suitable for permanent preservation by the school.

(1) Every manuscript, at the top of the first page, must show the city and State from which it comes, the name, age, address of the student, the name of the school, and the grade.

(2) Every student must state in writing, "This contribution is original and is not copied from any source except as indicated by quotation marks." A list of the references used should accompany the entries in contest B.

(3) All manuscripts must be countersigned by the teacher or principal and must be sent in by the teacher or principal of the school.

(4) All manuscripts must be mailed to the National High School Awards, 40 South Third Street, Columbus, Ohio; and, to be considered, must be received at that office by November 15, 1930.—*Florence C. Fox.*

An Authority on the Kindergarten

An honor has been conferred upon a former member of the staff of the United States Office of Education in the recent request of the Encyclopedia Britannica that Miss Nina C. Vandewalker, a well-known authority on the kindergarten, prepare the article on that subject for the new (fourteenth) edition of the encyclopedia.

This is Miss Vandewalker's third encyclopedia article. The first article was written for the Cyclopedia of Education, edited by Dr. Paul Monroe, of Columbia University, in 1913; and the second one for the World Book, edited by M. V. O'Shea, of the University of Wisconsin, in 1918.

Miss Vandewalker is also the author of an authoritative work, The Kindergarten in American Education, and of numerous articles and bulletins on the kindergarten. She was principal of the kindergarten training department in the Milwaukee State Normal School for many years before her appointment to the United States Office of Education in 1920.

Special Art Opportunities for Gifted Children

Every high school in the city and 17 intermediate schools of Detroit are represented in the present enrollment of 380 specially gifted pupils who are members of the Saturday morning classes for the study of art, conducted in the Detroit Institute of Arts. Of the students accorded this privilege 174, nearly half, are from intermediate schools. Several high-school graduates also attend. There is no age limit.

The practice was inaugurated a year ago by the board of education. Entrants must be recommended by their regular art teachers, and there is no age limit. The desire to learn, application to work, and regular attendance are the only requirements. No courses are required and no credits are given, but students are expected to inform themselves concerning the artist whose work they are studying, of the epoch in which it was produced, and its title.

Corner Stone of New National Education Association Building Laid in Washington City

Representative Educators Participate in Impressive Ceremonies Marking New Epoch in Growth of the Association and its Adaptation to Needs of Public Education in the United States

By BARBARA E. LAMBDIN
Editorial Division, Office of Education

THE corner stone of the new administration building of the National Education Association was laid by the Grand Lodge, F. A. A. M., of the District of Columbia, on July 25, 1930, in the presence of an apprcciative and distinguished gathering of educators, Federal officials, and representatives of foreign governments.

The occasion was more than a function in connection with the construction of a handsome new addition to the present national headquarters. Cost of construction of the building is met from the Life Membership Fund, and the building constitutes a memorial to the zeal and devotion of the teachers of America.

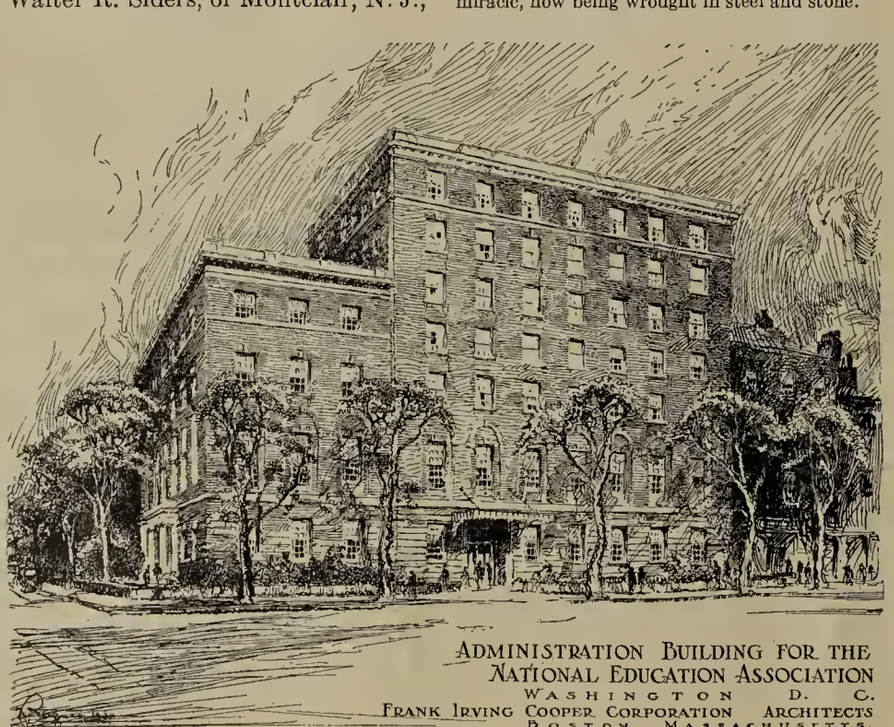
Seated in the audience was the secretary of the association, J. W. Crabtree, of whom onc of the speakers remarked: "This building is largely the creation of the initiative and devotion of one man whose name does not appear upon the program."

Following the singing of America by the audience, led by a Masonic choir, and invocation by the Rev. George Culbertson of the New York Avenue Presbysterian Church, which has numbered among its worshippers many Presidents of the United States, the first speaker on the program was Walter R. Siders, of Montclair, N. J., chairman of the board of trustees of the National Education Association. Choosing as his subject, "Functions of professional leadership," he said, in part:

> America is not so much a place as an ideal, the ideal being equal rights and equal opportunities to every individual according to his abilities. Consequently equal educational opportunity for every child in America is one of the major aims of this National Education Association.
>
> Education can never be static—it must be dynamically functioning as discovery and progress demand. When this association adopted as its platform (1) a well-trained teacher in every school; (2) equalization of educational opportunity; (3) preservation of health, and conservation of national vitality; (4) Americanization of the foreign born; and (5) removal of illiteracy, the profession rallied to these standards. I wish it were possible to emblazon on this building in light what was written by Dante, "Give the people light, and they will find the way."

Joseph H. Saunders, superintendent of schools, Newport News, Va., speaking on life membership and the building, mentioned the fact that—

> The National Education Association has a membership in excess of 200,000, representing every city, town, village, hamlet, and rural district in each of the several States and Territories. They form the very backbone of our Nation. On their courage and self-sacrifice depend the future stability of our Government and the future prosperity, happiness, and welfare of our people.
>
> To the life membership, therefore, is largely due this miracle, now being wrought in steel and stone.



ADMINISTRATION BUILDING FOR THE NATIONAL EDUCATION ASSOCIATION
WASHINGTON D. C.
FRANK IRVING COOPER CORPORATION ARCHITECTS
BOSTON MASSACHUSETTS

Miss E. Ruth Pyrtle, former president, and now first vice president of the association, representing the new president, Dr. Willis A. Sutton, who was unable to be present, speaking for the membership of the association, expressed the opinion that—

> After all, thc development of the profession is not due to the efforts of national leaders so much as it is to the tcachers, principals, and superintendents who are laying the foundations in every community in the Nation.

Addressing the grand lodge she continued:

> You are laying the corner stone of a building dedicated to the service of education and welfare—a building which marks an epoch in education in the United States. Up to this time plans and policies from European nations have been in vogue—adapted, of course, as nearly as possible to American needs. But gradually certain American ideals have taken definite form. A great system of education has been evolved. European nations are already beginning to borrow from us as we formerly borrowed from them.
>
> Let every brick, let every piece of iron and steel in this building, let the very mortar in which this corner stone is set, be charged with the spirit of democracy and with the principle of equality of opportunity for all youth.

In an address on "Corner stones," the United States Commissioner of Education, Dr. William John Cooper, said:

> What is that something in man which we term "mind"—curious, investigative, and reflexive—the one thing in the whole order of created things which seems capable of giving meaning to the rest? In common with electricity it defies exact definition or scientific analysis. Like electricity, also, it certifies its presence by its works.
>
> Just as our present comforts and luxuries are due in large part to the harnessing and directing of that force which we call electricity, so those cultural elements which we consider the choicest flowers of civilization have come from disciplining and directing those forces in man which we vaguely term the mind. In each case progress has been due primarily to those who have done the harnessing or disciplining and the directing. In the one instance we term them engineers, in the other we call them teachers. Both have ample reason for pride in their work; both are entitled to popular esteem, and to adequate financial return for their service.

Members of the board of trustees and the vice president of the association, together with the United States Commissioner of Education, assisted in spreading the mortar beneath the corner stone. Among the objects placed in the stone were a scroll containing the signatures of the 3,750 life members of the association, and a list of officers and members of the staff; notable publications of the association; a Bible; and a United States flag.

Historic Relics Used

Col. C. Fred Cook, Deputy Grand Master of the Grand Lodge, F. A. A. M., of the District of Columbia, emphasized the abiding interest in education of the Masonic Fraternity.

The trowel used in the Masonic ceremonies was that employed by George Washington in laying the corner stone of the National Capitol on September 18, 1793. This historic implement of the Craft is the property of Alexandria-Washington Lodge No. 22, of Alexandria, Va.

Creative Discussion in Adult Education

An Interpretive Record of Jottings from an Experimenter's Notebook. Educative Conferences Are Described Exactly; Others Are, in Some Instances, Recommended Procedure, or a Composite of Several Experiments, in Whole or in Part

By EMILY SOLIS-COHEN

Formerly in Charge of the Program of Women's Activities, Jewish Welfare Board [1]

INSTEAD of remaining apart as recorder and distant readers, let us imagine ourselves face to face. Thus can we experiment with ourselves, for, in the words of Eduard C. Lindeman, social worker, teacher, and writer, "Knowledge of the self discloses what the self is capable of expressing." Thus, together we can conduct an inquiry into the value of the creative method of discussion in adult education. Were we actually face to face, interchanging experience, we might leave to the conclusion of the discussion any attempt to define what, as teachers, we mean by adult education. Since we are not so situated, we shall use for the purposes of this inquiry, another statement of Lindeman's:

"Small groups of aspiring adults who desire to keep their minds fresh and vigorous; who begin to learn by confronting pertinent situations; who dig down to the reservoirs of their experience before resorting to texts and secondary facts; who are led in the discussion by teachers who are searchers after wisdom and not oracles; this constitutes the setting for adult education, the modern quest for life's meaning."

The Meaning of Education

As for education itself, let us be content with the definition—"a leading forth." Perhaps we may state as our general agreement that education is, or should be, "coterminous with life." "The club meeting," said Alfred D. Sheffield, "under skilled guidance can become a sort of resonance-chamber by which its members catch up social and spiritual valuations that would otherwise go unrealized in their workaday routine."

Now we are ready for our imaginary adventure. Through our somewhat inadequate means of experiencing "creative discussion," we will be in position to consider its uses, for we will have the "feel" for what it is. Our leader suggests that we search our own experiences for examples of conferences at which there was discussion. These we shall here list.

Examples of Club Forums

A club invited its members to a forum on The Significance of the London Conference. Three authoritative speakers presented several aspects of the subject. They stated facts, expressed opinions, and even recommended a course of public action. Then the floor was declared open for discussion. Some differing opinions were expressed through the guise of questions addressed to a particular speaker. Further clarification was requested. Facts were challenged. Questions received replies from the platform. They were all pertinent to the subject as presented. In due course, no further questions being forthcoming, the meeting adjourned.

Suppose This Plan Had Been Followed

A club had arranged for a forum on a matter of local public interest. Specialists known to have expressed definite opinions on the question of policy and public action involved in the subject, were invited to be present. Each was asked to give a 5-minute summation of his point of view, and he was told that this would be considered as part of the data to be laid before the forum for discussion. Then members of the audience were asked to speak, stating what experiences they had, and what opinions they had formulated. The chairman announced that opinions and facts, rather than persons, would be heard, and that no one should speak in the first half hour who had not something different to say from what had already been laid before the meeting.

At the close of this half hour the chairman gave a résumé of the salient facts and opinions presented, and then asked for general discussion. This he kept as relevant as possible, but he allowed more leeway than was usual for the relating of an experience or for the stating of what, before the discussion began, had seemed to the speaker to be fact. The closing half hour of the time allotted was given to further analysis, and then the audience was asked if any member could formulate what was apparently the general conclusion to be drawn from the discussion. Several statements were made, and there was more or less general agreement as to the trend of the discussion. Someone asked if the club would not permit the formation of a smaller group to look into the matter more thoroughly, and to present the results of its work to the general meeting, so that those present could have further opportunity to become better informed.

A Policy-Formulating Conference

Through a change of circumstances in connection with the project of a certain organization, a conference was called to discuss a change of policy. Opinions formulated by individuals previous to the meeting were brought forward, but they were soon checked by the chairman's decision that, under parliamentary procedure, a motion was in order before discussion. A motion was then made defining one of the projects previously mentioned. The rest of the discussion was by proponents and opponents, stating why the vote should be yea or nay. Interests clashed, defenders waxed eloquent. Finally a vote was taken. The majority decided in favor of the project embodied in the motion, and nothing else could be given consideration.

A Contrasting Conference on Question of Policy

In the conference the chairman asked each of those present to define what the organization had as its purpose, what it had accomplished, and what the present situation was. These expressions were then tabulated and compared. Before any new plan was suggested, the group decided that it would be well, in connection with the present situation and the promise of the future, to reformulate the objectives of the organization.

A small committee was appointed, which held a public hearing. There was a general consensus of opinion as to policy. A meeting was called to discuss plans for a project, and all members were invited to send, in advance, a written description of a project. These, together with suggestions from the floor, were further analyzed in relation to policies, and the question as finally decided was, "Which project is best for present adoption, and which might be considered when there is a possibility of its being effective."

The Formal Lecture and Subsequent Discussion

Picture the usual lecture hall, with platform address. The audience disbands immediately, or remains to listen to questions from the floor and answers from the platform. What of a subsequent meeting to discuss the lecture and questions?

Contrasting Convention Procedures

Orators, arguing delegates, exhortations, motions, resolutions, passive listen-

[1] The Jewish Welfare Board is the national organization of Y. W. H. A., Y. M. H. A., and the Jewish Community Centers.

ers later becoming active voters. Some have kept their preconceived opinions, some have been swayed. Opinions have fought against each other violently, and have won emotional defenders. The convention began in a test of strength; it ended in a test of strength.

Suppose a convention, during its first day, divided its delegates into groups which met under the guidance of a discussion leader. Each group had all necessary data concerning the problems to be presented to the convention. These were discussed freely, the discussion originating in the group. Each group came to some general conclusion. There was no vote, and those who differed from the general conclusion drew up a statement of their own.

The next day the convention met in general session, and each group reported its findings. These were discussed for their own worth, and not as the opinion of any one person or clique of persons.

Discussion Conferences for Educative Purposes

A group of young women employed in offices met to discuss problems confronting women in business. The leader distributed a printed list of "job words and phrases," requesting that those which, on first reading, were more disagreeable than agreeable should be checked. This was to reveal which word or phrase had evoked the most emotion, and therefore the least thought. Among the words and phrases were: *Time clock, regularity, woman boss, business lie, equal pay for equal work, married women at work, woman's place is in the home.* There was unanimity in checking "married women at work" by this group—they were all unmarried. The leader asked some one to give her reasons for this check: "It's unfair to the single girl"; "The married woman has some one to take care of her"; "She works for luxuries"; "She can get away with anything because she can be independent."

Every reason was given from the point of view of the effect on *me*—the individual—the single young woman.

The leader then asked why any married woman whom they knew worked. The answers included "Paying off the mortgage"; "Sending children to college"; "Holding a position in which a reputation had been won"; "To keep from being lonely."

The next query was why the group and other single girls of their acquaintance worked. Some of the answers tallied with the reasons given for the married women, particularly those where the answer was, in substance, "To be able to have something beyond the mere shelter, food, clothing, and pin money allowable under the family budget."

Most of these answers had been concealed in stories. They were drawn out and listed on the blackboard.

A Social Attitude May Be Cultivated

Other subjects were discussed. They usually began with recitals of personal or class grievances, and ended in a conclusion that was social.

There was another interesting outcome of this experiment. At the last meeting a young woman inquired, "May we ask some factory girls to join us next season? They may have the same problems." She was answered by a fellow member, "What difference does it make whether their problems are the same? If they are different, they may be more interesting."

And this we will all acknowledge to be a fine result of the educative process. The group began by disliking "the person of other experience" who was a rival; it ended by their wondering whether a person of different experience, faced with the same general situation, might not be an asset to its membership, and might not contribute to its understanding of the problems faced by all.

Additional examples might be cited. Suffice it to say that, in the following types of conference, methods differing only in technique from the checking of a word list were used to elicit experience and opinion from the group before any reference was made to text or teacher.

Value of a Common Experience

A program-formulating committee in a community center met with a visiting discussion leader. Previous to the opening of the meeting, a girl had remarked that they "did not want religion, or history, or highbrow stuff."

With this as a hint, the leader opened the discussion by relating an experience in which the impression her personality made, and the impression she had hoped it would make, seemed totally at variance. Had others a similar experience? There was an eager relation of such experiences, and then questioning as to what personality is and what traits are desirable.

At the close of this discussion the desirable personality was depicted and the question asked: "How can we go about creating this in ourselves?" That same group later gave consideration to the program, outlining one that included study of the human personality, study of the spiritual heritage of their group, and the history of their country. They are at the same time discovering their latent talents and interests, and will continue to plan a program based, year after year, on these disclosures.

In a certain college, members of the Catholic, Protestant, and Jewish societies held a joint meeting to inquire as to the possibility of formulating a project in which they could unite, and which would not interfere with their special group activities.

Getting the Other's Viewpoint

The discussion opened with a desire to understand each other. A Catholic was asked what the word "Protestant" meant to her; a Protestant, what the word "Jew" meant to her; and a Jew, what the word "Christian" meant to her. Members of each society, respectively, were then asked to describe themselves. It needed no leader to point out the differences that existed. The group realized that there was much to learn of each other and arranged, as a part of its program, the presentation by specialists of the fundamentals in belief and prescribed behavior of each group.

Child Situations Discussed by Parents

In parental education groups, discussion of actual child situations and parent situations brought by members to the attention of the group and analyzed, led to more serious and intelligent instruction than the group stated it had had in a previous season with the lecture-question method.

Analysis of Differences in Discussion Methods

It may be fairly stated that the conclusions from our study are that in conferences by one method *there was a pouring in before there was a drawing out.* What was drawn out in the way of opinion was either consent or disagreement with what had been poured in as information. Some persons gave no expression of opinion, and it may be that no impression was made on their minds by what was said because of the obstruction of their preconceived and unexpressed misapprehensions and incorrect information.

In the second method *there was a leading out before there was a pouring in.* Each student examined what she contributed, and what every one else contributed. The group mind as well as the individual mind was purged of error, and was able to recognize its need for further information and study. There was the beginning of the process of that self-knowledge which leads to complete and intelligent self-expression. Each member of

the group contributed to the conclusion which could not have been reached except for the individual contributions.

A Creative Method

In short, the second method of discussion is, we will agree, *creative*, in that it forms something new from material that exists, and it stimulates in each person the exercise of the creative faculty which, because so often dormant or suppressed, adults have come to believe to be possessed only by a gifted few, or to have been lost with youth.

Thousands of years ago, Joel, a teacher in Judea, said: "And it shall come to pass afterward, that I will pour out My Spirit upon all flesh; and your sons and your daughters shall prophesy, your old men shall dream dreams, your young men shall see visions: and also upon the servants and upon the handmaids in those days will I pour out My Spirit."

Perhaps the laboratory men and women in adult education to-day, are bringing nearer to realization the day when "dreams of the poem, the invention, the drama, the painting," shall not "be brought to half realization" and lost. Instead, master and servant, woman and man, the youth and the elder, shall use their endowment of the creative spirit which is poured out on all.

Practical Student Self-Help

A farming project, which is expected to supply a source of revenue for school activities, has been undertaken by boys of Central Valley High School, Spokane County, Wash. They will develop an 8-acre tract of vacant land adjacent to the school, which belongs to the district. It is expected to provide, at the same time, a valuable educational project extending over a period of years, and every boy in high school is serving on some committee. In addition, the boys will assume complete charge of the school grounds. They will care for the shrubbery, build cement sidewalks, gravel roads near the school, improve the athletic field, and construct two new tennis courts. A year or two may be required to get the project well under way.

A "little theater" tournament, open to high schools throughout the State, is held annually at the University of Montana, Missoula, during interscholastic week. A cup is awarded the winner of first place, and if won three times the trophy becomes the permanent possession of the school.

Supervision by Teacher-Colleges of Teachers in Rural Schools

Methods of Supervision Vary in Different Institutions and States, but in All the Serious Attempt Is Made to Elevate to a High Level the Quality of Teaching

By WILLIAM R. DAVIS

Stephen F. Austin, State Teachers College, Nacogdoches, Tex.

TEACHERS' colleges are finding that preservice training is, in itself, inadequate to bring about the greatest efficiency in rural teaching, and are beginning to assume responsibility for the in-service training of their students who teach in rural schools. While there is at present no specific plan of rural supervision that can be adopted by teachers colleges in general, most teacher-training schools attempt in some way to follow the rural teachers into their schools and to assist them in an effort to increase the efficiency of the teaching done there.

No Uniform Plan of Supervision

Reports secured from 40 teachers colleges throughout the country show that, instead of one general plan of college supervision of rural teaching, many plans are now in use. A brief description of the plans in 27 of the schools reporting follows. These 27 plans are typical of the 40 plans reported and show the amount and character of the rural supervision which is at present being done by teachers colleges.

1. Mankato, Minn.: A 1-year rural course is offered in the college. It includes: Rural school management, rural school methods, elementary handwork, reading and speech, art, literature, nature study, psychology, writing, music, arithmetic, history, geography, grammar, and composition.

In-Service Training Varies Widely

2. Trenton, N. J.: In-service training consists chiefly of mimeographed helps mailed to teachers; occasional all-day visits; talks before groups of teachers and parent-teacher associations—a helping-teacher force that aids much in in-service training. Exhibits of teaching helps are of much assistance.

3. Bowling Green, Ky.: Ten or twelve experienced teachers are sent out each autumn. They stay a week and supervise and criticize instruction, hold conferences, and close the week's work with a teachers' meeting on Saturday. They reach 1,000 rural teachers in the 10 or 12 counties. The faculty teaches about 500 rural teachers in Saturday study centers.

"We are selling to county superintendents the idea of training in service for rural teachers. Our county superintendents are becoming professional schoolmen. Training in service is going rapidly." The 4 normal schools and the department of education in the State university all do some of this work—so 2,000 teachers are aided each year.

"We very much need one or two teachers who can devote the whole rural school year to supervision. In this way rural school supervision would soon come to be required by law."

4. Florence, Ala.: In-service training is accomplished largely by extension work. County supervisors are under the State. Some rural schools are largely under the control of the college.

5. Huntington, W. Va.: Attendance at summer school each year is required of rural teachers. A rural schoolman is added to the faculty in the hope of being able to do more for the rural schools.

Follow-Up Work Considered Important

6. Greenville, N. C.: The State has county supervisors. Once or twice during the first year a teacher from the college visits each graduate from the 2-year course. This teacher works through the county superintendent, county supervisors, and local principals.

7. Frostburg, Md.: There is no organized follow-up work by the college, but through county and State supervisors and through conferences and teachers' meetings there is close cooperation with rural teaching done by graduates.

8. Alva, Okla.: There are model and superior model schools under the State superintendent's office. These schools are classified by an inspector from the college, who uses an 1,800-point score card. Courses in education are given by the inspector's department. In such courses the model schools are studied and projects worked out.

9. Madison, S. Dak.: Follow-up work is called "visiting field service." Seven supervisors are sent out into the field to stay for one week. The supervisors recommend that the college emphasize four points in connection with rural courses: (*a*) Management of childrens'

study periods; (*b*) training for use of the State course of study; (*c*) "all-round" training for rural teachers; (*d*) training for social adaptation.

10. Springfield, S. Dak.: Helps are sent to rural teachers—such as outlines, courses of study, teaching devices, etc.

Extension Courses for Teachers

11. Bowling Green, Ohio: Our model rural schools under the supervision of the college are centralized schools.

Extension courses are given by 2 members of the faculty who devote full time, each having from 6 to 8 centers per week and enrolling from 15 to 30 in-service teachers per center.

Teachers in service get leave of absence to do observation and practice teaching in the model rural schools. They spend from three to six consecutive weeks in these schools, under the critic teacher, who is a member of the college faculty. The head of the department of rural education visits each school once a week and helps to direct the policy of the school.

A student can earn one semester hour credit per week if her work is satisfactory. Six credits in practice teaching are required for graduation.

Summer school is conducted each year for teachers.

12. Springfield, Mo.: A cut in appropriations makes in-service training inadequate. The college holds itself in readiness to visit and advise any school desiring assistance. Members of the faculty frequently address meetings of rural teachers, whenever called upon by the county superintendent.

13. Cheney, Wash.: Rural teaching is done principally by normal graduates. Little in-service training is done.

14. Winona, Minn.: The college sends two supervisors into the rural schools to give demonstration lessons.

15. San Jose, Calif.: The college asks for annual reports from the superintendent and supervisors on every teacher in service.

16. Stevens Point, Wis.: In-service training is promoted by reading circles, group meetings at centers, and general meetings at the normal school.

17. Whitewater, Wis.: The college has a rural practice school. For two weeks, in the spring, rural students practice out in the rural districts.

Score Cards Rate Teachers

18. Athens, Ohio: The college (university) asks the superintendent to rate his teachers (employed from the college), using the score card which is employed by the college in rating student teachers. The superintendent's rating is compared with the critic teacher's rating. Representatives from the college visit schools, especially those in need of help. With the superintendent's permission, the college writes to its rural teachers requesting them to refer to the various teachers in the institution educational problems which they meet.

19. Baltimore, Md.: Students, in groups of two to four, teach all the morning in rural schools. They live at the normal school, and come back in the afternoon for conferences. There is no follow-up of these students except as supervisors chance to proffer information.

20. Fresno, Calif.: Extension courses are given when requested by a group. Rural teachers may also enroll in the conference groups which are arranged for students doing practice teaching in rural schools.

21. Normal, Ill.: The college plans to take rural teachers to four rural schools on good roads near the college. These teachers work for half a day in the rural school and spend the other half day in school. Taxi service is employed at the expense of the rural schools.

22. Pennsylvania: Correspondence and "study center" work are offered by the institution. Teachers conduct institutes and give lectures when asked. The college has one large consolidated rural school for practice and observation purposes.

23. Warrensburg, Mo.: The supervisor plans the work in cooperation with the county superintendent. The supervisor teaches classes, helps the teacher with busy work, and offers suggestions and plans. The supervisor attends Saturday group meetings called by the superintendent, attends plan meetings called by the superintendent, and helps with demonstration week.

Supervision Careful and Constant

24. Carbondale, Ill.: Critic teachers go into the rural schools to give demonstration lessons.

25. Arcata, Calif.: A questionnaire is sent to the superintendent, to be filled out for rural teachers from the institution. This is for the purpose of determining the defects and the practical merits of the college training.

26. Durant, Okla.: Four correspondence courses are offered in rural education. The college receives reports from its teachers in service. Each school is checked.

27. Emporia, Kans.: A score card, in six parts, is used for rating teachers: (*a*) In physical efficiency, (*b*) native efficiency, (*c*) administrative efficiency, (*d*) teaching efficiency, (*e*) social efficiency, and (*f*) general characteristics.

This score card is used by the critic teacher, who has conferences after school with the student teacher.

With the assistance of the critic teacher, the work of the student teacher is planned and outlined by weeks.

Study of Aviation in High Schools of California

A general informational course in aviation has been adopted recently by the State of California, to be given in public high schools of the State, under the social science group. Decision followed a year's study of the subject. Movement for the study was inaugurated during the term of office as superintendent of public instruction of William John Cooper, now the United States Commissioner of Education, in cooperation with the California State Chamber of Commerce. The idea was enthusiastically adopted by Vierling Kersey, present superintendent of public instruction, and the course planned in cooperation with the State advisory committee on aeronautical education.

Before planning and inaugurating the course certain definite policies were determined upon: (1) That no flying should be taught in high schools and junior colleges; (2) that aeronautical education should not be given in grades lower than the eleventh; and (3) that two courses should be planned—a general informational course and a vocational course.

Among other special objectives are the following: (1) An appreciation of the necessity of physical well-being, through consideration of outstanding aviators of America and their practices in keeping physically fit. (2) Ability to apply concepts of distance, time, and direction. (3) Ability to read and to interpret weather maps, charts, Government bulletins and other related literature; to draw an intelligent relief map; to route a trip and figure costs; to appreciate the value of radio messages; and to write and speak intelligently on the subject of aviation. (4) An opportunity to discover special aptitudes, if any, along aeronautical lines, and to use native capacities to the utmost. (5) To prepare for advanced training or for economic independence. (6) Through visits to aircraft manufacturing plants and terminals, to promote participation in recreational activities, and to form high standards of personal and group life. (7) To evaluate the past, and its contribution to the present; and to understand and appreciate the larger group relationships in the world to-day.

It is believed that the course will offer a valuable testing ground for those interested in aviation, and that students who decide to advance further may be better fitted by having a clear conception of the relationship between the various phases of aviation.

A large portion of Alberta, Canada, is rural, and of the 164,850 school children reported last year, 63,764 were enrolled in the 2,823 one-room schools of the Province.

Education in the State of Tamaulipas, Mexico[1]

Five Kindergartens, Six Night Schools, a School for the Blind, and an Orphanage Established in Tampico During Past Two Years. Increased Public-School Attendance and Interest Taken by Educators and Public-Spirited Citizens Give Evidence of Commendable Educational Advances Already Made

By HAROLD B. MINOR

American Vice Consul, Tampico, Mexico

ANY consideration of the possible future economic and political welfare of Mexico must embrace, as a primary factor, an examination of the program of governmental agencies for the development of public education. That the development of a nation depends directly upon the education of its youth is a truism patently applicable to Mexico. A literate and well-informed population would make possible the taking over by Mexicans of many industries, businesses, and professions now in the hands of foreigners, and, through the establishment of a public-minded citizenry, bring about a gradual cure for many current social and political ills.

It is believed that the worthy efforts of local, State, and Federal educators during recent years in the field of public instruction are of sufficient importance and interest to warrant a brief review of results so far obtained and of plans for the future. It must be realized at the outset that Mexico has been extremely impeded in the development of an intelligent school program by devastating and bankrupting revolutions and Tampico, in particular, has been rendered financially impotent by the steady withdrawal of the vital petroleum industry.

Local, State, and Federal School Programs

Educational progress in this district, therefore, should be viewed in the light of a worthy beginning and not compared too rigidly with the well-established school systems of the United States.

Every effort has been made to insure the accuracy and to check and properly evaluate the authenticity of statistics given in this report, all of which were obtained from official sources.

Supervision of education in the State of Tamaulipas is in charge of two independent but cooperating officials, the State and Federal directors of education, the latter confining his activities almost entirely to the establishment and operation of rural schools. The establishment and maintenance of schools in Tampico and the larger cities are purely local obligations and, although supported by the municipalities, are supervised by and are directly responsible to the State director of education.

[1] Official report to the Secretary of State.

The city of Tampico has recently built two primary educational institutions and is at present constructing two additional elementary schools. While these new schools leave something to be desired in the way of equipment and personnel, they are a remarkable advance as compared with former schools.

Tampico Plans for the Future

During the past two years Tampico has established five kindergartens, six night schools, a school for the blind, and an orphanage. Plans for the future contemplate the strengthening of the foregoing institutions.

The State of Tamaulipas plans to inaugurate during the present year several rural and community schools and to increase the salaries of now underpaid teachers. It plans to establish and staff "ejidal" (small community) schools at State expense, gradually turning over their operation and maintenance to community authorities, thus relieving the funds of the State for the founding of additional schools. Overhead costs will be reduced by providing community housing for teachers under so-called "sociedad cooperativa" plans.

The State government has a most interesting plan for the foundation of a workingmen's school in Tampico where elementary instruction and manual courses will be given to illiterate adults.

State pensions to teachers and financial assistance to normal-school students will be continued during the present year, although lack of funds prevents any increase in these allotments.

The Federal director of education for Tamaulipas has recently established a Federal school in the poor section of Tampico, and plans to institute during the present year 75 rural schools in addition to the 80 Federal rural schools now operating.

Education Not a Public Monopoly

Unfortunately, education is not yet a public monopoly or responsibility. The children of the better families have for many years been sent to private elementary schools where more thorough instruction and supervision are afforded. Mexican parents, who demand scrupulous supervision of their daughters, have complained that public schools do not provide sufficient care and personal attention. It is the aim of school authorities to change the foregoing, and according to their statements, increased public-school attendance of children of the better families is already noticeable.

Education is menaced, according to the director of Tampico schools, by the numerous small commercial schools where cursory instruction in typewriting, shorthand, and languages attracts many students with a hope of early and remunerative employment to the detriment of their general education.

Public and Private Schools in Tamaulipas

The following table shows the various types of schools operated by the local, State, and Federal school authorities in the State of Tamaulipas:

TABLE 1.—*Schools in the State of Tamaulipas* [1]

Type of school	State schools	Tampico schools [2]	Federal schools	Total
Public day urban elementary schools	92	31	1	124
Private day urban elementary schools	25	12		37
Secondary public	1			1
Secondary private		1		1
Rural schools	127		80	207
Community (ejidal)	137			137
Industrial schools	1			1
Schools for blind		1		1
Schools of agriculture	1			1
Total	384	45	81	510

[1] Statistics supplied by city and State directors of education.

[2] In addition there are 6 night schools and 5 kindergartens in Tampico.

School Enrollment Compared With United States

In Table No. 2 are shown the percentages of the total populations of the United States, Tamaulipas, and Tampico enrolled in elementary and secondary schools. The figures for Tamaulipas and Tampico include private as well as public schools. Since no statistics are available for the population of Mexico between the ages of 5 and 17, the percentage for the United States, 25.6 per cent, is used.

In Table No. 3 the elementary and secondary public and private school enroll-

TABLE 2.—*Enrollment in elementary and secondary schools*

Item	United States [1]	Tamaulipas	Tampico	Mexico, 1910 [2]
Population	117, 135, 000	[3] 285, 806	[3] 50, 000	15, 000, 000
5 to 17 population	30, 084, 621	73, 013	12, 800	3, 840, 000
Percentage 5 to 17	25. 6	25. 6	25. 6	25. 6
Total school enrollment	24, 741, 468	[4] 34, 000	[4] 9, 184	1, 000, 000
Per cent population enrolled	21. 1	11. 9	18	6. 6
Per cent population 5 to 17 enrolled	82. 3	46. 5	71. 8	26

[1] Figures for United States are from Statistical Abstract, 1929.
[2] Statistics for Mexico, 1910, are from "Mexico," Pan American Union, 1911.
[3] Population of Tamaulipas and Tampico is estimated by local and State authorities for 1929.
[4] School enrollment of Tamaulipas and Tampico furnished by city and State school authorities.

ment of Tamaulipas is compared with that of the State of Wyoming. The State of Wyoming was used as a basis of comparison because its population is nearer that of Tamaulipas than any other American State.

TABLE 3.—*Comparison of Tamaulipas and Wyoming enrollment*

Item	Wyoming [1]	Tamaulipas [2]
Population	235, 689	285, 206
5 to 17 population	60, 336	73, 013
Elementary and secondary school enrollment	50, 748	34, 000
Percentage of total population enrolled in schools	21. 5	11. 9
Percentage of population 5 to 17 enrolled	83. 9	46. 5
Number of elementary and secondary schools	1, 380	510
Schools per total population—one school for each	170	559

[1] Statistics for Wyoming are from Statistical Abtract, 1929.
[2] Statistics for Tamaulipas are from the State director of education.

Practically all of the 1,169 teachers in the State of Tamaulipas are Mexican. It has been a serious problem to obtain teachers of ability and experience for average salaries of $55 a month in Tampico and $40 a month in rural sections. It is a commendable fact, however, that the small salaries are actually paid when due, since that condition has not always prevailed.

All teachers in public and private schools in this State are required by law to have a normal-school education. Due, however, to a shortage of graduate teachers, this provision is not complied with and a large percentage of the teachers in Tamaulipas have only the 6-year common-school education. The standard of teachers is not high, but with increasing interest in education and larger elementary and normal-school attendance it is unquestionably being raised.

TABLE 4.—*Teachers—Number and average salary*

Item	United States [1]	Tamaulipas [2]	Wyoming [1]	Tampico [2]
Number of teachers	814, 169	1, 169	3, 041	235
Students per teacher	21. 8	29	16. 6	39
Average annual salary (dollars)	1, 277	480	1, 143	600
Percentage of male teachers	17	21	12. 7	20

[1] Statistics for United States and Wyoming are from Statistical Abstract, 1929.
[2] Statistics for Tamaulipas and Tampico are from the city and State directors of education.

Table No. 4 gives the number of teachers and their average salaries for Tampico and Tamaulipas and compares the statistics with those for the United States and for Wyoming.

The State of Tamaulipas has allotted for education during the present year 1,138,981 gold pesos, 38.5 per cent of a total budget of 2,913,066 pesos. The city of Tampico expended during 1929 a total of 293,845 gold pesos on education.

The following table shows the amounts appropriated by the State of Tamaulipas for various educational activities during 1930:

TABLE 5.—*Tamaulipas' educational budget, 1930* [1]

	Mexican Pesos [2]
Department of education	66, 560
Medical department	3, 170
Arts department	42, 420
State normal school	49, 512
Industrial school	39, 348
Kindergartens	5, 780
Special teachers	24, 732
Elementary city schools	452, 340
Rural schools	139, 800
Janitors, etc	32, 940
Extra teachers	9, 000
Community school inspection	19, 200
Community school operation	106, 560
Pensions to teachers	32, 460
Assistance to students	31, 740
Subsidy to certain schools	13, 560
General school expenses	68, 059
Community school expenses	1, 800
Total	1, 138, 981

TABLE 6.—*Per capita expenditures for education*

Place	Expenditures for education	Per capita expenditures for education	Per cent of total expenditures applied to education
United States [a]	$2, 026, 308, 000	$17. 30	----------
Tamaulipas [b]	546, 710	1. 91	38. 5
Tampico [b]	141, 046	2. 82	----------
Average city of 50,000 to 100,000 population in United States	----------	14. 04	36. 6

[a] Statistics for United States are from Statistical Abstract, 1929.
[b] Figures for Tamaulipas and Tampico are from State and local treasury departments and are for 1929.

[1] Statistics were furnished by State treasury department.
[2] Peso is worth approximately 48 cents.

In Table No. 6 are shown per capita expenditures for education in Tamaulipas and Tampico, as compared with the United States and the average American city of 50,000 to 100,000 population:

Federal Expenditures Since 1910

The following table shows the total expenditures and amounts allotted to education in the Republic of Mexico for various years since 1910. It indicates very clearly the increasing amounts given to education and the larger percentages of total expenditures allotted to this important branch.

It will be noted that the Federal Government has had to retrench considerably during recent years as compared with the boom period.

TABLE 7.—*Federal Government expenditures for education*

Year	Government expenditures, millions of pesos	Expenditures for education, millions of pesos	Percentage of expenditures allotted to education	Per capita expenditures for education, pesos
1909–10 [1]	95. 0	6. 6	6. 9	0. 47
1912–13	111. 3	8. 1	7. 2	. 58
1922	383. 6	49. 8	12. 9	3. 55
1929	288. 3	27. 9	9. 6	1. 99
1930 budget	280. 0	30. 0	10. 7	2. 00

[1] Statistics for 1909–10 are from "Mexico," Pan American Union, 1911, other statistics are from Banco Nacional de Mexico publication No. 48, September, 1929.

From the foregoing tables it will be observed that the Federal Government spends $0.96 per capita for education, the State government spends $1.91, and the city government $2.82. The total per capita cost of education for residents of Tampico is, therefore, $5.69, and for residents of rural sections of the State $2.87. It must be noted that these figures do not include expenditures for the 38 private schools operating in Tamaulipas.

Illiteracy in the State of Tamaulipas is estimated by the State director of education at 32 per cent, there being no absolute statistics on the subject. Illiteracy has decreased markedly during the past 10 years and school authorities confidently expect the present educational program, especially the establishment of night schools, will further diminish it. One is struck by the fact that very few of the younger generation are illiterate, and the passing of the older generation will certainly reduce illiteracy to a more encouraging figure.

Department of Fine Arts Recently Established

There was recently established a department of fine arts (departamento de cultura estética), with headquarters at Tampico, for the directing of instruction in music and other arts in public schools. Remark-

able progress is being made in this branch of education under the direction of Prof. Alfredo Tamayo. Mexican children are very apt in the arts, occasional school programs showing accomplished musicians and graceful dancers.

Elementary School System

The Tamaulipas public education law of April, 1927, provides for a common-school course of six years and for compulsory attendance of all children under 14 years of age, with fines for parents who fail to place their children in school.

There follows the plan of studies prescribed by the law of 1927.

TABLE 8.—*Plan of studies State of Tamaulipas* [1]

First year [2]

Elementary Spanish, Nature study, Practical hygiene, Arithmetic, Drawing and manual arts, Physical culture, Games and singing.

Second year

Elementary Spanish, Arithmetic, Penmanship, Physical culture, Nature study, Drawing and manual arts, History, Practical hygiene.

Third year

Spanish, Arithmetic and elementary geometry, Nature study, History of Tamaulipas and of Mexican patriots, Physical culture, Singing, Geography (local and State), Drawing and modeling, Manual training, Practical hygiene.

Fourth year

Spanish, Arithmetic and elementary geometry, Nature study (botany and zoology), Physiology, Drawing, Singing, Practical hygiene, Manual training, Civics and syndicalism, Physical culture, Penmanship, History of Mexico, Geography of Mexico.

Fifth year

Spanish, Nature study, Physics, Drawing, Singing and music, Penmanship, Spelling, Physical culture, Arithmetic and solid geometry, Practical hygiene, Geography of North America, History of Mexico and Latin America, Manual training, Agriculture, Civics and syndicalism.

Sixth year

Spanish, Arithmetic and solid geometry, Drawing, Nature study, Physics, World geography, History of World, Manual training, Singing and music, Penmanship, Spelling, Agriculture, Physical culture, Civics and syndicalism, Political economy (boys), Domestic science (girls).

The following table shows the length of the school day and of individual classes:

TABLE 9.—*Length of day and of classes* [a]

School year	Hours per day	Minutes per class
First	4½	20
Second	4½	25
Third	5½	30
Fourth	5½	35
Fifth	6	40
Sixth	6½	45
Night school	1½	40

[a] Table was furnished by State director of education.

[1] This table was furnished by the State director of education.

[2] English is optional in all schools.

Most Textbooks by Mexican Authors

Most of the textbooks used in schools in Tamaulipas are by Mexican authors. However, some books, such as Psychology, by W. Henry Pyle; Arithmetic, by Thorndyke; Physiology, by Caustier, translated from English and French, are used in public schools; and other books, such as The School of Tomorrow, by John Dewey, and The New School, by J. Erslander, are recommended for teachers.

There are only two secondary schools in the State of Tamaulipas, a public preparatory and normal school at Victoria and an accredited private preparatory school at Tampico, into which schools admission is permitted only after completion of the 6-year common-school course. There are at present 462 students in the Victoria school and 67 in the Tampico institution.

During the 3-year plan of studies in these schools, courses are offered in Spanish, English, geometry, algebra, drawing, modeling, botany, zoology, physics, chemistry, psychology, physiology, manual training, civics, history, and physical culture. The school at Victoria has an additional 3-year course devoted to normal training, where a large part of the teachers employed in Tamaulipas are trained.

Instruction is free in the State school, and the State of Tamaulipas has appropriated more than $15,000 this year as cash assistance to poor students attending this institution.

There are no universities or professional schools in Tamaulipas and local residents wishing to afford their children higher education send them to the United States or to the University of Mexico.

The State of Tamaulipas School of Industries, situated at Victoria, was inaugurated three years ago and now has an enrollment of 161 students. Entrance is contingent upon the completion of four years of the 6-year common-school course. Many municipalities throughout the State offer scholarships in this school to encourage vocational education.

State School of Agriculture

The school of agriculture, also situated at Victoria, was founded and is maintained by the State of Tamaulipas. Unfortunately, funds have never been available properly to equip this school and its work at present is of a very limited nature.

The Tampico School for Blind is an interesting social and educational experiment, especially in view of the fact that such institutions are not numerous in Mexico. It was founded in 1929 by a graduate of the San Luis Potosí School for Blind and is supported by the Tampico Government and the Masonic lodge of Tampico. It is not strictly speaking a school, but rather a charitable institution taking only persons over 18 years of age.

No system of touch reading is taught, instruction being given in manual arts, the aim of the school being to assist the inmates to make themselves self-supporting. The school is at present housed in a part of the abandoned Gorgas Hospital and all expenses of the 10 inmates are paid by the institution.

Orphanage Fray Andrés de Olmos

Although this also is a charitable rather than an educational institution, the importance of caring for and instructing homeless children certainly has a marked educational value. The orphanage was founded in 1929 by the Rotary Club of Tampico and is supported by that organization, together with gifts of money and supplies by many public-minded citizens. It now has 24 inmates.

Children up to 7 years of age are accepted and are kept until they are prepared to make their own living. Seven of the older children are given scholarships to a good local private school and are taken from the orphanage and returned there every day by the automobile of that school. The other children are cared for and taught by three house mothers.

American School of Tampico Founded in 1917

The American School of Tampico, the only English language school in Tamaulipas, was founded in 1917 by foreign residents of Tampico, largely American. This school is well equipped for eight years of elementary instruction, is staffed with trained American teachers, and employs American methods of teaching.

Six Night Schools Operating in Tampico

Commendable advances have been made in the field of night-school work, there now being six night schools operating in Tampico, supported by the city government assisted by the Masonic lodge. Common-school education is given to persons over 16 years of age in nightly classes 7 to 9 p. m. in the winter, and 8 to 10 p. m. in the summer months.

Commendable Educational Advances Being Made

When one considers that the night schools, school for blind, kindergartens, and the orphanage were founded during the past few years, in spite of extreme economic depression, when he views the increased public-school attendance, and observes the interest taken by educators and by many public-spirited citizens in the development of public instruction, it is evident that highly commendable educational advances are being made.

New Books in Education

By MARTHA R. McCABE

Acting Librarian, Office of Education

CLEMENT, JOHN ADDISON *and* CLEMENT, JAMES HOMER. Cooperative supervision in grades 7 to 12. New York and London. The Century company [1930] xiv, 452 p. tables, diagrs. 12°. (The Century education series.)

Directed teacbing at the junior-senior bigh scbool level is tbe tbesis of tbe study, witb four purposes in mind, viz: To relate tbe tbeory and practice of secondary scbool supervision; to relate the problems of general professional supervision to those of subject-group departments; to suggest a few items or topics worthy of consideration in actual practice; and to show the nature of tbe organization and the technique of supervision in terms of what bas been done, and of wbat would be desirable in these grades. In this book the organization of material is presented by unit divisions rather tban by means of the usual cbapters, witb summary outlines at the ends of the units. Selected readings are given at some of the unit ends.

ENGELHARDT, N. L. *and* ENGELHARDT, FRED. Planning school-building programs. New York city, Teachers college, Columbia university, 1930. xv, 573 p., illus. tables, diagrs. 8°.

Tbe selection of school sites, and the planning, construction and equipment of scbool buildings, assume great significance in tbe minds of scbool boards, superintendents, building committees and others, in tbese days of reorganization and scientific engineering of scbool systems, be tbe question concerned witb taxation, finance, personnel management, or curriculum development. The authors have brought together a fund of material dealing with all phases of tbe subject—economic, social, and financial, as well as educational. The topics presented are tbose for the consideration of school executives and the communities intcrested, as well as for professors of administration. Questions relating to total population and school population are presented. School-site selection, city planning and the plant program, scbool-building standards, architectuial service, costs, publicity, and school-building surveys are discussed. A list of city-scbool surveys containing studies of school buildings is given, and tbe rigbt of eminent domain for school purposes in tbe 48 States.

HATCHER, O. LATHAM, *ed.* A mountain school; A study made by the Southern woman's educational alliance and Konnarock training school. Richmond, Garrett & Massic, Inc., 1930. xxvi, 248 p. illus., tables, diagrs. 8°.

This is a study of a mountain mission scbool for girls located in the village of Konnarock in Smytb County, Va., in tbe Appalacbian region. Its pupils come from four States, North Carolina, Tennessee, Kentucky, and West Virginia. Tbirty-eight girls were studied. An effort was made to reacb into the individual lives of the girls by visiting their homes, by getting their parents' point of view, etc. The results of the study are given for a few cases, and proved of use in building up tbe needs for curriculum making, for testing programs, etc. The book will interest tbose wbo seek information regarding mountain young people, teacher-training institutions preparing teachers for rural work, social workers, denominational boards of education, and others of similar needs.

HOPKINS, L. THOMAS. Curriculum principles and practices. Chicago, New York [etc.] Benjamin H. Sanborn & Co., 1930. xiv, 617 p. tables. 8°.

The author, in tbis study, plans to give school administiators a workable outline for curriculum construction; to furnish a basic textbook for curriculum classes in college; to provide a set of procedures for members of curriculum committees; and to define a minimum body of fundamental materials concerning the school curriculum whicb will be found essential to all good teacbing.

MEAD, ARTHUR RAYMOND. Supervised student-teaching; basic principles illustrated and applied; student-teaching activities; and organization and administration. Richmond, Atlanta [etc.] Johnson publishing company [1930] xxii, 891 p. front., ports., illus., tables, diagrs. 12°. (Johnson's education series, under the editorship of Thomas Alexander and Rosamond Root.)

This volume offers material dealing witb problems of teacber training in the laboratory school that are of fundamental importance, dealing as they do witb both its actual and its possible functions. Many subjects of prime importance to student teachers and tbose directing them are discussed, such as the value of student teaching; the ethics of supervised teaching; teaching by observation and by participation; tbe activities of the student-teacher, his selection, assignment, and evaluation; and other factual material designed to meet a real need and demand.

MOREY, LLOYD. University and college accounting. New York, John Wiley & Sons, Inc., 1930. xi, 323 p. tables, diagrs. 8°. (The Wiley accounting series, edited by Hiram T. Scovill.)

This book sets forth the most important problems with which business officers of universities and colleges have to deal, and offers solutions and procedures to be followed. Blank forms are appended for the budget, for income, expenditures, appropriations, and trust funds, for branch officc and departmental accounts, and all of the details of the business office. A brief bibliography is given.

MORRISON, HENRY C. School revenue. Chicago, Thc University of Chicago press [1930] x, 242 p. tables. 8°.

Tbe author undertakes to show: (1) The basis of school revenue in tbe financial organization of society; (2) the school system as an organic part of the fiscal organization of our form of the civil state; and (3) the scbool as an economic institution. He points out tbat mechanisms for levying taxes and the administration of school money may he responsible for the taxpayers' trials, ratber than the cost of the schools themselves. He discusses the economic foundations of our society; the financial bases and the sources of our revenue; the different kinds of taxes; equalization of distribution of state money; and the state as fiscal and administrative unit. Tbe cost of scbools has been estimated as one-fourth of the total tax expenditures of the Nation, tbe otber three-fourths being for past wars and preparation for future wars.

PROCTOR, WILLIAM MARTIN, *and* RICCIARDI, NICHOLAS, *eds.* The junior high school; its organization and administration. Stanford university, Calif., Stanford university press, 1930. x, 324 p. tables, diagrs. 8°.

This contribution comes from California, wbere the junior high school is recognized as an integral unit of the secondary scbools, and is a symposium volume in wbicb ahout 30 scbool executives bave taken part. Each chapter author of the volume was selected upon tbe recommendation of school administrators having junior bigh schools in charge. Practically all the problems that arise in connection with the organization and administration of this type of scbool have received careful attention of the contributors. The questions of faculty, marks and promotion, making the curriculum, ability grouping, guidance and adjustment, directed study, student self-government, supervision of instruction, and other subjects have been used for special study. A bibliography covering tbe "published and unpublished" junior bigh scbool literature of tbe past six years has been furnished.

REISNER, EDWARD H. The evolution of the common school. New York, The Macmillan company, 1930. x, 590 p. illus. 12°.

Tbis is a readable account of tbe development of the common school in Europe and tbis country throughout its early stages. Tbe autbor traces tbe influence of the Bible, tbe printed book, tbe Protestant Reformation, the Catbolic elementary scbool, etc., on tbe development of tbe common school, following up all types of scbools that were closely identified witb elementary education, and tbe work of the "Father of the modern elementary school, Pestalozzi." The climax of the study is the account of the rise of free public scbools in tbe United States and the development of our present unitary public-school system.

STORM, GRACE E. *and* SMITH, NILA B. Reading activities in the primary grades. Boston, New York [etc.]. Ginn and company [1930] viii, 376 p. illus., diagrs., tables. 12°.

William Scott Gray, a specialist in the subject of reading, furnishes tbe introduction to this study. He gives as the motive for writing tbe book tbe lack of literature or the teacher of reading at the primary level, much of the literature on the subject being general and too brief in its treatment to be adequate. The present study brings together reading problems of the kindergarten and primary grades, as a textbook for teacbers of these grades.

Association Promotes Use of Flag

The United Statcs Flag Association, Washington, D. C., has organized a supply service whose function it is to supply flags, flagpoles, bunting, flag books, flag charts, and other patriotic products. Supplies of highest grade and correct design may be obtained from the association. All profits made are used to help in carrying on the program of work of the association for the patriotic education of the youth of America.

U. S. GOVERNMENT PRINTING OFFICE: 1930

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ANNA P. MACVAY

Dean, Wadleigh High School, New York City; Vice President American Classical League; General Chairman of the Vergilian Celebration

SCHOOL LIFE

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NEW YORK TRAINING SCHOOL FOR TEACHERS

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school libraries, and of Mr. Carl H. Milam, secretary of the American Library Association, are producing a significant series of papers upon school libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR . . . . . *Commissioner of Education,* WILLIAM JOHN COOPER

VOL. XVI WASHINGTON, D. C., OCTOBER, 1930 No. 2

The National Survey of Secondary Education

The Outstanding, the Innovational, and the Constructive, Rather than the Average, Will Receive Attention in the Most Significant Research Study of Secondary Education Ever Undertaken in the United States

By CARL A. JESSEN

Specialist in Secondary Education, Office of Education

THE national survey of secondary education was authorized by the Seventieth Congress as a 3-year program, to be conducted by the Department of the Interior through the United States Office of Education. The total amount authorized was $225,000—$50,000 for the first year, $100,000 for the second year, and $75,000 for the third year. The survey began in July, 1929, and will close in June, 1932. The authorization for the survey states that it shall be "of the organization, administration, financing, and work of secondary schools and of their articulation with elementary and higher education."

Set-up for Advisory and Professional Staff

Commissioner of Education William John Cooper, as director of major educational surveys, developed the following set-up for advisory and professional staff:

1. A group of expert consultants whose function it is to advise with the director and his assistants regarding the broader policies and more important plans to be followed in the prosecution of the survey. The following nine persons are members of this group: H. V. Church, J. Sterling Morton High School, Cicero, Ill.; Ellwood P. Cubberley, Stanford University; James B. Edmonson, University of Michigan; Charles H. Judd, The University of Chicago; Charles R. Mann, American Council on Education; A. B. Meredith, New York University; John K. Norton, National Education Association; Joseph Roemer, University of Florida; and William F. Russell, Teachers College, Columbia University.

These consultants have been called together four times within the past year.

2. An advisory committee of educators whose membership serves in the double capacity of advising regarding investigations and of interpreting the survey. Thirty persons representative of different sections and of different important interests in secondary education were selected for positions on this committee: E. J. Ashbaugh, Miami University; John L. Clifton, State Department of Education in Ohio; R. L. Cooley, Milwaukee Vocational School, Milwaukee, Wis.; Philip W. L. Cox, New York University; Jesse B. Davis, Boston University; J. D. Elliff, University of Missouri; Lucile Fargo, George Peabody College for Teachers; Will French, public schools, Tulsa, Okla.; John M. Gandy, Virginia Normal and Industrial Institute; T. W. Gosling, public schools, Akron, Ohio; Arthur Gould, public schools, Los Angeles, Calif.; E. D. Grizzell, University of Pennsylvania; W. W. Haggard, Joliet Township High School and Junior College, Joliet, Ill.; W. A. Jessup, University of Iowa; Franklin W. Johnson, Colby College; J. Stevens Kadesch, public schools, Medford, Mass.; Frank M. Leavitt, public schools, Pittsburgh, Pa.; Michael H. Lucey, Julia Richman High School, New York City; A. Laura McGregor, Washington Junior High School, Rochester, N. Y.; C. R. Maxwell, University of Wyoming; Bruce Millikin, East High School, Salt Lake City, Utah; Shelton Phelps, George Peabody College for Teachers; E. Ruth Pyrtle, public schools, Lincoln, Nebr.; Lewis W. Smith, public schools, Berkeley, Calif.; W. R. Smithey, University of Virginia; Sarah M. Sturtevant, Teachers College, Columbia University; Milo H. Stuart, Arsenal Technical High School, Indianapolis, Ind.; Payne Templeton, Flathead County High School, Kalispell, Mont.; W. L. Uhl, University of Washington; and William A. Wetzel, Senior High School, Trenton, N. J.

The committee held a meeting in February of this year. Its membership has been asked from time to time to make suggestions to members of the survey staff; and individual members are frequently called upon by various organizations to describe the progress of the survey.

3. An advisory committee of laymen who will be asked to review the findings of the survey and who will perform the important function of interpreting the survey to the taxpayer and the general public. The personnel of this committee is selected with especial care, in order that it may be representative of truly intelligent layman interest in education. Geographically every State in the Union will be represented on its membership. The committee is nearly complete and its membership will soon be announced.

4. A professional and clerical staff, whose responsibility it is to initiate, plan, conduct, and report upon the necessary investigations. The personnel and activities of the staff will be described in later paragraphs of this article.

The plan of Doctor Cooper involved securing as associate director of the survey a person of established national reputation in the secondary school field. For this important position he selected Dr. Leonard V. Koos, of The University of Chicago. Doctor Koos does not give full time to the survey but gives such personal attention as is necessary in recommending and organizing the personnel, and in supervising the conduct of the numerous undertakings of the survey.

It has been arranged that the writer transfer the major portion of his time from his regular work in the Office of

Publication sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.

13582—30——1

Education to assisting in the general direction of the survey.

Four Major Fields for Investigation

Early in the year an outline was prepared covering the subjects which it was proposed to investigate. This outline in its tentative form was carefully scrutinized by a large number of persons, notably by members of the consultant group and the advisory committee already mentioned. As finally developed, the outline listed four major fields for investigation: The organization of schools and districts; the secondary school population and related problems; administrative and supervisory problems; and the curriculum and related problems. There was no disposition to regard these as the only problems of secondary education needing investigation; a large number of others were considered. These four were selected as being important, unsolved, not about to be thoroughly investigated by other agencies, and still, as nearly as might be, susceptible of solution within the financial and time limitations of this survey.

The first approach in the effort to secure needed information was made to State departments of education; the next, to city school systems; the third, to individual secondary schools. The inquiry forms (numbered, respectively, 1, 2, and 3) addressed to these agencies aimed in each case to cover the whole field of the survey. Obviously it was not practicable to make these first inquiries sufficiently detailed to present an adequate picture of the practices; they could be and were merely first approaches. They were designed to give preliminary information, and to furnish important leads for later thorough inquiries.

Seventeen Special Studies Planned

Of these special and detailed inquiries, 17 have been planned to date. A few others, especially in curriculum subject-groups, will be developed. The 17 special studies and names of the persons in charge of each follow:

Junior high school reorganization—Francis T. Spaulding, Harvard University.

Horizontal organization of secondary education; secondary school population—Grayson N. Kefauver, Teachers College, Columbia University.

School district organization; administrative and supervisory staff—Fred Engelhardt, University of Minnesota.

Special problems in reorganization—William M. Proctor, Stanford University.

Characteristics of small high schools—William H. Gaumnitz, United States Office of Education.

Study of selected secondary schools in smaller communities and rural areas—Emery N. Ferriss, Cornell University.

Guidance; extracurriculum activities—William C. Reavis, University of Chicago.

Practices in the selection and appointment of teachers—W. S. Deffenbaugh, United States Office of Education.

Provisions for individual differences; marks and marking systems; plans for promotion of pupils—Roy O. Billett, Ohio State University.

School publicity—Belmont Farley, headquarters staff, National Education Association.

The curriculum—A. K. Loomis, Denver public schools.

Negro secondary education—Ambrose Caliver and Harvey C. Russell, United States Office of Education.

Full-time Professional Staff Provided

For the assistance of those in charge of these several investigations, a staff of full-time professional and clerical workers has been provided. The following professional workers, all of whom have been recently trained in graduate schools, are employed at present: P. Roy Brammell, University of Washington; C. Elwood Drake, Columbia University; O. I. Frederick, University of Michigan; E. S. Lide, the University of Chicago; Scovel S. Mayo (part time), Stanford University; Victor H. Noll, University of Minnesota; George E. Van Dyke (part time), the University of Chicago; and William H. Zeigel, University of Missouri.

Members of this staff of part-time and full-time workers are engaged in reviewing research studies already available, and in planning further studies in their respective investigations. Where it appears that status has not been adequately discovered by earlier investigations the survey will attempt to supply this background. The principal effort in all investigations will be directed, however, toward identifying and describing current attempts to improve secondary education. The outstanding, the innovational, the constructive, rather than the average, will receive attention.

Whole Survey a Cooperative Undertaking

From the standpoints of amount of money available, number of persons employed, and extent of investigations planned, this is undoubtedly the most significant research study of secondary education ever undertaken in the United States. Throughout it has been regarded as a cooperative undertaking. Request for the appropriation was a cooperative enterprise; the scope of the survey reflects a composite of opinion; the whole advisory system aims at pooling the best judgments available on secondary education; and, since the survey proceeds on the assumption that the most practicable solutions (as distinct from ideal solutions) to secondary school problems are to be found in the schools themselves, it becomes vital to its success that school administrators, teachers, and pupils, shall continue to cooperate with it, as they have in the past, by contributing of their time and experience.

Colleges Interested in the Question of Racial Relations

Courses in race relations, under that name or in connection with work in the social sciences, are given in 100 colleges in the South. These volunteer study courses and discussion groups in race relations are frequently conducted by the student Christian associations.

In a number of places interracial forums are carried on in which students of the two racial groups meet from time to time for mutual understanding. In Atlanta such a forum has been conducted for a number of years and enlists students from Emory and Atlanta Universities, Georgia Tech, Morehouse, Spelman, and Agnes Scott Colleges, and frequently visitors from other institutions. Membership in the forum is about 50, and in the course of the year double that number are brought in touch with it.

Growth of Child-Guidance Clinics in the United States

To-day there are about 500 clinics in the United States giving psychiatric service to children. Only about a quarter of these, however, should be considered child-guidance clinics in that they have a threefold staff of psychiatrist, psychologist, and psychiatric social worker.

The first child-guidance clinic was initiated in 1909 by Dr. William Healy in Chicago. In 1922 the Commonwealth Fund launched its program for the prevention of delinquency and carried on a 5-year term of demonstration and experimentation with the child-guidance clinic. During this period there was an increase of about 200 hours per week of clinic work per year, and since then the movement has continued to grow at about the same rate. The Commonwealth Fund also created a national bureau for child-guidance work, the division of community clinics of the National Committee for Mental Hygiene. This bureau coordinates the work of existing clinics and assists in the planning of new ones.—*George S. Stevenson, M. D., director, division on community clinics, National Committee for Mental Hygiene.*

Berkeley's Coordinated Program of Child Adjustment

Fourth of a Series of Articles Describing Educational Provisions Made for Exceptional Children in Representative School Systems

By ELISE H. MARTENS

Specialist in the Education of Exceptional Children, Office of Education

SCHOOL LIFE presented in the May and June numbers of this year an account of the highly organized and effective school program which is in operation in Detroit in the interests of exceptional children. Detroit, with its million inhabitants, stands out as one of the largest cities of the country which has made systematic provision for the physically and mentally handicapped, as well as for the general classification of all types of children according to their educational interests and needs.

The present article is the first installment of an account of what can be done and of what is being done in another and much smaller city of less than a hundred thousand population. The conclusion of the account will be given in the November number of the magazine.

Berkeley, Calif., is the seat of the State university, which is situated among its low-lying hills, and which is the nucleus of culture and professional activities. It is likewise the center of numerous industrial activities which are spread out along the water front on the opposite side of the city, and which to a large extent engage the services of a population of South European extraction. Between the Berkeley Hills and San Francisco Bay we find the business districts of the city and the cosmopolitan array of citizenry which is found in most American communities. Berkeley's educational responsibility, therefore, is concerned with the needs of all types of people in all walks of life, and of every degree of intelligence. Such a responsibility is common to all American cities, and is being met more intelligently, more sympathetically, and more systematically by many of them from year to year.

General Plan of Classification and Counseling

The Berkeley school system has long had its program of counseling and classification. The assistant superintendent of schools is also the director of research and guidance, in administrative charge of classification, of special classes of school counseling, and of all individual adjustment work.

A threefold classification scheme recognizes the differing educational needs of the normal, the gifted, and the dull. "Atypical" classes, with enrollment limited to 16, handle those children who are mentally so deficient that they can not profit by the instruction given even in the Z sections of the ordinary classification. A "sunshine school" ministers to the needs of the anæmic and pretubercular. A special teacher for speech defectives gives of her time and aid to those who need them in any part of the city.

In each school—elementary, junior high, and high school—there is a specially designated "counselor," who with the cooperation of the classroom teacher studies individual needs, makes contacts with the pupil and with his home, and offers recommendation for adjustment. Such efforts of the school counselor are supplemented by the visiting teacher, who makes additional contacts with the home and with social agencies as desirable.

Consideration of the Whole Child

A carefully organized plan of testing and of cumulative records has been developed which makes available at any time and in any school the objective evidence which is so valuable in the careful study of the abilities and achievements of any child. Yet such objective evidence serves as only one means of evaluation. Those who administer the Berkeley program believe that the child is more than a collection of statistical facts about him; that he is more than intelligence quotient, mental age, achievement age, or any other measurement that can be made—or all of them combined. Valuable as such measurements are, they can not tell the whole story. They are used in Berkeley for all they seem to be worth, but for no more than they are worth.

Attention to physical aspect

Chief emphasis is placed upon the child as a complex human personality, and upon the importance of finding out all that can be known about him before any steps should be taken in guidance. "Individual adjustment for individuals" is the keynote, and in these days of studying the whole child, such adjustment involves a careful appraisal of all educational, mental, physical, social, and emotional factors which affect his development. It is, for example, by no means unusual to find a boy or a girl of mature chronological and physical age considered for placement in the junior high school, even though mental retardation is so serious as to make even fourth or fifth grade achievement difficult.

Since Berkeley operates on the 6–3–3 plan and since the elementary school does not offer the opportunities of departmentalization and special types of work, such a child is far more likely to find at least his own social level in the junior high school while every effort is made to find also that work which he *can* do without continued emphasis on those things which he *can not* do.

The Coordinating Council for Child Welfare

In view of this ideal of considering the whole child, which for a number of years has characterized the Berkeley program of school counseling, it is not strange that there should have developed in the city a type of coordinated plan looking toward the cooperation of school and social agencies in their common task of child guidance.

The year 1924 saw the beginnings of a program which has attracted widespread attention as a worth-while experiment in the coordination of educational and social

efforts made on behalf of children in the public schools.

As in every other community of its size, there are in Berkeley numerous agencies dealing with the guidance and control of youth. But, as is also true in other communities, two or more agencies have in the past frequently worked on the same case, each ignorant of what the others are doing or have done. Such a situation seemed to be not only wasteful of the time and energy of the agencies concerned, but often actually harmful in its results on the individual under treatment.

Leaders of the movement felt that if any community is to concentrate effectively upon the adjustment of problem children—if it is to know all that should be known regarding any given child who is being studied—then it should have the unselfish cooperation of all the agencies that have to do with child life. Each agency must be willing to surrender prerogatives or to accept additional responsibility if the case seems to demand it. All must unite in their willingness to serve in the way that seems best for the interests of our boys and girls, and for the betterment of the community.

Aims and Methods of Work

It was to foster this spirit of cooperation that representative executives of the schools, the police department, and the health department met in the year 1924 to discuss ways and means for a better coordination of work, especially with reference to salvaging maladjusted children. The group met informally several times, then effected an organization, and called itself "The Berkeley Coordinating Council for Child Welfare." Its aims and purposes were stated as follows:

"1. To promote the physical, moral, and mental welfare of the children in the community.

"2. To coordinate the activities of existing agencies, preventing duplication.

"3. To promote personal acquaintance and esprit de corps among executives of the various agencies."

Since these early beginnings six years ago, the work of the council has developed until its membership now includes the following: The assistant superintendent of schools, who is also the director of the bureau of research and guidance and who acts as chairman of the coordinating council; the chief of police; the director of the city health department; the superintendent of social service in the city health center; the executive secretary of the welfare society; the visiting teacher; the police woman; and the director of playgrounds. With such a staff as this working as a unit in the interests of childhood, we should be able to look for results that shall make for better guidance and happier adjustment in the lives of boys and girls throughout the city.

The Coordinating Council meets in weekly sessions and considers problem cases that have come to the attention of one or another of the agencies represented. All the information concerning a given child which is in the possession of any one agency is placed at the disposal of every other. Typical cases which come up for discussion are those involving educational maladjustment, behavior difficulties, social indigency, and physical inadequacy. So also the child with special ability or talent may become an object of attention, particularly through the enlistment of the aid of some public-spirited citizen or organization to help in the development of his capacity. Assignments for follow-up are made by the chairman of the council. With skillful executive leadership and with the unity of purpose which marks its program, a consistent policy of cooperative effort is followed by all its members.

One of the major activities in which the Coordinating Council is interested is the behavior clinic, designed to meet behavior difficulties of school children with preventive or remedial measures. An account of the organization of this clinic, together with a summary of significant items in the Berkeley program will be presented in the November number of School Life.

Coordinating council of school and social agencies

Specialist in Negro Education

The Secretary of the Interior, on the recommendation of the Commissioner of Education, has appointed Dr. Ambrose Caliver to the position of specialist in negro education in the United States Office of Education. Doctor Caliver has recently completed his work for the Ph. D. degree at Teachers College, Columbia University, where he majored in college administration and instruction, and minored in educational personnel research. He is the first of his race in the country to meet the requirements for the Ph. D. degree in this field. He has had wide experience in both public and private education, and in elementary and secondary schools, as well as in collegiate work, and his experience in matters of a social and civic nature has been broad.

Doctor Caliver is a native of Virginia. He received his high-school training in Knoxville, Tenn.; obtained his B. A. degree from Knoxville College, and his M. A. degree from the University of Wisconsin. He has also studied at Harvard University and Tuskegee Institute. His contributions to educational literature have been many and varied, both in the field of research and in general education.

Doctor Caliver, who was formerly dean of Fisk University, Nashville, had already accepted a teaching post at Howard University in Washington, which position he resigned to accept the Government appointment, effective September 1, 1930.

A school nurse is employed in practically all cities in the United States of more than 30,000 population. The average is 1 nurse to about 3,000 children. Three-fourths of the cities of 10,000 to 30,000 population employ nurses.

Recent Educational Progress in Czechoslovakia

The Republic is Steadily Achieving Its Purpose to Provide the Opportunity of an Education to Every Citizen Within Its Borders

By EMANUEL V. LIPPERT
Prague, Czechoslovakia

THE educational system of Czechoslovakia, in one way or another, now reaches the entire population, estimated at 14,356,000, or 264.8 persons per square mile. Except in Subcarpathian Russia the per cent of illiteracy is low, and is rapidly approaching zero among those capable of learning to read and write. One-sixth or more of the population is receiving organized training, most of it in the form of full-time instruction in day schools.

Distribution of School Attendance

Statistics of school attendance for 1928–29 showed an enrollment of 2,300,406, of which 1,050,080 were girls and women, in 22,340 institutions, as follows: 18,425 primary schools, with 1,878,612 pupils; 2,913 continuation schools, with 202,803 students; 722 vocational schools, such as agricultural, commercial, industrial, music, nursing, and the like, with an attendance of 97,866; secondary schools of 5 types, teacher-training colleges, and secondary schools for foreigners—all to the number of 354, with 90,853 students; and 16 institutions of university rank, with 30,272 matriculates and auditors.

Education in Czechoslovakia is, in general, public, democratic, and being made more democratic. It is compulsory for all children for the eight years between the ages of 6 and 14; coeducational to a considerable degree; progressive, in that a large amount of research and experiment is being carried on; and multilingual. The regular primary school in urban districts is a 5-year school from which children go into either a secondary or a higher elementary school. The latter offers three additional years of work, specialized according to the industrial or agricultural needs of the community. Rural primary schools are coeducational, and have from one to eight classes (grades), according to the number of children attending. Continuation-school attendance is compulsory for all industrial workers between the ages of 14 and 18, and for agricultural workers between 14 and 16 unless already attending some kind of vocational school.

The secondary schools are of five types: Gymnasia, realgymnasia, reformed realgymnasia, realgymnasia of the Decin type, and real schools. For the first four the course is eight years beyond the 5-year primary school; the real schools have a 7-year course. Training colleges for elementary teachers give four years of instruction on the levels of the last four of the gymnasia. Of these secondary schools the realgymnasia—which offer no Greek, carry Latin through eight years and a modern language for six years, and give good training in science and mathematics—are by far the most popular. For the school year 1929–30 the 143 realgymnasia enrolled 42,664 pupils, as against 15,916 in the 60 real schools, which offer neither Latin nor Greek and stress science and mathematics heavily, and 14,718 in the 58 reformed realgymnasia, with Latin in only the last 4 years of the course and a modern language for 7 years.

Language and Racial Minorities Complicate Situation

Multilingualism, provision for the language and racial minorities, complicates the educational situation. In all elementary schools the language of instruction is the mother tongue of the pupils. In the towns the second language of the country may be taught as optional. By language of instruction the primary schools include Czech, German, Russian, Polish, Magyar, Carpathian-Russian, Rumanian, and Hebraic. The secondary institutions are 226 Czech, 96 German, 10 Magyar, 2 Polish, and 8 Russian. This privilege of freedom of instruction in the native language carries on even into higher education.

During the year 1929–30 several advance moves were made by the educators of Czechoslovakia. In February of 1930 the Ministry of Schools and National Education changed its subdivision for the study of education to a section and attached it to the praesidium of the ministry. The new section deals with all the principal educational problems and matters of research, including among other things experimental schools, child study, problems of method, the unification of school curricula, child health, the organization of congresses and conferences, and general information about education in Czechoslovakia and in foreign countries. The chief of the section has traveled and studied education in England, Russia, Germany, and the United States. Following the creation of this section, the ministry appointed two commissions of experienced school men and women representing all nationalities in Czechoslovakia to arrange plans for bettering the primary and the secondary schools. The first meetings were held in March.

Through the efforts of the Czech Teachers' Union, which will bear much of the expense, a faculty of pedagogy was established at Prague to give to graduates of the secondary schools a 2-year course on university levels in theoretical and practical training for teaching. At the University of Prague the candidates must take at least 10 hours a week in philosophy, psychology, and an elective scientific subject. At the faculty of pedagogy they must have at least 14 hours weekly in such subjects as educational sociology, history of education, child pathology, experimental didactics, and the theory of school systems. An arrangement has been worked out with the city of Prague for practice teaching, school visits, and educational experiments. Graduates will have preference in appointments to positions in the city schools.

The new curriculum for elementary schools was published in May. It is to be followed during the years 1930–31, 1931–32, and 1932–33. The section in the ministry for the study of education is to watch the working out of the new plan and advise as to any adjustments that may be considered necessary after the three years of experiment.

In June the ministry issued, in regard to secondary schools, an order whose main purpose is to make them more democratic and to allow easier transfer of pupils from the upper years of urban elementary schools across to the lower years of secondary schools. The program for the first two years in all secondary schools will be the same for all pupils. To bring this about, Latin in the gymnasia will be begun in the third instead of the first year, and French in the real gymnasia and real schools is postponed from the second year to the third. Even in the third and fourth years of the secondary schools the programs for all will be very similar, the chief difference being only in language study.

Education in Subcarpathian Russia was much neglected when that section was under the rule of Hungary, and there the Czechoslovak Government has its difficult struggle against illiteracy and the unwillingness of communities to establish schools. In 1928 about 18,000 children of school age were not receiving instruction. By establishing large numbers of new schools and conducting in mountain hamlets "school courses" that will later be transformed into regular schools, the number of children receiving no instruction was reduced by 1930 to 9,000, and the people of Subcarpathian Russia are becoming willing to pay the expense of education for their children.

Development and Legal Status of the Municipal University

Inaugurated in the City of Charleston, S. C., in 1837, Growth in this Country of the Movement for Municipal Universities, Slow at First, Has Recently Been Accelerated. Other Cities Now Considering Their Establishment

By WARD W. KEESECKER

Associate Specialist in School Legislation, United States Office of Education

THE municipal university, open without charge to residents of the city who meet entrance requirements, is one of the most democratic systems of higher education yet devised. In our day, city problems constitute some of the greatest problems of democracy, and the ever-widening application of science to government and industrial life tends to make higher education a public utility.

What Constitutes a Municipal University

The term "municipal university" is understood in this article to mean an institution of higher learning mainly supported and controlled by a municipality, requiring graduation from a standard high school for entrance, and maintaining a 4-year course in arts and sciences around which one or more schools or departments may be grouped.

Under a strict application of this definition there appear at present nine municipal universities or colleges in the United States. In order of their establishment on the municipal basis they are as follows: College of Charleston (South Carolina), 1837; University of Louisville (Kentucky), 1837; College of the City of New York, 1847; Hunter College of the City of New York, 1870; University of the City of Cincinnati (Ohio), 1871; University of Toledo (Ohio), 1884; University of Akron (Ohio), 1913; University of the City of Detroit (Michigan), 1923; Municipal University of Wichita (Kansas), 1926.

To the above list another is soon to be added. In May, 1930, the citizens of Omaha, Nebr., advanced their educational program by approving plans for the establishment of a 4-year municipal university. They approved a mill tax which, it is estimated, will produce one-third of a million dollars for that purpose.

Determination of the legal status of municipal universities in the United States is not a simple matter. Generally speaking, they may be divided into two classes: (1) Those which owe their existence to ordinances of city councils, or to special legislative acts; and (2) those which are authorized by general state-wide laws. The difference is not a basic one, since even city ordinances or charters must be authorized by State laws. The first three institutions listed above come within the first class; and their legal status outlines in a way the historical development of such institutions.

Establishment of First Municipal College

In 1770 a meeting was held in Charleston, S. C., to consider the establishment of a college in or near Charleston, and as a result of the foregoing, donations were given by many private citizens. In March, 1785, the endowment having reached about $60,000, a charter was granted by the General Assembly of South Carolina. In 1791 a new charter was obtained, in which the total freedom of the college from sectarian bias was assured by the enactment that "no person shall be excluded from any liberty, privilege, immunity, office, or situation in the said college, on account of his religious persuasion." In 1837 the college was reorganized, and upon joint application of the trustees and of the city council, the general assembly of the State agreed that the property, rights, and interests of the college be surrendered and transferred to the city council, and the city council on its part agreed to accept the trust and to provide means to maintain the institution. Terms and conditions were set forth, and were carried into effect by an act of the general assembly. In furtherance of this agreement the city council regularly made appropriations for current expenses of the college.

By resolution of the board of trustees, August 3, 1918, the college was opened to women. At the request of the city council, the trustees on April 6, 1920, passed a resolution giving free tuition to residents of the city of Charleston, and on March 31, 1923, passed a resolution throwing open the college as a free institution to residents of the county of Charleston.

Louisville Follows Suit in 1837

The University of Louisville was founded by a decree of the City Council of Louisville in 1837. The corporation was chartered as a perpetual municipal university by the legislature in 1846. Under the provisions of this charter, control of the university is vested in a board of 11 trustees, one of whom is chosen president. Of the remaining 10 trustees, 2 are appointed every two years for terms of 10 years, on nomination by the mayor and approval by the general council of the city. By the charter the president and trustees of the university have full power to establish departments in the university, faculties, professorships, and to alter or abolish the same at pleasure. The Kentucky statute of March 23, 1910, as amended in 1916 and 1920, authorized any city of the first class having a municipal university to levy for the support of such university not less than 1 nor more than 5 cents on each $100 of taxable property. "A municipal university within the meaning of this [Kentucky] act is a university established or supported in whole or in part by funds raised by municipal taxation and controlled by a board of trustees appointed by the mayor and general council of such municipal corporation." In 1922 an agreement was made between city authorities and university authorities whereby the business side of the city hospital was placed under the direction of a business manager directly responsible to the board of public safety; and the professional side of the hospital was placed under the direction of the university authorities, and, through them, responsible to the board of public safety of the city.

In 1924 the legislature authorized cities of the first class having a municipal university to issue bonds not exceeding $1,000,000 for municipal university purposes. In November, 1925, the city of Louisville authorized an issue of $1,000,000 of bonds of the city for the expansion of the plant of the college of liberal arts and the Speed Scientific School of the university.

New York Legislature Inaugurates Movement in that State

The College of the City of New York, originally called the Free Academy, was established in 1848 by the Board of Education of the City of New York, in pursuance of an act of the legislature of the State, passed on May 7, 1847, and ratified by vote of the people of the city June 9, 1847. In 1854 the legislature empowered the institution to confer the usual collegiate degrees in arts and sciences. In 1866 the legislature changed the name to "the College of the City of New York," and conferred on the institution the powers and privileges of a college.

The college is open to all young men of the city of proper age and preparation. The college is supported by the city and tuition is free. It is governed by a board of trustees, composed of nine members appointed by the mayor, with the president of the Board of Education of the City

of New York as, ex officio, an additional member. Members serve for nine years, one being appointed each year.

Hunter College of the City of New York was established February 1, 1870, and received its charter from the State of New York in 1888. It is a college for women, and is supported by public funds. It receives as students all applicants who are residents of any of the boroughs of Greater New York, and who can meet the requirements for admission. Tuition, textbooks, and supplies are furnished without cost to students. The college provides an academic course which is based upon a 4-year high-school course, and confers A. B., B. S., and A. M. degrees. The board of trustees consists of the president and members of the New York Board of Education.

Other States Provide for Municipal Universities

The State of Ohio has incorporated into its legal code (the General Code of Ohio, 1910, secs. 7902–7922) provisions by which any city in the State may establish a municipal university and support it by special taxation. By statute the control of Ohio municipal universities is vested in a board of directors appointed by the mayors. These directors are intrusted with very broad powers in regard to the administration and maintenance of such institutions. These legislative provisions explain, at least in part, the legal status of the three municipal universities in Ohio above named.

By the act of May 10, 1923, the Legislature of Michigan authorized the establishment of muncipal universities in certain school districts. Section 2 of the act reads, in part, as follows:

> In any school district of more than 250,000 people * * * the board of education is authorized * * * to provide for the establishing and offering in such school district of advanced courses for such high-school graduates, which may embrace four years of collegiate work. Such courses collectively shall be known by such name as the board of education may designate. The board of education shall provide suitable instructors for any advanced courses that it is herein authorized to establish and shall adopt regulations with reference to the admission and conduct of pupils taking such courses and the issuance of diplomas and degrees upon the completion thereof: *Provided, however,* That no student who is not a graduate of a high school offering four years of work in this State shall be admitted to any of such courses.

In accordance with this act, the Detroit Junior College in 1923 added two years to its course. This institution is now known as the College of the City of Detroit. It is a degree-conferring institution and a part of the public-school system of Detroit.

The Municipal University of Wichita was created June 1, 1926, in accordance with an act of February 11, 1925, of the Kansas Legislature. Main provisions of this act are shown in the sections quoted below:

> SECTION 1. The governing board of any city of more than 70,000 inhabitants and less than 110,000 inhabitants may, at any regular election or at any special election called for that purpose, submit to a vote of the qualified electors of such city the question: "Shall this city establish and maintain a municipal university to include a four-year college course, and such other departments as may be deemed expedient by the board of regents thereof?" When 10 per cent of the registered voters of such city shall petition for the submission of said question, then the governing body of such city shall submit the same to vote of the qualified electors of said city. Unless a regular election is to be held within six months after the date of the filing of such petition, said question shall be submitted at a special election within 90 days after the date of the filing of said petition. Whenever any city shall have established a municipal university under the provisions of this act, any change in population of said city thereafter occurring shall not affect such municipal university, or any rights, powers, or duties, conferred by this act.
>
> SEC. 2. If a majority of the qualified electors voting on the above-mentioned question shall vote in the affirmative, then the governing body of such city shall immediately establish such municipal university as hereinafter provided.
>
> SEC. 3. The management and control of said municipal university shall be vested in a board, to be known as the board of regents of the municipal university of ——— (filling out the blank with the name of the municipality).
>
> SEC. 4. The board of regents of said municipal university shall consist of 9 members, 4 of whom shall be selected by the governing body of said city, and 4 of whom shall be selected by the board of education of said city. The mayor or other presiding officer of the governing body of said city shall be, ex officio, the remaining incumbent of said board."
>
> SEC. 7. Every such regent shall be a resident of the municipality from which he is chosen. Such regents shall serve without compensation, and shall have all the powers and perform all the duties conferred or required by law in the government of such university, and the execution of any trust with respect thereto imposed on the municipal corporation.
>
> SEC. 9. The board of regents so constituted shall have power to prescribe such rules, by-laws, and regulations as may be most expedient for the board and for the government of the municipal university, its faculty, instructors, other employees and all students attending the university, subject to the existing laws of the State and of the United States. Said board of regents shall also have power to fix reasonable tuition and other charges to be paid by students attending said university; and may, in its discretion, make additional charges to students who are not residents of such city.

The Fairmount College at Wichita was on June 1, 1926, presented to the city of Wichita by the Congregational Church and board of trustees of Fairmount College, to be operated by the city as the Municipal University of Wichita, as voted at a special election in April, 1926. This institution now comprises four colleges—the Fairmount College of Liberal Arts, the College of Fine Arts, the College of Business Administration and Industry, and the College of Education.

In 1921 the association adopted the plan for life membership and in the following year, 1922, elected its first life members. Now 3,754 of its members have become life members of the association.

The public needs to be made aware not only of the service which the teacher renders but must be assisted to distinguish good service from mediocre or poor service. None can do this so well as an organization which maintains a headquarters and issues an organ to advocate with vigor the things which should be done. Its meetings furnish the occasion for professional inspiration and instruction and for action designed to advance, not the personal interests of individuals but the profession as a whole.

Materials for the firm foundation of a great professional organization have been gathered by those who have served this association for more than half a century and have been cemented together by presidents and secretaries too numerous to mention by name. This stone becomes an important element in a great building. May it also symbolize the corner stone in a great organized profession—the headquarters staff of skilled workers, for Secretary Crabtree and his splendid staff are the real corner stone in the teaching profession.

Children Make Their Own "Talkies"

A moving picture of Indian life, as a language device was constructed recently by primary children in District 200 School, Otter Tail County, Minn. In a study of Indian home life the children told the story for the day, then drew and colored a picture of the phase of Indian life presented. These pictures were afterwards pasted on long strips of paper by the children, a roller attached at each end, and placed in a shoe box, as a miniature stage. The "movie boxes" were carried home by the children and shown to their parents, with a retelling of the lessons learned.

Educational Progress in Liberia

Jurisdiction of the Department of Public Instruction in Liberia has been extended to include responsibility for the practice of medicine and the dispensing of drugs, as well as the encouragement and promotion of agriculture within the Republic, according to recent report of Clifton R. Wharton, American consul, Monrovia.

Increased attendance upon teachers' institutes is reported by the Secretary of Public Instruction, and an increase during the year in the number of both public and private schools. The number of pupils increased from 8,913 to 10,250.

Ground has been broken for the Booker T. Washington Agricultural and Industrial Institute, to be erected on a tract of 1,000 acres at Kakata. In its work the new school is expected to follow to some extent the plan of the Tuskegee Institute, Alabama, adapted to meet existing conditions in Liberia. Establishment of the school is made possible by bequest of the late Miss Olivia Phelps Stokes, and it will be fostered by American philanthropic and religious institutions.

Mention was made by the consul of the loss sustained last year in the death from yellow fever of Prof. James L. Sibley, an American citizen, who was educational advisor of the American Advisory Committee on Liberian Education.

Official Report to the Secretary of State.

Collegiate Courses in Parent-Teacher Work

Demand for Highest Qualifications on Part of Both Instructor and Pupils and Background of Experience Necessary. Length and Content of Courses

By FLORENCE V. WATKINS

Education Secretary, National Congress of Parents and Teachers

JUST why should parent-teacher courses be offered by colleges? What type of course should be given? Who should teach these courses? Is there a considerable demand for them? Where are they now given? What subject matter is taught in them? What result is expected from such courses? These questions are often in the minds of college authorities and are often asked. Let us try to answer them as fully as possible in a short article and for convenience let us use the word "college" to refer to colleges, universities, and normal schools.

Should Colleges Offer Parent-Teacher Courses?

Courses on the parent-teacher movement are not primarily parent-education courses. They are courses in educational administration, and are planned to acquaint school administrators—superintendents, principals, and teachers—with the purpose, organization, conduct, and legitimate activities of parent-teacher associations. They are educational and should not be considered as in any sense of a propagandist nature.

Many educators have failed to realize the valuable contribution which parents can make to education. Many have failed to use this vast reservoir of potential support for the new movements in education which becomes available when once the public is taken into the confidence of school leaders. As someone has said, "You can not have public schools until you take the public into your confidence." It is primarily to deal with problems of parent cooperation that parent-teacher courses are offered.

On the other hand, many parents do not realize the importance of understanding and appreciating the school, nor do they understand how necessary it is that when children go to school they shall have had 5 or 6 years of the best possible education at home. This is the second reason for giving the courses.

Although the accredited parent-teacher courses are primarily for students who are working for advanced scholastic standing, parents and others interested in the work of parent-teacher groups are usually welcomed to the classes upon payment of the registration fees of the college. For the foregoing reasons it would seem desirable that parent-teacher courses be offered wherever courses in education are given.

What Type of Course Should Be Given?

Many colleges to-day are offering parent-teacher courses on the same basis as other courses in education. For example, at Teachers College, Columbia University, New York City, a 2-point, 6-week course is offered as a unit during the summer session, and during the spring semester a 3-point unit course is offered. At George Washington University, Washington, D. C., a 4-point course is offered through the entire scholastic year. At Temple University, Philadelphia, Pa., an evening credit course is offered the first semester. At the University of Tennessee, Knoxville, a 2-week course is given during the summer session as part of an educational unit. At Wittenberg College, Springfield, Ohio, an extension parent-teacher course is given on the same basis as other extension courses. George Washington University in Washington, D. C., and Cleveland College in Cleveland, Ohio, are the only colleges now offering courses during the entire scholastic year.

Who Should Teach the Courses?

No college would call one to teach a psychology class who had never taken a course in psychology. Naturally colleges prefer to have as instructors for parent-teacher courses those who have had the fullest available preparation, and who have also had successful parent-teacher experience. In some places so-called parent-teacher courses are being given which are actually courses in parliamentary law, child psychology, or parent education. Valuable as such courses may be, the registrants will receive little information about the parent-teacher movement, what it is and how its work is conducted, and about local associations, how they should function, their legitimate fields of work, and how their programs should be made and carried out.

For the above reasons many colleges are willing to offer parent-teacher courses only when the National Congress of Parents and Teachers has available certified instructors for such courses. Therefore, a training course for instructors of parent-teacher courses was first offered at Teachers College, Columbia University, New York City, in 1927; and has been continued each year since that time. Those are eligible to take this course who have had at least two years' experience in local parent-teacher associations, who have had or are taking the more elementary course, and who may wish preparation as instructors in parent-teacher work. . Already the demand for such teachers far exceeds the available supply. At the present time Columbia is the only institution offering a parent-teacher training course. The National Congress of Parents and Teachers certifies as instructors only those who have scholastic and professional standing; who have an experimental knowledge of the organization, development, and program of service of the national congress; a practical parent-teacher experience and an impressive personality, and who have completed the training course at Columbia, or successfully passed the examination given by the Columbia instructor. Members of college faculties are able effectively to conduct parent-teacher courses only when they have a broad knowledge of the parent-teacher field, and have had a considerable amount of first-hand experience with the best-organized groups.

Where Are Parent-Teacher Courses Given?

The first credit course was offered at Columbia University in 1922, and was a 3-week, 1-point course in education. This course is still given, although now it is a 6-week, 2-point course. Other colleges began to sense the value of such instruction, and the University of Georgia was the second to offer a parent-teacher course. As the need grew for qualified instructors of this kind of work, the training course at Columbia was offered. It was open to those whose educational qualifications and parent-teacher experience were such as to enable them to profit by such a course, and who might become national certified instructors of parent-teacher courses.

During the summer of 1930 certified courses have been given in 14 institutions: Blue Mountain College, Blue Mountain, Miss.; Columbia University, New York City (6 weeks); University of Denver; Florida State College for Women, Tallahassee; University of Idaho, Pocatello;

Publication sponsored by the National Congress of Parents and Teachers, represented by Mrs. S. M. N. Marrs and Mrs. Laura Underhill Kohn.

University of Kentucky, Lexington; University of North Carolina, Chapel Hill; Rutgers University, New Brunswick, N. J. (6 weeks); State Teachers College, Hattiesburg, Miss. (6 weeks); University of Tennessee, Knoxville; Tennessee Wesleyan College, Athens; University of Virginia, Charlottesville (6 weeks); University of Washington, Seattle (6 weeks); and Winthrop College, Rock Hill, S. C.

Beginning in the fall of 1930 the course offered the past year at George Washington University, Washington, D. C., will be repeated. It will extend through the entire scholastic year, and will carry the same credit as other educational courses. Temple University, Philadelphia, Pa., will offer a credit course during the fall semester; and Teachers College, Columbia University, New York City, will repeat the unit course during the spring semester of 1931. At Blue Mountain, Miss., a 6-week course will open September 8.

Subject Matter Usually Included

Consideration is generally given to the fundamental significance of the parent-teacher movement, its place in education, and its development here and in foreign countries; the organization, objects, and parent-education program of the National Congress of Parents and Teachers; the relation of the national organization to State and local parent-teacher groups; the organization of a State branch, its function, and relation to the national congress, and to the local groups within its borders; the organization, conduct, and special function of districts and of county and city councils.

A Knowledge of Technique Indispensable

As many persons, even educators, who are interested in the work of local associations are unacquainted with approved methods of organizing and developing them, these courses usually acquaint their members with plans for starting and conducting the different types of parent-teacher associations and the legitimate fields of work and appropriate activities for each; the preschool association and study group in which parents are helped to solve the practical problems connected with training the baby and the toddler; the grade-school association, in which teachers and parents consider together all aspects of the relations which should exist between the home and the school, the home and the community, and the school and the community; the high-school association, in which parents and teachers deal with the problems which the adolescent boy and girl face in home, school, and community relations; and the college association which has possibilities of helpfulness to the college authorities, to the parents in far-away homes, and to the young man or woman facing for the first time the complicated problems of college life in a new town or city.

An exhibit of published helps furnished by the National Congress of Parents and Teachers and its State branches, of the literature of national cooperating organizations, and a poster and chart display are generally open to students in education, to superintendents, principals, teachers, and parents.

In addition to the regular work done in class periods, assigned readings, group studies, and reports are generally required. The groups work out such projects as: Appropriate activities for each type of association; causes of failure in parent-teacher associations and how these may be avoided; ways of interesting foreign-born parents in parent-teacher projects; qualifications for leadership; best plans for publicity for parent-teacher projects; the object, function, and field of church-school parent-teacher associations; surveys needed before determining the year's parent-teacher association program; principles underlying program making; typical rural one-room-school program; a year's program for preschool, grade-school, high-school, and college associations, and for a church group on the 7 objectives in education.

Graduates of certified parent-teacher course, summer session, University of Virginia

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Results Expected From Parent-Teacher Courses

Because of the changes taking place in education, in the curriculum, in extra-curricular activities, and along other lines, it becomes increasingly necessary for teachers and school officials to have the active support of the school clientele for these changes. A college parent-teacher course should be designed to train those taking it to make the best use of this great unutilized parent power, with a minimum of friction and a maximum of result. Educators are increasingly realizing the need for close cooperation between home and school, and school and home and community, but not many have found an effective way of securing it. Those who are working for college degrees would greatly appreciate courses planned to help them solve these problems. So far as discovered, the parent-teacher association is the channel through which such cooperation is best secured.

For 30 years and more, the National Congress of Parents and Teachers has been experimenting and developing methods of securing home and school cooperation. Through its efforts educators have learned to "take the public into their confidence" through the parent-teacher associations in which they have the opportunity of explaining the newer movements in education and demonstrating their value to both parents and teachers. Through this group work, parents have been made to realize the responsibility they have during the preschool years to train their children so that they will be a school asset and not a liability when school days come. An educational revolution will come quietly and peacefully and enthusiastically, as parents and teachers and communities and churches join forces for child welfare. It is a great opportunity for the colleges to show the way through parent-teacher courses.

American Library in Paris Donates Books

Libraries in seven countries received donations of books last year from the American Library in Paris. In all, 955 volumes of which the library has duplicates were donated during the year to other institutions. The largest number, 250, was sent to the American College of Teheran, Persia. Athens College, Psychiko, Athens, received 150. The remainder went to libraries and schools in Italy, Germany, Czechoslovakia, Turkey, and to other libraries in France. As many as 10,839 duplicate volumes have been presented to other libraries during the past three years.

· SCHOOL LIFE ·

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By THE DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

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OCTOBER, 1930

American Education Week

IT IS with renewed interest that School Life announces the approach of American Education Week, which will be observed this year beginning November 10 and ending November 16. The program, as in the past, will be sponsored by the American Legion, the United States Office of Education, and the National Education Association. Press, pulpit, and radio will cooperate in the campaign for arousing interest in education and making people acquainted with the activities, ideals, and achievements of the public schools, upon which an intelligent citizenry so largely depends. "Promote, then," says Washington, in one of his presidential messages, "as an object of primary importance institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

Education is the ladder by which men climb toward their ideals, and the fruits of those ideals are material prosperity, bodily health, and spiritual well-being. The debt that the people of this country owe to their schools can never be paid in full. "For three centuries," says a writer on education, "oppressed peoples have turned their faces toward America as the land of opportunity to live their faiths and achieve their hopes. Through the years the schools have become the chief instrument of this opportunity. No social or economic barrier is insurmountable to the man or woman who has trained ability and personal ambition."

The promotion of education week, then, becomes a matter of paramount importance. Let the public know the silent but powerful influence of the schools in molding character, in preparing youth to take their place as citizens of the Republic. To know is to appreciate what the State is doing to uplift the masses. The following suggestions for programs, day by day, have been prepared by the National Education Association for the proper observance of education week, and issued in multigraph form as "Things to do American Education Week."

Monday, November 10—Schools and the enrichment of human life.

Tuesday, November 11—How schools promote patriotism and world understanding.

Wednesday, November 12—The schools of yesterday.

Thursday, November 13—The schools of to-day.

Friday, November 14—What the schools have helped the individual to achieve.

Saturday, November 15—What the schools have helped America to achieve.

Sunday, November 16—The schools of to-morrow and the future of America.

"No community," says the National Education Association, "will wish to make use of all the suggestions. Selections will be made by local committees in accordance with community needs, and will be developed and adapted to local situations.

"Each community will create its own organization for the observance of education week. In general, the larger number of people who can be given active service in planning and carrying out a program, the more effective it will be. The chief school officials will usually take the lead. The first step is the selection of a responsible committee which may be known as American Education Week committee. It should be selected as early as possible.

"This committee may be large enough to include some leaders outside the schools, such as officials of the American Legion, the Parent-Teacher Association, and prominent ministers, but should be small enough to work in an administrative capacity. It will first of all select the topic which is to be emphasized in the local observance of American Education Week, and will then appoint subcommittees of teachers, of parents, of school children, of business men, and others to help plan and carry out the programs of the week.

"Many plans will make use of subcommittees for the following purposes: (1) Planning the day-by-day programs. (2) Cooperation with newspapers. (3) Securing cooperation of the home. (4) Preparation of booklets, posters, etc. (5) Planning exhibits of school work. (6) Cooperation with churches, American Legion, service clubs, fraternal organizations, libraries, and parent-teacher associations. (7) Publicity, window displays, art, etc. (8) Interpreting education to the schools themselves, through faculty meetings, school assemblies, school newspapers, etc."

The American Legion, with its 10,000 posts scattered throughout the country, has played a conspicuous part during the past 11 years as a sponsor of American Education Week. The schools should cooperate with the Legion in promoting patriotism and world understanding. The particular day for the observance of the foregoing falls on the anniversary of the Armistice, a most fitting occasion to emphasize patriotism and world relationships, and to insist on a higher type of citizenship and public service.

The Library the Hub of the Modern School

MODERN school curricula are conspicuous for their bibliographies. To illustrate, the reference material used in the present elementary course of study in social science in Cuyahoga County, Ohio, includes 162 different books. An examination of the titles of these 162 books shows that they cover many fields, among which are biography, clothing, food, geography, history, religion, recreation, and sociology.

This demand of the modern school for many books on many different subjects has interjected the library into the school to a degree heretofore unknown. It has made it the hub about which most of the activities of the school must center in order to secure information necessary to carry out their objectives. It has brought libraries into schools, and educational activities into libraries.

Dean Russell, of Teachers College, Columbia University, in discussing educational developments and the school library in School Library Year-Book, No. 2, published by the American Library Association, predicts that something new may be in process of creation. For the education of children, he says, we have schools. Into these we have introduced libraries. For the education of adults we have libraries. Into these we have introduced schools. The time may come, he continues, when there will be neither libraries in schools nor schools in libraries, but a new institution will emerge which will combine the best features of both.

Recognition of the library as an integral part of the school has brought new problems to the school for solution. Chief among these is the administration of the school library. Is this a function of the public school or of the public library? Or is it a cooperative enterprise that should be assumed by both school and library? The trend seems to be in the latter direction. Other important problems are financial support for school libraries, and the training of school librarians.

In far too many instances the public looks upon the school library as an object of charity. Money for its support is not always included in the school budget. Parent-teacher associations often put forth considerable energy in securing, through public entertainments and through donations of public-spirited citizens, money for school libraries. The school must assume the responsibility of

changing this attitude. It must show that library books are tools of instruction as well as maps, globes, blackboards, and laboratory equipment; and that a single textbook on a subject can not meet the requirements of modern teaching techniques.

The demand for well-trained school librarians far exceeds the supply. This places new responsibilities upon schools of library science. Many of the smaller elementary and secondary schools are employing teacher-librarians—that is, persons who fill the positions of both teachers and librarians. Teachers who have had enough library training to qualify as teacher-librarians are very scarce. As a result, the number of teacher-training institutions that are confronted with the problem of introducing courses for the training of teacher-librarians is increasing.

The ever-increasing use of libraries on the part of schools has made it necessary for every prospective teacher to have some knowledge of the librarian's craft. This is necessary in order to know how to make ready and effective use of a library. As a consequence the number of teacher-training institutions that are requiring of all students preliminary courses in library science is increasing.

Such courses are not intended to prepare those participating in them to become librarians or even to work in libraries. They are merely intended to give a working knowledge of the tools of a library which every student must have in order to use a library to the best advantage.

The introduction of libraries into schools has made it necessary for the school to coöperate with the library to a greater degree than ever before in considering problems that heretofore have been left almost exclusively to the library. Among such problems are training children in the use of books as tools, in the cultivation of tastes for good literature, and in the use of libraries. A New York City elementary school principal said recently that she regarded library instruction a failure if, after receiving it, a child was not able to use intelligently a public library.

School Life is awake to the library needs of the schools, and has published a series of articles on county library service to schools that began in the October, 1928, issue of the magazine. These papers show that, through cooperation between county libraries and schools, it is possible to provide not only library books but library supervision for children attending schools in sparsely settled areas of the country.

In this issue there begins, with Mrs. May Dexter Henshall's article on "The California State Library—a Potent Factor in School Library Service," a new series of school library articles on the activities of certain of the States in improving library facilities for schools. The States included in this series are those in which either the State educational or the library agency is carrying on considerable work in the field of school libraries. Most of the authors of this new series of articles will be State school library supervisors. Among the subjects they will discuss are cooperation of schools and public libraries, the training of school librarians, school library supervision, and training in the use and appreciation of books.

Other authors, in addition to Mrs. Henshall, who will contribute to this State series of articles are Harriet A. Wood, supervisor of school libraries, Minnesota State department of education; Anna Clark Kennedy, supervisor of school libraries, in the State department of education in New York; Helen M. Clark, school library adviser, of the Indiana State Library; and M. H. Jackson, supervisor of school libraries, Wisconsin State department of education. In producing the present series of papers, as well as the series on county libraries, the Office of Education has had the cooperation of the American Library Association.—*E. A. L.*

Lecture on Horace Mann

DR. ALBERT E. WINSHIP, editor of the Journal of Education, Boston, Mass., delivered an address on September 11, 1930, in the auditorium of the United States Department of the Interior, before an audience composed of members of the staffs of the Office of Education and the National Education Association. The lecture was on "Horace Mann and American Education." The speaker was introduced by Dr. William John Cooper, United States Commissioner of Education. Doctor Winship, after an interesting résumé of Colonial education and education in the early days of the Republic, dwelt on Horace Mann's heroic efforts in behalf of the common schools, and gave a number of picturesque incidents in the life of the famous publicist and educator who exercised such a potent influence on the cause of education in this country.

Librarian of Office of Education

Miss Sabra W. Vought, formerly librarian at Pennsylvania State College, has been appointed librarian and director of library service for the Office of Education.

Miss Vought has previously been connected with the library of the University of Tennessee; the Ohio Library Commission; Allegheny College Library; the Public Library, Ithaca, N. Y.; the New York State Library, Albany; and the Pennsylvania State College. She has done much bibliographical work and teaching in library schools. Her training was received in the New York State Library School.

In her new position with the Department of the Interior, Miss Vought will serve as head of one of the six major divisions of the Office of Education. With her will rest the responsibility for the publication of statistics on libraries and directories of librarians. She will be the Government's contact with officers of the American Library Association, and will cooperate with that organization in the publication of technical bulletins on libraries, and she will have charge of the administration of a technical library of 125,000 volumes.

New Field of Service Offered by Office of Education

The Office of Education has established a new service in the field of special educational problems, the aim of which will be to assist school systems throughout the country in planning for the education of children who are mentally or emotionally of exceptional type. Through this service studies will be initiated and conducted concerning educational and social needs of mentally deficient or backward children, of children with specific educational and mental handicaps, and of psychopathic or nervously unstable children. It will report work that is being done in various centers on behalf of such children, and will cooperate with school officials in the organization of special classes and programs of work.

The work will be a part of the division of special problems, and will be under the immediate direction of Elise H. Martens, specialist in the education of exceptional children. Miss Martens is a graduate of the University of California. She has done postgraduate work there, and at Stanford University from which she will take a Ph. D. degree during the year. She has been connected with the bureaus of research and guidance in the school systems of Oakland and Berkeley, Calif., in connection with which she has worked extensively with exceptional pupils. A cooperative relationship with the program of child adjustment in Berkeley—nationally known for coordinated effort on behalf of the maladjusted child—will be continued as part of Miss Martens' work. It is also expected that similar relationship will be established between the Federal office and other school systems where projects or research programs of child adjustment may be instituted.

How New York City Selects Its Teachers

Numerous Practicable and Equitable Types of Examinations for Teachers in Public Schools of the City Have Superseded Appointment Under Former "Spoils" and "Favoritism" Methods, Giving the City a Wide Selection of Desirable Candidates

By SAMUEL P. ABELOW

Teacher of History, Julia Richman High School, New York City

SELECTION of teachers is the most vital problem that confronts educational authorities of the City of New York. While buildings to house the pupils are necessary, textbooks are useful, and good methods are essential, the success of a school system, in the last analysis, depends upon the ability of teachers to inspire pupils to "shoot." Consequently, the solution of the problem of training and selecting teachers is the most difficult one in any educational system.

The Practice in Former Years

When New York City was young, teachers obtained their positions through ward politicians, through religious or social connections with local school authorities, and in other ways. Since 1898, the civil service system has been used. Dr. William H. Maxwell, who was superintendent of city schools for more than a quarter of a century, devoted a great deal of thought and energy to the method of selecting teachers. He was responsible for the introduction of the civil service system. In discussing its value in The Educational Review (vol. 44), Doctor Maxwell wrote:

> To bring each child under the influence of a refined and skillful teacher is the central and most vital problem of educational administration. To eliminate political, social, and religious influences from the appointment and promotion of teachers; to make appointment and promotion depend solely on merit; and to secure the best available teachers—whether they come from the city or from any other place—was and is the object for which I have never ceased to strive. No school or system of schools can make substantial, continuous progress which tolerates political or sectarian influence in the appointment and promotion of teachers.

The civil-service system, according to school officials, has (1) elevated the standard of scholarship and professional attainment required for entering the teaching profession; (2) incited teachers to an amount of professional study to improve their efficiency; (3) eliminated improper extraneous influence from the licensing of teachers in this city; and (4) its initiation in New York has been followed by other cities.

New York City demands not only the best teachers the country can produce, but it needs a great number of teachers every year. The enormous size of the system, and the large number of different positions that must be filled by competitive examinations, make the problem of selecting teachers a very complicated one. According to the 1928–29 report of the superintendent of schools, Dr. William J. O'Shea, the average daily attendance in elementary schools for the school year was 804,989; in high schools, 136,664. If attendance upon evening schools, summer schools, continuation schools, afternoon classes, and other activities of the board of education are included, the school population for the period was more than a million. During 1928–29, the teaching staff comprised 33,504 positions. Expenditures for 1929 amounted to about $176,663,202, or approximately 36 per cent of the total amount spent by the city for all purposes.

A Tremendous Educational Problem

The key that unlocks the door to this vast system is entrusted to the board of examiners, which consists of seven men who have been selected by the board of education from an eligible list prepared by the municipal civil service commission. Anyone who has the eligibility requirements, which are fixed by the city charter, may take the examination for examiner. These examinations are given when a vacancy occurs. The permanence of tenure enjoyed by members of the board enables them to acquire a technique of examination which only experience can give, to develop a tradition which acts as a leaven on the whole system, and promotes au esprit de corps that impels teachers to seek the best methods and the best knowledge that higher educational institutions offer. Consequently, the public-school system of New York City presents a perfect illustration of the principles of civil service reform.

Teacher-Training Institutions Maintained

New York City maintains three colleges: The College of the City of New York, for men; Hunter College, for women; and Brooklyn College, for both men and women. In addition, three training schools are maintained: The Maxwell, the Jamaica, and the New York. The training schools prepare prospective teachers for elementary schools. Graduates of other institutions, who possess requirements fixed by the board of examiners, are also eligible.

Entrance into the school system, as well as promotion within the system, is guarded jealously by the board of examiners. Advancement in the school system depends upon teaching experience, scholastic achievement, and ability to pass examination for the coveted positions. Many ambitious teachers, in preparation for higher licenses, spend their afternoons and evenings in colleges, or with coaches, preparing for the higher licenses. Since promotion carries with it a substantial increase in salary, the higher positions become very desirable. Promotion is certain for successful teachers and the steps are definite.

The board of examiners holds about 150 different types of examinations for as many types of positions. In 1929 more than 34,548 cases pertaining to the granting and the refusing of licenses were considered. Because of the vast amount of work connected with the holding of examinations, the board has adopted a schedule of examinations for a period of three years, so that approximately an equal amount of work will fall in each calendar year.

Many Types of Examinations Required

Physical work involved in the organization of an examination, while onerous, is not so complicated as the framing of questions for the various types of examinations. They include: Academic subjects of all kinds; manual subjects, such as bricklaying, blue-print reading, cabinet making, carpentry aud joinery, pipefitting, plastering, terra-cotta modeling, auto mechanics, millwrighting and engineering, book illustration, poster design, costume design, draping, fur operating and cutting, trade millinery, commercial photography, presswork, proof reading, loom fixing, applied physics, applied electricity, wireless operating, swimming, athletics, playground work, etc.

Before an applicant is permitted to take an examination, his eligibility is investigated. This requires the careful scrutiny, and at times the expert judgment of several persons in order that no mistakes may be made. Then the applicant is notified by mail of the time and place of examination.

Preliminary Elimination of Applicants

All new entrants into the system must take a physical examination. Commodious quarters have been provided for medical examiners and, for the most part, they are well equipped. A number of

prospective teachers, while they may be passed by physicians as in sound physical health, suffer from various types of handicaps, such as lameness, deformities, undersize, defective eyesight or hearing, and the like. These cases are given special consideration by the committee on physical standards of the board of examiners.

Selection of examination centers is a difficult matter because of the large number of candidates for some of the examinations, and it has been necessary to use as many as nine different buildings, involving much inconvenience in making arrangements for distribution of candidates and material.

The various types of examinations are divided into written, oral, practical, and record investigation. The problem of weighting these elements has been studied carefully by the board, and a plan adopted which it is hoped will result in a more scientific and a better equalized consideration of these matters.

Modern Tests and Forms Employed

Until a few years ago, the board of examiners used solely the essay type of examination. It now uses, in several of the examinations, the new type test. These include samples of true-false, completion, and multiple-choice forms. A new type of short-answer test, for measuring the general culture of candidates for the position of elementary school principal, was introduced in December, 1927, covering such fields of information as general vocabulary, science, history, general literature, art, music, etc.

The following will illustrate the nature of questions presented by the board of examiners for attack by applicants; and the character of preparation necessary:

Specimens of Examinations Given

Civics for high-school license: (1) Describe and illustrate the "case-group" method of research in civic education; (2) outline a research project which a teacher might undertake for the purpose of determining experimentally the efficiency of a certain method or device used in the teaching of civics. In the course of your outline state the procedure that should be adopted in order that results of the projected investigation shall possess scientific validity.

Civics for first assistant in high school:

(1) Mention and discuss the most fundamental improvement that you consider possible and desirable in the teaching of civics in secondary schools. Tell how a department chairman may bring it about.

History for first assistant in high schools:

Multiple choice—Select the statement that is correct, or generally accepted as best.

1. The weakness of China is due to: (*a*) The open door policy; (*b*) foreign debts; (*c*) decentralized government; (*d*) reverence for tradition.

2. The Treaty of Shimonoseki closed: (*a*) The Boxer rebellion; (*b*) the Chino-German conflict; (*c*) the Chino-Japanese War; (*d*) the Russo-Japanese War.

3. Harbin is in: (*a*) The Far Eastern Republic; (*b*) Manchuria; (*c*) Korea; (*d*) Mongolia.

Essay type:

Opposing schools of historians contend, respectively, for the Roman and the Germanic origin of the main body of western political and legal institutions and principles.

1. Summarize the arguments for one school or the other, citing facts on which you base conclusions.

2. State and explain the means or agencies by which Rome's contributions to government and law have been transmitted to our time.

Examiners claim that use of the new-type tests enables them to cover a wider range of subject matter in a shorter time than the essay type; that the questions are very definite, allowing of little or no variation in rating; such tests are more easily standardized; the rating of papers is merely a clerical matter; and that appeals from ratings are practically impossible.

These tests, however, are used as supplementary to the old essay form of examination. They can not entirely replace that form.

Rating Candidates' Papers

Papers written by candidates are read by special readers, who are provided with standard answers to questions. This device, while expensive and time-consuming, tends to reduce the possibility of variability in the rating of papers, and enables readings and appeals to be dealt with objectively. The readers of a paper can not know the writer because the examination number of each candidate is punched on his papers by a large automatic machine in the office of the board, 500 Park Avenue.

The board of examiners places emphasis on the use of correct English as a habit, not as knowledge. If a paper is unsatisfactory in written English, though the content may be worth 90 per cent, it is considered a failed paper.

The board has made a study of errors in English made by candidates and has found that they consist mainly of the following:

Errors in grammar, including sentence structure; errors in spelling, partly the old "demons," and partly technical words. Errors in grammar, apart from structure, are more than 50 per cent in the agreement of verb with subject, and of pronoun with antecedent.

Errors in sentence structure may be thus classified in the order of frequency: (*a*) Phrases, clauses, or other groups of words written as sentences; (*b*) confused, unduly loose, or unwieldy structure; or, (*c*) two or more sentences run together.

These errors are particularly frequent among those who take the examination for a license to teach in elementary schools.

Formulation of Standards is Difficult

The problem of establishing proper standards for the quality of written English submitted by candidates, the board of examiners finds a difficult and apparently a growing one.

While the board is convinced that a reasonably high standard of written English should be required of all teachers, it finds that the rating of papers with respect to English is a matter in which judgments differ. The board has trained a number of assistant examiners in this work. A demerit system has been adopted and a minimum of demerits established for each grade of license.

In the written examinations for license as first assistant in high school, given in December, 1926, the system of double original readings was applied. According to this plan, if a second reading confirms the first, the board feels that it is about four times as certain that the original reading was reliable; and, in case of marked differences in the two ratings, the second rating becomes a means by which possible injustice to candidates is averted. A further advantage that accrues from the double readings is the discouraging of futile appeals.

Erasmus Hall High School Orchestra, New York City

The oral examination is held for the purpose of estimating the personality of the candidate, his ability to use oral English correctly, and his adaptability to new and unusual surroundings. In order to obtain expert knowledge on the suitability and the validity of the new-type tests as a means of determining the fitness of candidates for license, the board of examiners has requested the bureau of reference and research of the board of education to make certain studies of these tests. The results of such studies will be known in the near future.

Equity and a High Standard Govern Decisions

A candidate who fails in the written examination has the right of appeal, provided he comes within the appeal zone. A candidate who fails in the oral examination is given a second opportunity to pass it, if that is the only item of the test in which he fails.

Names of the successful candidates are placed on an eligible list, and appointments are made from that list. Such lists, according to law, are valid for three years; except the list of elementary school principals, which is valid until exhausted.

The board of examiners is making every effort to place the selection of candidates for the various positions in the school system, from kindergarten teacher to the principal of an elementary school, upon as scientific a basis as it is humanly possible to establish. In this respect, it has the whole-hearted cooperation of the teachers, the board of education, and the community. Any applicant who has the requirements for a license, whether he comes from the slums of New York or the home of a millionaire; whether from a well-known or an unknown family; or whether Jew, Protestant, or Catholic, is entitled to the examination, and, if successful, obtains a license. If the applicant is a good citizen, possesses the requisite knowledge and culture to pass the examination, he is welcomed into the teaching body.

The training of its future citizens is the most vital concern of the State. Selection of the teachers who train the future citizens becomes, then, the most serious problem of the State. New York City has solved this problem in a very efficient manner.

The Pan American Union, at Washington, is preparing a biography of Bolívar and a list of references for further study. These will be sent, on application, to teachers who wish to observe in their schools the centenary of his death.

Education in Persia

By HENRY S. VILLARD

American vice consul, Teheran, Persia

ACCORDING to figures published by the Ministry of Education, the number of pupils in Persian schools on June 21, 1928, the latest data available, was as follows: Teheran and suburbs: Boys, 18,918; girls, 9,365; religious students, 365; total, 22,648. Provincial schools: Boys, 92,731; girls, 22,904; religious students, 5,925; total, 121,560.

Persian students studying elsewhere in the Near East numbered 653.

The total of 150,811 pupils registered in 1928 showed an increase of 54.3 per cent over the total recorded five years previously.

Schools in operation at this time were estimated to have been distributed as follows: Government schools, 621; national schools, 270; private schools, 103; foreign schools, 61; preparatory old-fashioned schools (Maktabs), 2,137.

In Khorassan, the number of pupils attending school during 1928 was: Boys, 11,255; girls, 3,155; religious students, 1,990; total, 16,400.

Further facilities for study.—In Baluchistan, the budgets for two new primary schools were approved and teachers were engaged, while in the Turcoman district 300 tribal children were reported to be studying at two schools recently constructed at a cost of 11,000 tomans. Additional schools were contemplated in Astarabad and in the Kashgai country, in Khouzistan and Azerbaijan.

In behalf of the school of law and political sciences and of the normal school, 12,000 books were ordered in Paris for the libraries soon to be opened in Teheran. It was reported that an accord had been reached whereby diplomas by Persian secondary schools would carry the same weight as similar diplomas in French schools, and allow Persian students thus equipped to enter high schools in France.

A campaign for better schools was launched by the newspaper "Koushesh," and vigorous attention called to the shortcomings of Persian schools in respect to equipment, hygiene, and instruction. Considerable attention was devoted throughout the year to problems of this nature, but concrete results are yet to be observed.

Official report to the Secretary of State.

Survey of Libraries in South Dakota

Following the suggestion of E. C. Giffen, State superintendent of public instruction of South Dakota, at the last annual conference of the South Dakota Library Association a committee was appointed to make a survey of the library situation in the State. In making the survey, the committee is to cooperate with the South Dakota Free Library Commission and the State Educational Association.

The first day of the association's conference was devoted to a discussion of library needs of rural communities. State Superintendent Giffen, in speaking of the rural school library situation, emphasized the meagerness of library facilities in rural schools. He pointed out that schools in South Dakota receiving State financial aid are required to have in their libraries at least 15 library books for each grade represented, or a total of 120 books for a school of eight grades. If these books were all up-to-date, he said, the number might be sufficient. But this condition does not prevail. There are many old, out-of-date books in the school libraries of the State. The books have been accumulated by various methods. Some have been donated to the schools, and others purchased with money raised by school entertainments and subscriptions. The Young Citizens Leagues have donated many books to school libraries.

State library surveys are rare. The findings of the library survey in South Dakota—particularly those relating to rural schools—will be awaited with eagerness by all who are interested in improving library conditions in such schools.—*Edith A. Lathrop.*

Semiannual promotion of pupils obtains in 129 of 171 cities replying to a questionnaire recently sent out by the Office of Education to superintendents of schools of cities having a population of 30,000 and more. Thirty-two of the 171 cities have the annual promotion plan. A few of the cities promote three times a year, and one city promotes four times a year.

Extensive School Playgrounds Stimulate Healthful Recreational Activities

The Tendency is Increasing for Boards of Education in Cities to Provide Playgrounds for School Children. Smaller Places are Following the Lead. Frequently the Grounds are Open to the Community as Recreational Centers

By MARIE M. READY

Assistant Specialist in Recreational Activities, Office of Education

During the past 10 years, considerable emphasis has been given to the value of play as a factor in education, especially in connection with the school program of physical education. As a result there has been a widespread interest in the matter of providing ample facilities for indoor and outdoor recreational work as a part of the school equipment.

Out-of-Door Physical Education Programs

At the present time more than 75 per cent of city public school systems require a certain amount of the regular physical education program to be carried on out of doors. In a large number of cities practically all this work is given out of doors whenever the weather permits. Furthermore, educational authorities throughout the country are beginning to provide large school playgrounds, not only as a means of promoting a successful program of physical education as a part of the regular school curricula, but also as a means of providing opportunities for suitable recreational activities for children during the after-school hours, on Saturdays, and during summer vacations. In many localities recreational facilities provided for schools are utilized during the evenings for adult recreational activities.

Large Play Space is Needed

The determination of the amount of play space necessary for school playgrounds, along with the layout of these areas into plots suitable for children of various ages, has recently received much attention. Consideration has been given to the problem by various educational associations and agencies, State departments of education, city boards of education, landscape architects, municipal recreation associations, the Playground and Recreation Association of America, and the civic development department of the Chamber of Commerce of the United States of America.

In many sections of the country State departments of education, in cooperation with local boards of education, have taken an active interest in providing large areas for school playgrounds. In a few States, laws have been passed requiring that certain definite areas be provided for school sites. The areas required by these laws vary from 1 to 5 acres. In 20 States the rules and regulations of the State board of education include definite requirements regarding the size of school playgrounds. For elementary schools the areas required vary from 1 to 6 acres. For high, junior high, and senior high schools, the areas required vary from 2 to 10 acres. In 36 States specific recommendations are made by State departments of education. For the elementary schools the areas recommended vary from 1 to 12 acres. For junior high schools the areas recommended vary from 1 to 10 acres, and for high and senior high schools the areas recommended vary from 1 to 20 acres.

Growing Appreciation of Recreational Activities

It is reported in the 1929–30 annual yearbook of the Playground and Recreation Association of America that boards of education and other school authorities in 119 cities are assisting in the promotion of school and community recreational programs. Numerous pamphlets, circulars of information, and articles indicating recognition of healthful recreational activities as an objective of education were received in the United States Office of Education during the past year. Among the various cities in which special recognition is given to the promotion of programs of physical education emphasizing outdoor games and recreational activities as an essential part of education may be mentioned Hayward, Calif., and Winston-Salem, N. C.

Brief outlines are herein presented regarding the general program of physical education, including health education as carried on at the Hayward Union High School, Hayward, Calif., and the program of physical education, including health education and community recreation, carried on in Winston-Salem, N. C.

Program of Hayward Union High School

In Hayward, Calif., an excellent program of physical education and health education for girls has been developed in the Hayward Union High School. This work, which was started under Miss Mildred R. Miller, has since been developed and is now in charge of Miss Eulalia Kirkham. In general, the program offered includes a carefully planned and supervised program of outdoor games and recreational activities as a part of the regular high-school work.

At the beginning of the year a thorough medical and physical examination by a competent school physician is given to each girl. Careful follow-up examinations are made at various times, and complete records are kept throughout the entire high-school course.

The entire program of physical education is arranged so as to take into consideration the physical condition of each pupil. Vigorous outdoor games and sports are offered for those pupils whose medical examinations show that they are in good physical condition. Among these activities may be mentioned basket ball, baseball, volley ball, swimming, and tennis. A somewhat more restricted program is offered for those pupils whose medical examinations show that they are in need of less strenuous exercises. Among these activities may be mentioned quoits, archery, croquet, and darts. A complete rest period is prescribed for any girl whose

Schoolyard Playground, Hayward Union High School, Hayward, Calif.

medical examination shows that her condition is such that participation in strenuous exercises would be more harmful than beneficial.

Establishment of this program has been made possible largely through the generous support of a liberal and far-sighted board of education, in providing ample facilities and equipment for carrying on work of this type. Among the facilities provided may be mentioned a large gymnasium and extensive, carefully laid-out playgrounds. The gymnasium was constructed and equipped especially for girls' activities. It is provided with individual dressing rooms and private shower baths. The playgrounds, which are very large, provide special layouts for varied activities, such as volley ball, baseball, basket ball, hockey, tennis, croquet, and archery.

A 4-Year Program Planned

In general, the unusual success of the program of physical education at the Hayward Union High School is attributed to the fact that the entire program throughout the four years is so planned as to take into consideration the physical condition of each girl and to provide for each the recreational activities which will be most beneficial to her condition of health.

The Hayward program has resulted in securing 100 per cent enthusiastic participation of the high-school girls. It has also stimulated a demand from the mothers of the high-school girls for the formation of similar classes for themselves. These classes are held during the evenings throughout the year and are well attended. In general, the program has served as "an opening wedge in the entire community for the development of a more liberal conception of education, throwing emphasis on health education and recreation as an important objective in education."

Program of Winston-Salem High School

About 10 years ago the board of education of Winston-Salem, N. C., passed a resolution to the effect that thereafter no school should be built on less than 10 acres of land. Since that time extensive school playgrounds have been provided throughout the city, and an interesting program of physical education and recreation has been developed—not merely for pupils during the school day, during after-school hours, on Saturdays, and during vacations, but also for the entire community, and especially during the summer season.

Factors Making for Success

The success of the program of physical education and recreation there is attributed largely to the fact that, in addition to a well-trained staff, adequate equipment, including playrooms, gymnasiums, and very large playgrounds, have been provided. Among the very large areas provided for school playgrounds may be mentioned 12, 15, 31, and 40 acre sites for elementary schools; 11 and 22 acre sites for junior high schools; and 28, 30, and 75 acre sites for senior high schools. All these playgrounds have been carefully laid out so as to provide a wide range of opportunities for children of all ages.

The program for the entire year is under the administration of the board of education. It is planned and supervised by L. B. Hathaway, director of health education, physical education, and recreation. During the regular school year Mr. Hathaway is assisted by the following staff: For the high schools there are three special supervisors and six special teachers of physical education. For the elementary schools, there are 24 special teachers of physical education. The latter are assisted by 49 regular primary teachers, who teach daily, 1 period of physical education; and 21 teachers of intermediate grades, who teach 2 to 6 periods daily of physical education.

The program of health education includes careful supervision of the environment and activities of pupils, along with definite health instruction for each grade. The program of physical education includes opportunities for recreational activities suitable for children of all ages and grades. In connection with the regular class work in physical education, an effective system of pupil leadership has been developed. This plan has been successful not only in stimulating greater interest in the school period of physical education, but also in developing an unusual interest for participation in sports and games which carries over into the after-school hours.

Leisure-Time Recreational Activities

During the summer months an extensive community program in physical education is provided. Recreational opportunities for leisure-time activities are provided for adults as well as for children. Among the activities which are carried on may be mentioned volley ball, baseball, tennis, swimming, basket ball, and quoits, along with the promotion of plays, pageants, picnics, and other social activities. An interesting project carried on each summer is the preparation of an illustrated playground annual, by a special editorial staff appointed for each playground.

On the whole, it would be difficult to mention any one activity as the most popular one of either the school season or the summer season. It may be stated

Girls' Athletic Field, Hayward Union High School, Hayward, Calif.

Finals in Paddle Tennis Tournament, Elementary School, Winston-Salem, N. C.

however, that tennis is enjoyed by children of all ages and grades, as well as by many adults. Sixty tennis courts on school grounds are in use constantly throughout the year. Additional courts are under construction at this time. Swimming also affords much enjoyment throughout the summer season. Four large outdoor swimming pools on school playgrounds are very popular. Special hours are arranged for boys and girls of different ages. Special classes are held for even the preschool children, who are accompanied by their mothers. During the past summer the total attendance at the summer swimming pools exceeded 60,000.

More Play Spaces Should Be Provided

At this time, when physical education is considered such an important factor in the curricula of our school systems, it would be well for all who are responsible for the education of children to give due consideration to the opportunities for play afforded in their institutions. If necessary, more space and equipment should be secured, in order to make possible the promotion of a healthful program of outdoor recreational activities for not only the children, but also for the entire community.

Journalism a Popular Activity

More than 200 newspapers and periodicals are published by pupils in schools of New York City. Many of these are in foreign languages—French, German, and Spanish. Journalism is not in the regular curriculum of the schools, though many high schools have established journalism as an elective subject, and practically every school encourages students in journalistic work. Nearly 2,000 high-school pupils and teachers are engaged in work on editorial staffs of student publications.

Thermometers Protect Pupils' Health

Placing of a special thermometer in all classrooms is required by the New York City Board of Education. These thermometers are of special construction, with a fine bore tubing over the range of classroom temperatures usually experienced, thus giving wide spaces for each degree of temperature over that range. Each tube has its individual scale based on its own calibration peculiarities, and is mounted on a wooden back of one-half inch thickness to minimize the effect of conduction of the wall or other material against which it is eventually hung.

Two metal points, painted red, are affixed to the scale at temperatures 60° F. and 68° F. to indicate what are believed to be the upper and lower limits of desirable classroom temperature. However, perhaps the most interesting fact regarding them is that metal mountings have been developed by which the thermometers are attached to, but are exposed slightly above and away from, the teachers' desks. This location is fortunate for several reasons. In the first place, the desk is the base of the teacher's operations, and reading the thermometer incurs no inconvenience whatever. Second, the temperature at this point is fairly representative of conditions throughout the room, both vertically and horizontally, a condition which does not exist for thermometers as they are usually located in classrooms, on an inside wall some 5 feet above the floor level.

A recent innovation in extension education is a course in sanitation and science for barbers, inaugurated this year at Bucknell University, Lewisburg, Pa. It will be given under the direction of the professor of bacteriology.

Recent Educational Progress in the Irish Free State

Results of the school attendance act of the Irish Free State, which came into operation in 1927, are shown by an increase in school attendance—from 73.5 per cent in 1924 to 82.7 per cent in 1928—as reported, through the State Department, by Edwin J. King, American vice consul, Dublin. The percentage did not fall below 80 in any county, and it is stated that in the cities of Dublin, Cork, and Waterford it was 85 per cent or over. The act applies only to children from 6 to 14 years of age.

According to the report, medical service is being gradually inaugurated in schools, and a large number of children were examined and treated in Dublin, Cork, and Clonmel. Defects reported were principally of the teeth, eyes, and throat. The number of tubercular cases, and of cripples and deformities was fewer than anticipated.

Through a scholarship system, pupils of superior intelligence may secure full secondary education and, later, by means of county council and borough scholarships proceed to a university. Awards of new scholarships from primary to secondary schools during the school year 1927–28 numbered 221. The total number of scholarship children advanced from primary to secondary schools numbered 865. Payments from public funds for secondary education amounted to £318,000. Pupils numbered 24,786, with a teaching staff of 2,256. Pending action on an inquiry on the subject, no changes of importance were made in technical education. Attendance at technical classes in Dublin, Cork, Limerick, and Waterford increased. The main groups of studies are: Applied sciences and handicrafts, commerce, domestic economy, and art. Under the city of Dublin scheme 2-year full-time courses are provided for the trades of plumber, carpenter, painter, bricklayer, printer, metal-plate worker, motor mechanic, electrician, brass finisher, quantity surveyor, and cabinet maker. An interesting development was the provision, for the first time, of training for service as chefs and waiters in hotels.

Two fellowships in the field of nature education and forestry have been established in the New York State College of Agriculture, Cornell University. The fellowships have a value of $1,200 to $1,800, and are supported by the Charles Lathrop Pack Forestry Trust. Ordinarily the fellowships will be available only to persons possessing the equivalent of a master's degree, and awards will be made on the basis of promise of contribution in research.

California State Library a Potent Factor in Developing School Library Service

By MAY DEXTER HENSHALL

County Library Organizer, California State Library

THE large collection of volumes in the California State Library does not include juvenile books. Nevertheless the State library has been a most important factor in developing rural elementary school library service, although its help has been indirect.

Help of State Library is Indirect

Rural elementary school children are not aware that the State library exerts any influence on their lives until they begin to use the library after entering high school, junior college, and the university. Yet these children owe to the initiative and guidance of the State library the change from the antiquated district school library in vogue for over 60 years to the incomparable service given by the present county library.

To understand how the California State library has been such a potent factor in developing rural elementary school library service in this State, it is desirable to have a background of knowledge of California library conditions past and present.

State Library Established by Law

In 1850 the California Legislature enacted a law providing for the establishment and support of the State library. For 50 years it was merely a reference library for State officials, residents of Sacramento, and the legislature when in session.

In 1899 James L. Gillis was appointed State librarian, and remained in office for 18 years. He succeeded in having the law amended so that the State library was open to every resident of California. Under his administration a period of library activity began which continued after his death.

Other Influences Assist Movement

His assistant and successor, Milton J. Ferguson, understood and furthered Mr. Gillis' policies. The result has been an uninterrupted era of library activities for more than 30 years.

As early as 1851 provision was made for elementary school libraries. While it was provided that funds for the support of the State library should come from the State, there was an equally definite provision that library funds for elementary school districts should be supplied from a county school tax. But the school library fund was inadequate and continued so for many years.

The pioneer lawmakers grasped a fundamental idea—that libraries are educational institutions of never-ending benefit and should receive steady support from taxation.

In all the mad rush for gold—the tumult and roughness of mining camps—there ran a vein of refinement which became more and more apparent. Hunger for books caused makeshift, uncertain subscription libraries to be formed. They were the precursors of city libraries.

Service of School and College Libraries Limited

In 1903 California did not have a library system. It had a State library, which had been for 50 years a closed institution, serving a limited number of people; 65 free public libraries, with books available only to the residents of their respective cities and towns; university and other libraries of special types; also many elementary school district libraries filling their shelves with books whose value was of short duration because they could be used only by the few people living in each district. The State library, in 1903, freed from legal shackles and possessed of a librarian with both vision and executive ability, began working directly and indirectly for library service for every resident of California. Library organizers were employed by the State library and sent to aid the many towns without public libraries.

Remarkable Growth of Libraries

In eight years, through the activities of these organizers, 37 public libraries were established. For the rural people, traveling libraries, containing 50 books in a box, were sent to communities in every county of the State. These boxes, included children's books, fiction, and nonfiction.

After eight years' activities there was still no library system. Town libraries were often poorly supported and administered by untrained librarians. Traveling libraries were not satisfactory, as they were too limited in their possibilities. For the improvement of rural elementary school libraries, there was still no solution. These experimental years had fully demonstrated that a workable unit for library service had not yet been reached.

Rural Sections Still Unprovided For

The State was too large a unit to give general library service satisfactorily; city libraries could serve only city residents; town libraries were expensive and limited in usefulness; and the school library unit was entirely too small ever to be efficient and economical.

The governmental unit through which a real library system could be created encompassed all these smaller units, but had remained unused for lack of thought and precedent. The idea of county libraries had been born in the United States more than a century before but had remained dormant. The California State Library, in 1909, put the idea to work.

State Library Extends Its Service

At this time the State library began to help the people without library facilities to help themselves to obtain library service, and later to improve library conditions in existing small library units. The first step was the enactment of a county library law to meet all library situations

School branch of Kern County Free Library

A central State organization was the logical one to direct the work.

The State library added to its staff a county library organizer to visit counties in an informational capacity, and to direct active organizing by local residents interested in the establishment of county libraries. The rural people had had a taste of library privileges through the traveling libraries which had been sent out by the State library.

Rural People Desired Library Service

These had been discontinued when the county library law made it possible for each county to establish its own library capable of giving a large service, and the rural people in numerous counties were ready to work under the direction of the organizer supplied to them free of charge by the State library.

There were more than 3,000 elementary school district libraries—a conglomerate mass of books, added to annually, but with no legal means of circulating them outside the school district, clogged the shelves. This resulted in many communities in a wrong mental attitude on the part of children toward libraries.

Again the State library took the initiative to better library conditions. It recognized that when schools teach children to read there should be books of the right kind available for them.

Libraries Not Keeping Pace with Schools

Methods for teaching the mechanics of reading improved constantly, but rural school libraries upon which the children depended for books had deteriorated with the passing years. This apparently hopeless condition prevailed for more than 60 years, not for lack of funds but for lack of a workable library unit—the county library.

Laws Adapted to Meet the Needs

Changes in the school law made it possible for school trustees to request, in their annual written budgets, whatever sums they desired for school library purposes so long as the amount was not less than $25 per teacher.

The law provided that boards of school trustees might transfer their school library fund to the county library. The county librarian could then create and administer a central school library within the county library, and circulate books and other school library material to the school districts which had affiliated with the county library. These books remained in the respective school districts as long as they were being used, but were returned to the county library collection when no longer needed. This obviated the wasteful system of inactive books.

To give impetus to the library movement, the State library, in 1915, added to its staff a school library organizer who was well acquainted with the situation in California, and sent her forth to acquaint county school superintendents, county librarians, school trustees, and teachers of the possibilities of county library service to schools.

School library department, San Joaquin County Free Library

In 1915, school library organizing was pioneer work; it had no precedents. Talks were given to teachers' institutes, trustees meetings, parent-teacher associations, and other associations; this was preliminary to intensive organization work.

The results of the foregoing efforts were most gratifying. Fifty per cent of the trustees had the schools join their respective county libraries after the plan had been explained to them. The others joined gradually until there are at present as many as 2,400 school-district branches. Into 46 central school libraries administered by trained certificated county librarians have been merged the 2,400 inefficient, inactive, unsupervised school-district libraries. They are now a part of an efficient library system.

Schools which had been restricted under the school-district library plan to $25 or $50 worth of books found the plan of many districts of pooling their school library funds with the county library and circulating the books resulted in their having by the end of the school year the use of from 6 to 20 times as many books as their individual funds would have purchased.

County library service to the elementary schools of California is unique. Library service to schools usually refers to classroom collections of general reading. In California the school law requires that school library funds shall be expended for school library books, supplementary textbooks to supplement the free State textbooks and apparatus used in teaching subjects required in the curriculum. County libraries must supply their school branches with this specialized material. Through pooling of funds and circulation of books county libraries are able to reduce needless duplication of supplementary books and to widen their scope, to the great advantage of the schools both educationally and financially.

Adds Impulse to Home Reading

Home reading is often furnished from the community branch of the county library instead of from school funds through the school branch. In either event the children have the advantage of the county librarian's expert knowledge of children's books. Reference books adapted to children's needs are provided. Magazines are furnished for classroom use. Music records, stereographs, and pictures of many kinds are circulated among the schools to correlate with the subjects taught.

School Libraries a Feature in California Communities

The observer experiences a feeling of great gratification when he visits a beautiful consolidated school or a large town school, and sees many book bags filled with exactly the type of books the pupils and teachers need unloaded from the auto or auto truck, and these same bags refilled with books no longer required in these schools but of use elsewhere.

The State library has found it a fascinating task to help indirectly thousands of rural elementary school children and teachers by promoting the enactment of necessary library laws aiding in the organizing of county libraries and furthering county library service to schools. The children on the farms, the stock ranges, lumber and mining camps, or desolate desert wastes have as fine book friends as city children with municipal libraries. In the background has been the guiding hand of the State library, always ready to help, but the direct service is all due to the exceptionally fine work of the county librarians of California.

New Books in Education

By MARTHA R. McCABE
Acting Librarian, Office of Education

ADAMS, FAY, *and* BROWN, WALKER. Teaching the bright pupil. New York, Henry Holt and company, 1930. xiv, 249 p. 12°.

The bright pupil offers as many problems as the slow pupil. The present study deals with the problems connected with bright children in the junior and senior high school years, but teachers of elementary grades will find many useful suggestions as well. Practical methods are suggested for grouping the bright pupils, and how the curriculum should be enriched and adapted to their use. Suggestions are also offered on the method of teaching the superior pupil, the part that extracurricular activities might play, their importance, and the types of activities to be selected for the purpose. A short list of references is given on the enrichment of secondary school subjects.

ARLITT, ADA HART. The child from one to six. Psychology for parents. * * * with an introduction by Flora M. Thurston. New York, London, McGraw-Hill book company, inc., 1930. xix, 188 p. illus., front. 12°.

This volume presents the viewpoint of one who has had a professional experience in the psychology of the preschool child, and is designed to help parents with little experience outside of their immediate families. Attitudes, health training, and emotional control are discussed for the first six years which are considered the most important of a child's life. The book may also be used by parent educators as a guide in teaching parents, likewise in courses for that purpose.

BLAISDELL, THOMAS C. Ways to teach English * * * Garden City, N. Y., Doubleday, Doran & Company, inc. [1930]. ix, 566 p. 12°.

The author's purpose in this book is to present a helpful study of the fundamentals of successful English teaching for teachers at all levels in the public-school system, as the principles are, he thinks, practically the same for primary and for high-school work. The three central ideas of the volume are: Teaching self-expression; teaching accuracy; teaching appreciation. Under each subject, special attention is given to measuring and testing, and to teaching the special topics under the general divisions.

CARRIER, BLANCHE. How shall I learn to teach religion? Teaching through the experience of the pupil. New York and London, Harper and brothers, publishers, 1930. ix, 216 p. 12°.

The modern Sunday school has long needed organized information on new methods of teaching religion, its aims and ideals, and the author has here brought together material that will help teachers in these schools to understand the new approach to religious education. This material has been put to the practical test in Miss Carrier's experience where she has been in charge of weekday schools of religion, and in the University of Pittsburgh where she has been instructor of religious education.

DESCOEUDRES, ALICE. The education of mentally defective children. Psychological observations and practical suggestions * * * Translated from the second French edition by Ernest F. Row * * * Boston, New York [etc.] D. C. Heath and company [n. d.]. 312 p. tables, diagrs. 12°.

The difficulty in teaching mentally defective children adds to its interest, as the work involves not only dealing with defective intellects, but with difficult characters, and often children that are neglected and badly brought up. The teacher of this type of children therefore particularly needs some special psychological and pedagogical knowledge, and the study presented herewith is designed to afford such information. It will be useful to the headmasters of special schools, to teachers who often have such backward children in their classes, and to parents who have them in the family.

HITES, LAIRD T. The effective Christian college. New York, The Macmillan company, 1929. 259 p. 12°.

This book has been written not only for religious educators, but for a wider group, college administrators and trustees, faculty, parents, students, and religious leaders in colleges. The author's purpose is to interest all groups that hope to make the church college "pay larger dividends in Christian leadership." He advocates a changed college curriculum, with a thoroughly well-trained staff in Christian religion and in knowledge, habits, skills and ideals, and he presents important and constructive suggestions for a more effective Christian college.

KYTE, GEORGE C. How to supervise. A guide to educational principles and progressive practices of educational supervision. Boston, New York [etc.], Houghton Mifflin company [1930] xv, 468 p. tables, diagrs. 12°. (Riverside textbooks in education, edited by Ellwood P. Cubberley.)

The field of this study is supervision of instruction in the classroom of the elementary school. The thesis presented is the modern conception of the principalship of the elementary school which considers the job *per se*, how to build up teachers in general and specific skills, and how to awaken new professional interests and enthusiasms in the work. The contents of the book have been organized in four sections: The history and philosophy of supervision, Organization for supervision, Techniques in supervision, and Supervising different types of teachers. The study has been supplied with classified bibliographies at the chapter endings.

LOWTH, FRANK J. The country teacher at work. New York, The Macmillan company, 1930. xii, 541 p. illus., front., diagrs. 12°.

The key to the selection and organization of the subject-matter presented in this book is explained by the author in her preface as being the unifying idea of "objectives." The suggestions offered in the chapters are termed Instructional objectives, in general, and in particular; Realizing objectives (tools and skills); School and teacher objectives; Citizenship and character objectives. An extensive list of books for boys and girls, classified by grades, is appended.

PALMER, ARCHIE M., *ed.* The liberal arts college movement. Proceedings of the Conference of liberal arts colleges held in Chicago, March 18–20, 1930. New York, The Conference, 1930. 187 p. 16°.

The volume has a foreword by Herbert Hoover stressing the importance of the small college in many of the services it renders, and the inspiration it gives. It contains articles on various aspects of the liberal-arts colleges, by Robert Lincoln Kelly, Ray Lyman Wilbur, John H. Finley, Albert Norman Ward, Homer P. Rainey, J. W. R. Maguire, Donald J. Cowling, Alfred Williams Anthony, B. G. Lowrey, William S. Bovard, William J. Thompson, and the editor. Besides the papers, the volume contains the Minutes of the meeting, and a list of the colleges enrolled at the conference.

PEIK, W. E. The professional education of high-school teachers. An analysis and evaluation of the prescribed courses in education for prospective high-school teachers at the University of Minnesota. Minneapolis, The University of Minnesota press, 1930. xvii, 184 p. tables, diagrs. 8°.

The author has undertaken to give the facts as to the present status of the training of secondary school teachers, the studies that have already been made of the subject, the curricula in use, and offers his conclusions and constructive proposals in the concluding chapter. The method of investigation has been explained in detail, the procedures being (1) a content analysis of the prescribed courses in education; (2) analysis of treatment emphasis accorded to this content by the instructors; (3) the canvass of teacher judgments regarding the professional value to them of training given; (4) the presentation of the data of analysis and evaluation for faculty use; and (5) content selection and treatment control for curriculum revision, etc., based upon objective data.

PORTER, MARTHA PECK. The teacher in the new school. Yonkers-on-Hudson, N. Y., World book company, 1930. With an introduction by Rebecca J. Coffin. xi, 312 p. 12°.

A new conception of the manner in which education takes place is presented in this book, especially with the new point of view of the child's interests, emotions, physical equipment, and adjustment to the school group. The author also had in mind when preparing the study, the need for publications which harmonize theory and practice. The place of the teacher is made more significant in the new education, and therefore the reinterpretation of the part the teacher plays in the education of children is given. A reading list of books for additional reading, and an extensive list of children's books are furnished.

SANDIFORD, PETER. Educational psychology; an objective study. . . . with 57 illustrations. New York, London [etc.] Longmans, Green and co., 1930. xix, 406 p. tables, diagrs. 12°.

The author has approached his subject from the viewpoint of the general psychologist, and then applies psychological principles to the problems of the schoolroom. He states that the sharp cleavage between the two aspects of psychology has not been brought out by most of the writers on the subject, and his purpose in this study has been to confine himself to the objective data of observations and experiments. This method has been followed in the book. The investigation is presented in two parts, namely: Man's equipment for learning, and, The learning process.

U. S. GOVERNMENT PRINTING OFFICE: 1930

Education a Development of the Entire Personality

✦ ✦ ✦

EDUCATION is not a development of the intellectual powers only, or the cultivation of right emotional responses, or the strengthening of the will, but its aim is a well-proportioned development of the entire personality, and hence we must make provision for cultivating a love of Nature. We need not all of us be scientists; in fact, we can not be; we need not all of us become investigators of the secrets of life, because we have not that kind of ability and training; we need not even know how we think or remember; nor need we know the scientific names of things we see or sounds we hear, but we can learn to appreciate the beauties of a sunset, the exquisite sound of a bird note, the silence of a forest, the gurgling of a brook, and the reposeful effect of the smoothness and softness of a flower-dotted meadow; and we *can feel awe* and *reverence* in the presence of such processes of Nature as we can not understand. That we can learn to do and that we can do.

The personality of a man is not entire, unless the spiritual element gets its rightful place.

—*Gustave Straubenmuller.*

The Aim of Education

✦ ✦ ✦

The aim and office of instruction, say many people, is to make a man a good citizen, or a good Christian, or a gentleman; or it is to fit him to get on in the world, or it is to enable him to do his duty in that state of life to which he is called. It is none of these, and the modern spirit more and more discerns it to be none of these. These are at best secondary and indirect aims of instruction; its prime direct aim is to enable a man *to know himself and the world.*

MATTHEW ARNOLD

✦

SCHOOL LIFE

Volume XVI
Number 3

November
1930

ONE WAY LOS ANGELES KEEPS CHILDREN OFF THE STREETS IN SUMMER TIME

Puppet shows, designed and operated by school children, attract large school children audiences during vacation. Peter Rabbit and his despairing mother take their bows on the miniature stage in company with Hansel and Gretel. See page 48

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school libraries, and of Mr. Carl H. Milam, secretary of the American Library Association, are producing a significant series of papers upon school libraries. What representative school systems are doing for the exceptional child is the basis for a new series of articles by Mrs. Katherine M. Cook, chief of the division of special problems, and Miss Elise M. Martens, specialist in the education of exceptional children. The papers in these five unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR . . . . *Commissioner of Education*, WILLIAM JOHN COOPER

VOL. XVI WASHINGTON, D. C., NOVEMBER, 1930 No. 3

Training in Home Making Contributes to Higher Standards of Living

To Clarify Aims and Purposes so that Some Criteria Can Be Developed by Which to Measure the Effectiveness of Achievement is First Step in Evaluating Homemaking Education

By LAWRENCE FRANK
Spelman Fund, New York City

HOME MAKING IS MORE than a job or a profession; it is a way of living, and it calls for a kind of educational experience that transcends anything which we have considered heretofore as vocational or professional training. In the first place, it calls for an understanding of human nature and an insight into human behavior which no mere professional training or series of courses can convey. The experience of the clinics and all who are dealing with the breakdowns and maladjustments, into which we find individuals and families so frequently falling, goes to show that this question of insight and understanding by the individual of himself and of those with whom he is intimately associated is perhaps the largest factor in his success or failure to carry on his human relationships. To the extent to which we can communicate this insight and help individuals to look upon man not as a rational, intelligent creature, but rather as a person who oftentimes is irrational and who is not intelligent unless he has to be, we have laid the foundations for a more successful meeting of family and social demands.

Understanding of Child's Difficulties Important

Perhaps the most important task of the family and the home is in the rearing of children, and here we are discovering that the most significant aspect of this task from the point of view of individual and social welfare is not merely to feed and shelter children but to try to understand the difficulties which the young child faces in attempting to achieve sanity and maturity. For this task parents must have insight into the development of the child's personality as well as insight into the personalities of themselves and their mates.

Clinical Teaching Indispensable

This kind of understanding, this kind of education can not be given through mere teaching of subject matters or skills. We must have what may be described as the clinical teaching or experience whereby the student is brought into direct contact with behavior situations, where he can see and experience what we are trying to help him understand. This, I take it, is the justification for the nursery school as a laboratory to which the student can be brought to observe young children, where these personality factors and needs may be much more easily seen than in the adult who has learned to disguise and hide his real impulses and desires.

For the most part these basic conceptions, ideas, and beliefs about human nature and conduct are developed quite outside of the formal education and teaching, not only of the schools but of the home and the church, and other agencies which are endeavoring to shape the young individual. We know this because so frequently we find that despite all our endeavors to teach, people learn in ways which we scarcely understand. This suggests that these more basic attitudes and this insight into human behavior are essentially an æsthetic experience rather than a matter of scientific conclusion or pedagogical training. We know, for example, that in literature a novel often gives us more understanding and insight into human behavior than we can get from any number of scientific studies or lectures. To a very considerable extent these really significant factors in the individual's life which condition his or her success in the home and in the family are gained by activities and experiences which formal education scarcely touches upon.

Clarification of Values Necessary

This leads to consideration of the question of the valuations which we put upon activities. Consider, for example, the contrast between the work of a laboratory assistant, particularly in the field of biology where so many young women are professionally engaged, and the work in the home. If we go into such a laboratory we find these research assistants engaged in all manner of tedious and laborious tasks, such as the care and feeding of laboratory animals, the cleaning of their cages, weighing and measuring them; in brief, in a round of activities which from the point of view of intrinsic interest and meaning differ but little from the task of the home maker. Why is it, then, that the young woman will spend several years obtaining the information and necessary training to be able to enter upon such laboratory work while at the same time her attitude toward the

Paper presented before the Home Economics Conference called by the Commissioner of Education and held at the University of Cincinnati, Mar. 21 and 22, 1930. For a full report of the conference see Office of Education Circular No. 16.

18994—30——1

task of home making and child care is so totally different? Is it possible that the laboratory assistants approach their work with the feeling that they are doing something valuable? Is it because they have the idea that all these tedious and frequently dirty tasks are instrumental in the achievement of something which is highly significant and important? If this is so, then perhaps the most pressing need in the field of home-making education is for a clarification of values whereby the unavoidable tasks of home making and child care may be given an importance and significance that will convert their drudgery, even as the scientific aim has motivated the laboratory assistant.

This is the field of home-making education which, to me at least, is most significant and perhaps the most neglected. If we can clarify our aims and purposes and our objectives here we may perhaps find that many of the more detailed and technical questions of curriculum, content, methods, the amount of time to be given to the teaching of this skill or that occupation, will be rendered much more simple, if not largely transformed by the different emphasis or significance we attach to them.

Where Does Responsibility for Teaching Rest?

Suppose we say that we are going to evaluate home education by looking to the kind of individual, the kind of home, and the kind of social life which we find, and measure the effectiveness of our work by the actual record of divorce, desertion, litigation, juvenile delinquency, mental disorders, and all the other ways in which individuals unable to meet these life situations reveal themselves. Then the question will immediately arise, who is going to do this, who is going to assume the responsibility in the schools and bring to bear upon young people the variety of experience and knowledge which is necessary to their preparation for living intelligently and meeting more successfully the human adjustments demanded in marriage, home making, the care of children, and their participation in the social life around them? Every real friend of those engaged in home making must view with misgivings the acceptance of this responsibility by the home-making group.

Home-making Group Not Now Adequately Prepared

In the first place, it is an immense task for which they must candidly confess that they are not now adequately prepared. But apart from this, it would be regrettable if the teachers of home making alone were to respond to this growing demand for the socialization of education and a recognition of the school's responsibility for the development of more wholesome, intelligent individuals. The teachers of home making would be assuming an almost impossible task if they attempted this alone, and at the same time would be giving an alibi for all other teachers and departments to continue ignoring their share of the responsibility for this essential nonacademic task. Obviously, this is an enterprise which goes far beyond a mere revision of curricula and involves reconsideration of the whole function and place of the schools in this changing world. If we are to help young people to live more intelligently and sanely, we can not content ourselves with teaching skills or developing mere vocational proficiency. We must educate for the future and the kind of life which those young people are going to live 10 or more years from now. That is not a didactic job, but a task of communicating insights and of experiencing. It is a matter of life itself and how we are to live. And if life lies outside the schools, then we shall have to find some other agency or institution to meet our needs in this direction.

Dominant Preoccupation of the Adolescent

We must return, therefore, to this question of vocational efficiency and interest. Dean Russell has said, "Vocational efficiency should be recognized as the one dominant objective in all home-making courses." If we accept the foregoing discussion as relevant to this situation, it would seem that the only reason for invoking vocational efficiency as our guide and of appealing to vocational interests in our students was our inability to get outside the usual preoccupation with subjects and departments and courses. If we are determined to set up specific subject matter which must be taught, then it may be necessary for us to work in terms of a vocational program and depend upon a vocational interest. By way of contrast, however, if we are prepared to accept the conception of home making as a way of living and a product of experiencing, particularly in the field of æsthetic experience and the gaining of understanding and insights, it would be safe to say that we did not need to rely upon a desultory vocational interest. Young people are interested in human relationships, in love, in marriage, and the apportionment of their interest and energies among the competing attractions of life. The dominant preoccupation of the adolescent is his relationship to those around him, particularly in social life. These preoccupations and interests are what dominate his experiencing and learning and his attempts to clarify his goals and ambitions in his occupational pursuits. At the present time it is freely acknowledged that this driving effort is largely if not wholly ignored in our educational procedures, both because we rule out those genuine interests in our educational activities and because we respond to the student's questions and need of advice by attempting to force upon him our particular conceptions and values of an older generation or by talking with him in a way that he knows to be neither candid nor genuine; thus we send our young people to the sources of information and direction such as literature, movies, radio, and other nonacademic agencies for the guidance and direction they need.

Summarization of Discussion

To summarize, then, this discussion of how to evaluate home-making education, it may be urged that the first step is to clarify our aims and purposes, so that we can develop some criteria by which to measure the effectiveness of our achievement. It has been urged that these criteria are to be found in social life outside the schools toward which the young people in our classes are being sent to play their parts as individuals with greater or less success, depending upon how much real understanding and insight into human behavior and personality they have gained and upon the æsthetic values for the realization of which they will employ the skills and techniques we have taught them.

Efforts of All Departments of Knowledge Invoked

The proposal that home-making education address itself to these extracurricular objectives may be viewed as a response to the growing demand for the socialization of education and an increasing concern for the kind of individuals which the schools are helping to produce. It is clear that this larger task transcends the abilities and the scope of teachers of home making, who must be aided in this work by all the subjects, departments, and teachers of the schools. To the extent that the schools recognize their responsibility in helping to develop wholesome, sane individuals better able to meet the responsibilities of adult life, and especially those of the human relationships involved in marriage, home making, and child rearing, they can and will make use of the driving curiosity, eagerness to learn, and unflagging interest which young people have in this whole area of human relationships and human behavior. To the extent that this is recognized and used in education, it should be found less necessary to rely upon purely vocational interests and to seek merely vocational efficiency in the field of home-making education. Moreover, the efforts and skills of all other subjects and departments of knowledge must be invoked in this larger task toward which the teachers of home making are already addressing themselves.

Among the more important improvements in the schools of Bangor, Me., according to the report of the superintendent of schools, for 1929–30, is the lengthening of the school year by two weeks. With this addition, the school term is now 38 weeks long instead of 36 weeks.

Debating as an Intellectual Activity in our High Schools

Story of the Organization and Growth of Debating Societies in Wisconsin—Their Value, Especially Through Study and Discussion of Public Affairs, in the Building Up of a Citizenry Informed in State and National Affairs

By ALMERE L. SCOTT

Director, Debating and Public Discussion, Extension Division, University of Wisconsin

IN THE Wisconsin High School Forensic Association there are now 355 high schools. Why this interest? What is it all about?

Thomas Jefferson early realized that a democracy—a representative government—could live and grow only among an enlightened people; hence the public-school system was born. Our educational system implies more than the acquisition of knowledge. The educational system in a representative government must include, and must emphasize, preparation for an intelligent citizenship—a citizenship that is more than a declaration of allegiance to a government and the reciprocal right of the protection of that government.

With the extensive development of the means of communication and transportation, of division of labor, and of specialization in every field of human endeavor, has come an interdependence of mankind which can not be disregarded, but which demands consideration in the discussion of education for citizenship.

No Community Lives Unto Itself

The actions of a single community may be, and they often are, far-reaching in their influence. A problem affecting only a single community to-day may become a problem of international import to-morrow. Effective citizenship, then, must mean that the efforts of individuals, co-operative in the aggregate, are conducive to the best interests of the whole citizen body affected—whether it be the immediate community, the Commonwealth, the Nation, or even the world.

Public opinion is a controlling force in a representative government, and one of the important functions of educated men and women, as citizens, is to contribute to the development of an enlightened public opinion on community problems and on questions of public policy. What prepares for this contribution better than debating in our high schools? We all concede that no form of popular education tends more essentially to preparation for effective citizenship than careful study and open discussion of live issues.

"Tell me," says Goethe, "what the young men"—to-day I believe he would say young people—"are thinking about, and I will tell you the future of the state."

What are our young people thinking about and intelligently discussing to-day?

Many High Schools Practice Debating

At the request of the National Association of Teachers of Speech, G. E. Densmore, manager of the Michigan High School Debating League, recently made a survey of the practice of debating in high schools in the United States. This report disclosed the fact that of 48 States, 40 have high-school debating leagues, with a membership of 11,392 high schools. Approximately 79,643 debates are held annually, with 99,978 high-school students participating. The audiences at these debates exceed in a single year, 4,000,000. Such events must have a great influence in the home, in the school, and in the community at large in the molding of public opinion.

This year such questions as installment selling, the jury system, chain stores, chain banks, disarmament, the Root formula for World Court, Government ownership of power sites, old-age pensions, compulsory automobile insurance, the 13-month calendar, Philippine independence, city manager form of government, immigration restriction, and the national origins act are engaging the attention and serious consideration of an increasing number of our young people.

What is Wisconsin's part in this educational development, this preparation in our high schools for future intelligent citizenship?

Genesis of Movement in Wisconsin

Nearly 25 years ago, Frank A. Hutchins, who has contributed much to worthwhile projects in this State, turned his attention to the reorganization of the university extension division, especially the institution of the department of debating and public discussion. He appreciated the significance of the debate in the historical development of our country, and hoped to bring back in some degree at least as a force in the life of the community and Nation, the debate of the "Old Abe versus Little Giant" type.

Basic bulletins on the organization and procedure of debating leagues were published, and proved effective in arousing an interest in the intellectual combat—debating. These special aids were followed by short bulletins on timely questions then before the electorate of the country for consideration; and as new problems arose bulletins were issued covering the issues involved. These bulletins stated the question, presented important historical facts, gave suggestions for the preparation of briefs, and concluded with a selected bibliography.

Loan Package Library Service Inaugurated

The need for reference material resulted in the early establishment of the loan package library service. What is a loan package library? It is a collection of the latest authoritative information—reference material—on any given subject, whether it be in pamphlet, magazine article, newspaper clipping, typewriter excerpt, or book, selected to meet the specific need.

Prof. Rollo Lyman, then head of the department of speech at the University of Wisconsin, discussed at the first conference of the National University Association held at Madison in 1915, the chain of educational theory underlying debating as encouraged by the university extension division. He includes in this chain: (1) The placing of a primary emphasis on a problem situation; (2) selection of reliable information bearing on the situation; (3) formation of judgment from these facts; (4) organization of these ideas in logical relations; (5) development of a power to make others see the truth as you have developed it; (6) cultivation of self-mastery through the presentation of one's thinking; (7) the spur to best endeavor, both for speakers and hearers, that lies in intellectual combat.

With these basic principles as our ideal and goal, the department aims to foster debating whenever the opportunity is afforded.

About this time a law was passed providing for the establishment of a library in all high schools, thus affording all high-school students an opportunity for practice in finding reference material, even though the community did not have a public library.

University Library Service Supplements Local Resources

Learning how to find information at hand is essential in training for citizenship, hence the department of debating and public discussion aims only to supplement local resources. This plan of cooperation makes it possible for the department to serve more effectively the vast libraryless area of the State. Such

cooperation also encourages development of the local public library, an institution important in the civic and educational growth of any community

Last year 2,332 loan-package libraries were sent to 381 high schools in Wisconsin, supplementing reference material in local libraries.

Although in 1895 Wisconsin organized the first high-school State-wide forensic association in the United States, activities of the association did not include debating. Some colleges, however, especially Lawrence College, fostered a state-wide high-school debating contest until the reorganization of the High School Lyceum Association by the State High School Principals' Association. The new constitution provides for administration of affairs of the association by a board of control of nine members—nominated and elected from each of the State teacher college districts in Wisconsin. Reorganization of the association has proved a potent factor in our high schools.

Membership in Forensic Association Steadily Increasing

Although debating is one of the six activities provided for in the constitution of the Wisconsin High School Forensic Association, it bids fair to vie with the others in popularity. That there is a growing interest in the educational activities of the association is evidenced by steadily increasing school memberships. In the first year, 1925–26, high schools to the number of 286 were in the association; in 1926–27, 304; in 1927–28, 312; and for the current year, to date, 354 high schools have affiliated in the association.

With the kindly and splendid cooperative spirit manifested by high-school principals and by city superintendents of schools, the educational activities of the Wisconsin High School Forensic Association are bound to develop and become a telling force in the citizenship work of our high schools.

Contribution to Growing Personalities

The opinion is expressed by the chairman of the department of speech of the University of Wisconsin that "debating makes a dynamic contribution to the growing personalities of boys and girls and to their technique of fitting themselves into their complex social environment. Every contestant, whether he wins a medal or not, wins a prize which can never be taken from him—increased skill in the use of the finest instrument of social adjustment which man has devised."

Debating is more and more becoming a factor in the formation of an intelligent public opinion, and debating in our high schools is training for effective citizenship.

Meeting of the National Recreation Association at Atlantic City, N. J.

By MARIE M. READY

Assistant Specialist in Recreational Activities, Office of Education

DURING THE WEEK October 6–11, 1930, the Seventeenth National Recreation Congress convened at Atlantic City, N. J. Nearly a thousand delegates assembled from various sections of the United States and Canada to discuss the present situation in regard to community recreation and to formulate plans for the promotion of programs which would better serve the individual, the community, and the Nation.

Among those attending the congress were superintendents of municipal playgrounds and camps, recreation leaders of educational institutions, representatives from State departments of education, from civic organizations, and from private philanthropic organizations. Various departments of the National Government were also represented.

Dr. Joseph Lee, president of the National Recreation Association, was chairman of the opening session. The general theme of the entire congress was "A Critical Look at Community Recreation."

Dr. John H. Finley, of the New York Times, who made the opening address, called attention to the growth of the recreation movement and to its shift from an original charity basis to a democratic community basis. He pointed out that the playground movement had been established merely to provide playgrounds for children and it had expanded to provide all forms of recreation for persons of all ages.

Topics Discussed at Sectional Meetings

Supplementing the general meetings were various sectional meetings, which were given over largely to brief reports and discussions. Among the topics discussed may be mentioned: Trends in American life which affect recreation; relationships between city planning associations and recreation workers; relation of juvenile delinquency to an adequate recreation program; determining an adequate recreation life for the individual; planning an adequate recreation program for a city; and responsibility of the county, State, and National Government for promoting recreation work as a governmental function.

Recreational Work in Alabama

Thomas Owen, of the State department of archives of Montgomery, Ala., reported that the success of the recreational work of that State is attributable to the fact that Governor Bibb Graves has taken a keen interest in its promotion. Sixteen departments of the State of Alabama, including the department of forestry, the department of game and fisheries, the department of education, etc., in cooperation with the American Legion, and other educational, social, and civic organizations, are promoting an extensive recreational program.

Robert Sterling Yard, of the National Parks Association, Washington, D. C., told of the recent expansion of the National Park Service of the United States Department of the Interior in the matter of encouraging and developing the educational possibilities of the national parks.

"Recreation Leadership" a New Profession

L. H. Weir, of the National Recreation Association, called attention to the fact that during the past 25 years an entirely new profession, "recreation leadership," has been created, and at the present time there are more than 18,000 recreation leaders in 800 cities in the United States. In order to provide training for these leaders many colleges and universities are providing courses in recreational leadership.

Dr. Henry R. Frances told how the department of forestry of Syracuse University, Syracuse, N. Y., had expanded the professional courses of forestry to include recreational leadership.

On the whole, there was a general feeling that more land, more money, and better trained leadership should be provided. Last and most important a good program was stressed as the essential basis for growth in the recreation movement. It was pointed out that the control of public recreation was definitely being recognized as a State function and it was recommended that State government machinery should be reorganized to include this function.

Novel Close for Meeting

The meeting was brought to a close by a miniature aircraft tournament which took place on Bader Field. The contestants from all parts of the country assembled to match their home-made planes. Robert Bonner, of San Francisco, Calif., won the all-round junior championship, and R. Collins, of Providence, R. I., won the senior all-round championship. All previous national records were broken.

National Ministries of Education

A Brief History of the Development of National Ministries of Education in the Eastern and Western Hemispheres [1]

By JAMES F. ABEL

Chief, Division of Foreign School Systems, Office of Education

AN ACCOUNT of the growth of ministries of education is mainly that of a phase of the growth of the ministerial executive authority that is a part of practically every modern central government and is reflected in the larger political subdivisions of many nations. The establishment of ministries of education represents, in general, changes in an intolerable state of affairs and attempts to better, through education, the condition of the great mass of the people and to train them in ability to manage their matters of common concern. Very frequently ministries of education came into being immediately after great national or international disasters.

The tradition of a national office concerned with education extends in China back some 41 centuries to the time when the ruler Shun appointed Hsieh minister of education to teach the people the duties of the five human relationships. Other ancient oriental nations may have had similar officers. The notable example of a minister of education in the early Christian era is Alcuin who, from 781 A. D. to his death, was confidential advisor to Charlemagne in that monarch's schemes of education.

The Eastern Hemisphere in the Eighteenth Century

On the Eastern Hemisphere before 1800 the suppression of the Jesuit Order in 1773 furnished the occasion in Austria for the establishment of a central school commission to have authority over all the schools; and in Poland on motion before the Diet by the vice chancellor of Lithuania, a commission of education was created that had control of public education and later took over to use for public instruction all the landed property and other wealth confiscated from the Jesuits. The commission planned and partially carried out, before the division of Poland in 1795, a remarkable system of primary, secondary, and higher institutions. That commission is considered to be the first of the modern European ministries of public instruction.

The Eastern Hemisphere in the Nineteenth Century

Sweden, Norway, France, Greece, Egypt, Italy, Hungary, Denmark, and Austria in turn developed national educational ministries in the years between 1800 and 1850. Sweden lost Finland to Russia in a war of 1808, a disaster that was followed by a revolution and the adoption on the 5th of July, 1809, of a new constitution under which the department of education and ecclesiastical affairs was begun. The people of Norway, thoroughly roused by the action of the Congress of Vienna which transferred them from Danish to Swedish rule, held a convention at Eidsvold and on May 17, 1814, adopted a constitution framed on those of America, France of 1791, and Spain of 1812. Sweden and Norway were united until 1905, but the Norwegian constitution remained in force and shortly after its adoption the royal ecclesiastical and educational department was instituted.

The story of the development of the ministry of France is fairly well known. Cournot makes an interesting comment on it in his note:

> The memoirs of Châteaubriand tell us of the negotiations between Richelieu and Corbière who refused obstinately to enter the cabinet if he was not given the presidency of public instruction. The tenacity of a mediocre Breton attorney, supported by a poet who was placing his brilliant palette at the service of politics, in one of those rare moments when the poet was in favor at court, it was that which gave to France a ministry of public instruction.

The uprisings of 1820 against the return to medievalism arranged by the Congress of Vienna led to the independence of Greece and its establishment in 1833 as a kingdom. Its leaders looked to education as a means of strengthening the Greek people, and early in its struggle for independence (1821 to 1829) a national educational office was authorized. The ministry of Egypt was started by the impetuous Mohammed Ali during his struggle with Turkey when he wished to bring western European culture into Egypt and to maintain a system of schools modeled after those of France. The vigorous revolutionary movement that swept over Europe in 1848 left some of its traces in national ministries of education set up in Italy in 1847, Hungary and Denmark in 1848, and Austria in 1849.

Turkey in 1857; Rumania, 1864; Japan, 1871; New Zealand, 1877; Belgium, 1878; Bulgaria, 1878; Serbia, 1882; Portugal, 1890; and Siam, 1893, made ministries of education part of their national governments during the half century from 1850 to 1900. The severe crisis through which Turkey passed about 1830 to 1840 necessitated attempting to remodel the government. Near the close of Muhammed II's reign (1839) ministries were instituted and a council of ministers begun. Following the treaty of Paris by which Turkey was admitted to the family of nations, reforms that did not endure were started and at that time a ministry of public instruction was established. The breaking up of Turkish power in Europe gave Rumania, Bulgaria, and Serbia their independence. The Rumanians with their distinctly Latin language and culture were early influenced by French ideals and it was natural that after the union of Wallachia and Moldavia they should set up a school system much like that in France with a minister at its head. The virile Bulgarians, whose rapid coming into national strength and power has no parallel in Europe, made an educational ministry part of the government shortly after it became autonomous in 1878. Following the treaty of Berlin, which recognized the independence of Serbia, a law was passed reorganizing public instruction under a ministry.

The first ministries in Belgium and Portugal represented temporary victories of republican and liberal elements over church and monarchial groups. Both were shortly suppressed but reestablished in later years.

Japan began its rapid change from feudalism to a modern civilization in 1868 and Emperor Meiji immediately placed great emphasis on education as one of the most effective means of bringing about that transition. He appointed an educational officer and began establishing various kinds of schools. Three years later a department of education was set up for the control of educational affairs in the whole country. In the later eighties and the early nineties the outlook for Siam was brightening greatly; the boundary disputes and wars that had been going on for centuries were in a fair way to be settled and internally the country was at peace. The Anglo-French convention of 1896 definitely fixed the status of the country. During this period educational betterments were projected and a ministry of education established.

The early colonial settlements of New Zealand were organized into provinces in 1852 and each developed its own schools. The provinces were abolished in 1876; education was made a national business

[1] This study in full, with an introduction by the Commissioner of Education, has been published recently by the Department of the Interior, Office of Education, as Bulletin, 1930, No. 12, and may be purchased from the Superintendent of Documents, Government Printing Office, at 25 cents per copy.

with teaching free, secular, and compulsory; and its administration was vested in a ministry of education. In England the Royal Commission on Secondary Education, of which Lord Bryce was chairman, reported in 1895. It reviewed the work of the charity commissioners, the department of science and art, the education department, and the board of agriculture, all of which were central authorities connected with secondary education, and wrote:

> We conceive, in short, that some central authority is required not in order to control but rather to supervise the secondary education of the country, not to override or supervise local action but to endeavor to bring about among the various agencies which provide that education a harmony and cooperation that are now wanting.
>
> The central authority ought to consist of a department of the executive government, presided over by a minister responsible to parliament, who would obviously be the same minister to whom the charge of elementary education is intrusted.

Four years later the recommendations of the commission were translated into reality and the board of education became a ministry.

The Eastern Hemisphere in the Twentieth Century

In the prewar years of the twentieth century Spain, Liberia, Finland, Persia, the Union of South Africa, and Albania established ministries of education, and that of Portugal, when a republican form of government was adopted, became a permanent institution. Internal dissatisfaction in Spain with the outcome of the Spanish-American War, by which that country lost the last of its important colonies, the heavy indebtedness, the high rate of illiteracy, and the general economic and social disorganization forced the Government to make some attempts at reform, and among them was the creation of a ministry to inquire into and better the condition of the schools throughout Spain. The strike of the Finns in 1905 against the intense Slavophil policy of Alexander III of Russia forced the restoration of the old Finnish constitution and, that having been gained, the Diet of Finland proceeded in 1906 to revise the constitution so that the executive consisted of a minister-secretary of state and members of the senate, in effect ministers responsible to the Diet. One of them was the administrative officer for educational and religious affairs. This revolt in Russia had an echo in Persia, where, in 1906, the Shah was compelled to issue a rescript calling for the formation of a national council. An ordinance of that year states the powers and duties of the council, or parliament, and of the ministers who are responsible to it for the government of the nation. An education ministry is included.

In South Africa before the union of 1910 the University of the Cape of Good Hope had been an examining and degree-granting institution for all the colonies and hence a kind of unifying organization.

Out of the treatics that closed the World War came the reestablishment of Poland; the complete independence of Finland, Estonia, Latvia, Lithuania, the Free City of Danzig, Czechoslovakia, Yugoslavia, and Albania; and later the recognition of Afghanistan and Iraq as national entities. Each of them made a ministry of education a part of the national executive authority. The treaties themselves, involving as they did solemn commitments to recognize the rights of minorities to the use of, and education in, their mother tongues, and the embodiment of those obligations in the new constitutions, practically forced the national governments to take control of education and handle it through a central office. The nation, not its subdivisions, was by treaty and constitution made responsible for freedom of educational privileges.

The Western Hemisphere

Historical accounts of education in the Latin American countries are few and as a rule brief and incomplete. Exceptions to the latter statement are a 2-volume history of primary instruction in Argentina issued in 1910 by the National Council of Education and Orestes Araujo's History of the Uruguayan Schools issued by the direction general of primary instruction in 1911. The Latin American peoples gained their freedom from Spain in the years 1800 to 1830 and gradually established more or less stable governments under constitutions similar to that of the United States of America. By 1900 all of the republics then existing with the exception of Uruguay had cabinet offices for the administration of education. In that country the direction general of public instruction had functioned well in either the ministry of home affairs or of public development, and it was not until about 1908 that it became a part of the ministry of industry, labor, and public instruction, nor until 1918 that public instruction was the exclusive work of one ministry. In 1905 the secretariat of public instruction and fine arts in Mexico was created from a part of the former office of justice and public instruction. Panama and Cuba both set up cabinet offices for education shortly after they became independent and established their own governments.

The Character of the Ministry as Shown by Its Title

The title of the ministry, to some extent, indicates its character. In Belgium, Cuba, Danzig, Ecuador, The Netherlands, Persia, and Spain either the words "sciences" or "fine arts" or both are included to indicate that the ministry is concerned with cultural activities other than instruction in organized schools. In 15 countries the office of public instruction is combined with some other not so closely allied with strictly educational work as are the fine arts and the sciences. In Latin America the department of education is united with justice in Argentina, the Dominican Republic, Paraguay, Peru, and Salvador; with agriculture in Bolivia; with posts and telegraph in Ecuador; with charity and prisons in Peru; and with foreign relations, charity, and public health in Salvador.

Religion and public instruction has been a very common combination and it still persists in Finland, Greece, Norway, Persia, Poland, and Sweden. The office was known in France from its inception in 1824 to July, 1830—the period of restoration—as the ministry of ecclesiastical affairs and public instruction. For the following two years it was the ministry of public instruction and cults and resumed that name for a period of 15 years after an interim of 16 in which it was the ministry of public instruction. Again in 1863 it became the ministry of public instruction and continued so until 1870 when it took the title of ministry of public instruction, cults, and fine arts; in 1879 the name of ministry of public instruction and fine arts was assumed, and, except for short periods, has since been used. Religion was separated from public education in the ministry in Austria in 1918, Denmark in 1916, Yugoslavia in 1926, and in Ecuador about 1885. The present tendency in all countries is toward a combination of education, fine arts, and public health.

Countries Without National Ministries of Education

The 18 countries each of which does not have a national ministry of education are, in the order of population, the largest named first: India and its dependencies, Union of Soviet Republics,[2] United States of America, German Reich, United States of Brazil, Empire of Ethiopia (Abyssinia), Dominion of Canada, Arabia, Empire of Morocco, Kingdom of Nepal, Commonwealth of Australia, Swiss Confederation, Newfoundland and Labrador, and Grand Duchy of Luxemburg. They have a combined population of about 720,000,000 and occupy an area of 25,610,000 square miles.

[2] The largest of the constituent Republics, the Russian Socialist Federated Soviet Republic, has 92.4 per cent of the area of the Union and nearly 70 per cent of the population. The organization, administration, and general scheme of education as carried on by its commissariat are closely followed by the commissariats of education in the other Republics.

An Increased Program for the Washington Child Research Center

By MANDEL SHERMAN

Director, Washington Child Research Center

DURING the past summer the Washington Child Research Center, Washington, D. C., has been moved from 1825 Columbia Road to larger quarters at 3209 Highland Place. The new quarters provide additional space for a second group of children in the laboratory division. The nursery school group will continue with its customary enrollment of 24 children between the ages of 2 and 3½ years. The new group will care for 20 children from 3½ to 5. These children will also have a 7-hour daily program. The physical set-ups of the two groups will be arranged to meet the particular needs of the two age levels represented in the groups of children. This addition to the laboratory provides increased opportunities for research. All the observations taken of the younger children can be continued with the older children and developmental patterns studied.

The Staff Remains the Same

The staff of the center remains the same as for last year, with the addition of a pediatrician who will give half her time to work at the center and a second "fellow" in parent education. This staff includes a nutritionist, two psychologists, a pediatrician, and the director of research, Dr. Mandel Sherman, in addition to the regular staff of the nursery school sections, as well as the members of the executive committee who represent different types of work in the field of child development. Miss Christine Heinig, who has directed the nursery school for two years, has accepted a position on the staff of the child development institute of Teachers College, Columbia University. Mrs. Margaret White will act as director of the nursery school, and Miss Adelia Boynton will have charge of the group of 4-year-old children.

Books begin to fascinate the older children even on the playground

The new location offers an especially attractive playground for the children. Trees and shrubbery divide the yard naturally into two play spaces. Climbing apparatus, sand boxes, and other pieces of physical apparatus have been installed. Apparatus designed for the younger children has been modified to offer more complicated uses for the older children. Dimensions in the construction of this apparatus are also being increased so that it will be better fitted for the larger children. The whole program will care for the continuous development of the children physically, socially, and intellectually.

Parent education will continue as one of the important parts of the program of the center. Before a child enters conferences are held between the nursery school director and both parents, and again two weeks after attendance begins when the director is acquainted with the child. Habits and behavior tendencies are checked to insure the right beginning. The individual conferences with parents are supplemented with small group meetings when problems common to several parents are discussed. Evening discussion meetings for parents are also conducted by both the director of the center and the director of the nursery school, and different members of the staff contribute to the meetings. A research fellow in parent education, appointed for the center in 1929 through the National Council of Parent Education, will continue through the coming year. The American Association of University Women, Washington branch, has granted the center a fund to investigate a problem in parent education. Miss Miriam Partridge has been appointed as associate psychologist to carry out this investigation. The study is concerned with the relationship between the personality of the children and the personality of the parents. She will attempt to find out whether the problems which children present in the nursery school are related to the organization in the home and to the personality of the parents. She will also attempt to investigate the newer method of treating children's problems—the reorganization of the home first, before the child is worked with, versus the older method of retraining the child and reorganizing the home later.

A young lady tries to chin herself

Increased attention to the problem of the home will be given this year. As an example, every mother (but preferably both mother and father) comes to the center for a full day so that she may see the routine for herself. At the end of the day's observation at least two members of the staff hold a conference with the parent during which the problems of her child are discussed and the treatment outlined.

Each member of the staff will make some experimental study during the year. The outline of these studies will be printed in the report for 1930 to be issued next spring.

The consultation section, which is concerned with the investigation of the problems of young children who do not happen to be enrolled regularly at the center, will continue in the same way this year.

Effect of Physical Condition on Scholarship

From a study of health and scholastic attainment, Dr. H. S. Diehl, of the University of Minnesota, concludes that "the physical defects which seem significantly connected with poor scholarship are very defective hearing, overweight, flabby musculature, and anemia.

Los Angeles Vacation Playground Activities

To Serve the Neighborhood as Well as the Child Has Been the Motive Behind the Ambitious Summer Program of the Los Angeles Board of Education

By VALERIE WATROUS

Office of the Superintendent of Schools, Los Angeles, Calif.

SUMMER VACATION playgrounds must offer something more to the city child than merely an open space in which to play games. This was the thought in the mind of Clarence L. Glenn, director of the physical education department, Los Angeles city school district, when the question of playground activities and the program to be offered was under discussion last summer. There was also the thought that school playgrounds should not be opened in districts where centers were operated by the playground department of the city.

With these two objectives—serving the children and also serving the neighborhood—more than 200 school playgrounds were opened and operated under the supervision of the board of education. The activities offered were entirely independent of those sponsored by the Los Angeles city playgrounds.

Craftsmanship of Various Kinds Offered

While games found a place in this program, craftsmanship of various kinds was also offered and an appeal made to the youthful imagination through simple plays and puppet shows. The whole thought behind the program was to encourage the child to come to the school playground and thereby aid in keeping him off the streets during the summer.

Plays and Puppet Shows Given

The plays and puppet shows were given under the direction of Miss Mary Stout, who has a rich background of experience with childrens' plays and pageantry, and who is a graduate of the 2-year course given under the direction of George Pierce Baker at Yale University.

The response made by the children exceeded the expectations of the physical education department, and the puppets created by these children, who received only suggestions from the teachers in charge, were remarkably clever. The work was done in airy classrooms and it was the usual thing to find children from 8 to 13 years standing in line waiting their turn at the little band saws used to carve out the puppet figures. Scraps of wood from lumber yards, which were obtained with no expense save that of transportation, were used for making the bodies of the figures. Even the littlest of these children molded heads and hands from pâpier-maché which was made from old newspapers, shredded and mixed with flour and water paste. Many of these small people displayed a remarkable dexterity in molding the pâpier-maché.

Costuming Done Entirely by Children

The costuming was done entirely by the children and the figures were dressed in scraps of material brought from their homes. Bits of yellow or brown yarn were frayed out and made to simulate brunette or golden locks. One little girl of 10, guided only by her own imagination, molded the head of her figure into a very acceptable imitation of a marcel wave. She then painted the head a rich henna hue, and the "lady" when costumed in bits of satin and lace garnered from mother's scrap bag, made a very charming appearance.

Out-of-door theaters were constructed from waste materials. Small stages were set up on the grounds of the school, sometimes upon the school steps. Among the puppet plays presented under Miss Stout's direction were Peter Rabbit, the Three Witches, Little Red Riding Hood, and puppet minstrel shows. Ali Baba and his Forty Thieves were created by the children and produced in various centers. These figures were colorful, as were the pirate figures, which were especially appealing to the small boys. Little girls gloried in fashioning wicked stepmothers, and Cinderellas, and wild witches in peaked hats armed with the traditional brooms.

Craft teachers who conducted another phase of the summer activities reported that many children whose parents gave them the reputation of never having finished a task begun carried their projects to completion in creditable fashion.

In this handicraft work these "busy beginners" designed pillows of gingham in blocked patterns, which were then smocked and trimmed with organdy ruffles. The interesting phase of this group of activities was that the little girls came eagerly every day to work on their particular projects. They needed no urging from the teachers to keep their interest from lagging, as a spirit of competition was apparent in many of the centers. While one child fashioned a knitted purse, another was making a different style of purse from leather. Boys knitted sweaters for toddling sisters while other boys made beach sandals from the inner tubes of discarded automobile tires. All of the materials used were odds and ends of salvaged or reclaimed fabrics from the art departments of the schools or from the instructor's own supply of handicraft scraps.

Under the direction of Virgil Volla, a teacher in the industrial-arts department of one of the Los Angeles junior high schools, a program of activity for the boys was laid out. The success of this work inspired Mr. Volla to offer a training course for playground directors in what he styles "construction fun." Recognizing the need for such an activity, other playground directors have been quick to take advantage of the training offered that they might continue the work in the playgrounds in this and other near-by cities next year.

This "construction fun" consisted of making small toys, such as automobiles,

Pulling the strings that make the puppets act their parts is difficult but absorbing fun. The back drop is an old window blind painted with a design

animals, felix cats, boats, kites, and boards for marble games. Other objects that were made were book ends, end tables, small auto trucks 8 to 10 inches long, game boards, and miniature golf and table croquet sets.

Children of many nations come to the Los Angeles playgrounds to paint, saw, drill, hammer, making all manner of toys

Basket and reed work, the making of waste-paper baskets, and sewing baskets, metal work, such as hammered copper letter openers, book ends and candle holders, together with model aircraft, was all a part of the "construction fun" program.

Tools were loaned by the manual education department, and many of the woodworking shops were opened for the use of the children. As many as 40 boys and girls were frequently found working at one long bench, and playground directors attributed the high percentage of attendance at the playgrounds this summer to the programs of activity that were offered under Mr. Volla's direction.

In addition to her work of directing the making and presentation of puppet plays, Miss Stout also directed a group of children's plays.

Each week a play was given in the auditorium of one of the junior high schools. From 20 to 40 children took part in these plays, which ranged from a simplified version of Topsy and Eva through to the final and quite pretentious presentation of the Wizard of Oz. Other children's plays were the Exchange, the Sing-a-Song Man, the Happy Beggar, Hearts to Mend, and Robin Hood.

Miss Stout encouraged directors to enlist the interest of the shy and retiring child to take part in these plays. It was to bring forward and to inspire this type of child rather than the one who is always ready and willing to masquerade as king or prince, beggar or feudal lord, that the plays were presented.

From the standpoint of the teachers, the most inspiring factor of the summer's work was the enthusiasm maintained by the children through the entire program offered. No child was urged to do something merely because the instructor believed that he would be interested in that particular thing. Each child was permitted to make whatever he wished to make and to fashion it in his own way, with only a suggestion from time to time from the lips of the instructor.

The vacation playgrounds in Los Angeles last summer closed with a high record, both in attendance and in achievement. The interest in the children's plays was sufficient to encourage Miss Stout to plan further activities of this character for the winter term.

Group Mechanical Aptitude Test Standardized

To assist in vocational guidance in certain grades, a group mechanical aptitude test for boys has been developed in the psychological clinic of Detroit public schools. It has been standardized on 5,000 boys. Information is also given on general intelligence, scholarship, and pupil's interests. A similar test for girls' mechanical aptitudes will be developed. Other tests which will be standardized include an individual test of manual ability for use in doubtful cases, and short special tests to determine constructive imagination. For information of the placement office, as many as 23,228 individual tests were given during the year to 2,600 pupils.

"Property men" for the puppet show put in many busy days. The boys at the bench are sawing figures and limbs while the boy at the right fashions pâpier-maché heads. The girls are cutting and sewing costumes

18994—30——2

· SCHOOL LIFE ·

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Editor . . . . . William Dow Boutwell

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NOVEMBER, 1930

New Editor in Chief

The Office of Education, Department of the Interior, announces the appointment of William Dow Boutwell as editor in chief, which position has been vacant for more than a year. Mr. Boutwell is a graduate of the University of Illinois, where he majored in the field of journalism. He has been engaged in editorial work ever since he graduated, first with the United States Post Office Department, where he served under Postmaster General Work for more than a year, and since November, 1923, with the National Geographic Society, where he has done editorial work and has served as assistant to the chief of the school service division. Mr. Boutwell has prepared and edited the Geographic News Bulletins, a publication for teachers inaugurated by the National Geographic Society. He has attended the meetings of national educational conventions, and reported their proceedings for educational journals.

As editor in chief, Mr. Boutwell will be in charge of the editorial division, one of the six major divisions of the Office of Education. He will be editor of School Life and will supervise the editing and issuance of all publications of the office and will have charge of the distribution of publications.

A Million Dollars for Educational Research

THE PEOPLE most interested in educational research are the educators themselves who deal first hand with the child and the youth. In this age of social, economic, and political unrest and rapidly changing environments in all phases of human life, the task of molding character and preparation for the duties of life of the future citizens of the Republic are devolving more and more upon the school. These things being true, it behooves schoolmen to study more intensively the great problems involved in the field of education. In the past, irrespective of the work done by the Federal Government, philanthropic individuals have given vast sums to establish foundations for educational purposes, research work in the foregoing being emphasized to a very considerable degree. But now comes the department of superintendence of the National Education Association with a most ambitious project to raise $1,000,000 for educational research.

As announced, no large gifts to this fund will be sought. No paid solicitors will be employed. Contributions will be made by school superintendents and friends of education who have no other motive than devotion to the public welfare. While large gifts may be received if they are offered without conditions which will make them unacceptable, the committee recommends that the fund be raised upon a democratic, nation-wide basis, as follows:

1. Bequest insurance on basis of schedule specially prepared for the committee on financing and educational research of the department of superintendence by the bequest insurance department of the Equitable Life Assurance Society of the United States.
2. Contributions in cash.
3. Legacies specified in their wills by friends of education.
4. Life memberships in the department of superintendence for those eligible to active membership upon the payment of a fee of $100, which may be made in 10 equal annual payments.

The movement for an educational research fund to be spent at the direction of the department of superintendence began at the Washington convention in 1926 in a resolution that the research activities of the department should be adequately staffed and financially supported for larger service. In April, 1927, the executive committee of the department authorized the president to appoint a committee of five to devise ways and means for financing research in a permanent way.

This committee, now composed of Randall J. Condon, chairman; Frank W. Ballou, Lamont F. Hodge, and Charles H. Judd, is receiving funds, after having made a careful study.

The bequest insurance plan of subscription mentioned above was devised by this committee in accordance with the action of the department at the Atlantic City convention. Arrangements were made with the Equitable Life Assurance Society whereby it will undertake in cooperation with the members of the department to secure in the form of endowment insurance a substantial part of the million-dollar research fund.

Among the subjects that will be given first attention in these nation-wide studies are parental education, local community life, and the interrelationship between general and vocational education. From the public viewpoint the most interesting of these studies will concern the fruition of education in the commercial, social, and cultural life of the community. What is the effect of scholastic training on the life of the individual, and, therefore, upon society in general? Some colleges in the United States are giving attention to this question, and attempting to associate their courses more closely with the realities that are encountered after students leave school. The elementary schools and high schools are also dealing with the question in their own way. But the public is conscious of the fact that curricula are still too remote from human experience and that they contain too many unessential or technical details of learning which the student soon forgets with no loss to himself.—H. R. E.

With the passing of Benjamin Franklin Morrison, on October 8, 1930, the Office of Education lost its oldest employee, in length of service. Mr. Morrison, who was born in Tuscaloosa, Ala., June 22, 1865, came to the office October 1, 1886. He was a man of high character, very much liked by all who knew him, and most conscientious in the performance of his duties.

Public Instruction in Rio de Janeiro, Brazil

In December, 1929, there were 70,802 pupils enrolled in public primary schools in Rio de Janeiro, of which 32,014 were boys and 38,788 girls. These pupils were enrolled in the 206 primary schools existing in that city. The pupils are divided by grades as follows: First year, 28,183; second year, 12,345; third year, 8,629; fourth year, 5,119; and fifth year, 3,143. These figures do not agree with the total enrollment, but are equivalent to the average annual attendance which is 57,419 pupils.

In 1916 the number of children of school age was calculated at 134,690 and 71,000 pupils were enrolled in the public schools, or 52.6 per cent of the total. In December, 1929, there were 247,361 children of school age, while the number enrolled in the schools was only 70,802, or 28.8 per cent of the total. The percentage of children who were not receiving education, therefore, increased from 47.4 per cent in 1916 to 71.2 per cent in 1929.

This decline in education is reported due to the inadequacy and size of the schools. Since 1916, although the school population has almost doubled, there has been no increase in the number or size of the public schools, and the ones existing have not the facilities to take care of all of the children of school age.—*Rudolf E. Cahn, vice consul, Rio de Janeiro, Brazil.*

The thirty-third annual convention of the National Commercial Teachers' Federation will be held December 29, 30, 31, 1930, in the Hotel Fort Des Moines, Des Moines, Iowa. The executive committee recently held a meeting in the headquarters hotel to complete arrangements for the convention.

Training Teachers on the Job

More Skillful, More Resourceful, and Better Prepared Instructors Required for In-Service Teacher Training Than for Education Courses in Residence

By M. R. TRABUE

Chairman, Division of Elementary Education, University of North Carolina

IT IS GENERALLY agreed that learning follows activity by the students rather than by the instructor; that the amount of learning is approximately in proportion to the satisfactions which the student obtains in or through his activities; that the use which will later be made of what has been learned will be in proportion to the similarity of the situation in which it is learned to those situations in life in which it may be used to advantage; and that effective drill should grow out of vital needs discovered in real life situations by the pupils.

Practice Teaching Situation Never Entirely Normal

The elementary education division of the University of North Carolina assumes that these principles should be used in the development of teaching and supervisory skills. Observing some one else teach is sometimes helpful, and teaching a few classes in some regular teacher's room often has real value, but we believe that the greatest growth in teaching skill occurs when one is obtaining keen satisfaction from his own success in teaching his own pupils. The practice teaching situation is never entirely normal. The teacher and the pupils feel more or less keenly the artificiality of their relations. We do not at present see any need or any possibility of substituting something else for practice teaching, but we have found that much more effective learning takes place when the teacher is in her own classroom, responsible for, and being paid for, the instruction which the pupils receive, and having the constant guidance, encouragement, and criticism of an intelligent instructor in education.

Not all teacher-training courses are taught more effectively in this way. A course in the history of education, for example, can probably be taught more effectively in residence than in extension classes. A course in psychology, so far as it may be concerned with the physiology of the nervous system or with the details of certain experiments described in psychological literature, should not be taught to teachers in service. The instructor who aims to develop in his students skillful use of the laws of learning needs for each of his students just such a laboratory as a normal classroom situation affords. On the other hand, the instructor in educational measurements, in his courses within the college, can do little more than give his students items of information about scales and tests and their uses, while in his course with teachers in service he can develop vital appreciations and skills in the uses of these instruments.

Abstract of an address delivered at the Conference of Rural School Supervisors of the Southern States, called by the United States Commissioner of Education, at Nashville, Tenn., Dec. 16–17, 1929.

Program of Full-Time In-Service Teacher Trainer

The University of North Carolina now maintains a staff of six instructors in education who give their full time to this type of in-service teacher training. Each instructor gives a day each week to the members of his classes in each instructional center. He visits classes and observes all phases of the educational situation throughout the day. The pupils, teachers, and principals call on him for help and suggestions. At 3.30 in the afternoon he meets with the teachers who belong to his class and takes up the week's assignment. Understanding the situations in which they are working, being familiar with their professional needs and opportunities, and knowing the personal attitudes of his teacher students, he is able to adapt his lessons to individual and group needs in a way that would be impossible under any other program.

Immediate Action and Reaction of Teachers

Courses in the methods and materials in various subject-matter fields, courses in curriculum construction, courses in methods of investigating and solving educational problems, courses in pupil personnel work, courses in educational measurements, diagnosis and treatment, and courses in the psychology of learning can all be given with much greater immediate effect and permanence when taught in this manner to teachers in service than when taught at the training college. A college student can not easily call in question a professor's advice or statement, but a teacher in the classroom will act at once on the suggestion and will report next week how successfully it worked. Not infrequently our instructors are called upon to demonstrate with a classroom full of pupils just how to put their advice into operation. Furthermore, when a teacher has learned to perform a certain operation by actually doing it successfully in her own classroom, she will probably repeat the act next week and next year without hesitation, while the normal-school or college girl who has only heard about it or copied in her notes what the professor said about it will probably not try it next year or the year after.

Objectiveness and Satisfaction in Results Obtained

I insist that this type of teacher training is the most effective teacher training that any college or normal school can do. It requires a more skillful, more resourceful, and better prepared instructor than is required for teaching education courses in residence. A college instructor has a certain number of recitations to attend and to prepare for, while the in-service instructor has all of these plus classroom visitation, criticism, and demonstration teaching. On the other hand, those who are successful in this in-service teacher-training work grow professionally at a rate and in directions that a resident instructor could not hope to equal. There is an objectiveness and a satisfaction about the results obtained which can not be attained through resident instruction.

Professional Growth Primary Objective

Is there any valid reason why the growth in teaching skill which results from actual teaching under supervision and direction should be worth less credit than the growth which results from reading books about teaching and answering questions about what has been read? We see no reason for denying college credit to a teacher for growing professionally under a type of instruction which is rich and vital, while giving credit for smaller amounts of growth in less important directions just because it took place within the four walls of an academic institution. Professional growth in teaching skill is the primary objective of the teacher-training institution, and whether the growth takes place in the educational vacuum of a college classroom or in the living reality of a public-school classroom is of relatively small importance.

Republics of South America Cooperate in Education

Following the custom of international cooperation in education, recently inaugurated in South America, an Argentine section has been established in the national library in San Salvador, Salvador. A feature of the occasion was an address by a distinguished citizen of Guatemala, then making a tour of the continent. The section contains an initial collection of more than 2,500 volumes, including a number of books presented by the Commission for the Protection of Popular Libraries, of Buenos Aires, Argentina.

Teacher Training For Our Health and Physical Education Programs

Progress Shown in Increased Demand for Trained Workers, Raising of State Certification Requirements, and Recent Legislation. Modern Ways of Living Cause Many Physical Defects. New Diseases, Not yet Fully Under Control, Taking the Place of Old Ones

By JAMES EDWARD ROGERS

Director, National Physical Education Service, Playground and Recreation Association of America

THE problem of teacher training for our school health and physical education programs is most acute and important. Perhaps no subject in the school curriculum has grown so rapidly as has health and physical education.

It has therefore been difficult for our teacher-training institutions to cope adequately with the proper and sufficient training of teachers of this ever-expanding subject in the curriculum. To-day there are approximately 20,000 special teachers employed to take charge of this vital sector in our new education.

Increased Demand for Trained Workers

About 10 years ago most of these teachers came from private normal schools. To-day, practically all our universities and normal schools are training teachers for this new field. There are more than 400 colleges and universities with courses in physical education, and some 200 of them have three and four year courses leading to degrees. Not only is there a great and ever-increasing demand for trained health and physical educators, but there is also a demand for broader and better programs of health and physical education. As we have the new school so we have the new programs of health and physical education. They are not limited to just spinach, acrobatics, exercise, and football. The school program of health and physical education includes games, sports, athletics, rhythms, correctives, play and recreation, safety education, health service, and health education. This is the big broad program for which we must train our teachers in the future.

Our universities and normal schools must realize the tremendous advances that have taken place in our health and physical education programs in the past decade. Not only are there approximately 20,000 teachers of health and physical education, but some 15,000 doctors, nurses, and special health education teachers. It has been roughly estimated that about $75,000,000 was spent on these programs last year.

Some of the outstanding facts that demonstrate the rapid progress of this department of education are given in the following statement: 36 States, representing 90 per cent of the population of the country, have passed laws making health and physical education compulsory; 31 States, representing 80 per cent of the population, have State courses of study; 20 States, representing over two-thirds of the population of the country, have on the staff of the State superintendent of public instruction, directors of health and physical education.

In the Sixth Yearbook of the Department of Superintendence, dealing with the curriculum in the junior and senior high school, it was recommended that a daily 60-minute period or 300 minutes a week be devoted to this subject. The time allotment for this subject is increasing over the country. Many States demand a minimum of 150 minutes a week. However, many schools provide a daily 60-minute period.

The outdoor and indoor facilities for health and physical education programs have been marvelous in their development. In Providence, R. I., the new elementary schools have two gymnasiums, one for the boys and one for the girls. In Des Moines, Iowa, in the junior high schools there are two gymnasiums, each provided with folding doors, to make four gymnasiums to take care of the daily 60-minute period. Trenton, N. J., is building four gymnasiums with four swimming pools in the new senior high school. In regard to outdoor areas, tremendous progress has been made. Many cities are approximating Strayer and Englehardt standards of 5 acres for elementary schools, 10 acres for the junior high school, and 20 acres for the senior high school. The two high schools in Harrisburg, Pa., have 35 and 45 acres, respectively. There are three high schools in Missouri that have 75 acres each.

Five standards determine the efficiency of any subject in the curriculum. No subject in the curriculum can be properly and adequately taught without the following five standards: (1) Ample facilities, (2) sufficient time allotment, (3) trained teachers, (4) credit, and (5) recognition in the curriculum.

Standards Raised in Past Ten Years

In the past 10 years at least three of these standards have been given to health and physical education programs. Ample facilities have been provided, sufficient time allotment is being given more and more, and many States are now requiring higher standards for trained teachers. Most States ask for graduation from a 3-year special school with at least 30 semester hours in health and physical education. Some States are now asking that the teacher of health and physical education in the high school have a bachelor of science degree in education.

In regard to credit, physical education is on the report card in some schools and is counted definitely for promotion. In other States it counts not only for promotion but for graduation. In others, beside promotion and graduation, it is one of the accredited subjects in the high school. Thirty-six universities now give entrance credit for health and physical education.

To obtain the five standards just listed, especially to give credit and recognition, we must produce health and physical education programs that are educational. Our training schools, therefore, must train teachers who are educators. We must put education into our health and physical education programs.

Modern Ways of Living Cause of Physical Defects

It is impossible in this brief space to tell the reasons for this rapid development, in the past 10 years, of this subject in our modern school systems. The new day is demanding the new education, and the new education is demanding the new physical education. The new child is demanding the new school and the new school must not only be provided with classrooms but also with gymnasiums and athletic fields. The new environment is demanding the new curriculum. The little red schoolhouse with its three R's is not sufficient for Uncle Sam's country in 1930. The matter of health and physical education becomes more important in the industrial age of standardization, congestion, speed, stress, and strain of modern living. The little red schoolhouse belongs to America of the dirt roads, the winning of the West, horse and buggy, the kerosene lamp, the old swimming hole, and the old oak tree that was our slide, horizontal bar, and swing. In those games children got their physical development and growth largely through good old-fashioned games, errands, and chores. Chores and street games have disappeared. Open spaces are going. Modern life demands artificial living for our children. If God gave the child the instinct to play, man must provide the playground.

Seventy-five per cent of our 30,000,000 school children between the ages of 5 to 20 have physical defects which mar their future physical development, and retard their educational progress in school. Sixty per cent of these defects, which are

easily remediable, cause absence and retardation. The draft statistics of 1918 showed that more than one-third of our young manhood between the ages of 21 and 31 had physical defects which prevented their going into uniform to fight for flag and country.

New Diseases Taking Place of Old

There is an increase in the death rate between the ages of 45 and 65 due to a whole series of physical degeneration. This increase is due to the breakdown in the physical machinery of our four vital organs: Heart, lungs, kidneys, and liver. This is all due to our modern ways of living and to the stress, strain, and speed of life. The new day has ushered in a series of nervous disorders unknown in the days of the open spaces. Although we have conquered the old communicable diseases such as malaria, typhoid, scarlet fever, and diphtheria, we have in their place a new series of physical diseases such as pleurisy, diabetes, cancer, and heart disease.

Because of these reasons and many others, health and physical education programs will become of greater importance in the coming years, as we speed up life and make it more artificial. The reasons given for the physical wear and tear and breakdown of the human machine after the age of 40 are: (1) Lack of active outdoor living, (2) lack of big-muscle activity such as man formerly got both in his work and play, and (3) lack of a proper balance of work, rest, and recreation. We must educate our child physically as well as mentally. We have physical illiteracy in this country, for the reduction of which the schools are responsible. Because of this and many other reasons, health and physical education become a definite part of the school curriculum and will become rapidly of more importance as life is dominated by the machine age that makes living artificial.

Must Teach Neuromuscular Skills, Not Gymnastics

Our training institutions, therefore, must see this new physical-education program in the light of the new day, the new child, and the new environment. Not only is the program bigger and better, but there are new emphases in the new physical education. We are not teaching exercises, but health; we are not teaching gymnastics, but neuromuscular skills; we are not teaching play for fun's sake, but play habits for the use of leisure time; and we are not teaching sport for sport's sake, but sport for sportsmanship's sake. We are putting education into our physical education; we are stressing the noun rather than the adjective describing the type of education we are concerned with. Physical education is demanding the five standards necessary to teach a subject thoroughly and get results.

The five criteria necessary to the new health and physical education programs are: (1) Worth-while, well-organized and full-time programs; (2) programs that are based upon individual needs, and on health and physical-education examinations and tests; (3) graded programs; (4) programs that have definite educational objectives and get definite progressive results; and (5) the adoption of definite achievement skills standards, in order to show progress and learning skill performance.

Our training institutions, therefore, must not only teach the activities but must train our health and physical educators in organization, procedure, and methods to obtain these five criteria. We must have better training programs in our training schools.

There are three types of teachers that we must train for our health and physical education programs, namely, the classroom teacher, the full-time teacher, and the part-time teacher. A state-wide program depends upon the adequate training of classroom teachers. Some of the States provide that every classroom teacher have at least six semester hours in health and physical education, and that the semester hours be not devoted solely to the recreation and health of the students, but to the definite organization, procedure, and methods in teaching health and physical education in the respective grades.

State Certification Requirements Raised

The standards for full-time physical education teachers are being increased so that the average State certification department is asking at least a 3-year professional course, and some are now demanding four years, especially for those who teach in the secondary schools.

The training for the part-time teacher is a most pressing one. In the small high school with an enrollment of 150 and fewer, and with five or six teachers, there is need for men and women who are trained with a major in an academic subject and minor in physical education, or with a major in physical education and minor in an academic subject. Several colleges and universities are training such people and the combinations are: (1) Physical education and science, a very good combination; (2) physical education and agriculture; (3) physical education and vocational education, especially for the men; and (4) physical education and domestic science, especially for women.

Time does not permit detailed discussion of the type of training for these three classes of teachers specifically interested in health and physical education programs, but our teacher-training institutions must provide adequate programs that are practically adapted to training these three specific people, so that when they are out in the field, on the job, they will get specific educational results.

In outlining a program for the training of our teachers in health and physical education, our training institutions must have them see the whole program: (1) Games, sports, athletics, rhythms, correctives, play and recreation, safety education, health service and health education, and (2) we must also train them in proper methods of organization and procedure, so that they can use their facilities and time allotment to the full with worth-while programs based on individual needs, graded with educational content and achievement skill training. Space does not permit an intensive discussion of the programs that should be set up for the training of classroom teachers. The splendid work that has been done in Connecticut, Virginia, West Virginia, and Alabama is worthy of study.

What a Course Should Include

In regard to the training of the full-time teacher, this course should provide for five main divisions of training: (1) General cultural background, 20 per cent; (2) educational subjects such as psychology, history of education, school administration, etc., 20 per cent; (3) the sciences such as biology, chemistry, anatomy, physiology, kinesiology, etc., 20 per cent; (4) technique subjects such as games, sports, athletics, correctives, rhythms, etc., 30 per cent; and (5) a course in administration, organization, and practice teaching, 10 per cent.

We have a new physical education, and so we must have the new training courses in training teachers in this important branch of general education.

Mexican Folklore to be Studied

A comprehensive study of Mexican folklore has been undertaken recently by the National Conservatory of Music of Mexico City. The work will have both practical and theoretical value. In addition to the collection of existing material written on indigenous Mexican dances, music, and forms of musical notation, the study will include the arrangement of a calendar of indigenous secular and religious festivals and other pertinent data.

In obtaining accurate and permanent results, phonograph and motion-picture records will be made. Drawing and painting will supplement photography, in order to preserve a faithful record of the various dance steps and of the color and style of costumes.

Assistance of musicians and music lovers throughout the country will be enlisted. Commissions will be sent later to verify records and to obtain additional data.

Progressive Movements in Wisconsin School Libraries

Plans for Future Development Include More Good Books of Juvenile Fiction for Rural Districts and the Magnification of the Position of School Librarian

By M. H. JACKSON

Supervisor of School Libraries, Wisconsin State Department of Education

JUST 76 years ago when Wisconsin was new the State superintendent of public instruction said in his annual report to the legislature, "Section 74 of the school law provides that each town superintendent may, in his discretion, set apart a sum not exceeding 10 per cent of the gross amount of the school money apportioned to any district, which shall be applied by such district to the purchase of school district libraries, which shall be the property of such district. * * *" In speaking of the value of school libraries he said, "Great importance should be attached to them as powerful auxiliaries in the promotion of popular education." At that time not one school in five had provided for a library, and in those with libraries there was an average of only 16 books in each school.

School Libraries Compulsory

The State superintendent of public instruction recommended in his report that the legislature enact a law making it compulsory for each town superintendent to provide for a library in every school, using 10 per cent of the school fund apportioned to each school district. We have traveled many a mile since then. The statutes now require that county treasurers shall set aside for libraries in all the schools of the counties a sum equivalent to 20 cents per child on the school census. At the present time the schools that come under the application of the library law—all country and village schools and cities of the fourth class—are provided with libraries. In the 1-room rural schools there is an average of 215 volumes. As these books are purchased with State-aid funds, the State requires that only books chosen from an approved list be purchased. This list is prepared as a revision once in two years. County superintendents order the books from this list for all of the school districts in their respective counties. The teacher is by law the librarian of her room. The State teacher-training institutions are expected to train their students to administer small school libraries.

Once in two years a contract is entered into between the State of Wisconsin and a distributing company offering the best service by which library books purchased with State-aid funds are sold to all districts on the orders of the superintendents of the different counties. The distributing house is selected as a result of competitive bidding, the successful bidder being awarded a contract for a term of two years. In addition to the books purchased with State-aid funds, school boards are urged to buy from school funds to add to their collections. We are expending millions in teaching children to read; we should, therefore, supply them with abundant material upon which they may use their abilities.

Wisconsin has a county library law which provides for the establishment of county libraries to serve children and adults. So far no county has voted to establish a library under this plan. However, in several counties in which there is one outstanding public library in a large city, counties and cities have contract relations whereby appropriations from county boards of supervisors have secured unlimited service throughout the counties from city public libraries. Milwaukee and Racine Counties have contracted for service, not only in the free use of books to borrowers, but librarians in each county run bookmobiles to patrons and stations. Milwaukee County takes pride in the fact that every resident of the county resides within easy reach of a generous supply of books. Readers may put in requisitions for books they want and the book wagon will bring them the books selected. The schools are, in the main, library stations with the teachers acting as librarians and custodians. In Racine County schools, country stores, and private homes are used as library stations. In both of these counties the number of borrowers increases rapidly from year to year.

Liberal Appropriations for Juvenile Books

In Kenosha and Douglas Counties county boards of supervisors have made liberal appropriations for juvenile books to serve the schools. The offices of the county superintendents are made centers for distribution of books to schools and the work is so systematized that each child is put in touch with hundreds of new titles every year. The purchases of books are made from recognized book lists which safeguard the children against the danger of trashy material.

Several other county boards of supervisors of Wisconsin have made contracts for limited service with public libraries located at convenient places for distribution. In many such instances the appropriations are not sufficient to adequately pay for the service rendered, but the cities supporting these libraries look upon such service as a community function and believe that in extending library privileges to their tributary areas they are furnishing inducements for people to "come to town." It helps to preserve and even to extend the trade areas.

Wisconsin has at present nearly 6,500 1-room country schools. These schools should be centers of activity in 6,500 distinct rural communities. Add to this number approximately 600 graded schools, wholly rural in their origin, development, and attitude and we see that the rural schools are centered in more than 7,000 country communities. Long ago it was visioned in Wisconsin that these little centers might some time become distributing places for good books for the homes represented. Books purchased for school libraries become the permanent property of the districts and while purchased primarily for the use of school children may be loaned to families in the districts, so making the little school libraries circulating libraries for the districts in which they are located.

The Free Traveling Library

Then we have free library service extended over the entire area of the State through the Wisconsin Free Library Commission. Books are sent out on request in conveniently packed boxes to every corner of the State. Only the carrier charges are paid by the recipient of a box of books and when the books in one box have been read another box may be had for the asking. The territory is large and sometimes those in charge feel that they are only "scratching the surface." Yet when we remember that the remote regions are reached in this way and that the policy of those in charge is to serve where service is most needed, we can see how this important library agency is an asset to the State.

In addition to the organized means enumerated for supplying the wants and needs of readers, we are urging parents to help their children to build up their home libraries. It is the universal testimony of teachers that children from homes where there is an abundance of good reading material are better informed, able to do more intelligent thinking, and use better English than their less fortunate schoolmates. Parents are asking our advice on books for home libraries as never before, and we are referring them to published lists from which they are selecting books. Teachers in some instances are encouraging the building up of home libraries by posting on schoolroom walls lists of books found in the homes. This encourages children to add to their home collections and helps to set up standards of good reading through free discussions on the value of books found in the different lists.

Extensive Reading Encouraged

We have so far discussed the value of good reading and have shown how books are obtainable by children. Now we shall try to indicate means used to stimulate children to read more extensively.

In many schools places are made on the programs for "free reading periods." At these times children assemble in groups and read silently just for the pleasure of reading. During these periods children are not required to read or report their reading. They are free to discuss their books if they wish to do so. They recommend to each other good books they have read or are reading. Sometimes they ask for the privilege of reading aloud parts of stories that appeal to them. In this way they stimulate each other to read, and the results are far better than those produced by compulsion or by overurging.

Reading as a task becomes irksome. It is better to encourage children to make their own choices of books from lists of approved titles than to try to coax them to read books which they do not care for. There would be less of "required reading" if teachers realized the value of guidance rather than compulsion in the reading done by the pupils. This does not mean that children should be given a free hand in choosing their reading material to the extent that abnormal tastes may be acquired, but it does mean that free choice from extended lists of good reading material should be encouraged to the end that the tastes of children differing widely in reading may be satisfied.

In 1915 the Wisconsin State Reading Circle was organized by legislative enactment under the direction of the Wisconsin Teachers' Association. It is administered by a board of eight members composed of the State superintendent of public instruction, the supervisor of school libraries, and the secretary of the Wisconsin Teachers' Association as ex officio members with five others representing the various educational groups, a county superintendent, a member of a faculty of a teacher-training institution, a public librarian, a city superintendent, and another not connected directly with an educational institution.

This movement has grown to amazing proportions. During the school year 1929–30 a total of 236,363 readers completed a five or six book course of reading for diplomas and seals. Of this large group, 189,193 readers reside in the country. The cities, while using the reading circle lists extensively and completing the course in large numbers, have not reported results so fully as the country. Of the number completing our courses in the school year 1929–30, 8,614 teachers received diplomas or seals. These teachers each read at least three professional books, together with a minimum of five juvenile books from the pupils' lists.

Since 1915 diplomas and annual seals to the number of 2,229,742 have been granted.

The foregoing applies to elementary school libraries. Wisconsin offers no special aid to high schools for the purchase of library books. The State department of public instruction through personal visits and through special circulars supplies information and makes recommendations on the building up, care, and administration of high-school libraries. Two-thirds of these schools are well equipped with libraries. Appropriations for library purposes are more easily secured in the cities than in the country. In places supporting public libraries we find excellent cooperation between the school libraries and the public libraries. In many cities there is abundance of material available for schools in the form of library books, supplementary readers, and standard magazines. The department of public instruction compiles and sends out recommended lists of books from which high-school principals and superintendents select freely in their purchases from year to year. A definite annual budget for library purchases is adopted in a majority of our schools.

Wisconsin has a law by which high schools must employ on their faculties school librarians. These librarians must have at least the minimum library training required at schools authorized to give such training. School library courses include the ordinary requirements of library administration, and require at least 72 recitation hours for their completion.

This standard is not adequate, but it is far in advance of the requirements of only a few years ago. Teacher-librarians are, in a very large number of cases, more teachers than librarians. The overcrowding of our high schools seems to have made it necessary to draft every possible person into the work of actual teaching. So we often find that the high-school librarian is the busiest person on the faculty. In addition to her duties as librarian, she is often called upon to teach the greater part of the day. In some instances we find her coaching debating teams, drilling glee clubs, and searching for library references upon request of pupils and of other members of the faculty, when such pupils should have looked up the references for themselves.

An instance of the load carried by a teacher-librarian in a Wisconsin high school is found in a city of about 1,500 inhabitants with a high-school enrollment of 225 pupils. This person teaches high-school classes during six of the eight periods required by the daily program. In addition she is custodian of all the textbooks for the high school and the grades; she is at the beck and call of faculty and students in search of lesson materials; she is responsible for the selection of material for all competitive debating and declamatory contests with other schools in a league; and she is mentor for two literary societies in their program making. To-day she is criticized because the high-school card catalogue has not been revised and brought up to date.

Plans for Future Development

These are the facts. Our future plans have a number of outstanding items:

1. By various means we expect to get more good books of juvenile fiction into rural districts. As a means of equalizing opportunities for city and country children we shall push the county library, and sanction any other legitimate way for supplying adequate library service for rural areas.

2. We shall magnify the position of school librarian everywhere, hoping to see that day dawn when that person will not be looked upon merely as a dispenser of books, but a vitalizing force in the work of the high school. In the larger high schools we want to see more full-time librarians, more rooms set apart for libraries where faculty and students may work together, assisted by a librarian who has the time to do the work assigned her to do.

Berkeley's Coordinated Program of Child Adjustment

Conclusion of an Article Describing the Activities of the Berkeley, Calif., School System in the Interests of Exceptional Children

By ELISE H. MARTENS

Specialist in the Education of Exceptional Children, Office of Education

THE OCTOBER ISSUE of SCHOOL LIFE presented the general plan of classification and counseling adopted by the Berkeley public schools and described the activities of the Coordinating Council, a unique example of civic, social, and educational cooperation for the welfare of school children. This issue gives an account of another specialized feature of the work and summarizes the significant items of the entire program.

The Behavior Clinic

One phase of the activities sponsored by the coordinating council has dealt specifically with behavior problems of school children. The statistics of juvenile delinquency, of crime, and of psychosis certainly furnish abundant justification for serious investigation of their incipient causes as well as of the possible procedures which may be used as preventive measures. The tragedy of the unadjusted school child has so frequently resulted in the even greater tragedy of the psychotic adult and the social delinquent that school authorities everywhere are finding it one of their major responsibilities to give careful consideration to the undesirable behavior symptoms of childhood. Even then the school can not hope to win success in the adjustment of every case, for the environmental influences of home and community often work in direct opposition to adjustment measures which might otherwise be effectual. However, the prevention of crime in even a moderate percentage of cases is a challenge which the school can not afford to pass by. If we can find the means whereby the child can be made a happier, more contented individual, and a better adjusted, contributing member of society, then all the time and effort spent upon such a program will not have been in vain.

In 1928 Berkeley launched upon a type of activity designed to meet the needs of those children who are considered serious behavior problems by teachers and principals in the schools. A "serious behavior problem" is defined as "one which varies sufficiently from normal behavior to cause the teacher to feel that the child can not be managed satisfactorily with the group." Such cases include not only those aggressive types of misdemeanor which disturb the discipline of the classroom, such as disobedience, truancy, and temper outbreaks. Teachers are asked to note also those children who show emotional instability of any kind, and special attention is called to the importance of helping the child who shows exaggerated reticence or timidity. The shut-in or depressed type of personality is indicated as needing assistance quite as much as the child who seeks attention through means that are socially unacceptable.

Responsibility for meeting these children, for studying their difficulties and diagnosing their needs, for making recommendations for adjustment, and for following up their development has been placed upon a group of specialists comprising psychiatrist, physician, and psychologist, who have at their disposal all the service that can be given by a staff of social workers and psychological assistants. The social workers are a group of five chosen school counselors who give half time to the work of this behavior clinic. The psychological assistance is given by the assistant director of the bureau of research and guidance as well as by chosen teachers in the schools who have been carefully trained in the technique of giving mental and educational tests.

The Clinic at Work

This group of specialists at first worked directly in the schools as a type of "traveling clinic," but more recently it has established headquarters at the administration building of the board of education, to which the children are brought by social workers or parents. It is deemed desirable to have father or mother accompany the child, and the behavior clinic undertakes to work only with those children whose parents indicate their willingness to cooperate in the treatment to be given. Such treatment may involve physical attention, medical or surgical aid, readjustment of home conditions, or suggestions to principal and teacher looking toward a better understanding of the child's nature and difficulties. Often several of these factors are involved. All too frequently it is found that the problem child is only the result of problem parents, who themselves need treatment and reeducation.

Many difficulties can be ironed out in a confidential chat with a research worker

Some Clinical Pictures

Medical aid is provided at a nominal cost by the health center for those in financial need; the social worker follows up the contacts with the home and reports developments as they occur; the case is discussed with the teacher, counselor, and principal of the school which the child attends, with a resulting increased ability on their part to handle it tactfully. The child may return to the clinic periodically, or he may visit it only occasionally, as the case demands.

The work of the behavior clinic can best be illustrated by describing briefly two of the cases which have been brought to its attention. The following have been chosen, not because of any signal success which has been achieved in their treatment, but because they are illustrative of some of the problems encountered:

1. H. G. was a boy of 11 years in the sixth grade when he was reported as "antisocial, surly, cruel to other children, impudent to teachers, dishonest, suspicious, quarrelsome—the worst child problem ever found in this school." He had an intelligence quotient of 130. At the end of the term he left the elementary school and entered the junior high school. Only a short time elapsed before a similar reputation was established there. It was while he was in this school that intensive study of the boy was begun by the staff of the clinic.

Physical examination showed normal development, with no disease symptoms except enlarged tonsils. Psychiatric study revealed a marked inferiority complex for which he attempts to compensate through his cruelty, impudence, and negativism; also an impulsiveness and excitability which add to his difficulties. Social investigation found a tense, unhappy home condition.

By recommendation of the clinic, tonsils and adenoids were removed, and all possible means were used by the school counselor and teachers to win his confidence and encourage him to use the ability which he has. For a while there seemed to be some improvement, then another extreme offense was committed, and it was thought best to change his school environment. He was transferred to another junior high school of the city, where an understanding of the case was assured before he entered. The social worker has been watching his progress and receives weekly records of his work. He is reported as being happy in the new school, doing well in his classes, and "no more serious to handle than the average boy." It is hoped that the favorable development will continue, though, of course, it is still too early to say what the final outcome will be.

2. B. L. was 8 years old when she was reported as "extremely reticent, shut-in, stubborn, indulging in temper tantrums." Her reticence took the form of actual mutism, for she had refused to say a word in school since she had entered at the beginning of the term. She had come to Berkeley from another city. By tracing the history it was found that, as a little child, she had talked normally, though she was very timid. Several years ago, "when the parents quarreled and separated, B. did not speak for a month. Later, when the home was reestablished, she talked again normally. Last Christmas she attended a Christmas tree party where several of the little girls received dolls. B. did not receive one. She is extravagantly fond of dolls. Since Christmas day she has not spoken."

A series of performance tests gave her a mental age of 7 years, so that her intelligence seemed slightly below normal. Physical examination showed malnutrition, poor musculature, indications of rickets, and enlarged tonsils. The psychiatrist diagnosed her mutism as a psychoneurotic condition closely related to hysteria, with a strong emotional coloring.

The teacher in the school was advised to ignore her silence as much as possible; the specialist in speech correction was given the responsibility of working regularly with B.; father and mother were given directions as to treatment at home; and medical attention was given to the child's physical needs. A year later there came the teacher's report that "B.'s whole attitude has changed. She has made the first effort to speak and read audibly. She is getting along better with her schoolmates." Still more recently comes the statement that "B. responds to praise won from success in classroom work. Have not been able to get her to sing, but she is improving in reading and conversation ability." There is a definite speech defect and still some evidence of inhibition, yet in her last visit with the psychiatrist "she talked with him in a very friendly way."

These two sketches are exceedingly brief outlines of the detailed case histories which are on file for these children. However, they will serve to give some indication of the types of problems which are encountered, of the methods of work, and of the development which is taking place. Neither one of them is a finished story. The clinic as such has been operating only two years, while some of the behavior difficulties which have been encountered are so deeply rooted in years of physical or emotional or social maladjustment that they can be eradicated only through gradual development. A consecutive 5-year program is being planned, during which time cases under treatment will be followed carefully. At the end of those five years there will be a greater possibility of evaluating the plan of work. Present reports seem to indicate that positive results have already been secured. In any event, it appears to be a project that is eminently worth while in the attempt to promote child welfare and social betterment.

Summary of Significant Items in Berkeley's Program

1. The whole program of education for the exceptional child as well as psychological diagnosis of his capacity and his needs is centered in the bureau of research and guidance, the director of which is also the assistant superintendent of schools. The assistant director of the bureau is directly responsible for the supervision of the testing program, for case studies, for research activities, and for recommendation as to the placement of individual children in special classes.

2. The three-track system of classification provides for the needs of children of varying degrees of mentality, with the additional organization of special classes for those who are too low mentally to profit by instruction in any one of the three regular groups.

3. A school counseling program involves the designation of a counselor in every elementary school, who is responsible for special study of children needing adjustment and for recommendation to the principal regarding the same. In the senior high school and in all junior high schools a staff of counselors work cooperatively in the same capacity. The principal, however, is the administrative head of his own school, and all readjustments regarding child placement are made by him, subject to approval by the bureau of research and guidance.

4. Further participation by the teachers in the school counseling and adjustment program comes through the training of selected teachers for mental testing. Not only does such an arrangement

Clinical examinations are an essential in the study of the maladjusted child

facilitate an adequate testing program, but it is a distinct advantage to the teacher herself to understand the mechanics of giving and scoring tests as well as the interpretation of their results.

5. The policy has been adopted of educating as many teachers as possible in the elementary principles of psychological and sociological activities, on the basis that such knowledge will make them more understanding and more skillful in their contacts with children.

6. Emphasis is placed upon the study of the *whole* child from the point of view of psychological, educational, social, and physical analysis. Every bit of information available is used in a complete personality study before adjustment is advised.

7. Coordination of the activities of school and social agencies is effected through the organization of "The Coordinating Council for Child Welfare," through which duplication of effort is avoided and child adjustment becomes a matter of cooperative interest.

8. The most recent feature of the program is the establishment of the behavior clinic, which aims to discover incipient signs of behavior maladjustment, and to apply both preventive and remedial measures.

Meeting of National Council of Teachers of English

The National Council of Teachers of English at the annual meeting in Cleveland at Thanksgiving time will consider "a curriculum vertically integrated to develop the tastes and powers useful in after life." Sessions will begin on Thanksgiving afternoon with reports of several committees, followed in the evening by three addresses on the appreciation of literature.

In conformity with the theme of the convention, the address of the president, Miss Ruth Mary Weeks, of Kansas City, will be on Educating the Whole Child. There will be section meetings on oral English, written composition, reading, grammar, adapting to ability, junior colleges, teachers colleges, junior and senior high schools, extracurricular activities. The elementary section on Saturday morning offers nine speakers.

A significant international aspect of teaching will be furnished by a conference on European methods of teaching composition and literature under the chairmanship of Dr. J. H. Hanford, of Western Reserve University.

Reports on methods of teaching in Italy, France, and Great Britain will be made by Phyllis Robbins, of Boston; Russell P. Jameson, of Oberlin; J. R. Derby, of Iowa State College; and Bruno Rosselli, of Vassar. About 100 persons are scheduled to address the meetings, among them Harry C. Morrison, of Chicago; Lucy L. W. Wilson, of Philadelphia, recently in Chile to study schools; Lucy Chapman, of the Ethical Culture School, New York; B. S. Monroe, of Cornell; Merrill Bishop, of San Antonio; Mabel C. Hermans, of Los Angeles; O. B. Sperlin, University of Washington.

Conditions in Russia will be described at the banquet by Anna Louise Strong, of Moscow, who will speak on Mass Education in Reading, and Hallie Flanagan, of Vassar, the Educational Theater in Russia. Practical conditions in the theater will be discussed by Jane Keeler, who directed the winners of the Belasco cup, and Frederic McConnell, director of the Cleveland Play House.

There will be three exhibits—creative writing, model classroom, and books.

Recent Publications of the Office of Education

The following publications have been issued recently by the Office of Education, United States Department of the Interior. Orders should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Educational directory, 1930. (Bulletin 1930, no. 1.) 30 cents.

Bibliography on junior colleges. Walter C. Eells. (Bulletin, 1930, no. 2.) 25 cents.

Statistical summary of education, 1927–28. (Bulletin, 1930, no. 3.) 5 cents.

Record of current educational publications, October–December, 1929, with index for the year 1929. (Bulletin, 1930, no. 4.) 15 cents.

Statistics of State school systems, 1927–28. (Bulletin, 1930, no. 5.) 10 cents.

State direction of rural school libraries. Edith A. Lathrop. (Bulletin, 1930, no. 6.) 10 cents.

Special schools and classes in cities of 10,000 population and more in the United States. Arch O. Heck. (Bulletin, 1930, no. 7.) 10 cents.

Problems in adolescence for parents. (Reading course, no. 34.) Free.

Time allotments in selected consolidated schools. Timon Covert. (Rural school leaflet, no. 46.) 5 cents.

Home economics instruction in higher education. Emeline S. Whitcomb. (Pamphlet, no. 3.) 5 cents.

Home economics for boys. Emeline S. Whitcomb. (Pamphlet, no. 4.) 10 cents.

State-wide trends in school hygiene and physical education. James F. Rogers. (Pamphlet, no. 5.) 5 cents.

Mimeographed circulars are issued free upon application to the Commissioner of Education, Washington, D. C.

Mimeographed Circular No. 13. Collegiate courses in business organization and management, 1928. J. O. Malott.

Mimeographed Circular No. 14. Collegiate courses in marketing and merchandizing, 1928. J. O. Malott.

Mimeographed Circular No. 15. Organization of supervisory units. Mary Dabney Davis.

Mimeographed Circular No. 16. Report of the first regional conference on homemaking education, called by the Commissioner of Education at the University of Cincinnati, March 21–22, 1930. Emeline S. Whitcomb.—*Mary S. Phillips.*

Cash Prizes for Rural School Pupils

Teachers of rural schools who have been looking for some special means of motivating the English work of the upper grades should be interested in an announcement of the Farm Insurance Committee, 175 West Jackson Boulevard, Chicago. This committee, representing some 14 agencies active in the prevention of farm fires and the reduction of rural fire hazards, is offering 42 cash prizes, totaling $1,000, for the best story on the subject, what we have done to safeguard our farm against fire. First, second, and third prizes are $250, $150, and $100, respectively. There are 3 prizes of $50 each, 6 of $25 each, 10 of $10, and 20 of $5. The contest is open to any pupil in any rural grade or high school. The story must be the pupil's own work and it must deal with fire hazards, fire prevention, and fire losses in farm homes and other farm buildings. The contest closes December 15, 1930. The stories will be judged by David J. Price, United States Department of Agriculture; Richard E. Vernon, manager, fire prevention department, Western Actuarial Bureau; and V. F. Hayden, executive secretary, Agricultural Publishers Association. Complete instructions for entering and conducting the contest may be obtained by writing to the Farm Insurance Committee.

Art Students Participate in Flower Show

Opportunity to participate in a flower composition contest in connection with the annual flower show is given art students in public schools of Detroit by the allied florists association of the city. Paintings of flowers are also exhibited. In the program of the woman's department of the show last year two contests in arranging flowers in containers were open to competition of high-school girls.

Brief Items of Foreign Educational News

Preparatory to the classification and instruction of children according to their mental ability, the primary department of the Ministry of Education of Chile plans at an early date to give intelligence tests to first-grade children. To this end, a number of teachers are taking a special course in intelligence testing.

London Makes Large Increases in Educational Appropriations

A considerable program of educational development, spread over the next three years, is contemplated by the London County Council. These 3-year programs are encouraged by the board of education as being in every way superior to the old method of looking just a year ahead in the estimates.

The annual estimated expenditure for the next three years is as follows:

1930–31----	£13, 295, 000	($64, 700, 118)
1931–32----	13, 519, 700	(65, 793, 620)
1932–33----	13, 734, 800	(66, 840, 404)

This is an increase of nearly $3,000,000 a year over figures for the preceding 3 years.

The program for the next three years will include the existing normal education service; the uncompleted developments of the last 3-year program; and a number of new projects. Among these are the completion of the scheme for reducing the size of classrooms to maxima of 40 children for senior schools, and 48 for infants' schools; the provision of 8,000 new school places; the modernization of 30 schools; the provision of more scholarships; additional playing-field and playground accommodation, with payment of traveling expenses to and from the playing fields outside school hours; more open-air classes; more school journeys; the provision of an additional nursery school; and an enlarged school medical service.

In the realm of secondary education, there is to be one new school, the improvement of several others, improvements in the trade schools, evening institutes, and technical schools.

Throughout South America the centennial will be observed, on December 17 of this year, of the death of Simón Bolívar, hero, liberator, statesman, and founder of republics. The one purpose of Bolívar was the liberation of South America from the power of Spain, and to this cause he dedicated his property and his life.

Bolívar was a man of large vision. He loved America and its people. His was a checkered career of successes and reverses; of popular worship, forgetfulness, and even suspicion on the part of the people whom he served. He was born at Caracas, July 24, 1783, of a noble and wealthy family. He studied law in Madrid, traveled extensively in Europe, and in 1809 visited the United States. In his native city his ashes finally found rest. Throughout America his name is immortalized, and a statue to this great American, the gift of the Government of Venezuela, was erected in Central Park, New York City, in 1884.

A tour of India was made the past winter by a group of British public-school boys. The program was so arranged as to give the boys a systematic knowledge of the history of India. In Delhi, where Christmas was spent, they were entertained in private homes, and a feature of their stay in that city was a game of cricket with the Government House team. Places associated with the mutiny were visited, as well as New Delhi, the fort, and Shah Jchanabad, and various old cities and their archæological monuments.

Hostel for British Overseas Students

A hall of residence, or "hostel," for male students of European origin from the Dominions and Colonies of the United Kingdom, will be erected in Bloomsbury, London. Though associated with the University of London, the hostel will be an independent institution, with a governing body which will include representatives of London University, the Royal College of Surgeons, the Royal College of Physicians, the Institutions of Engineers, and other societies. The movement has the approval of the Government, and already £130,000 has been given or promised. This includes donations of £5,000 each from the Corporation of the City of London and the Rhodes trustees. The sum of £250,000 will be raised.

Turkish Junior Red Crescent Sends Gift of Figs

A shipment of dried figs received in America this year from the Turkish Junior Red Crescent—an organization similar to our Junior Red Cross—has been distributed among American juniors who had sent, for the past two Christmas seasons, holiday greeting boxes to the newly organized Turkish Junior Red Crescent members as an expression of international good will.

The consignment came early in the year, and in a number of schools the figs were used as the basis for many interesting activities. In some cases pupils gave their share of the figs to children in open-air schools, in children's hospitals, and in other institutions.

The gift expressed at the same time appreciation of the financial aid given from the national children's fund of the American Junior Red Cross in the organization of the Turkish Junior Red Crescent.

Test of Benefits Derived from Radiation

In London 287 school children were divided into three approximately equal groups, one of which was exposed to ultraviolet rays in doses deemed appropriate, another to a similar lamp screened by window glass, while the third group received no special irradiation. The experiment was carried out over a period of six months. The height and weight of the children were noted periodically, and the daily record of colds and coughs was kept. Incidence of diseases other than colds, progress in school work, and subjective impressions of teachers, physicians, and others, were also noted. There was no clear evidence that irradiation had produced any results favorable or unfavorable.

In Crystal Palace, London, recently, between three and four thousand boy and girl violinists participated in the twenty-first annual festival of the National Union of School Orchestras. The union was organized in 1906 with the special purpose of promoting the study and practice of instrumental music among school children through the formation of school orchestras.

New Books in Education

By MARTHA R. McCABE

Library Division, Office of Education

ERICSON, EMANUEL E. Teaching problems in industrial arts. Peoria, Ill., The Manual arts press [1930] 433 p. illus., tables, diagrs. 12°.

Teachers of manual and industrial-art subjects are in the mind of the author as he presents this teacher's book, with its problems and teaching procedure. Sections of the book are concerned with methods of teaching and lesson planning, class management and shop discipline, equipment and supplies, textbooks, shop accidents and their prevention, occupational information, and subject matter and courses of study. The shop teacher, his training and tenure, and the scope of his service receive detailed treatment in this study. Teachers-in-service and teachers-in-training will find material in the book that is suggestive in handling the work of the school shop and in meeting its specific situations.

FISHER, DOROTHY CANFIELD. Learn or perish. The Kappa delta pi lecture series. New York, Horace Liveright, 1930. 43 p. 16°.

The direct application of the subject is to adult education and the plea is for improvement in the quality of individual minds as the basis for the improvement in the quality of national thinking. Mrs. Fisher discusses the attitude of professional educators toward adult education, the personal relations of educators to adult education, intellectual recreation, the perils of the teaching profession, and finally, offers a short discussion of a first-hand psychology of learning. The author's treatment of the theme is confined to those efforts carried on in maturity "to escape mental stagnation," and to continue to expand intellectually, which she considers a matter of life and death to all democracies.

KANTOR, J. R. An outline of social psychology. Chicago, Ill., Follett publishing company, 1929. xiv, 420 p. diagrs. 12°.

The author characterizes the subject matter of the volume as "institutional social psychology," and essays to distinguish between social psychology and psychology and sociology, proper, and to give to the former a distinctive subject matter. He believes that social psychology can explain the formation of society, can make clear the forces that direct the course of history, politics, religion, thought, language, and the mysteries of the artistic life. As the subject is comparatively a new one, psychologists and sociologists, political scientists, economists, and physiologists will read the book with interest. The educationist will be interested in the discussions, as they have a bearing on education.

MEARNS, HUGHES. Creative youth; how a school environment set free the creative spirit. With a foreword by Otis W. Caldwell, and an anthology of high-school verse. Garden City, N. Y., Doubleday, Doran and company, inc., 1930. xv, 234 p. 8°.

This study is concerned with the creative efforts of youth in the field of literature, at the high-school level. It was extended over five years of observation of a group of high-school pupils and the evolution of the creative spirit as it took place among them. Poetry is especially emphasized by the author, although prose is not neglected, and he avers that the good poets in the group wrote equally well in the field of story, essay, or criticism. The creative spirit is studied and analyzed and its development presented by stages.

PETERS, CHARLES CLINTON. Foundations of educational sociology. Rev. ed. New York, The Macmillan company, 1930. xv, 476 p. tables, diagrs. 8°. (Textbook series, edited by Paul Monroe)

This book is a revised edition of a former work, but it is not simply a revision, it is a rearrangement of the study, with much new material added, including summaries of researches on the topics investigated. New techniques for the study of exercises for further research are suggested at the chapter ends. The subjects, social foundations of the curriculum, and social agencies and processes, are dealt with, illustrated with a number of scientific techniques for measuring certain differences, for finding the residual functions of the school, and standardization of tests in terms of social needs.

PINKEVITCH, ALBERT P. The new education in the Soviet republic * * * Translated under the auspices of the International institute, Teachers college, Columbia university, by Nucia Perlmutter * * * Edited by George S. Counts * * * New York, The John Day company [1929] xiii, 403 p. tables, diagrs. 8°.

The author of this book, who is president of the Second State University of Moscow, presents the principles, pedagogical, psychological, biological, and social, upon which the Soviet system of education is based, and the organization and methods by which its objectives are accomplished. Doctor Counts, in his introduction to the study, states some of the numerous reasons why educators in America should become familiar with the educational program of Soviet Russia. This includes a system of schools for youth, for adults, of the press and library, the theater and moving picture, art galleries and museums, young people's clubs and communist societies, etc., practically all of the organized agencies of society.

POPENOE, PAUL. The child's heredity. Baltimore, The Williams and Wilkins company, 1929. xiii, 316 p. illus. tables, diagrs. 8°.

This is a study written primarily for the use of parents, and deals with subjects of interest to parents concerning the physical, mental, and moral development of children. As the subjects treated all have a bearing on the educational and social side of the child's development, the book will be read by teachers and educational psychologists as well. An extensive bibliography is appended.

POWYS, JOHN COWPER. The meaning of culture. New York, W. W. Norton and company, inc., publishers, 1929. ix, 275 p. 8°.

The author presents his study in two parts: The analysis of culture and the application of culture. In the former, culture is considered in its relation to philosophy, literature, poetry, painting, and religion; in the application of culture, it is considered in its relation to happiness, love, nature, the art of reading, human relations, and destiny, with suggestions as to the obstacles in the way of culture. From this study it may be deduced that culture is an attitude of mind rather than a body of information.

RAND, WINIFRED; SWEENY, MARY E.; *and* VINCENT, E. LEE. Growth and development of the young child. Philadelphia and London, W. B. Saunders company, 1930. 394 p. illus., tables, diagrs. 12°.

The field of child development is the meeting ground not only for educators and educational psychologists but for physicians, biologists, sociologists, nutritionists, and others as well. All branches of science have regarded child development from special angles, and the fields presented in the book are those of parental education and of physical and mental growth. The philosophy of family life and the home, as well as their practical aspects, are discussed. The authors indicate that there is little agreement as to what traits can be inherited, but do not go deeply into the controversial side of that question. Many of the maladjustments in family life can be prevented by a clear understanding of the different functions of the home and by having a sound philosophy of family life.

ST. JOHN, CHARLES W. Educational achievement in relation to intelligence as shown by teachers' marks, promotions and scores in standard tests in certain elementary grades. Cambridge, Harvard university press, 1930. 219 p. tables, diagrs. 8°. (Harvard studies in education. Published under the direction of the Graduate school in education. Volume 15)

The author, in this study, defines and evaluates ability and achievement tests. A large number of case studies are summarized with interpretations. An attempt is made in this investigation to furnish the educational implications of a number of questions arising, among them being the extent to which discrepancies between ability and achievement occur among persons of average and inferior ability, and whether potential genius might be lost to the world through faults in education.

SCHMIDT, GEORGE P. The old-time college president. New York, Columbia press; London, P. S. King & Son, ltd., 1930. 251 p. 8°. (Studies in history, economics, and public law. Edited by the Faculty of political science of Columbia university, no. 317)

The period of American history between 1760 and 1860 is studied, when colleges were not yet universities with complicated machinery. The early national period before the Civil War has received the most attention in this book. The college president is pictured as an intellectual and moral force, and a real presence, and, in most instances, the dominating influence in the institution. The book presents the facts as to the nature and heritage of the president's office. It discusses the president's training, his rank as an educator, administrator, and scholar.

U. S. GOVERNMENT PRINTING OFFICE: 1930

THE MAIN PURPOSE OF TEACHING

The most difficult and yet the most profitable task given to any educator is that of improving the quality of instruction in the schoolroom. It takes more genius, more experience, more knowledge to help a teacher teach better because you have been in her classroom than she would have taught if you had not visited her, than any undertaking of which I can conceive. There has been no greater advance than this in our educational procedure. Nevertheless we have much to learn. We sometimes spend so much time thinking about the physical things, the statistics, the consequences, that we are prone to forget that the main purpose of teaching is to teach something to somebody.

—*Bruce Payne.*

EDUCATION

The Great Process of Assimilation

▼

As a Nation, from the first, the American people have appealed to the judgment of mankind. We believe our institutions founded in the interest of human nature, and susceptible of clear and satisfactory vindication to right human reason. We propose to offer to the world the best illustration of human government, promoting with equal care the welfare of every citizen. But, plainly, we can neither know nor be assured that we have the best without a knowledge of the conditions of other peoples. Our civilization, following its own mode of Americanizing everything that becomes a part of itself—population, ideas, institutions—welcomes all comers. ¶Education, the great process of assimilation, evidently should receive more attention than any other function of our civil life. It should be conducted more intelligently. Our dangers, present or remote, should be kept fully and accurately in view.

John Eaton
Commissioner of Education
1870–1886

SCHOOL LIFE

Volume XVI
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December
1930

A MADONNA AND CHILD OF THE LAND OF THE MIDNIGHT SUN (SEE PAGE 68)

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CONTENTS

SCHOOL LIFE, the official organ of the Office of Education, United States Department of the Interior, appears monthly except in July and August. It presents the educational activities of the Office of Education and of other departments and commissions of the United States Government. Subscription price, 50 cents per year; fifty copies or more forwarded in bulk to one address at 35 cents per year each.

SCHOOL LIFE

Issued Monthly, except July and August, by the Department of the Interior, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR *Commissioner of Education* WILLIAM JOHN COOPER

VOL. XVI WASHINGTON, D. C., DECEMBER, 1930 No. 4

Discover Typical American Family and Typical Child

Quota of Baths, Milk, Illnesses, and Spankings of Average 4-Year-Old Disclosed by Case Study of White House Conference Committee

From Report of Committee on the Infant and Preschool Child
JOHN E. ANDERSON, *Chairman*

WE MAY SAY that the typical family of the young child consists of a father and mother who are in their thirties. Usually no person other than those of the immediate family is found in the home.

JOHN E. ANDERSON

Both the father and mother are likely to have had a grammar-school education, with some additional work in high school. The mother is not likely to be employed outside the home. Reports on illness for both the mother and father show that they are rarely ill.

In the home are found from 25 to 100 books. In the house there are about six different types of toys and in the yard at least one permanent piece of play material.

They live within three-quarters of a mile of a playground. The chances are about 50-50 that the parents read one book on child care a year, which they own rather than secure from a library. It is somewhat more probable that they read a pamphlet on child care. The mother is very likely to read articles on child care in both newspapers or magazines and the father also pays some attention to them. It is not probable that they take a child-care magazine.

While it is not likely that they listen to talks on child care over the radio, or attend a study group or parent-teacher association, there is much greater probability of the mother doing this than the father. It is not likely that they have had contact with a social agency, clinic, or even a public-health nurse.

Has a Toothbrush and Uses It

The picture of the 4-year-old as obtained from our data is as follows: He is not likely to be weighed regularly, usually sleeps 11½ hours out of the 24, in a room with some other person but in a bed of his own. He drinks from 1½ to 2½ pints of milk a day and is likely to have a fairly adequate but not a perfect diet. The adequacy of his diet depends in part on the economic status of his parents.

The White House Conference

More than 1,200 professional and lay experts served in the White House Conference on Child Health and Protection which submitted its report to President Herbert Hoover November 19–22.

This is the third of such conferences, the first having been called by President Roosevelt in 1909, the second by President Wilson in 1918–19.

The findings of the present conference will run into many volumes. SCHOOL LIFE, in this and subsequent issues, will present sections of the conference's work. Educators are advised to watch their professional journals during the coming year for other reports.

SCHOOL LIFE will also give, as soon as possible, information on where the conference's findings are being published.

The chances are about even that he has cod-liver oil in the winter. It is almost certain that he does not have it in the summer. He occasionally eats between meals. His meals are served at a regular hour at a table that is set.

His undergarments are changed twice a week, his suits or dresses daily, and he has a sleeping garment. During the summer he has a daily bath and during the winter has two baths a week. He has acquired bowl and bladder control both during the day and night. He owns a toothbrush and uses it. He does not dress himself completely as yet. There is very little chance that he sucks his thumb or that he stutters.

He has had at least one complete medical examination, usually within the preceding year, made by the family physician. The chances are 1 out of 3 that he has been inoculated for diphtheria; 1 out of 4 that he has been vaccinated for smallpox; 2 out of 5 that he has had whooping cough; 1 out of 3, measles; 1 out of 3, chicken pox; 1 out of 10, mumps; 1 out of 20, scarlet fever; and 1 out of 40, pneumonia. He is more likely not to be troubled with colds and coughs.

May Have a Definite Fear

The chances are exceedingly slight that he is not punished. There is somewhat more probability of punishment by the mother than by the father. He is likely to have one to four spankings a month. In controlling him, the parents, in addition to occasional spankings, are apt to scold him or reason with him, rather than compare him unfavorably with another child or put him to bed or in a corner.

The chances are about even that the child has a definite fear. If he has a fear, an attempt is made to explain the situation, rather than to soothe or divert

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him. He does not have a favorite in the household, nor is he likely to show jealousy.

The chances are even that he has a favorite story or book. He is read or told a story by his mother rather than his father. He can count a little, has learned rhymes, songs, and prayers but has not learned the alphabet.

He has shown little curiosity about the origin of babies. He tends to be restricted to his home yard in his play and probably plays with other children both at home and elsewhere. Usually he plays outdoors from five to eight hours during the day, either in neighbors' yards or his own. The chances are even that he has attended the movies. If he attends, he goes once or twice a month.

Conditions Better Than Expected

It may be said that our studies on the life of the child in the home reveal a higher standard or practice, when details of care are considered, than was anticipated.

Further, there is considerable evidence in the data of the relation of the level of practice to the socionomic level of the family and to the education and background of the parents. There is little or no evidence of a relation to geographical location nor to size of community.

The data for the committee's conclusion were obtained on the basis of an interview with the mother. A worker filled out a blank concerning the family and then filled out an appropriate blank for each child in the family. The committee has available data on 2,757 families and 3,520 children, exclusive of infants under 1 year, of which there are 800.

For this report, material only on the 4-year-old child is included. The final report will cover all ages. The geographical location of the children studied and their distribution by size of community show that they come from every region of the country in fair proportion. A distribution by socionomic status shows every social and economic class well represented.

The committee does not wish to give the impression that it feels that this is an absolutely adequate sample of the children of the United States. Rather does it wish to emphasize the fact that the committee took as much care in the selection of the sample as it could under the circumstances under which it worked and to point out that no existing study approaches this one with reference to the number of children studied, to the extent of the information gathered, or even to the completeness of the sample.

A legal aid clinic, introduced at the University of Southern California as an experiment, has become a permanent part of the law school.

How the Schools Could Help Solve the Unemployment Problem

By L. R. ALDERMAN

Chief, Service Division, Office of Education

UNEMPLOYMENT in all parts of the world is focusing attention upon every phase of the employment problem.

One of the first things noticed in any study of unemployment is that unskilled labor is the first to be released and the last to be reemployed. The silver lining to the cloud is that adults can learn and, for the most part, are willing to learn; and experiment after experiment has shown that a man who is unskilled to-day need not be unskilled in certain elements of employment in five or six months from now. The community or State which has the most unskilled labor in proportion to its total population, other things being equal, is the poorest community or State; in fact, wealth rightly can be measured by the skill or education of the population. Skill is the factor in our population that pays taxes and brings prosperity. The community that neglects to develop the abilities of its population is, from an economic point of view, short-sighted.

The unemployment situation justifies an educational program for adults on a scale that has not yet been put into practice in any community. It has been found that a necessary part of any skilled trade is the ability to read well enough to profit by the experiences of others.

There are those that think that a solution of the unemployment problem is to make general a shorter day, a shorter week, a shorter month, and a shorter year. This shorter working time, which is coming and which will need many adjustments before it is a solution of the unemployment problem, will give ample time for the development of skills and education upon a scale not yet enjoyed by any people in the world. This new leisure, if used in an intelligent way, will bring new values to human life. Many students of the unemployment problem see little hope of everybody's being employed unless a very large number of the population are trained well enough so that they can be self-employed. From every point of view the unemployment problem emphasizes the importance of education.

Inasmuch as unemployment has to do with adults it emphasizes adult education as nothing else has done in the last 100 years. If a community were to try the experiment of taking some of the unemployable of its adult population, 100 community chest cases, for example, and giving them a definite amount of training as we have rehabilitated those crippled in war and industry, the community no doubt would find that it has in its own hands one means of curing its unemployment problem.

America to-day probably has 15,000,000 adults who can not read well enough so that they can follow directions in any manual written for the occupation in which they are engaged. The providing of education for the large percentage of those 15,000,000 who would avail themselves of the opportunity would, at the very beginning, give employment to a large number of teachers who are now out of work and would direct the attention of the public to the solution of general unemployment.

The hundreds of thousands of American schoolhouses that are now used only for a small portion of the day could be used with telling effect upon the unemployment problems, and I doubt if any other investment made by the public would pay such large returns in prosperity and in human happiness.

Coming Conventions

State superintendents of education will meet at Milwaukee, Wis., December 8–9. Commissioner Cooper and Miss Elise H. Martens, will represent the Office of Education at this meeting.

Rural School Supervisors of the Southern States have been called into a conference at Hot Springs, Ark., December 15–16. This conference which has been called by Commissioner William John Cooper, United States Office of Education, will be under the leadership of Mrs. Katherine M. Cook, chief of the division of special problems.

William John Cooper, commissioner, and J. O. Malott, specialist in commercial education, will represent the United States Office of Education at the thirty-third annual convention of the National Commercial Teachers' Federation, which meets at Des Moines, Iowa, December 29, 30, and 31. Doctor Cooper will address the convention and Mr. Malott will conduct one of the forums.

Educators Join Business Men to Solve Hawaii's School Problem

Make Islands a Sociological Laboratory to Reconcile Democracy's Guaranty of Good Education With Industry's Demand for Labor

By GEORGE M. COLLINS

Chairman, Survey Committee of Agricultural Industry in Hawaii

THE PRESENT Hawaiian school system, with its efficient organization and greatly enriched program of education, is sending into the community each year some 5,000 boys and girls who are unable to find the jobs they want and who do not want the jobs they find.

The increase in school population to 80,000 students and the system of public instruction which has been developed to accommodate it are a natural result of the growth of industry in these islands.

The first plantation was started in 1835 on the island of Kauai. The gold rush to California in 1849 and the outbreak of the Civil War in 1861 stimulated a demand for Hawaiian sugar. The treaty of reciprocity between the United States and Hawaii in 1875, allowing Hawaiian sugar into America free of duty, marked the real beginning of development. Since annexation in 1898 the growth of the industry has been continuous. In the 55 years which have elapsed since the treaty of reciprocity the exports of Hawaiian sugar have increased from 12,000 to more than 900,000 tons.

Irrigation on a Large Scale

Science has been a big factor in this increased production. There has been little expansion in planted areas in the last 25 years. Greater tonnage has been obtained through intensive cultivation, the scientific application of fertilizer, the control of insect pests, and the development of new cane varieties more resistant to disease and higher in sugar content, mills have been rendered constantly more efficient; costs have been reduced by labor-saving devices in both field and factory; and huge systems for supplying irrigation water have been constructed. One plantation alone has a pumping capacity of 120,000,000 gallons of water per day, three times the quantity of water consumed by the whole of the population and industries of San Francisco and one and one-half the quantity used by the city of Boston.

Mountains have been tunneled, and hundreds of miles of canals and ditches have been built. Hawaii's irrigation systems are among the finest in the world. They are unequaled in any other sugar-producing country. It is safe to say that without the continuous aid of science and the large-scale farming methods employed by the planters of Hawaii, the sugar industry would long since have succumbed to destructive world competition.

Sugar and Pineapples, Chief Wealth

In the last 25 years the growing and canning of pineapples has developed from an experiment into a highly successful and profitable industry. Large areas of land not suitable for growing sugarcane have thus been rendered productive. The strength of this new industry is shown by this year's pack, the total value of which is estimated at approximately $45,000,000.

These two agricultural industries, sugar and pineapples, are the chief source of the wealth and prosperity of these islands, the foundation upon which the whole economic structure of the Territory rests. That they continue to operate profitably is vital to the welfare of Hawaii.

The demand for workers to develop Hawaii's resources has brought men from all corners of the earth to work on the plantations. As early as 1850 the sugar planters began to look to other parts of the world for help. This was due to the growth of the industry and a decline in the supply of native workers. Commencing in 1852 and continuing until annexation in 1898, the work on the plantations was performed chiefly by Chinese laborers, more than 37,000 of whom had arrived during this period. Then came Portuguese immigrants from the Azores and Madeira Islands to the extent of more than 20,000. Between 1885 and 1907 Japanese workers came in large numbers, nearly 20,000 having arrived in the first year following annexation. To-day most of the field work on the plantations is performed by Filipinos, who now number more than 60,000.

In the early nineties the minimum plantation wage was at the rate of $13 per month. To-day the minimum wage is $28.60 per month, but nearly all laborers earn far in excess of this amount.

DRESSED FOR A HAWAIIAN PAGEANT

Pineapples and sugar have brought men and women of many nations to her island home—Chinese, Japanese, Americans, Portuguese, Filipinos, and others. Hawaii is a Pacific melting pot in which the native Hawaiian element has been greatly diluted.

Second Generation Leaves Plantation

Notwithstanding a gradual improvement in both living and working conditions on the plantations and a wage many times that paid to labor in other sugar-producing countries, there has been a drifting of each successive wave of imported labor into the towns and cities. The second generation is not remaining on the plantation to till the soil in any appreciable numbers. Parents, naturally ambitious, wish to see their children elevated above the level of the unskilled worker. The father wants his son to have an easier time in life than he had, freedom from a life of toil and sweat; and the school, our system of education in a democracy, is the means by which this escape is possible. An education! A degree! These are the things his child must have in order to be successful; and he is willing to make every sacrifice in order that they may be attained.

We must have schools; we must have education as a means of preserving the State. If democracy is going to succeed, its citizens must be able to think and act wisely. Furthermore, what are we going to do with children until they are 16 years of age? Industry does not want them. The school is the best answer society has

been able to give to this question thus far. The problem, therefore, seems to be one of devising a plan whereby the essential work of industry, labor with the hands, may be done by educated citizens. Here in Hawaii it is a problem of finding some scheme by which the work of tilling the soil in Hawaii's basic industries, work with the hoe, an implement for which no substitute has yet been found, may be performed by native-born workers, the product of our schools. And in the solution of this problem the school is only one of several important factors.

The work which the Territory vitally needs to have done is being performed by imported alien labor, while the schools are turning out young people to the extent of about 5,000 a year who are seeking employment elsewhere than on the plantations. Where can we find work for these young folks? What will be the condition in another 10 years when our population has increased another 100,000?

Governor Appoints Committee

Realizing the seriousness of this problem, His Excellency the Governor of Hawaii appointed an advisory committee on education for the purpose of making a preliminary investigation and report, to be used as a basis for his message to the legislature which convenes next February. Following is the statement of objectives adopted by the committee:

A large proportion of the income received from taxation in Hawaii is devoted to public education. Laborers are being imported from the Philippines, and at the same time it is alleged that we are facing a problem of unemployment. Statements are made to the effect that the product of the public schools will not do the necessary work of the basic agricultural industries of Hawaii. The counter assertion may be heard that the economic and social conditions in these industries are such that it can not be expected that the product of democratic institutions and public education will enter them.

The first objective of this committee is to analyze existing conditions of education and industry in the Territory of Hawaii. On the basis of such analyses it is the second objective of this committee to suggest ways whereby the future citizens of these islands shall be adapted to do the necessary work thereof and, on the other hand, that occupational opportunities may be shaped, as far as possible, to provide employments for the maturing young people of Hawaii wherein they may find reasonable rewards and satisfactions.

Survey Covers Industry Also

The work of this committee is to be divided into three parts: (*a*) Survey of the schools; (*b*) survey of industry, and (*c*) coordination of schools and industry.

(*a*) *Survey of the schools.*—The purposes of the survey of the schools are to disclose the facts relative to (1) population trends, income from taxation, school costs, and organization of public instruction in Hawaii; (2) characteristics of the school population; (3) equipment, curriculum, methods of instruction and efficiency of the various types of schools; (4) ambitions and plans of the pupils and their parents; and (5) present relations of schools and industry in Hawaii and the occupations of the school product.

(*b*) *Survey of industry.*—Habitually idle persons who are able to work are parasites; their numbers should be kept to a minimum, be their parasitism voluntary or involuntary. In order to coordinate education and industry, we must know the needs and occupational possibilities of industry. How many persons are required to operate our existing industries? What education is required for efficiency in the workers? What are the compensations? Are the conditions consistent with American citizenship? The answers to these fundamental questions are necessary before we can know whether we must face a problem of new industries to supply occupations or of emigration to other places. It is clear that there is a maximum cost of labor per ton of sugar and per case of pineapples beyond which we can not go. At that maximum, if the wage per worker increases, the workers per ton or per case must decrease. With an increasing population we may be on the horns of a dilemma—inadequate wages and many employed; higher wages and more unemployed.

But first we need the facts, and to secure them is the business of our survey of industry.

Business Leaders Serve: Hire Expert

In organizing the committee it seemed clear that since industry is paying the major share of the cost of public education and is so vitally concerned in the product of the schools, it should occupy a controlling position. The first step, therefore, was to ask some of our outstanding business leaders to sit on an executive committee and to assist in completing the organization of the 21 separate committees required to make the survey. On this committee are: The presidents of two sugar agencies; the president of a pineapple company; the president of our railroad; the manager of a sugar plantation; an ex-president of the University of Hawaii, a noted chemist and leader in research in the pineapple industry; and the director of the Bishop Museum, chairman of the Pacific Relations Committee of the National Research Council.

To aid further in the solution of this problem, the Hawaii Bureau of Governmental Research, after careful study as to the outside educator qualified to help us, has arranged, at its expense, to bring Dr. Charles A. Prosser, president of Dunwoody Vocational Institute, of Minneapolis, Minn., to Hawaii for a period of two months.

It may be pertinent to ask what we hope to accomplish as a result of all this effort. It is difficult now to see what the outcome will be. If it were possible to do so we should lose much of the thrill of working out our destiny. Two things, I feel sure, we shall have when we are finished: One, a comprehensive body of facts relating to the public-school system of the Territory—costs, curricula, etc.; and the other, a fairly complete picture of the employment possibilities in industry throughout the Territory. How the two are to be coordinated is another question. Another thing that I feel may come out of it is a better understanding between the educators on the one hand and our industrial leaders on the other. The school people, I hope, will develop greater sympathy for the problems of industry in Hawaii, an appreciation of the fact that the public-school system, as well as all the other functions of government here, is sustained by industry. Our business leaders will, I hope, on the other hand, appreciate the difficulties under which the school department works, and the desire which the schoolmen have to meet the needs of industry, once they understand clearly what those needs are. Out of such understanding progress is bound to spring.

TWENTY NATIONALITIES MAY BE REPRESENTED IN A HAWAIIAN CLASSROOM

Between 1885 and 1907 Japanese workers came in large numbers, nearly 20,000 having arrived in the first year following annexation. To-day most of the field work on the plantations is performed by Filipinos.

What About Radio and Education? Some Questions and Answers

Mr. Perry Gives Expert Testimony on Vital Points Before Advisory Committee on Education by Radio

THE Advisory Committee on Education by Radio was appointed by the Secretary of the Interior to make a fact-finding study of the status of radio as an educational tool.

Armstrong Perry was one of the chief investigators for the committee. He is at present loaned to the committee to continue the study opened up by it.

Twenty-eight questions, each one of vital interest to educators, were put to Mr. Perry. Some of the pertinent questions and answers are printed below. SCHOOL LIFE *will have many articles on education's use of radio.*— EDITOR.

3. *What is the extent of educational broadcasting in this country?*

Mr. PERRY. An average of 1,000 hours a day on the 600 or more broadcasting stations in the United States, I believe to be a conservative estimate of the time devoted to programs of an educational nature, including courses of instruction, lectures, informal talks, and concerts with interpretive remarks.

The study of radio programs as printed in the daily papers shows a large proportion of features of an educational nature.

4. *What is the reaction of educators to the educational programs already put on?*

Mr. PERRY. Comparatively few educators appear to be adequately informed concerning educational programs.

Those who have participated in experiments in the use of radio in formal education usually express themselves as satisfied with the results but desirous of better facilities for developing such work. Some who have observed, but not participated in, such experiments, have shown reactions ranging from lack of conviction to lack of interest, and many reserve judgment. Most educators express high appreciation of certain informal educational programs which they have heard, including talks by leaders in various fields of knowledge, concerts by great musicians, and drama of literary or historical value.

The courses in "Music appreciation" broadcast by Walter Damrosch over the National Broadcasting Co. chain are the most widely known and approved courses available to public schools.

6. *What methods have been developed for measuring the effectiveness of education by radio?*

Mr. PERRY. In Ohio the State department of education conducts the Ohio School of the Air, broadcasting educational programs which are received in approximately 8,000 schoolrooms. Under the direction of Dr. John L. Clifton, director of education; Mr. B. H. Darrow, director of radio education; and Dr. W. W. Charters, head of the bureau of educational research of Ohio State University, many teachers, principals, and superintendents observe and report the results of these programs. The reports are studied, checked, tabulated, and charted. The effectiveness of this education by radio is measured as the effectiveness of other means of education is measured.

Teachers College, Columbia University, is conducting an experiment in education by radio in several groups of rural schools. Prof. Mabel Carney is supervising the experiment and Miss Margaret Harrison is immediately in charge. Programs of an educational nature are selected from those announced daily by broadcasting stations that can be heard by the schools cooperating in the experiment. Lists of the programs are sent to the cooperating schools where teachers select such programs as they believe to be best suited to their needs. The effect of the programs on the pupils is carefully observed and reported. The reports are studied, checked against personal observation by Miss Harrison, and evaluated.

In California a state-wide committee, organized by the State superintendent of public instruction, is (*a*) determining the values of education by radio; (*b*) grading the values; (*c*) cooperating with broadcasting agencies to see that school radio programs are carried on without any noxious advertising approaches; (*d*) finding out what kind of radio equipment is best for schools.

In Wisconsin it is reported that the State university had the second broadcasting station to be established in the United States, and the first in an educational institution. After years of educational broadcasting, plans are being made for more extensive experiments to be conducted by the State's best educators and accompanied by study and research for the purpose of evaluating the results.

Stewart Bryon Atkinson, principal of the Upton (Mass.) High School, prepared in 1927 a thesis on "Radio in secondary education" in which he aimed as a result of study conducted by the questionnaire method, to (1) determine the present status of the radio in regard to its use in secondary education; (2) critically evaluate (*a*) the radio machine as an object to be studied, constructed, and operated, and (*b*) the radio program as a source of education; and (3) suggest possible lines of progress in the future use of the radio as a machine and as a sound-producing instrument.

8. *What is the attitude of commercial broadcasters and of the radio industry generally toward educational broadcasting?*

Mr. PERRY. Almost unanimously, commercial broadcasters favor educational broadcasting. The time given free of charge for educational programs is a part of their large contribution to education. One broadcasting chain is reported as spending $300,000 a year on a program for schools which occupies one period per week. Another offered to place a daily period, for which advertisers would pay $333,000, in the hands of any group of educators that would provide suitable programs. After a long and unsuccessful search for an educational organization willing to use this time, this company found a commercial sponsor for the school program.

Formal instruction is less heartily welcomed by commercial broadcasters than educational programs more adaptable to a general radio audience. One station manager expressed the attitude of many when he said: "We are for educa-

Radio broadcasting has just celebrated its tenth anniversary. What will the next 10 years bring? How can education use this new agency?

No person interested in the future of education can afford to be ignorant of developments in radio.

For the educator the Report of the Advisory Committee on Education by Radio (246 pages) is an indispensable handbook. Copies can be obtained by addressing the committee, care of the Office of Education, Washington, D. C.

tion, but it must be education with a show. We can not afford to lose our audience by putting on programs that appeal only to special groups. We see no place in the air for classroom instruction."

In some instances periods given for years for educational programs have been sold to advertisers as soon as purchasers were found, as in the case of WBZ and the programs of the Massachusetts Division of Extension. In other instances commercial broadcasters have continued to give time for educational programs after such time became salable at high prices as in the case of station WLW and the Ohio School of the Air. Some have stated that it was necessary in order to maintain the prestige of a station and hold an audience of value to advertisers to give the audience a fair proportion of programs of educational value. This is the attitude of practically all of the commercial broadcasting stations, whose licenses from the Federal Radio Commission require them to operate in the public interest, convenience, and necessity.

Some commercial stations place no restrictions on educators who provide talks or other programs. Others specify the types of programs and talent desired. Some insist that educators using their stations shall study the special technique of broadcasting in order that their programs may be successful from every point of view, as in the case of station KMOX, St. Louis.

9. *What is the relation of the educational broadcasters to the commercial broadcasters?*

Mr. Perry. The relation of the educational broadcaster to the commercial broadcaster whose time he accepts free of charge is that of a guest to his host. When station WTIC found that the programs broadcast by the State department of education the second year of its experiment did not attract as large audiences as the musical programs of the first year, and that the legislature was unwilling to appropriate money for better programs, it made it clear that it did not wish to continue making time available on the same basis to the department of education.

The relation of an educational broadcaster to a commercial broadcaster whose facilities he uses at a price is that of a customer to the business concern which he patronizes. Hamline University pays for some of the time used on station WCCO. The Utah State Department of Education pays for some time on a station in Salt Lake City, and prefers to do so rather than to accept the time free of charge.

The relation of an educational broadcaster who owns and controls his own station to a commercial broadcaster who also operates a station in the same territory is that of a competitor for the radio audience and, possibly, that of a rival in a struggle to secure from the Federal Radio Commission authority to use a coveted wave length, hours of operation, or amount of power. Practically all of the college and university broadcasting stations are obliged to share time on their wave lengths with commercial stations, and the reason commonly given for their not having needed time, power, and wave lengths is that they do not reach as large audiences as the amusement stations.

11. *What are the requisites of successful educational broadcasting?*

Mr. Perry. (*a*) Efficient, popular broadasting stations, (*b*) radio personality, which includes such elements as a pleasing voice, clear enunciation, sympathy, naturalness, humor; (*c*) knowledge of and experience in the technique of radio broadcasting; (*d*) standing in the field of education on the part of stations and talent; (*e*) continuity—radio audiences have to be "built up" by providing interesting programs at regular periods for a considerable length of time; (*f*) newspaper and magazine publicity.

17. *What has been the success of broadcasting for schools?*

Mr. Perry. Connecticut reported an audience of 125,000 in five States for its first State school program, and a regular audience of 25,000 during the first year. The second year, with talks by teachers untrained in the technique of radio taking the place of music appreciation, the audience was reduced in about the same proportion found in changing from any musical program to any ordinary talking program. The experiment was discontinued when an effort to secure an appropriation from the State legislature failed.

In Oakland, Calif., experiments were conducted for several years by the city school department. Reports at the time indicated that they were successful. They were discontinued after the man responsible for them went to another field. Recent reports indicate that the members of the committee in charge were not agreed as to the degree of success attained.

In Atlanta, Ga., the schools were equipped with radio by a radio concern. Programs were broadcast under the direction of the city school department. Reports at the time indicated success. The experiment was discontinued because, it was reported, no money was provided for the upkeep of the radio equipment.

In California, the "Standard school broadcast on the Pacific coast" is financed by the Standard Oil Co. of California. The weekly programs of music appreciation are reported as being received by an increasing audience in five or more States. Lesson leaflets are offered free of charge and a total of 4,000 or more is distributed for some lessons.

The Ohio School of the Air is the most complete, the best organized, and the most successful effort to provide instruction by radio for the public schools of a State in our country. To a greater or less extent it reaches more than half the States in the Union. The State legislature, four months after the opening program, appropriated $40,000 to pay the expenses of the School of the Air for two more years. Inside information is to the effect that no dissenting voice was raised against the appropriation.

The Damrosch course in music appreciation, sponsored last year by Radio Corporation of America and this year by National Broadcasting Co., reaches an audience estimated at from 2,000,000 to 8,000,000 throughout the United States. It is said by educators to be of great educational value and it appears to be more generally known than any other school program. As a pioneering effort it undoubtedly has been of the greatest importance to education, demonstrating the practicability of broadcasting school programs on a national basis in America.

England has had national radio programs for schools since 1923. From the beginning until the present the reports have indicated success.

Germany also has a national system that is reported as successful.

Austria experimented with "Radio-Bild," a system for adding to school radio programs visual illustrations thrown on a screen by a projector. It was reported that many schools were too poor to purchase even the cheapest apparatus and that, for this reason, the system was only partially successful.

19. *What is the relation of broadcasting to schools, so far as it has been developed, to school programs and to school instruction?*

Mr. Perry. The relation of broadcasting to schools, so far as it has been developed, to school programs, has been that of supplementary instruction, offered without charge or obligation. The period of the day devoted to school broadcasting usually has been determined by the suggestions of teachers, principals, and superintendents, and no executive pressure has been brought to bear to compel the schools to listen to programs. In Ohio, the daily radio period is made a study period by schools desirous of using the radio programs, so that no recitations are interrupted. Teachers may bring in the programs if desired, and pupils may listen or study their books as they choose.

The relation of the radio programs to school instruction is supplementary.

Radio brings a good course in music appreciation to many schools that otherwise would have a poor one or none. It brings lessons in geography, given by an authority on the subject, to schools whose teachers never were beyond the borders of their own States and therefore lack the inspiration that travel gives. It enables students of civics to hear problems of government discussed by public officials who are handling them. It enabled millions of pupils, who never before had an opportunity to participate in an important event in our country's history, to listen to the inaugural ceremonies of the President of the United States.

20. *What appears to be likely to be the relation of broadcasting to schools, as it may be expected to develop, to school programs, and to school instruction?*

Mr. Perry. There appears to be no prospect of immediate change in the relation of school broadcasting to school programs or to school instruction. The vision of a school taught entirely by means of radio is of journalistic and not of educational origin. The use of radio is increasing in schools. Television, which it is announced will be on a practical basis within a year or two, suggests possibilities not yet reached even by the talking motion pictures. But educators continue to regard radio as a supplementary agency which will be used when it can provide, for a short period, instruction or inspiration of an order not otherwise available in most classrooms.

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Seventy leaders in the field of home economics, met at Ames, Iowa, November 10–11. The conference, which delved into the numerous problems facing the home and family in a changing civilization, was called by the Office of Education in cooperation with the Iowa State College of Agriculture and Mechanic Arts.

Emeline S. Whitcomb, specialist in home economics, represented the Office of Education at the meeting. The progress committee, headed by Frances Zuill, professor of home economics, University of Iowa, Iowa City, recommended to Commissioner Cooper some urgent needs for the improvement of home economics education. These recommendations will be reported in the January issue of School Life.

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Forthcoming Publications of Office of Education

Five new bulletins and one pamphlet of the Office of Education are in process of publication and will be delivered by the Superintendent of Documents, Government Printing Office, Washington, D. C., within the coming month.

Teachers Guide to Child Development, a manual for kindergarten and primary teachers, makes available to the Nation's teachers the major part of the recommendations of the California Curriculum Commission. As Office of Education Bulletin, 1930, No. 26 (35 cents), it is being published simultaneously with the California publication. It suggests activity programs for all types of schools within the kindergarten-primary range. The bulletin replaces an older bulletin, 1919, No. 16, which is now out of print.

The library division of the Office of Education has compiled a Bibliography of Research Studies in Education, 1928–29, which will be released as Bulletin, 1930, No. 23 (45 cent). This comprises 275 pages of references to research in all fields of education. It is the third of the annual printed publications of educational research.

Housing and Equipping the Washington Child Research Center, Pamphlet No. 13 (5 cents), gives concrete suggestions of the cost, equipment, and other factors entering into the establishment of a research type nursery school.

A list of all accredited high schools in the United States will be made available in the Office of Education Bulletin, 1930, No. 24 (25 cents), Accredited Secondary Schools.

The first Office of Education study since 1922 of an educational system of a foreign country will appear upon the delivery by the Public Printer of Bulletin, 1930, No. 17 (20 cents), Secondary Education in Norway, by Gabriel E. Loftfield, Mount Vernon Junior College, Mount Vernon, Wash.

Land-grant Colleges and Universities, Bulletin, 1930, No. 28 (15 cents), will give a résumé of statistics and information related to this group of institutions for the year ended 1929.

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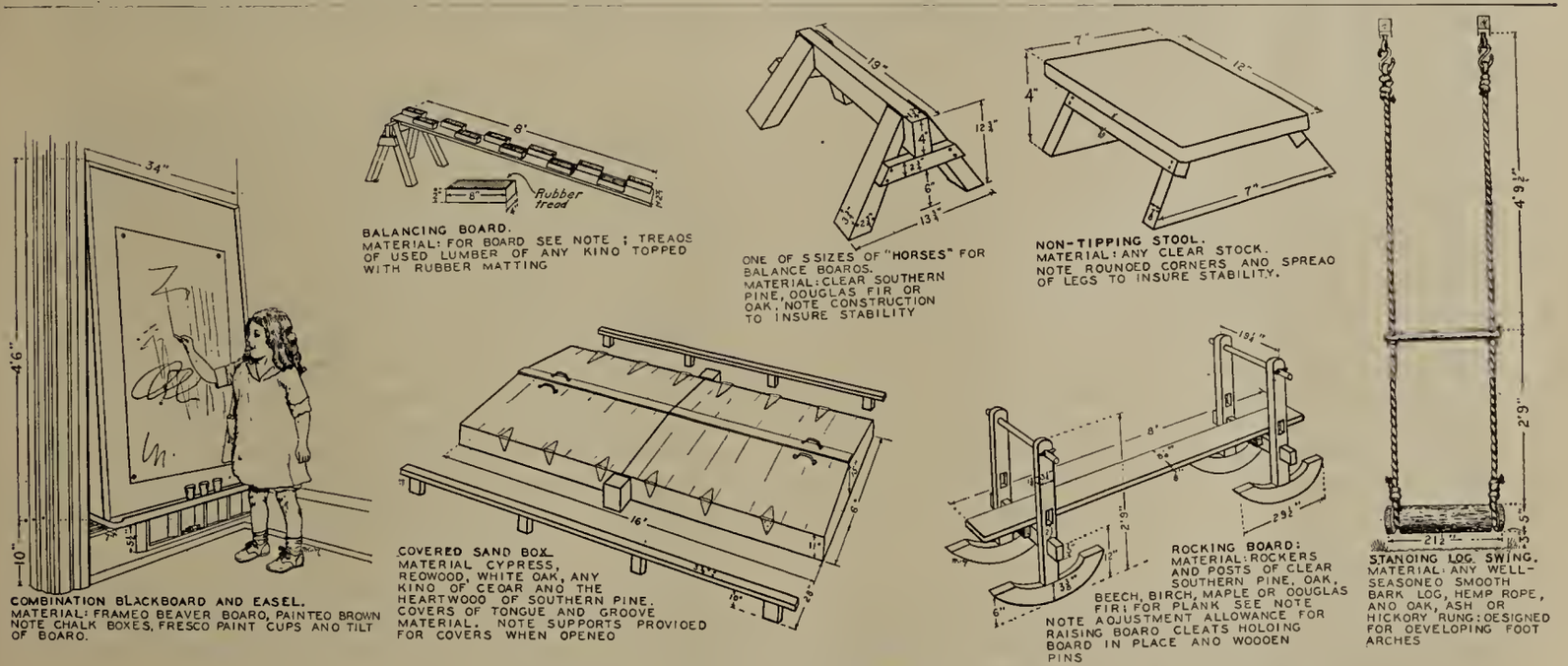
National Association of Teachers of Speech

The annual convention of the National Association of Teachers of Speech will be held at the Hotel Stevens, Chicago, on December 29, 30, and 31, with a fourth day, January 1, given entirely to the study of disorders of speech.



MANY OF THE TOYS SCIENTIFICALLY DESIGNED FOR A MODERN NURSERY SCHOOL CAN BE MADE BY ANYONE HANDY WITH TOOLS

Diagrams of pieces of equipment made for the new home of the Washington Child Research Center appear in "Housing and equipping the Washington Child Research Center," Pamphlet No. 13 (5 cents), published by the Office of Education. Some of the most popular toys were made by a parent in his basement workshop. Woods suggested for the toys are southern pine, northern white pine, North Carolina pine, pondosa pine, sugar pine, eastern spruce, Sitka spruce, California redwood, and western hemlock. For sliding boards use edge grain lumber as protection from splinters. Outdoor equipment should be kept well painted as protection from the weather. A satisfactory undercoating consists of aluminum powder and high-grade spar varnish, 2 pounds of powder to a gallon of varnish. Give two coats, allowing 24 hours between coats, after which one or two coats of lead and oil of any desired color may be applied.

United States Seven Services to Education

To the Aleut boy in Ketchikan, Alaska, to the daughter of a Navy officer stationed on the lonely Pacific island of Guam, to the proud young corn grower 4-H club member in Arkansas, to the cadet at West Point, and to the State official seeking comparative school statistics, the United States is duty-bound to provide educational aid.

These and other multifarious, world-wide activities of the United States Government that come under the head "Education" have been the subject of study by the National Advisory Committee on Education during the past year and a half. The committee found in every department and in many commissions, boards, and institutions, within or associated with the Federal Government, educational activities of the greatest variety. After sifting and winnowing their data, the committee was finally able to divide the Federal responsibilities in the field of education into the following seven groups:

I. *Assistance to States.*—Those involving the obligation of the Federal Government to assist the States in the education of the people under the legal jurisdiction of the States.

(*a*) These include congressional acts providing land grants and money grants by way of endowment for education, grants of moneys for the annual operation of special educational activities in the States. Together these express a general historic policy of granting financial aid in some form to the States.

(*b*) They also include the intellectual assistance which the Federal Government gives to the States (1) in the form of educational information, the product of wide collection, or of investigation and research conducted under government auspices, and (2) in the form of advisory services rendered by specialists in fact-finding who appraise or survey educational situations and movements for the benefit of education in general.

(*c*) Likewise they include all later efforts to stimulate special forms of research and education in the States as in the case of training in agriculture and the mechanic arts, providing for agricultural experiment and demonstration, establishing extension teaching in rural communities, and initiating vocational education in the high schools of the States.

(*d*) They include, too, the recent attempts of the Federal Government to improve education through controlling cooperations with the States which involve in certain special fields of instruction the setting of minimum standards touching teacher training, school equipment, subjects of instruction, time schedules, and similar strategic elements in the educational policy and procedure, which are the conditions of Federal financial aid.

II. *Schools for citizens outside State jurisdiction.*—Those involving the direct and full obligation of the Government to provide or aid in making available school facilities comparable to those in the States, for the education of those citizens who, by virtue of employment or residence within reserved Federal districts, are not subject to the legal jurisdiction of the States or entitled to the use of their educational facilities.

(*a*) These various schools and school systems constitute a Federal reservation school system which operates in the Federal District of Columbia and in the Federal Government's posts, stations, institutions, reserves, and reservations maintained throughout the United States, its Territories, and its dependent political domains for the better performance of various special functions of the Federal Government.

III. *Education for indigenous peoples.*—Those involving its obligation to provide an appropriate and effective education to native or indigenous peoples who are, in a large sense, the special wards of the Federal Government, under treaty or other obligations. These peoples of different culture include the Indians of continental America, the Indians, Eskimo and Aleuts of the Territory of Alaska, and the indigenous peoples of some of our own dependent political domains.

IV. *Educational obligations to Territories.*—Those involving its obligation to assure proper educational opportunities for residents of those political units which are politically dependent upon the Congress of the United States. These include such political dependencies as the Territories of Alaska and Hawaii the outlying political dependencies of the Philippines, Porto Rico, the Canal Zone, the Virgin Islands, American Samoa, and Guam.

V. *Schools for training Government personnel.*—Those involving its obligation to improve the functioning of the Federal Government itself, through better selection and training of its operating personnel and through the provisions of knowledge needed to improve the practice of officials. This need is now met through a large number of special schools for the training of governmental functionaries, among which the Military and Naval Academies, and numerous other schools are examples.

VI. *Diffusion of Government information.*—Those involving the obligation of the Federal Government to inform the citizens of the United States on the state of the Nation's activities and to enhance their welfare through the dissemination of useful knowledge. The wide dissemination of annual and special reports, bulletins, circulars, etc., incorporating the results of investigators, illustrate this type of educational activity.

VII. *Foreign relations.*—Those involving the obligation of the Federal Government for educational and intellectual cooperation with friendly nations.

(*a*) These include all intellectual and educational relations of an international sort, arranged or approved by the State Department, such as committees on intellectual cooperation, congresses, or more stable institutions, such as the Pan American Union, admission to West Point and Annapolis of cadets from other nations, the loaning of military and naval officers, etc.

(*b*) These include the educational activities incident to temporary cooperation in the financial or political administration of such friendly nations as Haiti, Nicaragua, and the Dominican Republic.

200 Years of American Education 1830-2030[1]

By WILLIAM JOHN COOPER
United States Commissioner of Education

CENTENARIES furnish us good occasions not only to take stock of what we have and to note how far we have come, but also to think about future goals and to consider the best means of attaining them. Let us take both a backward look over the road we have traveled in public education and also a glance ahead in an endeavor to ascertain where we shall try to break a trail over the barriers that lie ahead.

Let us turn the telescope of history on that distant scene one century ago!

In the still sparsely settled West we can see a lad of 11 years with an uncanny thirst for knowledge mastering his mother tongue by study of the King James Bible. For this lad no school exists.

In 1830

In that scene appears none of the splendid elementary schools that are in existence everywhere to-day. The limited number of secondary schools are open only to a few city dwellers who can afford to pay tuition for their children's education. Let us examine these schools more closely. These elementary schools are not conspicuous buildings in the larger cities. Yet they do house schools. But what a poor attendance of pupils! Few indeed are the girls. More boys are at work in factories than there are in school.

Here is a young worker who went to school last year. His father does not feel able any longer to pay the rate bill for his education. Sixty cents it cost him last year for Harry's 88 days in school. This year the 60 cents are needed for other things.

Here in New York City appear some large schools offering instruction without charge to parents. But what large classes they have! New York State, under the leadership of its statesman, Governor Clinton, had taken the lead in promoting free education of elementary grade. He had been able to do this by using Lancaster's monitorial system of large classes and pupil tutors.

Let us observe the school at work. The pupils memorize passages from their readers which they recite to the tutors. They learn "by heart" the hard words in the spelling books. The master lines them up in two rows for the "spelling down" recitation. They cipher through puzzling problems in arithmetic.

This schooling, which seems so meager and would prove so entirely inadequate under present-day conditions, was, in an era of simple accounts, few books, no magazines, few and expensive newspapers with infrequent mail service, reasonably satisfactory. From such humble beginnings has American public education sprung!

In 1930

To-day all our large cities provide magnificent fireproof school buildings, especially planned. In them are to be found practically all children of elementary-school age and more than half of those of high-school age. These pupils are taught by well-prepared, professionally minded teachers. The curriculum is adapted to needs as varied as society's demands and is adjusted to the individual capacities of pupils.

But let us swing the telescope around and attempt to see what the future holds. Very dimly, indeed, can we see the American Republic of 2030. The standard of living is higher than ever dreamed by Utopian philosophers. The affairs of state are in the hands of men and women especially trained to discharge public responsibilities. Intelligence has largely displaced emotion in settling public issues.

In 2030

All professional colleges, including teaching, demand a long and arduous preparation in the sciences basic to their practice and a high degree of skill in practice. The members of these professions are actuated by the principle of human service, not personal gain. Accordingly they are the recognized leaders in formulating public policies. Excellent universities are maintained for them and ample opportunity is afforded for continuous study and research throughout life.

Automatic machinery has removed burdensome toil from the backs of men. Trades and merchandising jobs have been so fully analyzed and simplified that these callings are learned during the early stages of employment. The public-school system stresses, therefore, how to live rather than how to make a living.

Most youths are in school until they become of age, learning how to care for their health, how to spend their leisure time to advantage, how to discharge their civic duties, how to make worthy homes and be capable parents.

Many changes in administration have come about. The poverty-stricken school district of 1930, with its underpaid and poorly educated teacher, has disappeared. Schools are administered by States through such units as afford reasonable financial responsibility. Equality of educational opportunity is guaranteed through State and Federal equalization funds. The few children who are physically disabled receive individual instruction in the sanitarium if necessary. The children who live in the mountain passes and on lonely ranches are taught by a staff in the State superintendent's office. The air mail, the radio, the talking picture, and television have all been combined to make this instruction thoroughly effective.

[1] From an address delivered to Lee County Teachers Institute and Centennial Celebration at Keokuk, Iowa.

Where Reports of the National Advisory Committee's Work May Be Found

The National Advisory Committee on Education issued in July, 1930, a Memorandum of Progress. This is now entirely out of print. However, a very full account of the organization and work of the committee may be obtained from the educationl periodicals.

The *School Review* for September, 1929, gives an account of the first meeting, with the personnel of the various committees and the problems suggested for the study of each. This article quotes in full the report of the meeting given in the *United States Daily.*

In the *Educational Record* for January, 1930, the chairman, C. R. Mann, gives a full account of the second meeting of the committee which was held in Washington, October 14, 1929. He sets forth in detail the preamble and theses which were discussed and approved. The report also covers progress made during the ensuing three months. The appointment of a group of Federal representatives to cooperate with the committee is reported and a list of members of this group as well as the committee itself is appended.

A number of national organizations were asked to appoint committees to confer with the National Advisory Committee on Education. A digest of the reports of these committees is given in the *Educational Record* for April, 1930.

A full statement of the purposes and work of the committee is set forth in an address made by Dr. Henry Suzzallo, who is directing the collecting of information, before the National Council on Education at its thirteenth annual meeting, held in Washington, May 9–10, 1930. This address is given in full in the *Educational Record* for July, 1930.

These articles together form a fairly complete account of the origin and progress of the NATIONAL ADVISORY COMMITTEE ON EDUCATION up to the present time.—*Sabra W. Vought.*

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· SCHOOL LIFE ·

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By THE DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor · · · · · · William Dow Boutwell

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DECEMBER, 1930

A Suggestion from the Cement Industry [1]

IF I WERE to draw a parallel between the cement industry and the printing industry I think it would be helpful. Not that it is parallel in many particulars, but, at the beginning of this century the cement industry of this country was a small industry, comparatively. The leaders of that industry saw clearly that what was needed was a wider use of cement for roads all over this country. They organized nationally to promote good roads. They joined with every State, national, and local organization for the promotion of good roads. Now we have good roads leading into almost all parts of this country, and the cement industry has profited thereby.

The printing industry is interested in general education in the same way that the cement industry was interested in the promotion of good roads.

In a certain county in North Carolina about 10 years ago there were 7,000 white illiterates around the city of Asheville, in Buncombe County. They had poor roads, they had poor schools, the attendance in those schools was very poor in spite of a compulsory attendance law. There were no newspapers taken in some sections. They had no welfare societies. They had poor health, small, poor homes, very low earning power.

A woman came into that district for her health and improved her health. While she was riding around over the country she noticed how beautiful the county was and how meager were the homes that were there and how narrow the lives of the people. She thought to herself, "I will see what I can do."

She met some of these people and found they were intelligent folk; that they really wanted to have an opportunity to live in the sense that we consider life. She taught a few of those people. She found that they could learn. They were anxious to learn. Others came to her aid. She made it a part of the county system, and for 10 years that process has been going on. Now 6,000 of those 7,000 are in the fourth, fifth, sixth, seventh, and eighth grades. The circulation of newspapers has increased 100 per cent in the whole county, the sale of books has increased, roads have improved, health has improved. The general happiness of the whole people has improved.

[1] L. R. Alderman, Chief of Service Division, Office of Education, before the Convention of the United Typothetæ of America at Boston.

Negro Education Rise Traced by Secretary Wilbur[1]

THERE IS no more amazing picture in the history of education than that presented by the American citizen of the Negro race. His advance forward with our civilization has been phenomenal.

It is natural that he should reflect the social conditions of his environment. These are shifting for him every day.

While in 1860 most negroes were living in a civilization which was primarily agricultural, and for the most part upon land owned by others, we now have tens of thousands of homes and farms owned by negroes, and about one-third of them are living in our cities instead of in the rural districts. In fact, the migration of the Negro to the industrial centers has been one of the striking migrations of peoples on this continent. During the last 50 years there has been constant adjustment of the Negro to the new industrial age with its demands that men shall be sorted in accordance with their abilities to do different things.

Can Choose Procedures by Facts

Education gives elasticity to the individual in meeting changes. The Negro has shown not only capacity but elasticity to a degree that indicates that he will continue to make adjustments to new conditions. The Negro is now making good in all walks of life. Some have attained distinction in law, medicine, dentistry, and education. Others have shown good capacity in administration. The leaders in these fields have not only great opportunities but great responsibilities, for it is important that others should follow them.

Along with the development of these outstanding leaders there has been the general rise in the condition of the masses of the race. Out of these masses must come more leaders. A steady improvement will depend upon the increase of educational opportunity and an increase in the share that the Negro will have in the economic life of our country.

Our educational aims are no longer based upon authority, or caste, or tradition, but rather upon the needs of the individual and society and the innate capacities of those to be trained. Scientific investigation has given us many new methods, and instead of following the blind path of the past we can now choose our procedures by facts derived from research. More and more men and women are devoting themselves to the scientific investigation of the Negro boy and the Negro girl. This will permit an improvement of the educational work in all of the different grades and in the higher levels of education.

Specialist in Office of Education

The United States Office of Education of the Department of the Interior is interested in the study of all that is going on in Negro education throughout the Nation. It is endeavoring to assist in the guidance of the workers in this important field. The right methods, if thoroughly established and given the widest possible use, will give us the greatest results in the shortest space of time.

At present in the Office of Education the section on the education of Negroes consists of one specialist, a man, one assistant specialist, a woman, and one stenographer-clerk, a woman. They are being assisted and guided by a committee of some 20 men and women educators of both races who have had successful experience in educating Negro students, both children and adults. We hope that their work will stimulate interest in bringing an educational opportunity to every Negro, young and old. Our Government and our economic system both depend upon an informed and contributing citizenship. Education will permit the Negro not only to obtain a secure economic position, but also to do his full share as an American citizen.

[1] From an address by Secretary Wilbur over station WRC, Washington.

New Education Magazine

Volume 1, number 1, of the Liberal Arts College Bulletin has just been issued. This magazine will be published bimonthly in the interest of the Liberal Arts College movement. A committee of 15, with executive offices at Washington, D. C., where the movement recently originated, forms the controlling board.

Claxton Heads Normal School

Dr. P. P. Claxton, United States Commissioner of Education from July 8, 1911, to June 1, 1921, has been appointed president of the Austin Peay Normal School, Clarksville, Tenn., to succeed John S. Ziegler. Doctor Claxton left the Office of Education to become provost at the University of Alabama and later superintendent of schools in Tulsa, Okla.

English and American Secondary Education: A Comparison

Charm, Small Student Body, Teaching Independence Mark English Schools: Broader Vocational Work and Scientific Viewpoint Strong in United States

By E. D. GRIZZELL

Professor of Secondary Education, University of Pennsylvania

A CRITICAL OBSERVER notes in every important aspect of secondary education in England and America contrasting practices and divergent tendencies. Among the more important of these are: The meaning and scope of secondary education, the character of the secondary school population, the secondary school as an institution, the curriculum, discipline, principles, and practices in administration, the movement toward reorganization, the State and secondary education, and professional activities and interests.

Secondary education in England is general education with strong classical and scientific biases. Although it is essentially education for a privileged class, it tends at present to favor the youth of high intellectual ability. It is founded on the assumption that a good mind trained by the age-old disciplines is equipped to meet with success any problem of ordinary life. Any subject that lacks systematic organization or cultural traditions is generally frowned upon or given a minor place in the program. Consequently, specialized education has no place in the Englishman's concept of secondary education. English secondary education is, moreover, closely related to university education and is essentially preparatory for entrance to the university where the narrow academic program becomes still narrower due to the requirements of extreme specialization of the English university. In brief, English secondary education aims to make of the boy "a potential scholar and a gentleman," and of the girl, "an accomplished gentlewoman." It is the first stage in the training of the leaders in political, professional, and social life.

Only the Brightest in English Secondary Schools

Contrast with that the American concept of secondary education as education for all normal youth between the ages of 12 and 18 or 20. Moreover, secondary education in America includes not only general academic or cultural education but also special training for vocations, including technical, commercial, agricultural, and trade training as well as continuation and cooperative education. Secondary education in America is merely an extension upward of educational opportunity for the masses.

In spite of the apparent divergence in tendency with respect to the conception of secondary education in England and America, there is a trend in the direction of wider educational opportunity for the adolescent in both countries. The difference lies rather in the differentiation of functions of the schools established for the purpose and the limitations, both economic and social, existing in an old and traditional society such as is found in England. America with its wealth and the absence of Old World traditions moves more rapidly and with less regard for established custom.

With the conception of secondary education just described, the secondary-school population in England is selected with greater regard for intellectual ability than would be possible in America. Less than 10 per cent of the group of youth of normal secondary-school age attend secondary school. Allowing for the small per cent of youth from the more favored social and economic classes who may not rank high in intelligence, it is quite clear that secondary education in England is highly selective on the basis of intellectual ability. Only the brightest are selected for secondary education, and those of high average ability are directed into special types of schools such as the central school and junior technical school, while the great majority of those of just average ability or less must be content with elementary education.

Doctor Grizzell's article comparing English and American secondary schools is significant and timely. Readers of School Life will recollect that the plans for this study were outlined by Dr. Arthur J. Jones in an article which appeared in the June, 1928, number. Educators are watching with interest this thorough inquiry designed to weigh, on comparable bases, the practices and results in representative American and English secondary schools.

The National Committee on Research in Secondary Education soon after its organization in June, 1925, arranged to make School Life its medium of expression. It has been the practice of the committee to request its members to prepare for publication in this magazine articles on important developments in the field of secondary education. Doctor Grizzell's contribution is the fortieth article thus sponsored by the committee.

J. B. Edmonson, *Chairman.*
Carl A. Jessen, *Secretary.*

Nine Thousand in American High School; 500 Usual Limit in England

The English secondary-school pupil is, on the average, more than a year younger than the American secondary-school pupil. The range of ages in American secondary schools is also much wider than in English secondary schools. The American secondary-school population is less homogeneous as to social and economic status than the English secondary-school population. However, in spite of the apparent differences in the secondary-school population, there is a tendency in England toward greater heterogeneity, particularly with respect to social and economic characteristics. Here again America's greater wealth and freedom from Old World traditions have made possible a more rapid democratization of secondary education.

England boasts of few secondary schools with an enrollment of more than 1,000 pupils. Even these, including Eton and Manchester Grammar School, are regarded as anomalies. The tendency everywhere in England is toward the limitation of enrollment to not more than 500 pupils. English secondary schools have not submitted to the pressure of increasing demand from a rapidly growing clientele. When the demand in any community becomes too great, a new school is established, but rarely is a school allowed to become overcrowded.

Contrast with this the tendency in America to develop large public high schools. The larger American cities specialize in large high schools. What a contrast between New York City's De Witt Clinton High School with more than 9,000 students and London's Strand School with 500! The independent school in America has been able to maintain a normal school enrollment, while the public school has been forced to multiply its enrollments into the thousands. The situation is reversed in England, where

local education authorities, upheld by the board of education, have maintained small enrollments, and independent schools in need of funds have been forced in some instances to expand their enrollments for the sake of additional income.

British Firm Against Coeducation

A significant difference between the English and the American secondary school is in the variety of education provided. English schools are generally single-curriculum schools, while the great majority of American public schools and some independent schools are of the multiple-curriculum type. America is committed to the theory of a comprehensive secondary school in which every normal child between the ages of 12 and 18 shall find the type of educational program, general or special, suitable to his needs. The tendencies in the two countries are clearly divergent, and there is no prospect that they will ever agree on this matter.

There is likewise a rather definite disagreement regarding coeducation. Fewer than 100 of approximately 20,000 American public high schools are segregated schools. As one English writer observes, "America accepts coeducation as it does the weather" without wasting time to discuss the relative merits of coeducation and segregation. In England, on the other hand, there are fewer than 300 coeducational secondary schools in approximately 1,500 efficient schools, and some of them are dual schools, providing separate classes for boys and girls. There seems to be a decided tendency in the direction of separate schools for boys and girls in the provisions for new schools.

There is a tendency in both countries to provide larger school grounds for secondary schools. England has for a long time placed special emphasis upon large school grounds for playing fields. This tendency is developing rapidly in American public high schools in recent years and has been an important consideration among American independent schools for many years. In this connection it should be observed that there is a greater tendency in England than in America to separate the school from the outside world. Walls and closed gates and guarded entrances are much more common in the secondary schools of England than in America. Perhaps this is a tradition among the many traditions of English education. Some American schools might well consider the advantages of such medieval barriers to avoid wholesale interruptions to which they are subjected by the thoughtless public.

Charm of English School Rare in United States

There is a significant development in both England and America with reference to special facilities for science, practical arts, and fine arts. In England there is a tendency to develop science laboratories for different levels of science work. Good schools frequently provide a general laboratory for each of the sciences, physics and chemistry, and smaller laboratories for advanced work. American schools have well-equipped general laboratories in biology, physics, and chemistry, but they rarely have the space for special laboratories for advanced work. Both English and American schools provide general shops for practical arts such as woodwork and metal work. The English schools have well-equipped studios for the fine arts, and American schools are likewise developing such facilities. Girls' schools in both England and America have excellent equipment for music. Many English schools for boys, such as Rugby, have exceptional facilities for musical education. The secondary schools of both countries have shown a tendency in recent years to place increasing emphasis upon the improvement of physical facilities for secondary education.

There is a charm and atmosphere that pervades the English school that is rarely achieved in an American school. The school halls, the desks, the chapel, the refectory breathe the spirit of tradition and age-old custom. England values these old "shells" as a reminder of a glorious past. Only grim necessity forced upon them by a rapidly changing civilization ever compels the English to relinquish an old school with its hallowed grounds. To an Englishman it would be a desecration if anything but a school should inhabit the walls and grounds of "Old Charterhouse." America has no such respect for the old. Perhaps some day when we have grown older we may come to prize more highly these haunts of our adolescent days. Here and there schools are being built that may outlive the present generation and appeal to the imagination of the next. We need a bit of such tradition in American secondary education to bind the graduates more firmly as members of a great family. It would add much to the spiritual development of American youth.

BEAUTY AND UTILITY MARK THE HIGH SCHOOL OF GREENFIELD, OHIO

"Here and there schools are being built that may outlive the present generation and appeal to the imagination of the next. We need a bit of such tradition in American secondary education to bind the graduates more firmly as members of a great family."

The curriculums of the English and American secondary schools present very significant contrasts in practice. In the older English schools there is a tendency toward a double curriculum. One curriculum with a classical bias and another with a scientific bias is the usual practice. Although all students must take continuous work in English and history, foreign languages, mathematics, and science, they are permitted to emphasize either the classics or science up to the fifth form in preparation for the first school examination. Perhaps the most significant characteristics of the English secondary school curriculum are the correlation of related subjects and the continuity of each subject throughout the school course. Arithmetic, algebra, and geometry, followed by trigonometry and analytical geometry, are studied simultaneously through the school course; physics and chemistry, or chemistry and biology follow a general introduction to science and are studied simultaneously throughout the school course.

Science and mathematics are closely correlated at all times. The program of studies and the program of activities are so interrelated that extracurricular activities really do not exist. The result is a fine integration of all the elements of the school program.

Contrast with this the situation obtaining in many American schools in which there is great variety in curricular and extracurricular offering but a lack of integration due to lack of continuity and correlation. Perhaps an important reason for this difference in practice is the difference in range of abilities and the difference in holding power of the English and American secondary schools. The American school frequently provides short courses and short units of work to meet the needs of many students who will remain in school for short periods of one or two years; the English secondary school discourages the idea of short or partial courses. Even in municipal and county secondary schools, a written agreement or even a bond is required of the parent as a guaranty that he will keep his children in school at least until 16 years of age, the approximate age for the completion of the standard secondary school curriculum.

In both countries there is a strong tendency to differentiate work for different ability groups. The English schools, as a rule, rely more upon an intimate contact with their pupils for securing data necessary in determining ability groups. The American schools, both public and independent, are taking advantage of scientific measuring techniques for securing more accurate and complete data for grouping, individual diagnosis, and guidance.

Proud of Being Birched

The English secondary schools, particularly the old public schools, adhere strongly to the older methods of discipline. An "old boy" of the "public school" speaks with pride of being birched by "Bishop So-and-So," formerly head master of his school. The "fagging" system still exists in some schools as a "valuable tradition," but in general there seems to be a tendency to discard much of the harsher practice of the old days. Perhaps the strongest factors in English school discipline are the "prefect" system and the "house" system. The prefect system contributes to fine school control in many ways and provides opportunities for training in leadership not to be surpassed. It is one of the "marks" of the English "public school." The house system had its origin, of course, in the boarding school. It is the counterpart in many ways of the college in Oxford and Cambridge. It is the substitute for the family or the English home and the fundamental unit of English social organization.

There has been a marked change in the theory and practice of discipline in the American secondary school. The old schoolmaster, "busk wielder of the birch and rule," has been superseded, to a large degree, by the modern, trained educator. In the place of the old schoolmaster attitude which gave rise to antagonism between pupil and teacher, there has grown up the attitude of friend and counselor, which has contributed in large measure to the popularity of American secondary education. Perhaps the chief value of student activities is in their contribution to discipline. The chief difference between England and America with reference to the utilization of student participation in school discipline is in form rather than spirit. There is a greater variety in American than in English practice, but the fundamental principles are much the same.

The Head Master Has a Study, not an Office

The American educator visiting English secondary schools for the first time is likely to be astonished at the lack of administrative techniques. There are several reasons for this. Perhaps the most important ones are the size of the school and the traditional independence of secondary schools. The English head master is first of all a master or teacher. In fact, most of his time is devoted to teaching, and administrative details receive little attention. The head master always occupies a study, not an office, during his free periods. Most English head masters will tell you that they do not supervise their teachers, and perhaps they do not resort to any of the accepted American supervisory practices. My general observation is that they have developed a technique of improving instruction that may be far superior to the more obvious procedures found in America. The techniques involved begin with the selection of the teacher and the pupils and are ever present even though often indirect or unseen. Their effectiveness is due largely to the fact that they are not paraded.

The independence of the English head master in selecting his staff and running his school is in direct contrast to the many limitations placed upon most principals of American public high schools and many head masters of independent schools. Even municipal secondary schools in England have a large degree of autonomy. Each one has its board of governors that perform many of the functions of the board of trustees of American independent schools. On the other hand, there are regulations laid down by the English Board of Education and the local education authority to which the municipal school must conform. Besides these governmental agencies, the secondary school examinations council and the eight examination authorities exercise considerable control over the curriculum. In some respects, therefore, American public high schools, and certainly the independent schools, have greater freedom than even the "great public schools" of England.

Junior College Movement Has English Counterpart

A general reorganization of secondary education has been in progress in both England and America since the turn of the century. This movement is similar in both countries in respect to its general purpose—extension of educational opportunity. America has made more rapid progress than England in the reorganization of the elementary and junior secondary schools. This phase of the reorganization is now given serious attention in England in response to the recommendations of the Consultative Committee Report on the Education of the Adolescent. The recent development in England of the higher elementary school and the central school is perhaps more nearly parallel to the early high-school movement which began in America almost a century earlier.

There is a tendency in both England and America to extend the period of secondary education upward. In England this extension involves the addition of two years of specialization after the first school examination. This post examination group is known as the sixth form and is the outgrowth of the establishment of advanced courses, a movement started more than 20 years ago in some of the better secondary schools. The counterpart of this movement is known as the junior college movement in America. The period covered is the same in length, but the character of the work offered is quite different. Whereas the English sixth form work continues in the same school and is highly specialized, the American junior college is a separate institution, at least in intention, and avoids extreme specialization in the academic field. Here is an excellent example of the attempt to solve similar problems by rather different machinery and techniques.

Interesting contrasts should be noted in the relation of the State to secondary education in the two countries. England has depended for centuries upon private initiative in the establishment of schools. Not until 1902 was legislation provided that made possible the legal establishment of publicly maintained secondary schools. In spite of the complete absence, 30 years ago, of what we would characterize as public secondary schools, there had existed for centuries certain schools that had come to be considered "public schools." Although these schools lacked the American essentials of a public school, they were and still are, in effect, public or national schools because

they are truly the product of English life and traditions. They belong to English society much as our older colleges and universities belong to the Nation. In recent years the English Government has made considerable contributions to the old endowed schools, and all but a few of the more exclusive schools such as Eton have been inspected and placed on the "efficient list." In brief, England prefers to consider existing efficient schools, regardless of control and support, as a part of the nation's system of schools. The nation does not choose and perhaps can not afford to establish new schools to compete with existing schools. Traditions are dear to the heart of an Englishman, and he makes every effort to conserve and perpetuate traditional foundations.

Art vs. Science in Teaching Aims

Contrast with this the tendency in America to disregard officially the public service of many excellent independent schools. One State went so far recently as to attempt to legislate all private schools out of existence. There are a few exceptions to this attitude. For example, the school committees in Maine have authority to contribute to the support of local academies instead of establishing public high schools. Departments of education or other agencies in some States include independent schools on their lists of accredited or approved schools. In the preparation of accredited lists, some State officials inspect all schools, both public and independent. Most States have supervision over independent schools with respect to the enforcement of health and safety regulations and some with respect to the length of the school year. It seems quite clear, however, that there is a greater tendency in England than in America to recognize the public character of the educational provisions of private agencies.

Professional activities in the field of secondary education in England and America present some interesting contrasts. English professional associations remind one of the medieval guild which had its origin in the necessity for cooperation of a particular group to protect its members. The educational association in England is specialized and exclusive; meetings are rarely open to the public. The procedure at meetings is extremely formal and must conform rather definitely to agenda prepared in advance. Much attention is devoted to the discussion of problems affecting the immediate interests and welfare of the group concerned. Apparently there is not the interest in research displayed in many American educational meetings.

The interests of the English secondary school teacher are largely academic and cultural. He is not so much interested in purpose and technique as he is in his field or subject. He is not so much interested in the boy as a biological, psychological, sociological specimen as he is in the boy as a human being—a future leader in English society. To the English teacher, education is dominantly an art; to the American teacher, it is rapidly becoming a science. There are some great teachers in both countries that recognize education as both an art and a science, and upon these the profession in both countries must depend for progressive leadership.

Federal Specialists Serve on Buffalo School Survey

A survey of the public-school system of the city of Buffalo, N. Y., is being conducted by the Office of Education at the request of the Buffalo Municipal Research Council.

Inaugurated several months ago, the survey work is under the direction of L. R. Alderman, chief of the service division, who is being assisted by the office's various specialists and staff members. The Buffalo Municipal Research Council is also utilizing its own research workers and other experts in examining into certain phases of the public schools.

The survey is comprehensive in scope and includes almost all the functions of the Buffalo public-school system. Among the important questions being appraised by specialists of the Office of Education are the fiscal relations between the municipal government and the city board of education, the method of handling the school budget, the proportion of the city's annual revenues allotted to public education, and similar problems. A complete study of the finances of the Buffalo public schools, including bonded indebtedness and annual interest charges, per pupil cost as compared with other cities of the same size, salaries of administrative officers and teachers, and capital outlay and operating costs of the physical plant, is being made. The instructional department is also being evaluated with special reference to the number and variety of schools, courses of study, enrollment and average attendance, teacher qualifications, and other questions relating to the educational program.

Staff members and specialists of the Office of Education participating in the Buffalo survey include Commissioner of Education William John Cooper, Assistant Commissioner Bess Goodykoontz, L. R. Alderman, chief of the service division, W. S. Deffenbaugh, chief of division of American school systems; Mary Dabney Davis, senior specialist in nursery-kindergarten-primary education; E. M. Foster, chief of division of statistics; Ben W. Frazier, senior specialist in teacher training; Carl A. Jessen, principal specialist in secondary education; M. M. Proffitt, senior specialist in industrial education; J. O. Malott, senior specialist in commercial education; Elise H. Martens, senior specialist in education of exceptional children; Rowna Hansen, junior specialist in kindergarten-primary education; and John H. McNeely, division of colleges and professional schools.

Field work on the survey has been completed and the final report is now in the process of preparation - *John H. McNeely.*

BOYS OF BUFFALO CAN STUDY THE MANUFACTURE OF AIRPLANES

Buffalo, N. Y., is one of the chief centers for the manufacture of airplanes in the United States. Realizing that the progress of an industry is often dependent on skilled workers, Buffalo has established high-school vocational courses in the making of airplanes.

Musée Pédagogique, France's Unique Center of Educational Services

Combines Museum of Education with Circulating Library, Lantern-Slide Service, Vocational Guidance, and Open-Air School Administration

By JAMES F. ABEL

Chief, Division of Foreign School Systems, Office of Education

THE MUSÉE PÉDAGOGIQUE at 41, rue Gay-Lussac, Paris, first created on May 13, 1879, on the proposal of Jules Ferry, is a part of the National Ministry of Public Instruction and of Fine Arts of France.

It manages and cares for both the general and the circulating libraries of some 120,000 volumes, maintains a central service of lectures illustrated with more than 500,000 lantern slides, supplies moving-picture film for educational use to 54 centers in various parts of France, acts as a general information bureau on school matters to all classes of inquirers, particularly members of the Government and of the Parliament, and cooperates with a number of organizations that deal with special phases of education.

To the visitor from a foreign country the general library is unusually interesting. Here in great numbers are original manuscripts and documents illustrative of the history of education in France. Some of them date back to the close of the fourteenth century. Many of them, made the property of the Musée by special law, are not available elsewhere, not even in the National Library of France.

Among them is a letter written in the seventeenth century by the then child, Grand Dauphin. The few formal sentences in large, round, boyish letters bear the corrections made by his teacher Bossuet. "*Corrigé par Bossuet,*" says the letter.

Request For Books Requires No Stamps

Here also is a finely bound volume of school exercises presented to the Prince Imperial by the schools of Vosges in 1867. Files of school inspectors' reports from 1850, lists of all patents granted since 1811, manuscripts relating to Pestalozzi, and Buisson's comments on the separation of church and state, all add to the wealth of the collection.

The circulating library was started in 1882 to provide the information necessary for the reorganization of primary education and the renovation of the school programs. Now, it places at the disposal of French educators a large number of books of a general nature as well as those more specifically pedagogical. The books requested are sent free to any part of the Republic; the request needs no indorsement other than the approval of the inspector of the academy or the primary inspector. They may be kept for two months, and on occasion the loan may be renewed indefinitely.

A letter addressed by a teacher to the ministry needs no postage; the address is equivalent to a frank. The library staff, realizing that many people do not readily use bibliographies put up in the approved formal style, have arranged for the popular demand many lists in a form more easily understood by the ordinary reader. The hundreds of slides and moving-picture films are in constant demand and are sent out under much the same regulations as those governing the circulating library.

Arranges International Cooperation

Connected with the Musée are the Office of Information and Studies, the International School Correspondence, the National Institute of Professional Orientation, the Central Office of Cooperation in the School, the French Group for the New Education, and the Committee for Open-Air Schools.

The first of these was organized in 1901 to gather and classify official and other documents on the legislation and administration of public instruction in other countries. Later it took up the work of establishing closer relations between the schools of France and similar schools abroad. In 1903 it undertook to carry out the terms of some agreements made between the French Government and those of several other countries with regard to the exchange of teachers. One hundred and nineteen teachers went officially from France in 1929–30 to teach in other countries; 125 came from abroad into France. In addition, it carries on a general information service for French and foreign educators and arranges the publications of the Musée.

The French Office for International School Correspondence, an activity with which many American teachers are familiar because of the work of the George Peabody College for Teachers, handled 8,230 correspondents in 1921 and 34,939 in 1928–29.

The National Institute of Professional Orientation was begun in 1928 to give to what is known in the United States as vocational guidance the professional basis and scientific method that will help it to increase its extension and its usefulness. Its purposes are to arrange technical training for vocational advisors, to set up a center of documentation of the subject, and to further needed researches in methods and results. For the training of vocational advisors it offers a series of courses, given by selected professors, in physiology, general pathology, psychiatry, psychology, pedagogy, political and social economy, the technique of crafts, the organization and practice of orientation, and the art of selection. Completion of the training brings the title of counselor of orientation (conseiller d'orientation). Nineteen pupils won the title in the first year of the institute's activities; the results for 1930 are not yet known.

The French Group for the New Education, associated with the international group which publishes the New Era in English, Das Werden die Zeitalter in German, and Pour l'Ère Nouvelle in French, realizes that in a country like France, where education is almost entirely in the control of the state and there is much uniformity in the schools, important changes can be made only through the pressure of strong public opinion. Such pressure it is attempting to rouse by public conferences, addresses to societies of parents of pupils, and articles in the public press. This group has had its permanent office with the Musée Pédagogique since January, 1929.

Services for Children Under Medical Care

France has about 300 open-air schools, both externats and internats. The former are generally seasonal; the latter are permanent. All of them are sanitary establishments for the prevention of or recuperation from disease. They receive children from 7 to 14 years of age that are designated by qualified physicians as anæmic, debilitated, deficient, convalescent, or rachitic, and under strict medical supervision give them corrective treatment and a simplified form of primary instruction. The pupils now number about 20,000.

The movement is generally directed and furthered by the National Committee of Open-Air Schools, which is recognized by the Government, aids the public authorities, recruits specially trained personnel, advises with families, places pupils, and corresponds with committees in foreign countries. It subventions and helps to direct normal courses both resident and by correspondence for the personnel of such institutions. In 1922 it held the first international congress of open-air schools.

The Musée Pédagogique, in carrying on its own work and acting as a center for these other organizations, is an extremely busy and valuable branch of the Minis-

try of Public Instruction. At present it can make but little display of its fine collections of books, exhibits, drawings, and other material because it is inadequately housed. During the coming year it is to be moved to larger and better quarters in the building of the Superior Normal School. It will need them both for its increasing activities and for the constant gifts to its library that are coming from its many friends. The most noteworthy recent donation is the 5,000-volume library of the late M. Paul Lapie.

In the modest little entryway of the present building are busts of Buisson, Rousseau, Montaigne, Descartes, Fénelon, Pascal, and Franklin. Among its exhibits are collections of drawings from such widely separated schools as those of Massachusetts and of China. In the cause of education all nations come within its field of inquiry and all educational theories and methods are given its attention.

Naturalist School Meets in Yosemite Park

Getting acquainted with the birds of the field and mountain is part of the work of students attending the Yosemite School of Field Natural History, held each year in Yosemite National Park.

Last year previous records for wide avian acquaintance were broken when B. A. Thaxter, superintendent of nature study in the Portland, Oreg., public schools, listed 88 varieties of birds. The former record was 82 birds, listed by C. A. Harwell, park naturalist, in 1926.

The course of the Yosemite Field School is seven weeks, and the work is of university grade. Although there are many applicants each year, it is possible to enroll only 20 students, because of limited facilities. As the name implies, special training in the field sciences is given, and each student has actual experience in nature-guide work.

Representatives of 28 Mexican States and two Territories have recommended that uniform textbooks be used in the various schools. These new books will be edited by the Federal Ministry of Public Education. Forty per cent of the local budgets is to be the minimum expenditure on education for 1931.

Ground has been broken for a new unit of the University of Chicago, which will be devoted to graduate study and research in teacher-training. This new structure, built and equipped, will cost approximately $650,000. The funds were furnished by the General Education Board of New York.

New Government Publications Useful to Teachers

Motion pictures in China. 16 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin 722.) 10¢.

A general account of the introduction of moving pictures into Hong Kong and Shanghai, the production of moving pictures in China, distribution of films, etc. (Geography.)

Cuban readjustment to current economic forces. 1930. 28 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin 725.) 10¢.

Shows the radical changes taking place in Cuba's economic structure in light of depression in sugar industry. (Geography, economics.)

Market in Burma for imported foodstuffs. 1930. 17 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin 724.) 10¢.

Character and extent of the market, competition to be met, and detailed information concerning various foodstuffs such as fish, fruits and vegetables, farinaceous foods, milk, etc. (Geography.)

Standard breeds and varieties of chickens: 2, Continental European, oriental, and miscellaneous classes. Revised October, 1930. 30 p., illus. (Agriculture Dept., Farmers' Bulletin 1507.) 10¢.

A revision of, and supersedes Farmers' Bulletins 1221 and 1251. (Agriculture.)

Transportation on the Great Lakes. Revised 1930. 423 p., illus., maps. (War Dept., Transportation Series no. 1.) $1.50.

General description of the Great Lakes and their connecting channels and harbors, laws, treaties, and regulations relating thereto, vessels of the Great Lakes, motor ships, commerce, the grain movement, the ore movement, the coal movement, and other bulk freight, package freight, car-ferry traffic, and general information. Many charts and detailed drawings are given and also many photographic illustrations. (Geography, Social science, Economics.)

Review of the fisheries of California. 1930. (Pp. 341–369.) (Dept. of Commerce, Bureau of Fisheries Document 1087.) 10¢.

Gives trend of the catch, location of the fisheries, canneries, etc. (Geography, Biology.)

Agricultural evening schools, methods of organizing and conducting evening schools. Revised 1930. 15 p. (Federal Board for Vocational Education Bulletin 89.) 5¢.

Gives policies governing agricultural evening schools, with notes on promotion of the work, enrollment, courses, organization, commercial procedure, supervising practice, and the selection and training of teachers. (Agriculture, Education.)

Are you training your child to be happy? 1930. 57 p. (Children's Bureau Publication 202.) 10¢.

Lesson material in child management.

Vocational guidance in rehabilitation service, a manual of procedure for counseling and advising physically handicapped persons and assisting them in adjusting themselves to vocational life. 1930. 56 p. (Federal Board for Vocational Education Bulletin 148.) 15¢.

A manual dealing with personality, attitude, education and experience, occupations and general knowledge and skill, a survey of the scope of the inquiry, selection of the scope, supervision, placement in employment, employment opportunities, job analysis, etc. (Vocational guidance, Special education.)

Daffodils. 1930. 74 p., illus. (Agriculture Circular 122.) 25¢.

Definition and classification of the daffodil group, history, the decorative value, methods of reproduction and culture, handling and treatment accorded. (Nature study, Gardening.)

The National Institute of Health. 1930. 4 p. (Treasury Dept., Public Health Reprint 1387.) 5¢.

Gives law creating this institute with a brief résumé of the duties appertaining thereto. (Health.)

The training of teachers for trade and industrial education, suggestions for the organization and operation of efficient teacher-training programs. 1930. 178 p. (Federal Board for Vocational Education Bulletin 150.) 30¢. (Education.)

Window curtaining. 1930. 30 p., illus. (Agriculture Dept., Farmers' Bulletin 1633.) 10¢.

Home economics teachers will find many suggestions in this bulletin.

Any of the foregoing publications may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated.

A list of about 350 Government publications useful to teachers of geography and elementary science has been prepared by the Office of Education and is available in mimeographed form. Requests for copies should be sent to this office.

For recent publications available from the Office of Education see inside back cover. For forthcoming publications see page 67.

Pan-Pacific Women's Association Formed at Hawaii Conference

Mental Hygiene Finds Important Place on Discussion Program of Leaders from Many Nations

By BESS GOODYKOONTZ

Assistant United States Commissioner of Education

UNDERNEATH the inscription of the official bulletin of the Pan-Pacific Union is this notation in small type: "An unofficial organization, the agent of no government, but with the good will of all in bringing the peoples of the Pacific together into better understanding and cooperative effort for the advancement of the interests common to the Pacific area."

One of the instruments effectively used by the Pan-Pacific Union to accomplish these aims has been the international conference. There have been a number, varied in interest and scope: Scientific, educational, journalistic, and commercial. The Pan-Pacific Women's Conference held in Honolulu from August 9 to 23 of this year was the second conference of women of the Pacific territories called by the union for the discussion of social problems which are common interests and responsibilities of women.

The first Pan-Pacific Women's Conference, held in Honolulu in the summer of 1928, had brought together under the direction of Jane Addams, as international chairman, representatives of 20 countries and territories in and bordering the Pacific.

National delegations came to the second conference from Australia, Canada, China, Hawaii, India, Japan, Mexico, New Zealand, the Philippines, Samoa, and the United States—more than 80 in all.

Among the organizations represented were the Australian Federation of University Women, the Canadian Teachers' Federation, the Australian Country-Women's Association, Women Teachers' Association of New Zealand, Canadian University Women's Federation, Y. W. C. A. of New Zealand, the New Zealand Federation of University Women, the American Library Association, and Business and Professional Women's Organization of the United States.

Delegates from the United States

The mainland United States sent the following persons as voting delegates:

Mary Eileen Ahern (education), Mrs. Louise P. Babcock (social service), Dr. Anna Cox Brinton (education), Edith N. Burleigh (health), Mrs. J. L. Criswell (government), Mrs. Charles E. Cumberson (government), Dr. Lida B. Earhart (education), Mrs. Evelyn W. Fox (industry), Ruth Louise Gill (home economics), Bess Goodykoontz (education), Mary Jones (health), Dr. Mabell Sammons Hayes (India), Hon. Bertha K. Landes (government), Abby Marlatt (home economics), Marion L. Mel (industry), Julia Wright Merrill (social service), Alma M. Myers (government), Amanda C. Nelson (education), Mrs. Edgerton Parsons (government), Agnes L. Peterson (industry), Evangeline Philbin (industry), Dr. Clara Schmitt (education), Dr. Louise Stanley (home economics), Edna Noble White (home economics), Marjorie Williams (industry), Helen Whitney (social service), and F. Isabel Wolcott (education).

A wide range of subjects was discussed in the conference sessions—mental hygiene, the White House Conference, international relationships, the cinema as a community factor, diet and teeth, industrial hygiene, preschool children, library service, religious education, child labor, women in government, mass education in China, the new education in Mexico.

Dame Rachel Crowdy, D. B. E., chief of the social questions and opium traffic section of the League of Nations, gave a most instructive account of the social and welfare work of the league, illustrating her talk with case studies of cooperation of the league with countries desiring to study or to remedy some certain social problem.

Several programs dealt with mental hygiene and its application. Miss Edith N. Burleigh, of the Child Guidance Clinic of Los Angeles and Pasadena, began the discussion with a paper on What Is Mental Hygiene; Dr. Clara Schmitt continued with The Function of a Mental Hygiene Program in the Public School. Other papers followed on child guidance clinics, behavior problems of young children, preschool education, problems of the adolescent, and the work of children's courts. These programs appeared in various sections—education, health, social service, and government—showing the growing recognition of the importance of mental hygiene as a problem and as a solution of problems.

One valuable unifying feature of the conference from the standpoint both of range of topics covered and of length of time between conferences was the "project" carried on by each section. Under a project director each section worked on some extended study during the two years between this and the last conference with the understanding that the results of the study should be presented at this meeting. Besides adding to the interest of the meetings these project reports, printed in the proceedings of the conference, contribute much material of permanent value to the subjects studied, representing, as they do, the combined findings of the several Pacific territories.

EIGHTY DELEGATES FROM ELEVEN COUNTRIES ATTENDED THE PAN-PACFIC WOMEN'S CONFERENCE HELD IN HONOLULU

With a view to continuing the conferences and the international understanding and cooperation fostered by them, steps were taken at this meeting to form a permanent organization, to be known as the Pan-Pacific Women's Association. Charter members are those 13 countries of the Pacific basin which have heretofore sent delegates. It is hoped that others will soon become members of the association. The next meeting has been set for Honolulu in 1933, and much must be done by the new president, Dr. Georgina Sweet, of Australia, and her council, both in organization and program planning to carry out the aims as stated in the new constitution—to strengthen the bonds of peace among Pacific people by promoting a better understanding and friendship among the women of all Pacific countries; and to initiate and promote cooperation among the women of the Pacific region for the study and betterment of existing social conditions.

Have You Read?

Notable Articles in the Educational Press

By SABRA W. VOUGHT

Librarian Office of Education

The University of the State of New York, that "intangible institution," is the subject of an article in the *Bulletin of High Points*, for October, 1930. The author, Joseph B. Orleans, George Washington High School, New York City, describes the development of the public-school system in the State of New York, and devotes considerable space to a discussion of regents examinations and their connection with that system. He traces the processes of legislation which resulted in the establishment of Columbia University and the academies which were later superseded by the high schools and teacher-training institutions, showing how the entire school system of the State, including the State department of education, is governed by the board of regents and forms the University of the State of New York.

"Handling activity funds" is the title of an article by W. A. Moran in *School Activities* for September, 1930. A pupil is appointed "central banker" whose business is to keep account of the funds of the several classes, organizations, and activities; to deposit these in the bank and to sign the checks necessary for payment of bills. The business of banking is much simplified and made more efficient. The details of the plan are well worked out and clearly described in this article.

A detailed description of an experiment in correlating English composition with the content subjects—history, geography, and science—appears in *The Elementary School Journal* for October, 1930. The author, Caroline H. Garbe, of the Bronxville public schools, Bronxville, N. Y., discusses a plan that was tried at the University Elementary School at the University of Chicago. The aim of the work was to develop the ability of the pupils to write and speak correctly and effectively. At the end of the year a number of tests were given to show the progress made by each pupil. One of the most significant results was a decided increase in fluency.

"The Film Estimates" is a regular department of *The Educational Screen*. Here are listed some 30 recent films, with names of actors and producers. A short descriptive note is followed by an evaluation, in tabular form, which is based on the "combined judgments of a national committee on current theatrical films." This evaluation rates each film under three headings according to its suitability "for intelligent adults," "for youth (15–20)," "for children (under 12)." It should be valuable to parents and teachers as well as to the general public.

A large part of *New York State Education* for October is devoted to the subject of special schools. Lewis A. Wilson, assistant commissioner for vocational and extension education, in an introductory article, points out the value of a "knowledge of what is being accomplished and the kinds of special help adapted to the needs of certain boys and girls whom the public schools are not prepared to educate." He summarizes briefly some of the objectives of the special schools, and refers to John B. Hague, chief of the bureau of special schools, who will furnish information and help to anyone interested in these special educational programs. Several kinds of special schools are then described by the people who are engaged in the work. Correspondence schools, the merchant marine academy, education of the blind and deaf, are some of the subjects treated. Although the discussions are limited to the work of schools in the State of New York, the solutions are applicable to the problems of handicapped children and special groups to be found in all parts of the country.

That parents are likely to lose sight of the fundamental objective of parenthood, which is "happy children and the enjoyment of them," is the keynote of a sprightly article in *Hygeia* for November. The author, Jessie C. Fenton, who has made special studies of the psychology of childhood, has arrived at the conclusion that "no matter what care parents may take to avoid and overcome the faults and maldevelopments of their children, their care will be worse than wasted if by their very concern they rob their children of happiness." She deplores the tendency of mothers to worry and become frightened because children are normal, active creatures, full of wonder about everything even the commonplace.

Confer on Problem of Measuring Teaching Ability

Five nationally prominent authorities in education met in the Office of Education recently with three specialists engaged in the National Survey of Education of Teachers to explore the difficult problem of measuring teaching ability.

The five educators who came to Washington for the conference were: Dr. Edward L. Thorndike, professor of education, teachers college, Columbia University, New York, N. Y.; Dean M. E. Haggerty, of the school of education, University of Minnesota, Minneapolis, Minn.; Dr. Truman L. Kelley, professor of education, Harvard University, Cambridge, Mass.; Dr. M. R. Trabue, professor of education and director of the research bureau of the University of North Carolina, Chapel Hill, N. C.; Dr. Karl S. Holzinger, professor of education, University of Chicago, Chicago, Ill.

Weighing the value of different types and amounts of teacher training is one of the most difficult problems before the national teacher-training survey staff which has been granted $200,000 by recent congressional action to carry on its work. The inquiry divides itself into three principal studies: (1) The supply and demand for teachers; (2) the evaluation of courses of study in teacher training in normal schools, teachers colleges, and liberal arts universities; and (3) the evaluation of effectiveness of teachers with varying qualifications.

Facts on supply and demand and curriculum practice are relatively easy to obtain compared with the intricate task of evaluating fair, better, and best teaching and the reasons why it is fair, better, and best. It was to the puzzling problem of how to obtain authoritative conclusions in this latter field that the five leaders recently met with the survey staff at the Capital.

Reports of the progress of the National Survey of the Education of Teachers will appear regularly in SCHOOL LIFE.

The three members of the survey staff who joined in the conference were Dr. E. S. Evenden, associate director, Dr. Benjamin W. Frazier, of the Office of Education, and Dr. Guy C. Gamble, senior specialist in educational surveys.

Value of Home-School Links Rated by Principals

Extramural work linking home and school is demanding such a large slice of the time of both teacher and administrator that its worth needs to be assessed. The following table, which appears as part of the National Education Association Department of Elementary School Principals research bulletin, October, 1930, bears directly on the experience of everyone in the public schools:

Principals' evaluations of procedures used in maintaining vital home-school relationships in English-speaking communities

General type	Specific procedure or device	Number of principals marking each device in column 2				Total
		Very useful	Sometimes valuable	Practically worthless	No answer	
1	2	3	4	5	6	7
Home comes to the school.	1. Parent-teacher association	107	52	6	13	178
	2. Classes for parents	40	53	24	61	
	3. Clinics and demonstrations	62	61	11	44	
	4. Parents' interviews	152	22	1	3	
	5. American Education Week	44	79	27	28	
	6. Miscellaneous	14	8	0	156	
School goes to the home.	1. Principal visits home	75	60	13	30	178
	2. Teacher visits home	86	54	11	27	
	3. Visiting teacher work	52	18	6	102	
	4. School nurse visits	123	40	2	13	
	5. Attendance officer check up	83	56	19	20	
	6. Miscellaneous	5	3	0	170	

Youngstown Asks School Survey by Federal Specialists

At the invitation of Youngstown, Ohio, the Office of Education will make a comprehensive survey of the entire public-school system of the city in the fall of 1931.

Leaders in all walks of life in the steel town—business men, editors, bankers, clubwomen, school administrators, and others—have been engaged in extensive discussions on the state of Youngstown's schools, their cost and efficiency. The desire for an impartial statement of facts in the case prompted the request to the Office of Education by the Youngstown Chamber of Commerce. John J. Richeson, superintendent of schools, and his assistants have joined in the invitation to the Office of Education.

Dr. William John Cooper, Commissioner of Education, issued instructions for the Office of Education to make the survey after L. R. Alderman, chief of the service division, had conferred with Youngstown authorities. The survey will inquire into all departments of the school system and will probably require two months. The Office of Education will furnish the key specialists necessary for the work but they will be assisted by educational experts secured outside the Federal service. Youngstown Chamber of Commerce has appropriated money to pay for the survey and the printing of the final report.

The public-school system of Youngstown, Ohio, at present serves, according to the most recent data filed with the Office of Education, 29,000 children. The city engages approximately 1,000 teachers. There are 45 buildings. Of the schools, 40 are elementary, 3 junior high schools, and 3 senior high schools. Expenditures for the school system for the year 1927–28 were $2,714,633.

Michigan Commission to Study School Cost Equalization

The educational commission of Michigan, created by the last legislature, is making an intensive study of unequal education costs in Michigan, and is gathering statistics preparatory to proposing a plan for equalizing educational opportunity and the burden of school support in Michigan. Statistics show that many districts have failed to provide adequately for instructional material and for the maintenance of schools.

Daily rates of pay for teachers and professors of various grades are contained in a bulletin that has been issued by the Ministry of Education of the Mexican Government. This bulletin shows that in the kindergartens teachers receive from 4 to 8.50 pesos per day while directors receive 7 pesos. In the primary schools teachers are paid from 4 to 8 pesos a day, directors 9, and inspectors 13 pesos. At the present time the peso is equal to 43 cents, United States currency.

Facts on Careers

A student taking medicine can look forward to an income of $2,000 to $5,000 per year in an established average small community practice.

For the first year out of college a young lawyer may earn from $800 to $2,000.

The minimum annual cost to the student taking architecture in the average university is $650. This does not include amusements, clothing, travel, and other personal items.

Facts about careers, opportunities, cost of training, extent of training required, income to be expected, institutions where the work is given, and other conditions governing various professions about which thousands of boys and girls in American schools want to know, have been collected by Dr. Walter J. Greenleaf, associate specialist in higher education, United States Office of Education.

Seven circulars in mimeographed form supplying basic data on careers have already been prepared and will be supplied by the Office of Education upon request. They are:

No. 19. Medicine.
No. 20. Journalism.
No. 22. Law.
No. 23. Librarianship.
No. 24. Architecture.
No. 25. Electrical engineering.
No. 27. Civil engineering.

Approximately 14 more career circulars are planned and notice of them will appear in SCHOOL LIFE when they are available.

More than 300 rural teachers in New York State helped in the preparation of a handbook for rural elementary schools which has been published by the New York State Department of Education. Reorganization of subject matter and selection of illustrative materials suitable for a rural school are included for the aid of instructors. The handbook represents the first attempt of the New York State Department of Education to prepare instructional material directly useful to the teacher of the small rural school

A stone tablet in the court yard of a Confucian temple in Peiping served as a model for a trophy presented to Alameda High School, Alameda, Calif., by the class of December, 1929. This class trophy, a miniature silver replica of the original Chinese tablet, is to serve as an annual debating prize given to encourage closer relations with the Far East. The idea originated when Julian Arnold, commercial attaché, United States Department of Commerce, addressed the students on the subject of America's relations with China.

New Books in Education

By MARTHA R. McCABE
Library Division, Office of Education

ADLER, ALFRED. The education of children. Translated by Eleanore and Friedrich Jensen. New York, Greenberg, inc., 1930. 309 p. 12°.

The subject of educational psychology from the approach of individual psychology is presented by Doctor Adler, professor of psychology at the University of Vienna, who has had wide experience in the field of mental care and education of children. Some of the problems dealt with are concerned with the newer aspects of superiority-striving and inferiority-complexes in children. One of the most important psychological facts in human nature especially noted in children is the striving for superiority and success, and the sense of inferiority is just as marked. The mental development of the child is traced in the family and the school and at the time of adolescence. The chapter dealing with pedagogical mistakes will interest both parents and teachers, as it contains suggestions for avoiding such mistakes.

BALDWIN, BIRD T.; FILLMORE, EVA ABIGAIL, *and* HADLEY, LORA. Farm children. An investigation of rural child life in selected areas of Iowa. New York [and] London, D. Appleton and company, 1930. xxii, 337 p. illus., front., tables. 8°.

This detailed study of the farm child is the product of the combined efforts of the Laura Spelman Rockefeller memorial which furnished financial assistance, and the Iowa Child welfare research station. The State university of Iowa, together with educators and social workers, and others especially interested in rural life and sociology, cooperated in the project. The characteristics of farm children in two rural communities of Iowa and their relation to their environment and opportunities were studied. The community influences, the social and economic factors of farm life, the family life and mother care, the system of rural schools, education in the one-room school and the consolidated schools, social activities, educational achievements, mental capacity, etc., are set forth.

BLATZ, WILLIAM E. *and* BOTT, HELEN. The management of young children. New York, William Morrow & Company, 1930. xii, 354 p. 8°.

The problem of socializing the young child is the theme of the book, which is designed for the training of parents in the education of children. Particular emphasis is placed upon the questions of social relations, the development of personality, etc. Specific formulas are not laid down for the solution of specific problems, but instead, principles are suggested to serve as a basis for the relationship between child and parent. The authors have aimed to avoid a technical vocabulary, and to keep on the level of every-day experience and language. The danger of standardizing the treatment of children is anticipated by the authors, who advise the early realization of the distinction between a formula and a philosophy, a rule and a principle—a constructive program of training beginning at birth.

CALVERTON, V. F. *and* SCHMALHAUSEN, SAMUEL D., *eds.* The new generation. The intimate problems of modern parents and children * * * with an introduction by Bertrand Russell. New York, The Macaulay company, 1930. 717 p. illus., front., port. 8°.

The reeducation of youth is the ultimate hope of an increasing number of men and women who are far-sighted enough to see, according to the editors of this book, that human beings may be saved to beauty and high utility by a transformation of the social system toward goals that are not acquisitive, and toward activities that are creative. Information is given concerning the welfare of children and the relations of parents and children which within the past decade have been revolutionized. New knowledge of our times means that old patterns can no longer be used. Discussions have been presented according to new and scientific knowledge of the modern family, children, their talent and genius, their potentialities, education, and enlightenment. The contributors to the study are specialists in the fields of education, psychology, physiology, psychiatry, ethnology, making an effort to be of service not only to the problem child but to the problem parent.

CHARTERS, JESSIE A. The college student thinking it through. New York, Cincinnati [etc.] The Abingdon press [1930] 166 p. 12°. (The Abingdon religious education monographs, John W. Langdale, general editor, George Herbert Betts, editor)

The author has brought together in this book a number of problems which confront college students, and furnishes the answers to many of them which she has solved during her experience with students and the student mind. She advocates the early securing of a philosophy of mind and acquiring a psychology of faith for religion and conduct. She deals with the vexing questions of personality, the inferiority complex, the various levels of intelligence of the genius, the dub, and the moron. The climax to the study is the section dealing with development of character. Selected lists for further reading have been added on the subjects of Religious problems, Learning problems, and Personality problems.

HOCKETT, *Mrs.* RUTH MANNING, *ed.* Teachers' guide to child development: manual for kindergarten and primary teachers, developed under the direction of the California curriculum commission * * * Vierling Kersey, chairman * * * Sacramento, California state printing office, 1930. 658 p. illus. 8°.

The California curriculum commission, composed of a number of educators, has prepared this study of school programs, methods of teaching, courses of study, classroom activities, with much other information for the use of teachers, supervisors, administrators, and students of education in California. Part of it will be suggestive for teachers in any community, however, who are in search of material of this type.

JONES, ARTHUR J. Principles of guidance. First edition. New York, London, McGraw-Hill book company, 1930. xxi, 385 p. tables, diagrs. 8°.

Changed conditions in the home, in labor and industry, in standards of living, in the character of the population, and in the amount of general education needed have proved the wisdom of providing both educational and vocational guidance in the public schools. This study presents the subject of vocational guidance mainly. Only specialists in the field can provide, as a rule, the information needed. Material is furnished on the kind of guidance necessary, its aims and methods, especially as the subject is related to the occupations, counseling, placement, follow-up, etc. The suggestions given regarding the organization of guidance, the work of the counselor, and the results of guidance, will be of use to those concerned with the guidance of youth at the various levels in the schools.

KENT, RAYMOND A., *ed.* Higher education in America. With an introduction by Lotus D. Coffman. Boston, New York [etc.] Ginn and company [1930] x, 689 p. tables, diagrs. (fold.) 12°.

The editor has assembled in one unit in this volume discussions on practically all of the major aspects of higher education in this country to-day. It is hoped that the studies will cause further discussion and critical thinking on the part of readers. The book is in two parts. Part I deals with the divisions of instruction, and Part II, with the organization and administration of higher education. Each chapter, devoted to a special topic, is presented by a well-known specialist in that field. One of the hopeful signs of the times is the careful attention and study given by well-known educators to each problem arising, as shown in the movement to analyze, scrutinize, and check up on the purposes and activities of higher education.

LITTLE, CLARENCE COOK. The awakening college. New York, W. W. Norton & Company, inc., publishers [1930] 282 p. 8°.

The author, a college president of experience, studies the subject of the changed college and the problems of youth with a feeling of confidence in youth, and affection in his attitude toward college students, and with no apologies toward those who distrust them and rule with "vested authority." Some important and mooted questions are dealt with, namely, admission to college and college-entrance examinations, new trends in administration and organization, curriculum revision, control of athletics, coeducation, etc. The social problems among students, such as automobiles and liquor, fraternities, religion, etc., receive the special attention of the author, and are presented with sympathetic understanding. Attention is directed to a number of notable changes taking place in the more progressive higher institutions, together with a frank discussion of the query as to "what happens to young people at college."

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. Proceedings of the sixty-eighth annual meeting held at Columbus, Ohio, June 28–July 4, 1930. Volume 68. Washington, D. C., The National education association, 1930. 1152 p. 8°.

This volume contains the addresses before the general meetings of the association, the proceedings of the business meetings, reports and minutes of the active committees, lists of officers, etc., of the annual conference held at Columbus in midsummer. The association is composed of a number of units, and the volume gives the proceedings of each, including the Department of superintendence, departments of classroom teachers, elementary-school principals, secondary-school principals, adult education, rural education, deans of women, teachers colleges, and others. The book includes a record of two new departments this year, namely, the Department of supervisors and teachers of home economics, and the American educational research association, heretofore functioning as separate organizations.

U. S. GOVERNMENT PRINTING OFFICE: 1930

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Bulletin, 1930, No. 11, "Education of Crippled Children" by Arch O. Heck.
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Contains 14 selected plans for modern rural schools. Notable State plans reproduced. Also suggestions for remodeling old rural schools. Price 20c.

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Bulletin, 1930, No. 25, "Statistics of Private Commercial and Business Schools, 1928–29."
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By *Florence C. Fox*

What problems in family and community life confronted those early pioneers of the covered wagon caravan? What obstacles of nature had to be overcome? What deeds of valor were performed? Answers to these questions, as well as many others, may be found in United States Office of Education Bulletin, 1930, No. 27, "Notes on the Oregon Trail."

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U. S. GOVERNMENT PRINTING OFFICE: 1930

In this Issue · · · Children's Charter

SCHOOL LIFE

Volume XVI
Number 5

January
1931

PHOTO BY ARMY AIR SERVICE

THE UNIVERSITY OF CALIFORNIA
FOSTERED BY A STROKE OF LINCOLN'S PEN

FEW RECOGNIZE THAT ABRAHAM LINCOLN, LOVER OF DEMOCRACY AND BELIEVER IN GOVERNMENT "OF THE PEOPLE, BY THE PEOPLE, AND FOR THE PEOPLE," BY SIGNING THE MORRILL ACT TO ENCOURAGE THE ESTABLISHMENT OF LAND-GRANT COLLEGES AND UNIVERSITIES, BROUGHT HIGHER EDUCATION WITHIN REACH OF THE MASSES FOR THE FIRST TIME - - - - - - - - - - - (SEE PAGE 83)

Issued Monthly [except July and August] by the Department of the Interior
Office of Education · · · · · · · Washington, D. C.
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SCHOOL LIFE

Issued Monthly, except July and August, by the Department of the Interior, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR *Commissioner of Education,* WILLIAM JOHN COOPER

VOL. XVI WASHINGTON, D. C., JANUARY, 1931 No. 5

Are There Too Many Teachers?

Million Questionnaires of the National Survey of Education of Teachers Will Reveal Data on Supply and Demand and Other Vital Problems of the Profession

By E. S. EVENDEN

Professor of Education, Teachers College, Columbia University, and Associate Director, National Survey of the Education of Teachers

NOT LONG AGO educators were called together to see what steps could be taken to relieve the "shortage of teachers which threatened to disrupt our public-school systems." I have heard several State educational executives admit, without outward evidence of shame, that they had raided high-school classes to secure students who would accept teaching certificates to "help keep the rural schools open and the farmers from migrating to the cities because their children had no teachers."

In one decade the situation has changed and State superintendents are besieged with requests for teaching certificates for teachers from other States and by unemployed teachers and their relatives and friends.

It is reported that 5,000 teachers are unemployed in the metropolitan area of New York alone. While this is probably the largest total in any one place there are undoubtedly many cities where, because salary schedules and living conditions are relatively more attractive than those of near-by places, the proportion of teachers unable to secure work as teachers is as large as in New York, Chicago, or any of the very large metropolitan centers. To be sure, many of these teachers are unemployed because they want to teach only in the large cities and will not accept appointments in the rural areas or smaller towns. On the other hand, if they did, it would certainly mean that the teachers now employed in those schools would join the ranks of the unemployed, even though the level of teaching ability or educational qualifications might have been raised by the exchange.

Where Low Bidders Displace Experienced Teachers

It is obvious that the present oversupply of teachers is a relative matter and can not be described in terms of any absolute number of teachers in excess of the demand for a given State. There is no doubt that all of our States already have or could easily secure (by advertising for more teachers) many more certificated teachers than they need to staff their schools. There are few, however, who will say that they have more adequately trained teachers available than would be needed to staff their schools if all those with insufficient preparation who are now teaching could be replaced. In all of our discussions of this problem, then, we are forced to think in terms of the standards which have been set up as satisfactory by each State and to interpret the excess number of teachers in terms of those standards.

The United States Government is asking approximately 10 minutes of the time of every teacher in the public schools of America. Each of the 848,000 teachers of America is requested to spend 10 minutes answering the questionnaire of the National Survey of Education of Teachers authorized by Congress.

Leading national educational organizations have asked for the survey. The data secured is expected to aid in the solution of the nation-wide problem of oversupply of teachers.

Questionnaires will be distributed through State superintendents of education and city superintendents, and will deal with description of work, number of teachers in building, class in school, other responsibilities, training, sex, marital status, type of community, experience, employment, salary, degrees, semester credits earned, if new in school, where from, and teaching load.

A recent study by J. S. Lee of the preparation of teachers on the secondary level shows that there are still 18 States in which teachers are prepared for teaching either in the high schools or in a post high-school course of one year. This number would be increased if the States which issue some form of teaching certificate to students who have attended but one year in a normal school or teachers college were added to the list. As long as any State is satisfied with this amount of education for its elementary teachers it means that the graduates of these training classes will accept smaller salaries than the better prepared teachers. In the many districts where the principle of awarding the contract to the lowest bidder holds for the teacher as well as the winter's coal supply it means that many teachers with a minimum of professional education are employed while better educated and often more experienced teachers are forced into the ranks of the unplaced.

Figures Show Reason for Oversupply

The present oversupply of teachers might well be used to raise the level of professional preparation of teachers. It could now be done at less additional cost than has ever before been possible in this country if something could be done to persuade school-board members to employ the best teachers now available and anxious for employment, instead of the cheapest.

There are numerous reasons why we now have an oversupply of certificated teachers. It will be necessary to mention only briefly some of the more important of them. Since the World War there has been a very great increase in the enrollments in normal schools and teachers colleges. In 1920 there were 135,412 students in normal schools and teachers colleges (excluding secondary students).

30120—31——1

In 1928 this number had increased to 274,348, an increase of 103 per cent. In the same eight years the number of students in colleges, universities, and professional schools increased from 462,445 to 868,793, an increase of 88 per cent. Recent estimates indicate that about two out of each five of the graduates of colleges and universities go into some form of teaching or educational work.

During the period that these enrollments increased 103 per cent and 88 per cent, respectively, the number of teachers employed in the public elementary schools of the United States increased from 576,246 to 642,712, or only 11½ per cent, while the increase in the combined elementary and secondary schools was only from 678,204 to 831,934 (1929), or an increase of less than 23 per cent. The increased numbers of teachers who have graduated from normal schools, teachers colleges, colleges, and universities during this time have been added to by those from the high-school training classes, and the county normal schools, and also from the certification by examination of persons not in school and still further increased by the larger number of teachers who have returned to teaching after absences of varying lengths.

At the same time that these conditions have been operating to increase the number of persons preparing to teach, the belated increases in teachers' salaries which followed after the war and which in most States have been further increased or at least maintained in the face of lowering costs of living, have tended to make teaching relatively more attractive financially than it has ever been. This in turn has aggravated the oversupply situation by causing even more students to elect teaching as a life work at the same time that it caused those who were already teaching to remain longer in their positions, thereby decreasing demand.

Organizations Ask National Survey

During this same period, many of the State-supported normal schools increased the length of their curricula and became degree-granting teachers colleges. As such, they attracted more students and in practically all cases entered into competition with the colleges and universities of their areas and with each other (in States in which there are several such schools) for students and particularly for students interested in teaching in the secondary schools. This has tended to make the oversupply greatest in the secondary field even though that field has expanded much more rapidly in the past decade than has the elementary. As a result, we find that many well-trained secondary teachers have been forced either into teaching positions in elementary schools or rural schools, for which they were not directly prepared, or to remain unemployed, even though their training is much superior to that of many who are at work in the secondary schools.

The Office of Education requests the cooperation of every teacher of the United States public-school systems in answering the questionnaire of the National Survey of Education of Teachers.

Every teacher making a prompt reply to the questionnaire can feel that he or she is contributing to the improvement of education's service to the United States and to the improvement of working conditions in the teaching profession.

WM. JOHN COOPER,
Commissioner of Education.

The requests of the chosen representatives of three groups—the National Council of State Superintendents and Commissioners of Education, the American Association of Presidents of Teachers Colleges, and the National Association of Deans of Schools of Education—prompted the Seventy-first Congress last June to appropriate $200,000 spread over a period of three years for the purpose of making a study of this situation on a comparable nation-wide scale. This study will be known as the National Survey of the Education of Teachers and is expected to supply for the first time definite data on teacher supply and demand.

Have You Read?

Notable Articles in the Educational Press

By SABRA W. VOUGHT

Librarian, Office of Education

R. W. Yardley, assistant architect, Board of Education, Chicago, in an article entitled "Building schools for crippled children," in The Nations Schools for November, points out the one element which needs especial attention in this type of building. No matter what facilities are provided in the building, the question of "traveling distance" is of vital importance. The building must be one of maximum compactness.

The advantages of learning arithmetic by radio is the subject of an article in the Journal of Education for November 17. The author, Superintendent R. E. Jones, of Cleveland, Ohio, describes the experiment as it was tried during the school year 1929–30. The lessons were planned and broadcast by one of the outstanding teachers of mathematics, who worked with a committee of teachers to make the lessons conform to the requirements of the course and the learning ability of the pupils. Experience has shown that as the pupils become accustomed to radio teaching they are more alert to the lessons than at the beginning of the experiment.

One of the advantages of radio teaching is that all the children have the privilege of working under the best teacher. However, there is still need for the classroom teacher, who is present to supervise the work and answer the questions of the pupils.

"Contrasts in a post-war world" is the title of an article in Survey Graphic for October, written by Jane Addams. She shows how, from the point of view of the younger generation, the older one with its taboos and lack of world consciousness, failed to meet the test and was unable to avert the war which robbed the new generation of a million men.

The Educational Record for October contains a brilliant and thought-provoking paper by President Robert M. Hutchins, of the University of Chicago. He calls it Some Educational Questions. Starting with the proposition that a university is an educational institution, he shows that under the present system there is a general lack of adjustment. In faculty relations there is failure to adjust the content and amount of work to the capacity of the individual. In dealing with students there is the same lack of adjustment to individual requirements. The graduate school fails to adjust its curriculum to the needs of the student who expects to be a college teacher or research worker. The ideal system, however, presents many difficulties. The college may become "a place for the exploration of the realms of knowledge, and the university a place for the beginning of a life of learning and inquiry."

The Tax Digest for October contains an article on The County as a Unit of School Administration by Mrs. Katherine M. Cook, Chief of the Division of Special Problems of the United States Office of Education. She shows that there are no fixed plans of county organization, but that each State works out its own system, which is fixed by legislative action.

There is no particular reason why the county should be chosen as the unit of school administration, except that it is already organized as a unit for other civil functions, with the machinery of government well established, and cooperation in other fields well worked out.

During October and November there ran in the Nation a series of articles with the general title On the College Frontier. The purpose was a discussion of outstanding experiments in higher education. The articles were brief and well written, challenging attention and provoking thought. Some of the subjects discussed were: Who Ought to Go to College?; The New Legal Education; Experimenting at Columbia; The Rollins Idea; Civilized Teacher Training; The Sarah Lawrence Plan.

The Rise of the Land-Grant Colleges and Universities

Three-Year Survey Authorized by Congress Charts Phenomenal Growth of Great State Institutions that Made Higher Education Democratic in the United States

By ARTHUR J. KLEIN, *Director, Land-Grant College Survey and Professor, Department of School Administration, Ohio State University*

THE LAND-GRANT COLLEGE Survey was a nation-wide study of 69 publicly supported institutions of higher learning in the United States established as a result of public land grants and annual subsidies made by the Federal Government to the several States.

In no other country in the world does a system of universities and colleges with such educational objectives and with such programs of work exist. The survey of the land-grant colleges was conducted under special authority of Congress. It was started July 1, 1927, and was completed June 30, 1930, an appropriation of $117,000 having been made to defray its cost. There is a land-grant college located in each State and in the outlying possessions of Alaska, Hawaii, and Porto Rico, with the exception of the State of Massachusetts which has 2, and in addition 17 Southern States have organized separate colleges for Negroes.[1]

The outstanding accomplishment of the land-grant institutions, as shown by the survey, has been their evolutionary effect upon higher education in the United States. Prior to their establishment, higher learning was confined chiefly to the learned and professional classes in America. With the advent of the land-grant colleges, technical and practical higher education was made available for the first time to the masses of people engaged in industries, trades, and similar pursuits. This was brought about chiefly through the application of science and scientific principles to agriculture, engineering, mechanic arts, and home economics by these public institutions.

The changes wrought in the higher educational structure of the country through the land-grant colleges are exemplified in their remarkable growth. Shortly after their organization, the institutions had an enrollment of approximately 2,243 students, according to the survey. Over the last half century the number of students has increased to a grand total of 296,276. In the early days of the colleges only men students were in attendance. At the time of the survey 104,992 women students were registered in them.

Value Now Half a Billion

The public lands originally granted to the States for the organization of the land-grant colleges under the first Morrill Act passed by Congress and signed by President Lincoln in 1862 provided a total endowment amounting to $13,478,946. Since then the properties of the institutions have increased in value until they reached the sum of $438,809,907 for the year 1928. A similarly large gain has been made in the income of the colleges. Up to 1915 the revenues had reached $34,917,807, and by 1928 they had advanced to $145,234,747, the gain being 259 per cent within the last 13 years. As the report on the survey consists of more than 1,800 pages and is two volumes in size, it is impossible to give a detailed review of it in this brief article. Only a few of the salient phases of the study, therefore, will be considered.

Photo by Army Air Service

OHIO STATE UNIVERSITY FROM THE AIR

Eighty-seven specialists, many of whom were recruited from land-grant institutions, were brought to Washington by the Office of Education to conduct the three-year survey of the 69 institutions which receive Federal aid

Study Graduates' Success in Life

In addition to the original grants of public lands made to the States for the endowment of the colleges, the Federal Government appropriates annual subsidies for the support of certain functions, including resident instruction in agriculture, mechanic arts, and other subjects, agricultural experiment stations, teacher training, and extension in agriculture and home economics.

Total subsidies of the Federal Government amounted to $12,131,011 in 1928, which represented 9.5 per cent of the total income of all the institutions. One of the features of the survey was a complete analysis of the finances of the land-grant colleges. Since they are publicly supported State institutions, the general impression prevails that the major proportion of their income is derived from the State government. The survey showed that for the year 1928, only 50 per cent of the total revenues were received from State sources, the remainder being provided by private gifts, interest on endowments, and institutional and miscellaneous receipts.

The survey also conducted a detailed examination into the student fees charged by the institutions. The original conception of the land-grant colleges was that they were to be a part of the free public-school systems of the States, the child being able to pass from the common school to the high school and finally to the State land-grant college or university, exempt

[1] Alabama Polytechnic Institute; Alaska Agricultural College and School of Mines; University of Arizona; University of Arkansas; University of California; Colorado Agricultural College; Connecticut Agricultural College; University of Delaware; University of Florida; Georgia State College of Agriculture; University of Hawaii; University of Idaho; University of Illinois; Purdue University; Iowa State College; Kansas State Agricultural College; University of Kentucky; Louisiana State University; University of Maine; University of Maryland; Massachusetts Agricultural College; Massachusetts Institute of Technology; Michigan State College; University of Minnesota; Mississippi Agricultural and Mechanical College; University of Missouri; Montana State College; University of Nebraska; University of Nevada; University of New Hampshire; Rutgers University; New Mexico College of Agriculture and Mechanic Arts; Cornell University; North Carolina State College; North Dakota Agricultural College; Ohio State University; Oklahoma Agricultural and Mechanical College; Oregon Agricultural College; Pennsylvania State College; University of Porto Rico; Rhode Island State College; Clemson Agricultural College; South Dakota State College; University of Tennessee; Agricultural and Mechanical College of Texas; Agricultural College of Utah; University of Vermont; Virginia Agricultural and Mechanical College; State College of Washington; West Virginia University; University of Wisconsin; University of Wyoming; Alabama Agricultural and Mechanical Institute; Arkansas Agricultural, Mechanical, and Normal College; Delaware State College; Florida Agricultural and Mechanical College; Georgia State Industrial College; Kentucky State Industrial College; Louisiana Southern University and Agricultural and Mechanical College; Princess Anne Academy; Alcorn Agricultural and Mechanical College; Lincoln University; North Carolina Agricultural and Technical College; Oklahoma Colored Agricultural and Normal University; State Agricultural, and Technical College of North Carolina; Tennessee Agricultural and Industrial State College; Prairie View State Normal and Industrial College; Virginia State College for Negroes; West Virginia State College.

from the payment of tuition or the equivalent charges in fees.

That this policy has long since been abandoned in practically all the institutions was evidenced by the survey, which shows that the income from all the colleges in 1928 amounted to $15,388,563, or 10.8 per cent of their total income. The fees charged by the colleges are of every variety and the increase in revenues from them during the past 13 years amounts to $11,843,525. While this gain is generally attributed to heavy gains in student enrollment, the survey indicated that a large proportion is due to the raising of the fees and the levying of additional charges against the students.

A special study was made in the survey of the human product of the land-grant colleges in which questionnaires were sent to the graduates and ex-students for a selected number of years. Returns were received from 37,342 former students. The questionnaire took up in detail the work of the student while in college and his success in life after leaving college. Among the interesting results was the discovery that a considerable number of students did not follow the vocation or profession for which they prepared themselves while attending college.

According to the survey, 45 per cent of the students who registered in agriculture at the college took up some other occupation after leaving the institution. Of the students who specialized in engineering, there were 32 per cent who went into some other vocation in later life. Approximately 80 per cent of the women students who studied home economics in college became either home makers or entered home economics positions after leaving college, while 20 per cent entered some other field of endeavor. In the case of students who registered in education, the returns indicate that 43 per cent abandoned teaching after graduation, going into some different occupation.

Enormous Investments For Athletics

Through a specially prepared questionnaire, the survey undertook a complete study of the staff and faculty members of the colleges, 12,032 individual records having been tabulated. Data on salaries paid the different ranks working on both a 9-month and an 11-month basis were obtained. One of the significant facts developed was that the faculty members employed for 11 months received less salary than those working 9 months out of the year. The median salary of the deans working 9 months in 51 of the colleges was $5,193, as compared with $5,071 for the deans working 11 months. A similar situation was found in the case of the professors, the median for those employed for 9 months being $4,278 and for those working on an 11-month basis being $4,161. Associate professors working only 9 months were paid a median of $3,342, in contrast to a median of $3,207 for associate professors on duty for 11 months. In the case of the lower ranks of the teaching staffs, slightly higher salaries were received by the assistant professors and instructors working for 11 months than those employed only 9 months. Of the professional training of the staff members as shown by earned degrees, it was revealed by the survey that 18 per cent held doctor's degrees, 34 per cent master's degrees as their highest, 37 per cent bachelor's degrees only, and 4 per cent had no degrees, while 7 per cent did not signify what degrees they held, if any.

Results of the 3-year Survey of Land-Grant Colleges and Universities are now available to the public and are for sale by the Superintendent of Documents, Government Printing Office, Washington, D. C., at $1.50 per volume. Separates of each part may be obtained at nominal prices. (See p. 3 of cover)

Taking up the question of athletics in the land-grant colleges, the survey showed that this has become the most absorbing of extracurricular activities. So intense has become the interest and so keen the rivalry in intercollegiate football that enormous investments have been made by the institutions in athletic plants from public, institutional, and other funds. Large loans have been underwritten for the same purpose.

Protest Student Control of Sports Income

Capital outlays made for stadia, gymnasiums and similar athletic properties in 33 of the colleges from which returns were received amounted to $18,097,352 up to 1928. In a number of the institutions, investments in athletic plants were as high as 13 per cent of the cost of the entire plant for educational purposes. The annual athletic receipts of the colleges have reached enormous proportions, the total amount for 41 of them in 1928 being $4,545,217. One institution has athletic receipts of $538,000 annually, and another $525,000, while a number of others have revenues ranging between $300,000 and $400,000. Notwithstanding the fact that most of the colleges have taken over the responsibility of handling the finances of intercollegiate athletics, there are 10 institutions in which student associations or similar organizations still maintain control over them. The survey recommended in these instances that in view of the large capital investments and earnings the boards of trustees discontinue student control of finances and handle the athletic fiscal affairs through regular institutional channels.

When first organized the functions of the land-grant colleges were confined largely to agricultural, mechanic arts, and academic education, but since then the institutions have so expanded that almost every branch of human knowledge is included in their programs. Among the different fields of collegiate activities, all of which were appraised in detail in the survey, are agriculture, engineering, home economics, teacher training, arts and sciences, commerce and business, veterinary medicine, research of experiment stations, graduate work, military education, extension services, and summer sessions.

Photo by Army Air Service

MASSACHUSETTS TECH HAS TRAINED MANY OF THE MINDS THAT DIRECT AMERICA'S INDUSTRIES

While the land-grant colleges were originally organized to teach agriculture and the mechanic arts their courses of study now embrace hundreds of subjects far removed from agriculture and mechanics. Money received from the Federal Government now accounts for 9 per cent of the income from these institutions in the various States

What the High Schools Are Doing for the Individual

Preliminary Findings of National Survey of Secondary Education Show Marked Contrasts in Provisions for Individual Differences

By ROY O. BILLETT

Specialist in School Administration, Office of Education

THAT PARTICULAR PROJECT [1] of the National Survey of Secondary Education which is aimed at discovering, interpreting, and evaluating the innovating and unusually successful practices of high schools in providing for the individual has proceeded through a part only of the fact-finding stage. On the one hand, therefore, no attempt can be made here at final interpretation and evaluation of facts. On the other hand, a complete report of progress is impossible within the limits of this article. Consequently this presentation is believed to be properly limited to a statement of the goals or aims of the project, to a brief consideration of a few facts and relationships already established, and to the development of a general notion of the methods to be employed in the further study of the questions raised by these emerging facts and relationships.

Three Stages of the Investigation

The investigation of provisions for individual differences aims at three levels of accomplishment which are essentially three progressive steps toward the final goal. On the first level it aims to discover the status of provisions for individual differences in the secondary schools of the United States. This stage is essential, for no adequate study has been made previously. On the second level it aims to identify schools where certain provisions for individual differences appear to be meeting with unusual success. On the third level it aims to study intensively schools whose practices are discovered to be innovating or unusually successful and hence actually outstanding. Evaluation of practice in terms of available criteria and clarification of the confused terminology of the field will be an important phase of the work on the third level.

The investigation is now complete on the first level and work on the second level is well under way. Simultaneously tools are being assembled for work on the third level, that is, criteria for the evaluation of innovating or unusually successful practices are being discovered and developed through the reading and briefing of recent and current published and unpublished studies dealing with the nature of individual differences and with experimental evaluations of various provisions for individual differences. For ready access to these studies the survey staff owes much to the Library Division of the Office of Education, to graduate departments of education all over the country, to the libraries of the various colleges and universities, and to the administrators and members of research departments of public-school systems.

Investigation on the First Level

The primary source of data for work on the first level was Inquiry Form No. 4 of the National Survey of Secondary Education. About the middle of May, 1930, copies of this form were mailed to the principals of all public secondary schools on the mailing lists of the Office of Education, nearly 23,000 in number. Private secondary schools are yet to be investigated.

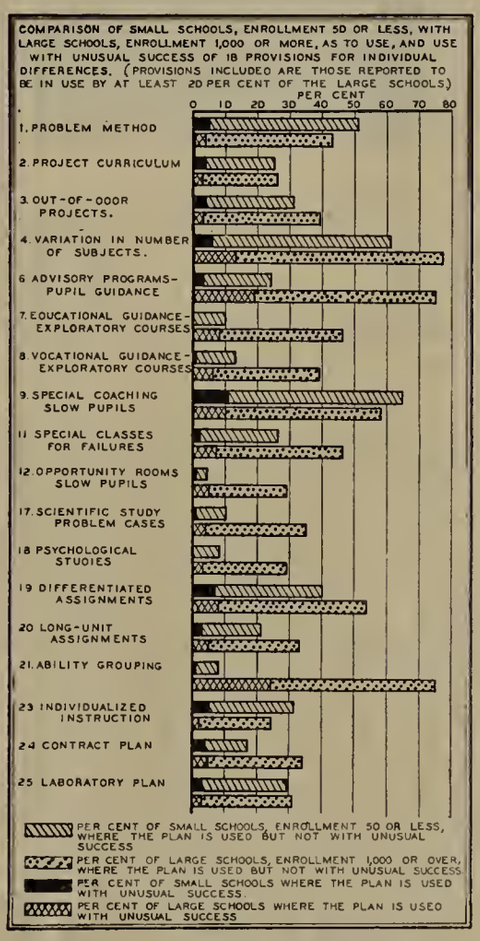

Figure 1

This brief form consisted of but a single page whereon the respondent was asked for certain essential data, including a statement of those provisions for individual differences which were in use in the school and those which were in use with unusual success.

Up to the time of writing more than 11,000 replies have been received to this inquiry. Tabulations to determine status were begun September 1, when 10,000 replies were at hand. For reasons which limited space makes it impossible to report here, 8,594 of these replies were included in the final tabulations. This number includes all replies carrying any items indicated as unusually successful. Replies received after September 1 are being used for follow-up purposes.

When the data from the tabulated replies to Inquiry Form No. 4 are assembled as in the following table at least two important facts are revealed. First, the 28 items there listed are for all practical purposes an exhaustive list of provisions for individual differences now being made by the public secondary schools of the United States since, of the 8,594 principals whose reports were tabulated, 8,493 left item 29 blank. Only 101 principals had any additional provision which they considered worth reporting and which it seemed necessary to tabulate. Forty-five of these 101 principals mentioned "supervised study." This item was purposely omitted from the printed list because it will receive much indirect attention through an analysis of several other provisions such as, for example, individualized instruction or the Morrison plan. Only 1.6 per cent of the 8,594 schools reported any provision for individual differences not included in the original list as printed on the inquiry form. Forty-four separate provisions listed under item 29 were not tabulated but were followed up by personal letters. Some of the provisions listed and tabulated under item 29 are supervised study, extracurriculum activities, work-study-play or platoon plan, group-

[1] For a general prospectus of the survey of which this project is a part see Koos, Leonard V., "The National Survey of Secondary Education," North Central Association Quarterly, Vol. V, No. 2 (Sept., 1930), pp. 219–224. This project is Sec. III–C–2 of the general outline. Also see Jessen, Carl A., "The National Survey of Secondary Education," School Life, Vol. XVI, No. 2 (Oct., 1930), pp. 21–22.

study plan, practical arts courses for over-age pupils, wide variety of courses, and correspondence study. Moreover further study has shown that many of these supplementary items differ from those of the printed list in name only.

A second fact of fundamental significance revealed by the data as organized in the following table is that provisions for individual differences, with very few exceptions, are innovations in the public secondary schools of the United States. With the exception of items 4 and 9 most of the schools fail to report any of the various provisions for individual differences as being in use. Also a remarkably small number of schools (see column 3 of the table) consider any one provision to be meeting with unusual success.

Some Significant Relationships

No attempt will be made at this time even to mention all of the studies which have been made of the data supplied on Inquiry Form No. 4 in order to complete the picture of status. One such study has determined the frequency with which each size of school classified according to total enrollment has reported each provision for individual differences as in use, or in use with unusual success. A second study has determined similar frequencies for schools classified according to the grades included. A few facts and relationships from the first of these studies will be presented here for brief consideration.

Schools were arbitrarily classified into seven groups according to total enrollment as follows: (1) 50 or less, (2) 51 to 100, (3) 101 to 250, (4) 251 to 500, (5) 501 to 750, (6) 751 to 1,000, (7) more than 1,000. The frequencies with which each class of school reported each provision for individual differences to be in use, or to be in use with unusual success, were reduced to percentages. The 18 items of Figure 1 are those provisions which are reported to be *in use* by 20 per cent or more of the large schools (enrollment of more than 1,000). This figure compares the large schools of the United States with the smallest schools of the United States with respect to the extent to which each class of school reports each provision for individual differences to be in use or to be in use with unusual success.

Some Questions to Answer

When *use* plus *use with unusual success* is considered, large schools vary from small schools by *less* than 10 per cent in each of the following items: Problem method, project curriculum, out-of-school projects, special coaching of slow pupils, individualized instruction, and laboratory plan of instruction. The percentages of use with unusual success for both large and small schools are also about the same on each of these items. This suggests that the items are equally adapted to both large and small schools. It also suggests that the foregoing items are the only provisions for individual differences which are adapted to small schools. However, each of the 18 items is reported in use with unusual success by the principals of some small high schools. Are these principals unduly optimistic? Is their success real but due to unusual resources of personnel or material wealth which could not be duplicated in average schools of like size? Or do these principals have techniques, arrangements, or plans in use which if adapted and used in typical schools of the same size would result in a greater measure of success in the important work of providing for individual interests, needs, and abilities? These and many similar questions no one is now quite prepared to answer. The present survey should furnish objective bases for answers to them as well as to many other questions of equal or greater importance.

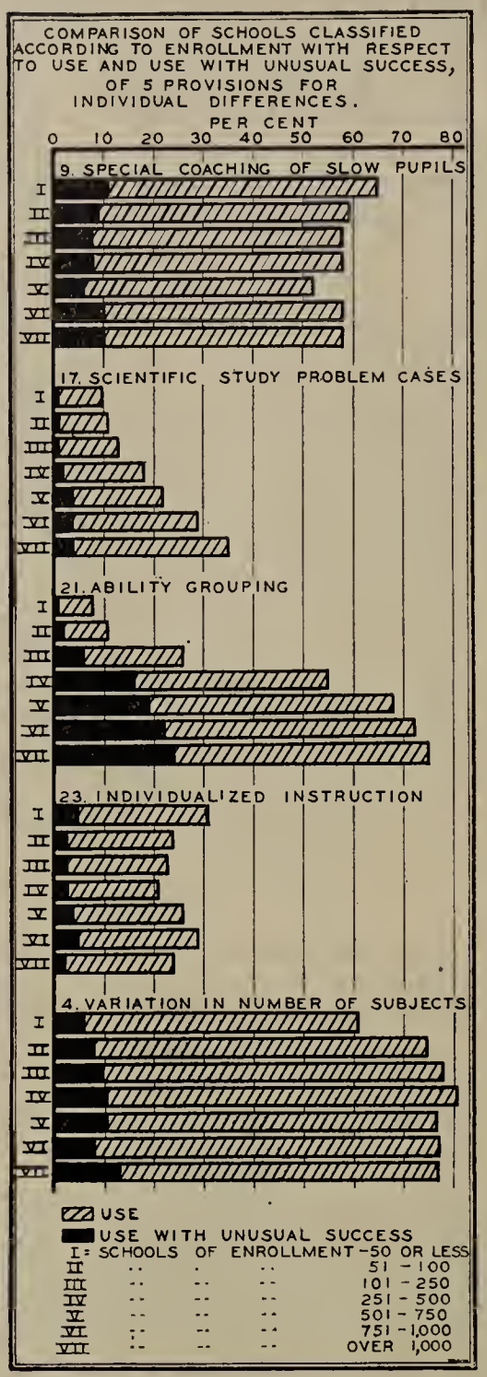

Figure 2

There are also a number of provisions which are used with far greater frequency by the large schools than by the small schools, and used by them with a far greater percentage of unusual success. These items are: Advisory programs for pupil guidance, educational guidance through exploratory courses, vocational guidance through exploratory courses, opportunity rooms for slow pupils, scientific study of problem cases, psychological studies, and ability grouping. Are these practices in their very nature limited to large schools for successful use? The replies from the principals of some small schools would indicate a negative answer. At present no one knows. It is obvious that the large school makes many more provisions for individual differences than the small school. Is this fact to be ascribed to the probable superior experience and training of teachers, supervisors, and principals? Or is it due merely to the fact of large enrollments which may mean greater *opportunity* to provide for the individual? Or do large enrollments mean greater *necessity* of providing for the individual because he is in imminent danger of being lost in the shuffle? The survey is expected to furnish an objective basis for answers to these questions.

Large Schools versus Small Schools

In the preceding paragraphs the status of provisions for individual differences in large schools has been compared in a limited way with that of small schools. It may be interesting also to present comparisons which include the status of provisions for individual differences in schools of the intervening classes. To give some notion of what is being found in this respect all seven classes of schools are compared here on each of five items: Special coaching of slow pupils, scientific study of problem cases, ability grouping, individualized instruction, and variation in the number of subjects a pupil may carry. In Figure 2 these comparisons are made graphically. Special coaching of slow pupils seems to be a practice in more than half the schools of each enrollment class. Unusual success with the plan does not depend upon size of school. However, special coaching of slow pupils may be a term designating widely varying practices. This is true of many of the terms used in the inquiry form. Also undoubtedly in several cases more than one term is applied to an essentially common practice. These facts indicate that not the least important labor to be performed in this study is the discovery of actual practice under each term of a rather broad, confused, and overlapping vocabulary. A simpler and more logical terminology should emerge.

The scientific study of problem cases increases in use plus use with unusual

success at an almost uniform rate as the schools increase in enrollment. In many respects ability grouping follows the same trend. However, there is a noticeable jump from about a fourth to well over one-half between schools of enrollment 101 to 250 and schools of enrollment 251 to 500. As ability grouping is now generally practiced it is reasonable to expect that a certain minimum enrollment per grade would be essential for its use. But what about the schools with enrollments of 100 or less where the principals report unusual success with grouping?

Individualized instruction, like special coaching of slow pupils, seems equally applicable in schools of any size. Variation in the number of subjects a pupil may carry meets with increasing use and success up to and including schools of Class IV, enrollment 251 to 500. Beyond this point the percentage of use remains at a slightly decreased level and the percentage of unusual success fluctuates.

In concluding this brief glance at frequencies and percentages of use and use with unusual success in schools of varying sizes, attention should be called to the fact that small as these percentages are they undoubtedly would appear much smaller *if they were based upon the total number of schools which received the inquiry form.* It is unnecessary to conjecture to what extent the schools not reporting are providing for individual differences. As a group they are probably doing much less than the group of schools from which replies were received.

Methods of Further Study

For work on the second level a battery of 12 comprehensive "follow-up" checking lists varying in length from 2 to 25 pages and totaling 196 pages in all have been prepared and mailed to selected schools. The returns to these follow-up lists plus a special letter of inquiry concerning psychological studies will furnish, so far as is possible before actual visitation, a complete picture of what is being done under each item of Inquiry Form No. 4 in schools where the item is presumably meeting with unusual success. Copies of the appropriate follow-up forms were mailed between September 25 and October 28 to all schools which had double-checked[2] items on Inquiry Form No. 4. The mailing list also included numerous schools recommended for study by members of State departments of education and by a selected group of city superintendents and high-school principals on other inquiry forms of the survey, and schools suggested by specialists in various educational fields either through current literature, unpublished studies, or correspondence. Follow-up forms are still being mailed to additional schools reported from any reliable source to have innovating or unusually successful practice in providing for the individual.

Frequency with which various provisions for individual differences were reported in use, in use with unusual success, or were not reported by 8,594 secondary schools

Item	In use	Used with unusual success	Not checked
1	2	3	4
1. Problem method	3,772	444	4,378
2. Project curriculum	1,928	365	6,301
3. Credit for projects or studies carried outside of school hours	3,012	439	5,143
4. Variation in number of subjects a pupil may carry	5,633	795	2,166
5. Promotions more frequently than each semester	583	103	7,908
6. Advisory program for pupil guidance	3,064	540	4,990
7. Educational guidance through exploratory courses	1,707	193	6,694
8. Vocational guidance through exploratory courses	1,725	186	6,683
9. Special coaching of slow pupils	4,318	781	3,495
10. Special coaching to enable capable pupils to "skip" a grade or half grade	612	114	7,868
11. Special classes for students who have failed	2,262	350	5,982
12. Opportunity rooms for slow pupils	774	172	7,648
13. Opportunity rooms for gifted pupils	253	69	8,272
14. Adjustment classes or rooms	489	55	8,050
15. Remedial classes or rooms	503	90	8,001
16. Restoration classes	167	24	8,403
17. Scientific study of problem cases	1,197	146	7,251
18. Psychological studies	1,007	70	7,517
19. Differentiated assignments to pupils in same class section	3,259	788	4,547
20. Long-unit assignments	1,963	349	6,282
21. Homogeneous or ability grouping	2,019	721	5,854
22. Winnetka technique	105	14	8,475
23. Individualized instruction	1,836	309	6,449
24. Contract plan	1,828	465	6,301
25. Laboratory plan of instruction	2,288	323	5,983
26. Dalton plan	147	15	8,432
27. Modified Dalton plan	434	52	8,108
28. Morrison plan	562	175	7,857
29. Other		101	8,493

Returns of the "follow-up" checking lists are in many cases almost complete. The replies are being carefully read and tabulations are under way. During the process of reading and tabulating a group of schools will be selected which appear to be most outstanding in each practice. These schools will be visited later by members of the staff. Their plans, techniques, arrangements, or procedures will be studied in detail and will be evaluated in terms of available criteria. This will complete the study on the third level.

After the Survey

By methods and procedures which have been described, indicated, or suggested in this article up to this point, it is proposed that the objectives mentioned at the outset of this article shall be attained. When the survey is completed, a broader and better understanding will prevail as to what practices are possible under varying circumstances in providing for individual differences. Schools offering most favorable conditions for further study and experimentation will be discovered. Upon this foundation it is hoped that various subject-matter groups will begin at once to build. It is a matter of gratification to the survey staff that even at this early date the National Council of the English Committee on Differentiation of Instruction, through its chairman, Prof. R. L. Lyman, of the University of Chicago, is keeping closely in touch with this study as it advances and is laying plans to begin building where this phase of the national survey of secondary education leaves off. Perhaps representatives of other subject-matter fields interested in the problem of individual differences may likewise decide that it is not too early for them to begin to investigate the materials which will become available as a result of this survey and which may prove of value for later work in their fields.

[2] Indicating use with unusual success.

Publication Aids in Rural School Supervision

The county superintendent and county supervising teachers of Sauk County, Wis., issue a bimonthly 4-page publication called the Sauk County Schools, which apparently serves as an excellent medium of communication between the county superintendent's office and the teachers. A recent issue contains, among other things, a series of important suggestions to teachers on means of overcoming certain common teaching difficulties; instructions for more intelligent use of the new course of study; a series of notices concerning important coming events; suggestions for preparing the results of free activity periods and social study projects, as exhibits for the prospective county fair; and, last but by no means least, the superintendent and supervising teachers announce through the publication the specific school activities or achievements which they expect to look for when they next visit the county schools. The "Sauk County Schools" evidently has for its primary purpose giving practical help to teachers. Incidentally it is an excellent example of one means of long-distance supervision, suggestive to superintendents and supervisors generally. The publication is issued by, and doubtless copies may be obtained from, the county superintendent's office, Baraboo, Wis.—*Katherine M. Cook.*

A Strong Radio Station for Six State Agencies[1]

"New England Town Meeting" and Joint Education, Health, and Conservation Service on Adequate Channel Asked of Radio Commission for Wisconsin

By GLENN FRANK

President, University of Wisconsin

THE UNIVERSITY OF WISCONSIN is a joint applicant with the Department of Agriculture and Markets of the State of Wisconsin for a construction permit to consolidate the two radio stations now operated by these two State agencies into a single station with a power allotment that will make possible a radio service through which the service agencies of the State government and the university may reach citizens in all parts of the State.

The application has been filed in the name of the University of Wisconsin and the department of agriculture and markets, but in addition to these two State agencies, the department of public instruction, the State board of health, the Wisconsin Highway Commission, and the State conservation commission purpose to make use of the unified station, if granted, and have become parties to an agreement that will provide an adequate operating budget for the more powerful station requested.

The application now before the Federal Radio Commission is, therefore, an application for adequate radio facilities for the various and varied agencies of the State government of Wisconsin. This fact at once lifts the proposed station out of the classification alike of strictly commercial stations and of strictly educational stations. My interest in appearing in support of this application is wider than the university interest I specifically represent, because I think the approval of this application will make possible an interesting and important experiment that may throw light upon some basic problems of the character and control of radio service with which the commission itself is faced.

The University of Wisconsin station was first licensed as an experimental radio telegraph station in 1916 before the days of radio broadcasting. The first telephone broadcasts from an educational institution were made from this station in 1920, and in all the intervening years the university has been carrying on pioneering experimentation in educational broadcasting. Some of the services that have been and are being rendered through the existing university station (WHA) and that will be enlarged and enriched if the application for the more powerful State station is granted are, viz:

(1) *Agricultural information.*—The College of Agriculture, as a vital part of its extension service, is on the air daily with timely technical information for the farmers of Wisconsin. This service could and should be made more significant, but the impossibility of reaching more than a slender minority of the farmers of the State through the existing WHA station lays an effective embargo on any such development.

(2) *The homemaker's hour.*—Five mornings a week, Monday to Friday, inclusive, half-hour programs are given, mainly by the resident and extension staffs of the home economics department of the College of Agriculture, for Wisconsin homemakers. But, since the interests of the homemaker are wider than the offerings of this department, other members of the university staff are being utilized to make these programs as varied and as vital as possible.

Test Radio's Usefulness In Classroom

(3) *Adult education.*—Convinced that the enterprise of learning should not be confined to the years its citizens spend in school, but should continue unabated through their adult years, the University of Wisconsin is engaged in varied ventures in adult education. In these ventures the university considers the radio an important instrument. Through its existing inadequate station (WHA), the university is providing, from time to time, discussions of significant modern social, economic, and political problems by eminent scholars gifted with a technique of popular presentation. The department of political science provides a weekly discussion of current political problems. The department of English provides discussions of current books. And so on. The university is convinced that the quality of thought and action in a commonwealth can be enriched and better equipped to face the tangled social and economic issues of the time by a constructive and comprehensive program of adult education popularly presented by a radio service that reaches throughout the commonwealth. The university is ready to carry out such a program, but with its present inadequate radio facilities it would as well speak into empty space.

(4) *Supplementary instruction for rural schools.*—In common with other States, Wisconsin has many schools in rural communities and small towns that can not provide educational facilities comparable to the facilities provided in the larger cities. The department of public instruction is interested in the possibilities of the radio as a medium through which supplementary instruction can be provided for such schools. Many States have embarked upon financial equalization programs in the interest of the less favored communities. The radio offers an opportunity for an even more important equalization procedure, for through the radio a State, if it has an adequate station under its control, can syndicate its best teaching genius for the benefit of all its schools in supplement of local teaching staffs. The university committee on radio research has just completed the first of a series of controlled experiments to determine the effectiveness of the radio in supplemental instruction for rural schools. Two courses—music and current events—were taught by radio in this first experiment. Some 500 children in Wisconsin grade schools have taken final examinations on this instruction that came to them by radio. The results of this controlled experiment indicated that, in the teaching of music, instruction by radio may be superior to direct classroom instruction. In the teaching of the current events course, the results were not as decisive as in the teaching of music, but the scales tipped in favor of the radio. These experiments are to be continued.

(5) *Health information.*—The State board of health and the medical school of the university are making such use as they can of the existing station (WHA) in their ventures in state-wide health education. A significant program of disease prevention and health promotion is to-day making halting progress because it lacks facilities for prompt and comprehensive access to the entire State.

Would Revive New England Town Meeting

(6) *Conservation information.*—Members of the State Conservation Commission have made use of the existing station (WHA) in their effort to secure a state-wide understanding of its problems and a state-wide interest in its program. The response from the limited area reached by the existing station has convinced the State Conservation Commission that a more powerful station, reaching the entire State, would be a powerful agency in the prosecution of its program. If the appli-

[1] Statement made to the U. S. Radio Commission.

cation now before the commission is approved, the service of this State agency will be greatly expanded. Not the least among the notices and appeals that the State Conservation Commission would broadcast would be notices and instructions at times of intense fire hazard. Since the Federal Government will shortly own a vast acreage of forest lands in Wisconsin, this use of the radio becomes a vital concern to Federal as well as State interests.

Existing Radio Service Inadequate

(7) *Reviving the town meeting in the machine age.*—The varied interests supporting the application for a single and more powerful station to take the place of the two inadequate stations now operated by the State of Wisconsin are thinking of more than their separate specialized services. The State of Wisconsin, by long tradition, is interested in the safeguarding and promoting of a free and full discussion of the problems of the common life of the commonwealth. And many of us covet a State-controlled instrument like the requested radio station that will enable Wisconsin to recreate in this machine age the sort of unhampered and intimate and sustained discussion of public issues that marked the New England town meeting and the Lincoln-Douglas debates. If Wisconsin could demonstrate the practicability of recreating the New England town meeting with the State for a stage, it would render a national service. The more powerful station requested is, then, in part a request for a state-wide forum in which issues of public policy may be threshed out alike by the nonpolitical scholars and by the political leaders of the commonwealth. It would be part of the operating policy of the requested station that all political groups in the State should have equal access to its microphone. And this might, as a by-product, make some contribution towards the solution of the vexatious problem of campaign expenditures.

If I may summarize, the comprehensive character of the State service that is proposed to be rendered through the 5,000-watt station requested is certified by the fact that its annual operating budget will be provided by the following State agencies: The University of Wisconsin, the department of agriculture and markets, the department of public instruction, the State board of health, the State conservation commission, and the State highway commission.

I submit that such services require, for maximum effectiveness, that commercial stations be supplemented by noncommercial stations of the sort here requested. The commercial stations, in one way or another and in varying degrees, make

(Continued on p. 98)

30120—31——2

Unemployed Go to School in Grand Rapids

Michigan Furniture City Industries and School System Help Men and Women Out of Work to Learn the Jobs They Hope to Fill

By LESLIE O. BUTLER,
Superintendent of Schools, Grand Rapids, Mich.

IN GRAND RAPIDS for several years it has been the policy of the principal of the Davis Vocational and Technical High School, the placement director, and leaders in industry to urge the unemployed to enroll in day and evening vocational classes with a view to becoming better prepared for positions in the future.

The argument has always been "salvage at least a part of your spare time by investing it in school study and practice of the occupation you covet." Of course, there has been at all times splendid cooperation on the part of school authorities and industrial leaders in encouraging both employed and unemployed to attend evening school.

During the present industrial depression more of an effort has been made to induce unemployed adults to enroll in our schools. Following conferences of the president of the Grand Rapids Board of Education, principal of the Davis Vocational and Technical High School, the placement director, the director of one of our large employment agencies, and the secretaries of the Furniture Manufacturers' Association, Metal Trades, and Printers, the secretaries urged those seeking work to go to night school and day school. As a result we have a large number of adult pupils even in day schools definitely trying to fit themselves for a given occupation. Even the heads of the employment agencies urge their applicants to go to school with the understanding that they will send to the schools for them as they receive inquiries for workmen.

Study While Waiting for Work

Evening classes have been given publicity by the generous city-wide distribution of an evening school announcement and directory broadcast by the assistant superintendent of schools. This broadcast has been supported by announcements in the news columns of the local papers and by posters and booklets from the separate school buildings where the courses were to be offered.

In addition, coordinators in the school system have taken care to see that employment agencies had supplies of these announcements and that employment departments of the larger mercantile and industrial establishments had enough copies of them to give to each employee.

Finally, the foremanship instructor personally canvasses industries for his series of courses and offers to meet classes either at the factory or in the Davis Vocational and Technical High School at any hour of the day or evening desired. With all of these means employed we have obtained a sizeable group each year in our evening schools.

However, this year due to the unemployment situation, much larger numbers have frequented the city schools employment department, and among them has been an unusually large number of adults. To these, young and old, has been offered the sound advice "while there is no work, enroll in a vocational course that will improve your abilities and enable you to make a better bid for a good job when things come back." The idea has registered better this year than ever before. Some have taken up phases of their former employments and some have undertaken to habilitate themselves in occupations they consider better than those they formerly followed.

Among those urged to enroll in school were some who really could not afford even the nominal charge made for enrollment. The various industrial organizations have arranged to pay the tuition of the workmen in their respective fields who feel unable to enroll because of the $1 or $2 fee. Also there came to light the fact that men who were out on compensation were weekly "making their marks" instead of writing their names.

Therefore, after conversations with the secretaries of the Furniture Manufacturers' Association, the local branch of the Metal Trades Association, and the Grand Rapids Printers' Association, it was decided that their respective employment offices urge even more actively enrollment either in day or evening classes, for some definite instructional item. To this end the following notice is now variously presented to the unemployed:

"You have an opportunity to attend night school or day school if not employed. We are willing to advance your registration fee, which will be credited in full after 30 days' attendance.

"By registering with us, your opportunity for placement on a job remains the same as though you were present in our office.

"Decide now to prepare yourself for a better job. Pick your choice of study and see me to-day for complete details."

· SCHOOL LIFE ·

Issued Monthly, except July and August
By THE DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor . . . . . William Dow Boutwell

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School Life is listed in the Educational Index

JANUARY, 1931

New Policy for School Life

The United States Government has a vast store of publications, information, maps, pictures, lantern slides, and other services which teachers throughout the Nation would be glad to have if they knew what the services were, how they can be obtained, and how much they cost.

School Life, official organ of the Office of Education, according to a new policy, has been given the task of unlocking this hoard of material valuable to the schools. School Life will delve into all the departments, commissions, bureaus, boards, and other agencies, searching out and reporting the educational activities and the educational resources of the United States Government.

Findings of the research and statistical studies of the Office of Education will reach teachers and administrators first through School Life. Examples of this policy can be found in three articles of this issue: The Rise of the Land-Grant Colleges and Universities, Doctor Klein's summary of the land-grant survey; Are There Too Many Teachers?, Doctor Evenden's launching of the national survey of education of teachers; and What the High Schools Are Doing for the Individual, Doctor Billett's report of the preliminary findings of the national survey of secondary schools.

Typical of School Life's search for educational resources in other Government divisions is the full-page back cover advertisement of the Geological Survey's maps, the remarkable Children's Charter of the White House Conference, Mr. MacCormick's new program for prison education, and the section devoted to new Government publications useful to teachers.

This new policy does not mean that School Life will not continue to print articles on outstanding educational achievements of the Nation's schools. It is the duty of the Office of Education to disseminate news of the changes and advances in education, so this phase of the magazine's program will continue.

Vision and Television

THAT OILY-SOUR odor of a machine shop, the odor that is fragrant only to the nose of a mechanic, seeped through the cracks to meet us in the hall. The 3-dimensional deep hum, also noticeable in the corridor, burst into a roar as the instructor swung open the door that dammed its volume.

Inverted cups of light stabbed the darkness of a block-long room, picking myriads of high lights on the oily flanks, curves, elbows, knobs, bars, arms, and levers of an army of machines in close files under the dark, singing banners of moving belts. The shaded bulbs hung low over the lathes spotlighting inexorable metallurgical dramas. They splashed yellow on the ends of loose locks of hair and the tips of youngish noses. Into their glare tough metal, biting irresistibly into less tough metal, sent up a lazy spiral of smoke, incense to the deus ex machina.

We had entered a school, a modern school, American style. We walked down a narrow aisle, where lights, intent boys, and whirring machines crowded on either side. Finally we came to a machine larger than the others. Fresh gray paint gleamed on its fat sides. Boys clustered around it like iron filings around a magnet.

"Our heavy artillery," said the instructor guide close to my ear. "A new precision drill installed only two days ago. It cost $7,000. We find it doesn't pay to train boys on cast-off old machinery."

"Seven thousand dollars for one machine."

"Certainly," said the instructor. "There's $150,000 worth of machinery in this room."

The group around the walrus-shaped machine opened their circle for us. A drill was slowly spinning into the blued surface of a steel disk about 18 inches across. The drill had left a neat track of holes in its wanderings across the disk.

"The holes have to be most accurate," said the instructor. "They have to be right within a ten-thousandth of an inch or that plate won't be any good to the students experimenting in television."

"You know," he continued, as we passed on into the plumbing department, "Milwaukee has two other great technical schools—Girls' Tech, and also the 6-story, part-time vocational school down town that receives 13,000 boys and girls every week. This school—Boys' Tech—represents an investment of about $2,000,000, but 30 per cent of our boys come from the North Side, so a resolution is now before the board for the duplication of this school over there."

The complete proceedings of the Council of State Superintendents and Commissioners of Education, called together in Milwaukee, Wis., December 8 and 9, were printed in a special supplement of the United States Daily issued January 5. Radio in education, the illiteracy problem, the work of the National Advisory Committee on Education, Indian education, prison education, the oversupply of teachers, the work of the Office of Education and the Federal Board for Vocational Education, adult education, education of exceptional children, school census, the Washington bicentennial celebration, and plans for research in education were among the topics dealt with at length.

Annual Report Available

The Annual Report of the Commissioner of Education for the fiscal year ended June 30, 1930, is now available and will be sent free upon request to the Office of Education. Commissioner Cooper, in his report, gives an account of the reorganization of the office, the present program, policies, and future plans. The publication also reviews the work of the various divisions.

Foreign Students Visit Washington

Issa Khan Sadiq, director of education for Persia, Mr. Kulai N. Kini, superintendent of education for Mysore, India, a State of 10,000,000 population, were members of a group of 50 foreign students of Teachers College, Columbia University, who visited the Office of Education November 21. More than 21 different countries were represented in the delegation which was brought to Washington under the guidance of Dr. Lester M. Wilson and Dr. Ruth E. McMurry, both of the International Institute. Commissioner Cooper spoke to the visitors, describing the work of the Office of Education and the Federal Government policy on education. They were also received by Ray Lyman Wilbur, Secretary of the Department of the Interior. All members of the delegation were administrators, supervisors, or teachers in the schools of their own lands.

One hundred and three cities, of 171 replying to a questionnaire recently sent out by the Office of Education, report that high-school fraternities are forbidden in their school systems by some rule of the school board or by State law. In 22 cities the penalty imposed for violation of the rule is expulsion, in 15 suspension. The remaining cities report that the penalty imposed is as follows: Suspension or expulsion; pupils can take no part in school activities; credits withheld; principal authorized to inflict such penalty as shall accomplish enforcement; lack of honors and class standing; fine of $25.

The Children's Charter

THE White House Conference on Child Health and Protection, recognizing the rights of the child as the first rights of citizenship, pledges itself to these aims for the children of America:

I. For every child spiritual and moral training to help him to stand firm under the pressure of life.

II. For every child understanding and the guarding of his personality as his most precious right.

III. For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

IV. For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make childbearing safer.

V. For every child health protection from birth through adolescence, including periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examination and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.

VI. For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation with teachers and leaders adequately trained.

VII. For every child a dwelling place safe, sanitary, and wholesome with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

VIII. For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care.

IX. For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.

X. For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction.

XI. For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood.

XII. For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss and maiming of his parents, affect him indirectly.

XIII. For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they can not be privately met.

XIV. For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court, and the institution when needed, shaped to return him wherever possible to the normal stream of life.

XV. For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps.

XVI. For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy.

XVII. For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities.

XVIII. To supplement the home and the school in the training of youth and to return to them those interests of which modern life tends to cheat children every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations.

XIX. To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

(*a*) Trained, full-time public-health officials, with public-health nurses, sanitary inspection, and laboratory workers.

(*b*) Available hospital beds.

(*c*) Full-time public-welfare service of the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard.

For every child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.

Copies in two colors for school or individual use can be obtained at small cost. For details write American Child Health Association, 370 Seventh Avenue, New York City.

American Educational Progress in 1930

Survey of Chief Trends of Elementary, Secondary, and Higher Education, Teacher Training, and Vocational and Commercial Education, Reveals Dominant Note is Research

By HENRY R. EVANS
Editorial Division, Office of Education

THE BIGGEST BUSINESS in the United States is that of education. Despite industrial depression, unemployment, and economic troubles in general that temporarily affect the Nation, education goes right along.

A brief review of educational progress and trends during the past year will prove of interest to the public and the profession.

According to estimates based on the latest available statistics collected by the Federal Office of Education the enrollment in elementary schools for the year 1930 was approximately 21,370,000. The number of pupils enrolled in public high schools was 4,030,000. The total number of teachers was 848,000; the number of schoolhouses 254,200. School expenditures totaled $2,289,000,000. The number of pupils enrolled in private and parochial elementary and secondary schools was 2,700,000.

Plan to Eliminate Research Duplication

If one were to ask, "What is the dominant factor in education at the present time?" the answer would undoubtedly be, "Research." It is through research that education in this country is making such rapid strides. "American educators," said the Commissioner of Education in an address before the Department of Superintendence, in February, 1930, "are studying in scientific and professional spirit the problems of our time. They are shaking off the fetters of tradition. No longer do school boards send delegates abroad to bring back ideas for our democracy. Our rapid advance in the sciences basic to education and our supremacy in mechanical lines open for us the road to world leadership."

Plans for cooperative research in education have progressed during the year, thanks to the impetus given the movement at a joint conference on the subject, called by the United States Commissioner of Education, in conjunction with the American Educational Research Association and the Department of Superintendence, at Atlantic City on February 27, 1930. A committee, composed of prominent directors of research bureaus in city school systems, was appointed at this meeting to study problems involved in cooperative research, especially the elimination of unnecessary duplication in work.

A most ambitious and far-reaching project to raise $1,000,000 for educational research was launched by the Department of Superintendence of the National Education Association.

Three Federal Research Studies

The Federal Government contributed its share in advancing the cause of educational research. In June, 1930, the Department of the Interior, through its Office of Education, completed its nation-wide survey of land-grant colleges, begun in July, 1927.

The national survey of secondary education, which the Seventieth Congress authorized the Department of the Interior to conduct, through its Office of Education, made progress during the year. The survey was begun in July, 1929, and will close in June, 1932.

A nation-wide study of the professional education of teachers, for which Congress appropriated $200,000 was inaugurated July 1, 1930, by the Federal Office of Education.

The outstanding feature in social and industrial welfare during the year was the White House Conference on Child Health and Protection, consisting of more than 1,200 professional and lay experts. The report of this epoch-making conference was submitted to President Hoover on November 19–22, 1930. The preliminary committee reports of the conference have been published, but the complete findings will run into many volumes.

Education Asks 15 Per Cent of Radio Channels

The National Advisory Committee on Education, which was organized in May, 1929, to examine into the proper relations of the Federal Government to education in this country, published a Memorandum of Progress in July, 1930. After laying down the general principle that the Government has an obligation to aid public education in the States, the committee declared that it should do so in a manner that will not violate other fundamental educational, political, social, and economic considerations basic to sound public policy. Matching Federal money grants, whether general or special, with State funds is a policy not to be favored, says the committee. Further, "It is unwise to centralize in the Federal Government, as opposed to the State and local governments, the power of determining the social purposes to be served by schools or of establishing the techniques of educational procedure."

The advisory committee on education by radio, appointed by the Secretary of the Interior, published its report on November 10, 1930. The extent of educational broadcasting in the United States and 60 other countries was treated. The report of the foregoing committee led the United States Commissioner of Education to call a conference on education by radio in Chicago, Ill., on October 13, 1930, at which representative educators and commercial broadcasters, and a member of the Federal Radio Commission were present, who urged that Congress "enact legislation which will permanently and exclusively assign to educational institutions and Government educational agencies a minimum of 15 per cent of all radio broadcasting channels which are or may become available to the United States."

A noteworthy project in education was the survey of the public-school system of Buffalo, N. Y., begun in March, 1930, and completed in December, 1930, by the United States Office of Education, at the request of the Buffalo Municipal Research Bureau (Inc.), and the Board of Education of Buffalo.

During the year noticeable efforts were made to improve the means of raising school revenues. Investigations on the subject were instituted by eight authoritative committees of State legislatures, and their completed reports to the next sessions of their respective legislative bodies will be received with interest by schoolmen.

The States of Iowa and Pennsylvania made extensive studies during the year of the whole problem of financing their schools. The tendency in school finance in recent years has been to increase the proportion of school revenue from State sources, many States having put into operation far-reaching programs for equalizing the funds available in the local school districts.

Adopt Radically New Courses of Study

Research studies which look particularly toward the equalization of educational opportunities for children in rural communities were inaugurated by the United

States Office of Education. A number of educators representing State departments of education and professors in higher institutions in representative States cooperated in the collection of the information. Individual records of approximately 60,000 rural children, showing the distances their homes are from schools provided, attendance, age, school progress, and other data, together with an evaluation of the influence of distance upon their education, form the basis of the study.

One volume of the thirtieth yearbook of the National Society for the Study of Education was devoted to problems involved in educating rural children.

The States of California, Michigan, Missouri, New York, Oklahoma, and Texas developed new courses of study during the year. The course of study for the State of California differs radically from other recent State courses of study both in point of view and in content. The State Curriculum Commission appointed two committees to prepare a course in reading. In setting up the objectives and in determining the educational principles the committees "were forced to the conclusion that they could no longer support the teaching of reading as an isolated subject."

Developments in secondary education, which have brought about a more than 100 per cent increase in high-school enrollments since the close of the World War, were continued in 1930. Associated with this expansion were major movements in reorganization on the junior high school level, organization of junior colleges, supervision of instruction, financing of the program, revision of the curriculum, procedures in the extracurriculum, provision for individual differences, articulation of units, housing of pupils, and the like.

English Leader Praises American High School

An important pronouncement on secondary education coming from an eminent educator from outside the United States appears worthy of special mention. Sir Michael Sadler, master of University College, Oxford, in the Sachs Lectures, delivered at Teachers College, Columbia University, in March, 1930, declared that the new American high schools "struck the imagination of the world." His high praise of American schools and the equal opportunity in education which they provide was tempered with a warning that in our zeal for democracy in education we should not lose sight of that small but important group in our schools from which will be drawn the leaders of the future. These he called the élite. He stated that "sound educational theory for the secondary school should include the abolition of all social and financial barriers, the development of a highly perfected system of selection, and the concentration upon a small group of fine and able scholars from among which number would come our élite."

Oversupply of Teachers Alarms

The urgent need for reliable information regarding high schools impelled leaders in education throughout the United States to appeal to Congress for an appropriation of $225,000 with which to make a special study of secondary education. This program was approved by Congress and the resulting national survey of secondary education has now been in progress one and one-half years. Its emphasis is centered upon problems in organization, student personnel, administration, supervision, curriculum, and extracurriculum. At the present time 19 investigations are being conducted in these several fields.

Foremost among the movements in teacher preparation in 1930 was the inauguration of the nation-wide survey of the professional education of teachers, to be undertaken by the United States Office of Education.

Bulletin, 1930, No. 19, Accredited Higher Institutions, by Ella B. Ratcliffe. 20 cents.

Bulletin, 1930, No. 24, Accredited Secondary Schools in the United States, by Margaret J. S. Carr. 25 cents.

Compilations of the lists of institutions of college and secondary grade accredited or approved or classified by recognized State and voluntary accrediting agencies. Available from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices listed.

There was a rapid growth of scientific and semiscientific studies in teacher preparation during the year. Seven State teachers colleges now offer graduate work leading to the master's degree at least, and productivity in research work is increasing in many other teachers colleges.

The problem of teacher supply and demand has become a matter of concern to school authorities. An apparent oversupply of teachers of liberal arts subjects and of elementary school work in many localities has led to more exacting requirements for entrance to teacher-preparing institutions, and in requirements for certification. More than one-third of the teacher-preparing institutions reported the application of such special selective measures to entering students as the requirement of superior high-school scholarship, satisfactory intelligence scores, and high scores on achievement or other special tests. A growing number of progressive cities and States now require a minimum of three years' work above high school for certification of teachers.

The enrollments in teacher-preparing institutions are not increasing in a growing number of States, but no large decreases are reported in the financial support accorded such institutions. Somewhat better service, therefore, is possible for trainees in respect to more highly trained instructors, better buildings and housing facilities, a greater variety of offerings, and better instructional equipment for libraries and laboratories.

According to a survey made by the National Education Association more than 421,000 teachers, or about 45 per cent of the Nation's combined administrative, instructional, and supervisory staffs of public elementary and secondary schools, took special courses in summer schools in 1930.

Benefactions to Education

Benefactions to education were noteworthy. The General Education Board appropriated $16,438,471 for various educational purposes for the year ended June 30, 1930. The Rockefeller Foundation expended for universities and other educational institutions, public health, research institutions, etc., the sum of $19,039,127. The Carnegie Corporation of New York granted $3,709,250 in support of educational enterprises. The Carnegie Foundation for the Advancement of Teaching expended for retiring allowances and pensions in institutions on the associated list the sum of $1,445,691; and for educational investigations the sum of $122,154. The Jeanes Fund, for the improvement of negro rural schools, expended $101,321.

Benefactions given by alumni to their respective universities and colleges during the year would considerably augment the sums mentioned above.

Industrial Education

The past year witnessed an increasing tendency in industrial education to provide courses of a specific character to meet the needs for vocational training in definite and specific lines of work. An outstanding example of this tendency was the aviation courses developed in the public schools of Buffalo.

Another feature of the past year's development was the increasing tendency for the public schools to seek the aid of industries, through individuals and through committees, in the organization of industrial courses. At the conference of the American Vocation Association, held in Milwaukee in December, this tendency was emphasized as an essential for securing the most favorable conditions for the development of an industrial education program.

Vocational Schools Enroll Over Million

More than a million persons, young and old, were enrolled in vocational schools in 1930, including 170,000 who were learning to farm better, 250,000 to make better homes, and 625,000 to do some specific job better in trade and industry, according to the annual report of the Federal Board for Vocational Education. This enrollment, the report states, was largely in schools which received aid under the terms of the national vocational education act and all of it in vocational courses organized and conducted under a joint Federal and State plan of vocational education.

State surveys of higher education in Arkansas and Oregon were completed during the year by the United States Office of Education. The Society for the Promotion of Engineering Education made a resurvey of engineering education as a means of ascertaining the changes that may have resulted from the major survey undertaken by the society four years ago.

New University Plans Stress Quality

Another important development in higher education during the year was an endeavor on the part of a number of colleges and universities to improve the means of student adjustment. Typical of these efforts are the new system of instruction proposed by the College of Arts and Sciences of the University of Wisconsin in addition to the special program of the experimental college, and the program recently announced by the University of Chicago. These plans, as well as others too numerous to mention here, tend to place the entire emphasis of instruction on the quality rather than the quantity of academic achievement.

During the year the American Council on Education, recognizing the necessity for more definite standards of student achievement, began a careful investigation of this matter with the financial assistance of the Rockefeller Foundation, which granted $500,000 for the purpose. It is proposed to prepare a series of standard knowledge tests for every subject commonly taught in colleges. The results of this study will be looked forward to with great interest by college teachers and others interested in a greater educational efficiency.

A change of policy concerning the education of Indians in the United States was enunciated by the Secretary of the Interior during the year, and a reorganization designed eventually to consummate the policy was inaugurated in the Office of Indian Affairs. The new policy contemplates eventual withdrawal of the Government's guardianship over the Indians. It is designed to educate the Indian for economic independence and complete citizenship within the next 25 years.

In Alaska a significant project was initiated by the Commissioner of Education to be carried on by the Education Office and a committee from Stanford University. A study, extending over a period of two years, of the native environment and ability of the indigenous peoples of that Territory was begun early in the summer of 1930. As one outcome of the investigation it is expected to devise a series of tests adapted to the natives. Eventually a revision of the school organization and curriculum may be undertaken.

Changing social conditions following the post-war period have presented varied and complicated problems in negro education. In spite of the large exodus of negroes to northern cities, serious problems still exist in the Southern States. Compilations made in the Federal Office of Education during the year indicate that percentages of enrollment in public schools in 13 Southern States are 69.3 among negroes as compared with 83.8 among whites; that percentages of the two races in public high schools are 2.6 and 11.5, respectively; and that the average annual term is 18 days shorter in negro than in white schools.

Plans for the organization of an informational service in negro education were inaugurated in the United States Office of Education, and a trained specialist in this field was appointed to the staff of the office.

Increasing attention was given during the year to the education of subnormal and abnormal children in the United States. A survey of this field by the Office of Education disclosed that there are 736 cities in the country, with a population of more than 10,000, which now have special classes and schools to reach those children deviating from average capacity.

College Athletics Investigated

Valuable studies in hygiene and physical education were instituted during the year, particularly an investigation of tuberculosis in school children, made by the Phipps Institute of Philadelphia, Pa. The Public Health Service made important contributions on the Relation Between the Mental and Physical Status of Children in Two Counties in Illinois, and on the Hearing of Children in Relation to School Work. The American Child Health Survey published material from its health survey of the past three years, and the Carnegie Foundation completed its investigation of athletics in colleges.

A surprisingly large number of colleges and universities developed summer camps in connection with their courses in engineering, geology, biology, botany, zoology, physical education, recreation, and forestry.

Money Given Parent-Teachers for Study

Physical education and recreation as essential factors in school and community life received considerable recognition during the year. Provisions for adequate school playgrounds were made in 36 States, and more than 60 cities adopted 5 acres as a minimum standard for elementary-school playgrounds. As a result of special studies regarding the value of play as a preventive of juvenile delinquency, the Governor of California recommended the appointment of a special director of recreation in the department of education of that State.

The National Association for Nursery Education (formerly the National Committee on Nursery Schools) issued an important study on the minimum essentials for nursery education.

Researches in economic and business education were undertaken during the year that threw light on training for office, store, and related positions. Progress was made in placement programs for secondary commercial students, and follow-up studies of the drop-outs and graduates not only of the secondary schools but of the colleges and universities.

School Libraries

In the field of school libraries attention was focused upon elementary school library service, standards for high-school libraries, and training of school librarians. The Association of Colleges and Secondary Schools of the Southern States reported that 1,100 high schools had met the library standards which that association adopted two years ago to become effective in 1930 (with three years of grace—1933). The North Central Association of Colleges and Secondary Schools published during the year the results of its survey of library standards for secondary schools.

The National Congress of Parents and Teachers instituted a demonstration in parent education which is supported by funds appropriated for a period of two years, 1930–31, by the Laura Spelman Rockefeller Fund of the Rockefeller Foundation, and directed by an expert selected to demonstrate in several States how to organize and conduct study groups of parents and how to train leaders for study groups.

A Chair of Education in Prisons[1]

Prisoners are Primarily Men and Women in Need of an Education, Federal Expert Finds, and He Recommends Resident Director of Training Assisted by State Department and University Extension Workers

By A. H. MacCORMICK

Assistant Director, United States Bureau of Prisons

AN AFTER EFFECT of the prison disturbances of 1929 and the tragic fire in the Ohio Penitentiary in April of this year has been a general swing on the part of the public toward a more constructive attitude with regard to penal problems.

To-day there is a fairly general recognition that legislators and administrative officials must act not only to alleviate conditions of overcrowding and idleness, but that they must also promote constructive programs leading to what, for want of a less hackneyed word, we call the reform of the prisoner. In these programs it is recognized that education, taking the term in its broadest sense, must play a major part.

Much harm has been done the cause of education for prisoners by the exaggerated and unfounded claims that have been made for its efficacy, especially in the reformatories for men, which came into the American penal system as an embodiment of a new idea in penology, but defeated their aims by overemphasis on formal education. We know now that you can not reform every wild young harum-scarum by teaching him the three R's and a skilled trade. We know also that both in the case of the young prisoner and the more mature prisoner, it is worth while to repair every discoverable deficiency which may possibly have been a factor in causing the man to turn to crime.

Two-thirds are Unskilled

The great majority of prisoners are young, undereducated from the academic standpoint, and vocationally untrained. According to the latest census figures available, 25 per cent of the prisoners committed to prisons and reformatories for men throughout the country are under 21 years of age, and 65 per cent are under 30 years of age. No incontestable figures on previous schooling are available, since the prisoner usually claims more education than he has actually received. On the basis of such facts as can be verified, it has been estimated that from 60 to 70 per cent of the inmates of prisons and reformatories lack the equivalent of a sixth grade education. There are to-day in the Atlanta Prison alone more than 1,100 men who have never completed the fourth grade.

At the United States Industrial Reformatory, to which Federal offenders over 16 years of age are committed from every State, 40 per cent of the prisoners can not pass a fourth grade test when received. About 25 per cent of adult prisoners are virtually illiterate and at least 10 per cent are totally illiterate. From the standpoint of vocational training, the need of education is even more manifest. At least 65 per cent of the prisoners are unskilled in any occupation and an even larger per cent have never had organized vocational training of any sort. These figures apply not only to Federal institutions, but to all prisons and reformatories for adults.

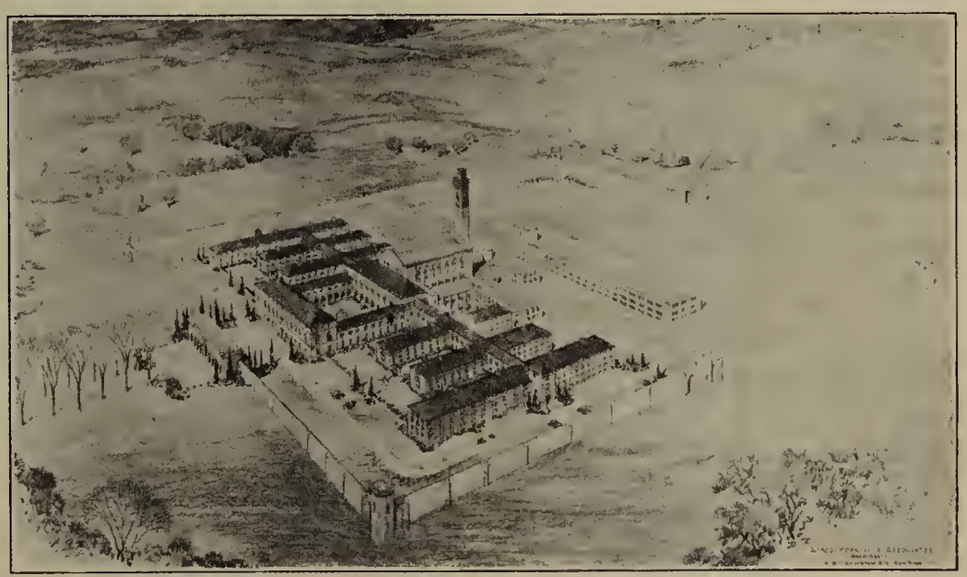
Prisoners do not differ so widely as is supposed by most laymen from other persons who have never been convicted of crime. Our penal population is not a true cross-section of the general population; it is rather a cross-section of the underprivileged and the undereducated groups in the world outside, with a disproportionately small number from the group that has had superior advantages. In mentality prisoners do not differ greatly, it is probable, from the Army draft group. Trustworthy data on this point are limited. On the basis of such studies as have been made, it seems safe to assume that 60 per cent of our adult prisoners have border-line or higher intelligence. The penal population undoubtedly shows a higher incidence of psychopathic trends and emotional imbalances than the general population. These are intensified by the situation in which the man finds himself as a prisoner.

No Bizarre Technique Needed

On the whole, however, the prisoner is very like the man on the street in interests, needs, and capabilities. There is nothing fundamental in the nature of the prisoner which makes the problem of his education essentially different from the education of adults in the world outside the prison.

Because he is a prisoner he is likely to have a characteristic mind-set but this can be overcome. Because he is in prison he will suffer from certain handicaps, imposed by the restrictive routine of the institution, which are not imposed on the free student.

What we need to take into consideration in the planning of educational programs for prisoners is the nature of the prison, not the nature of the prisoner. We shall accomplish more if we adapt standard educational technique to the education of the prisoner, considering him very much as we would any other undereducated adult, rather than trying to develop a bizarre and specialized technique which we conceive is to be necessary for the education of criminals. To summarize, some departures from the methods which we have found useful in the world outside must be made because of the nature of the prison, but we shall do well to think of the



A NEW FEDERAL PRISON THAT WILL BE A SCHOOL

The plan for the new penitentiary that the United States will erect between the towns of Milton and Lewisburg, Pa., during 1931, will depart from old conceptions of how a prison should be built. It will include complete facilities for education—classrooms, lecture rooms, a large library and reading rooms, a gymnasium, and vocational training shops

[1] Paper before the annual conference of State superintendents and commissioners of education, at Milwaukee, on Dec. 8.

prisoner primarily as a man or woman in need of an education.

In the prisons and reformatories for men and women throughout the country there are about 120,000 prisoners. In the reformatories an attempt is being made to provide opportunities for both academic and vocational education with varying success. The historic tradition of the reformatory for men has led to the development of a stereotyped routine which has taken the life out of education. Recently the more forward-looking reformatory officials have been breaking away from the old tradition and are making education more vital.

It is probable that the future success of the reformatories lies in the development of productive industries which have vocational training value, in the use of all the work of the institution, to provide the practical application necessary for effective vocational training, and in the development of a program of academic education which is closely related to the work interest and all other life interests of the prisoner.

The comparative youth of reformatory prisoners does not obviate the necessity and desirability of providing opportunities for what we call cultural education. On the one hand, we should abandon a concept of education for prisoners as the process of completing a certain grade in a school patterned after public schools for juveniles. On the other hand, we should avoid a concept of education that is strictly utilitarian and that takes no account of the satisfactions to be derived from reading or study that are not related in any way to the pay envelope.

In the Pennsylvania Reformatory for Men, which has the best educational program yet developed in the penal institutions of the country, may be found an illustration of what is advocated.

Instruction Must Fit Individual

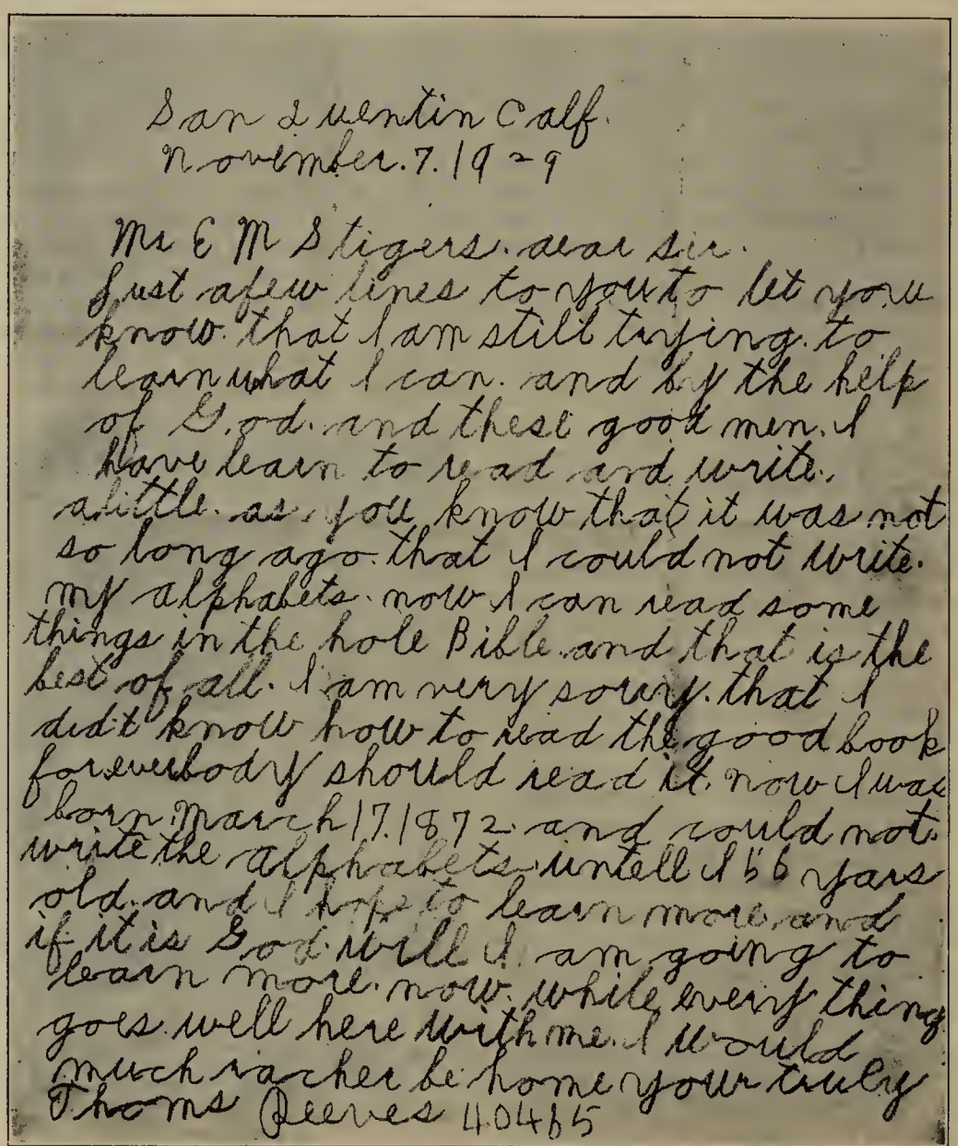
In prisons education is at a very low ebb. In a few prisons, notably those of Wisconsin and California, work of considerable significance has been done, and there are elsewhere in the country sporadic instances of worth-while accomplishment. Taking the country as a whole, however, there is not a single complete and well-rounded educational program to be found in all our prisons. No prison has an organized program of vocational education, and academic education is customarily limited to work in the lower grades under inmate teachers, with poor textbooks and classroom facilities, and insufficient funds. Educational work in prisons suffers from many handicaps, but the chief ones are lack of expert supervision and lack of sufficient funds. These are due in turn to the low aim which has been set for penal education.

We need in all types of penal institutions to get away from mass treatment in education and to prescribe educational work for the individual prisoner on the basis of the particular problem which he presents. In most States there is no justification for requiring every prisoner to complete a grade-school course, and it is recognized that we can not hope to teach every man a trade, as some institutions have attempted to do. One man may need to spend all his time acquiring ability to read and write and perform the arithmetical processes that he needs in everyday life. Another needs to devote all his time to a course in carpentry, with only such academic education as is a necessary supplement to a vocational course. A third prisoner, who has adequate formal schooling and is established in an occupation, may devote his time to a course in English literature or to a reading course in history. The development of a process of selective and individualized educational prescription calls not only for the setting up of a varied educational program, but also for the development of a staff competent to direct it and to determine what individual prisoners should study. The resourceful educational director could, furthermore, draw on the State department of education, the State university, and other educational agencies for part-time services, which could be supplied at relatively small cost. It is significant that the two noteworthy programs cited above, those of Wisconsin and California, are dependent on State universities and library commissions for their success.

Promising Program for Federal Prisons

In most States we must expect slow progress because of the starvation ration appropriations which are now made for educational work and which will continue to be the rule until a determined effort is made by agencies outside the prison field to establish the validity of the place of education in the penal program.

The United States Bureau of Prisons has made education, of which we conceive library work to be a part, a major factor in its program of rehabilitation. The United States Government is prepared to spend money on its educational work, to provide expert staffs, proper physical facilities, and official encouragement for the achievement of a high aim. It is our hope that the program initiated this year by the Bureau of Prisons, and the work which has already been done in a number of States, may provide encouragement to all the States.



San Quentin Calf.
November. 7. 1929

Mr E M Stigers. dear sir.
Just a few lines to you to let you know that I am still trying to learn what I can. and by the help of God. and these good men. I have learn to read and write. a little. as you know that it was not so long ago that I could not write. my alphabets. now I can read some things in the hole Bible. and that is the best of all. I am very sorry that I didn't know how to read the good book for everybody should read it. now I was born March 17. 1872 and could not write the alphabets untell I 56 years old. and I hope to learn more. and if it is Gods will I am going to learn more. now while every thing goes well here with me. I would much rather be home your truly
Thoms Reeves 40465

A LETTER FROM A MAN WHO LEARNED TO READ IN PRISON

See Need For More Books For Rural Regions

Report of the Meeting of the National Committee on Home Education, Office of Education, Washington, D. C., November 22 and 24, 1930

By ELLEN C. LOMBARD

Assistant Specialist in Home Education, Office of Education

THE LACK OF book supply for rural communities was one of the problems discussed by the National Committee on Home Education at its meeting, November 22 and 24, in the office of the United States Commissioner of Education, William John Cooper, who is the chairman of the committee. The committee includes representatives of six agencies, and the attendance at the meeting consisted of representatives as follows:

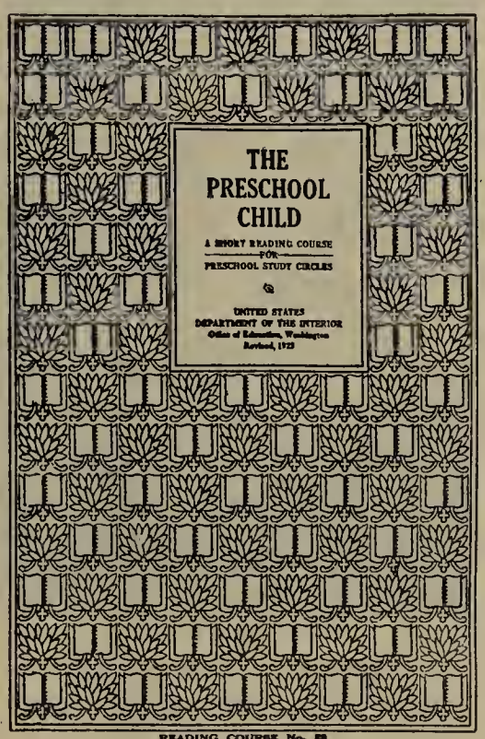
American Library Association, F. K. W. Drury and Matthew S. Dudgeon; National Congress of Parents and Teachers, Mrs. Hugh Bradford, Mrs. B. F. Langworthy, and Mrs. J. N. Saunders; National University Extension Association, George B. Zehmer; National Education Association, Sue M. Powers; American Association for Adult Education, Morse A. Cartwright; and the United States Office of Education, Commissioner William John Cooper, L. R. Alderman, and Ellen C. Lombard.

The committee was created in 1925 by the United States Commissioner of Education to foster the interests of home education; to discover the limitations involved in informal education; to recommend such procedures to the constituent organizations as might be legitimately carried into practice. The purposes of the committee included also the promotion of publicity in arousing adults, particularly parents, to avail themselves of the opportunities offered to further their own education, and to stimulate suitable agencies to increase such opportunities; to emphasize types of procedures and materials of distinctly educational character; to work for the provision of adequate financial support for libraries, and for the establishment of more libraries; to secure a better cooperation between libraries and the public schools by the provision of library facilities and reading instruction so that pupils will be insured a book supply and good reading habits; and the preparation and distribution of reading courses, free or at nominal cost.

Books for Parent Education

At the recent meeting the program included topics on the relation between the teaching of reading and literature in school and the intellectual interests and habits of reading and study which carry over and persist through life; cooperation in furnishing and distributing books in rural areas; how to promote the production of readable books at low cost; the formation of listening and discussion groups, and the development and dissemination of simple techniques for these groups; home education by radio; the preparation of excerpts and references to be distributed before, during, and after radio talks on educational subjects; state-wide cooperative programs for parent education similar to that which has been inaugurated in Michigan through a cooperative project between the Michigan Congress of Parents and Teachers and the University of Michigan; facilities and techniques for home education; publicity through the public press; provision of more facilities for home education of foreign-born mothers; the visiting teacher and home education; university extension and book loans; library advisors to parents; traveling libraries and the development of the county library system; and the training of library aids.

Every topic discussed at this meeting had a direct bearing upon the problems of parent education. In particular the members of the committee discussed the types of books available for the average lay or untrained leader, and for the trained or expert leader. It was agreed that two types of material are essential for this work; one should be concerned with material of an elementary character dealing with the common problems of home life; the other should include subject matter of a technical character for the use of leaders who have had considerable training.



AN AID TO READERS HUNTING FOR BOOKS

"The preschool child" is one of 19 lists of books on various subjects which will be sent free upon request to the Office of Education. Other reading courses obtainable are: 1. World's great literary Bibles; 2. Great literature—ancient, medieval, and modern; 6. Thirty books of great fiction; 7. Thirty world heroes; 8. American literature; 9. Thirty great Americans; 10. American history; 11. France and her history; 12. Heroes of American democracy; 19. Master builders of to-day; 21. Twenty good books for parents; 22. Agriculture and country life; 23. How to know architecture; 24. Citizenship and government; 25. Pathways to health; 30. Forty books for boys and girls; 31. Appreciation of music; and 32. The whole child

The facilities for book service in rural communities were discussed. The fact that in 50 per cent of the States there is no State library service at once militates against the success of home education projects in rural districts in these States.

Ten Cents Per Child for Books

L. R. Alderman described the legal provision for library books in Oregon by which 10 cents per child per year is appropriated by the State. This fund must be spent for library books but it may not be used for textbooks.

In discussing the book service in Virginia, George B. Zehmer declared that at the present time three agencies are working to overcome limitations in this respect—the State Department of Public Instruction, approaching the problem from the point of view of secondary education, has made a recent ruling that each high school in Virginia shall employ at least one library trained person; the State library offers a local library service; and the State university furnishes books for people who carry on courses through the university radio service.

Minimum Library Standards for High Schools

F. K. W. Drury, of the American Library Association, in discussing minimum library standards for trained librarians, said, "Closely related to the question of book supply is that of the training of persons for library service in the schools. The Council of the American Library Association has adopted minimum standards which specify a curriculum of 30 semester hours for the training of full-time school librarians and 16 semester hours for the part-time or teacher-librarian.

"By 1933 the high schools approved by the Southern Association will be required to employ at least one librarian whose professional training in library science meets the standards adopted by the association. These standards vary according to the enrollment of the schools, and range from 6 semester hours for the school of 100 or fewer pupils to 24–30 semester hours in an approved library school for the school of 1,000 or more pupils."

A committee of the North Central Association has recommended 30 semester hours in library science for the school librarians.

In regard to promoting good reading habits which are essential to the success of educational work of adults, it was pointed out that in colleges there is a very

strong and definite trend toward independent reading as a method of education, and while there is a slight trend in high-school work it seems not to have passed down very generally into the elementary schools. It was observed that pupils coming out of the elementary schools have almost no reading interest, and the question was raised as to whether educators discover any tendency to emphasize independent reading in the elementary schools and high schools such as is found in colleges.

Plans for Cooperation

The need was expressed for better understanding by the membership of the organizations represented. This was crystallized in a motion that the organizations in membership on this committee should acquaint their respective memberships with the aims and purposes of the other organizations in the group.

It was mutually agreed that in order to bring to the attention of the public the work of these organizations each cooperating agency should use their respective periodicals or magazines.

A motion was passed to invite the American Library Association to prepare a short article, to be sent to all State agencies, setting forth the part that parent-teacher associations can play in arousing public opinion for the establishment of county and State library service.

(Continued from page 89)

important contributions to most of the services I have listed. As a matter of national policy, it would seem to me unfortunate that all advice on the use of electricity on the farm should have to come as indirect advertising for electrical supply companies, even if such indirect advertising carries sound advice. It would hardly seem statesmanlike to entrust all radio discussion of agricultural and health problems to firms that desire to sell their products, and to radio stations supported by the advertising revenue from such firms. Such stations render important service, but it is desirable, I think, that they be supplemented by noncommercial stations publicly supported and dedicated to the promotion of public interests and public enterprise. The existing stations operated by the State of Wisconsin are inadequate to render this sort of service. They are being supported in large part by the taxes of citizens who live beyond their range.

It is, of course, always easier to evolve than to execute a program. I do not assert dogmatically that the application here discussed presents a fool-proof and final solution of the problem of the wisest public use of the radio. I submit, however, that, with this application approved by the Federal Radio Commission, an interesting laboratory, in which it may watch an experimentation on the harnessing of the radio to public service and the evolution of a possibly vital supplement to the system of commercial radio stations.

France Provides a "West Point" for Engineers in L'École Polytechnique

By JAMES F. ABEL

Chief, Division of Foreign School Systems, Office of Education

THE ÉCOLE POLYTECHNIQUE, 21, Rue Descartes, Paris, is one of the great schools of the world. Not in numbers; at no time does it enroll a body of much over 500 students, but in its fine training, the esprit de corps of its faculty and student personnel, and the standards it has maintained during all its 137 years of life lies its strength.

It was born in 1793 of two necessities: One, immediate; the other less urgent but none the less important. The first was to furnish revolutionary France, attacked on all its frontiers, a large number of qualified engineers; the second, to maintain he high mathematical culture of France and prepare men worthy to carry it on.

Through all the struggles that have occurred to make it a practical technical school or to turn it away from pure speculation, it has retained and still retains the character given it by its founder, Monge, of "a center of high scientific culture, preparatory to the specialized technical studies reserved for the different schools of applied science, such as the school of mines, that of bridges and roads, of aeronautics, of maritime affairs, and of artillery."

ENTRANCE TO L'ÉCOLE POLYTECHNIQUE

Although organized as a "West Point" for engineers, the unique French school, founded during the French Revolution, numbers among its graduates some of the most notable scientists of the Republic

In the very hours of the country's extreme peril the founders of the school, feeling that only a high culture permits the engineer to adapt himself quickly to the practical problems he must face, worked to set up an institution of disinterested study, a magnificent monument to public instruction.

It is a democratic school and selects by competitive examination, not by distinction of birth, title, or fortune, from 1,000 to 1,200 applicants, the 225 students that are admitted yearly. The entire expenses of a poor boy who wins in the competition are paid from national funds. Most of the successful students have already had special mathematical training in the lycées. The course is two years in duration and is the same for all.

The École Polytechnique is an integral part of the French nation. Begun as a civil school, later made purely military by Napoleon, who disliked the republican sentiments of the students, permitted to continue during the Restoration in spite of its liberal reputation, again in disfavor during the second Empire, it has carried on largely because of the strength of the men it has trained, and since its foundation has shared in all the triumphs and sorrows of the French people. The citations won by its pupils or alumni in military affairs fill three great manuscript registers. Among its graduates are Foch and Joffre. In the field of pure science it lists such names as Leverrier who discovered Neptune, Sadi-Carnot who formulated the laws of thermodynamics, Arago who developed electromagnetism, and Fresnel the author of modern theories of optics.

It has for its motto: *Pour la patrie, les sciences et la gloire.*

Representatives of 28 Mexican States and two Territories have recommended that uniform textbooks be used. These new books will be edited by the Federal Ministry of Public Education. Forty per cent of the local budgets is to be the minimum expenditure on education for 1931.

New Government Publications Useful to Teachers

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

Boundaries, areas, geographic centers, and altitudes of the United States and the several States. 1930. 265 p., illus., maps. (Geological Survey, Bulletin no. 817.) 50¢.

Replaces Geological Bulletin 689 and the older Dictionary of Altitudes. Gives information as to how boundaries are established and changed; defines the boundaries of the United States and additions to its territory with outlying possessions; gives the boundary lines of the States and general statistics relating to the United States, including articles on the organization of the United States Government, the United States flag, early sessions of congress, geographic centers, extreme and mean altitudes, etc. (History; Geography.)

Papers relating to the foreign relations of the United States, 1916 supplement, the World War. 1929. 1,000 p. (State Dept.) Cloth, $2.

Correspondence which ensued between the United States and foreign countries during 1916. Papers on the continuation and further spread of war, efforts toward peace, neutral rights, neutral duties, and other problems and responsibilities. (History; Foreign relations.)

Travel routes and costs in Latin America. 1930. 82 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series 100.) 15¢.

Itinerary covering all the Latin American countries, with information concerning commercial travelers, travel documents required, and special information on travel matters for Mexico, West Indies, Central America, North Coast of South America, West Coast of South America, River Plate region, and Brazil, with a summary of travel facilities, principal steamship service, air service, and American Government offices in Latin America. (Geography.)

Utilization of black locust. 1930. 20 p., illus. (Agriculture Circular 131.) 10¢.

Describes species, habits and growth, cutting and marketing, mechanical properties, and various uses. (Agriculture; Manual training.)

Effectiveness of moisture-excluding coatings on wood. 28 p., illus. (Agriculture Circular 128.) 10¢.

Results of various experiments made at the Forest Products Laboratory on the moisture proofing of wood by coatings and impregnation treatments and includes sugar treatment, pre-war experiments with coatings, war-time experiments, exposure, water tests, etc. (Manual training.)

Commercial survey of the Pacific Southwest. 1930. 647 p., maps. (Foreign and Domestic Commerce, Domestic Series no. 37.) Cloth, $1.85.

Gives historical background, beginning with the Spanish invasions and ending with the American entrance into the Southwest, as well as physical facilities in connection with the commerce in that region, with agriculture and related industries, forest resources, mineral industries, manufacturing recreational resources, population, transportation, and market data. (History; Geography; Agriculture.)

The electrical equipment market of the Netherland East Indies. 1930. 46 p. (Foreign and Domestic Commerce, Trade Information Bulletin 727.) 10¢.

Geographic distribution of the country, its climate, transportation and communication, facilities, imports, power production, water-power developments, etc. (Geography; Economics.)

Horticultural exhibitions. 1930. 37 p., illus. (Agriculture Dept., Misc. Publication 85.) 10¢.

Procedure and direction for arrangement of horticultural shows, including the organization, competitors, classification, schedule, arrangement of exhibits, the use of plates and vases, the judging of exhibits, premiums awarded, etc. (Agriculture.)

Why some wood surfaces hold paint longer than others. 1930. 4 p., illus. (Agriculture Dept., Leaflet no. 62.) 5¢.

Reasons why some kinds of wood are harder to paint than others. (Manual training.)

Papaya culture in Hawaii. 1930. 40 p., illus. (Hawaii Agricultural Experiment Station Bulletin 61.) 25¢.

History and distribution of the papaya, nomenclature, description of the flower and fruit, variations, propagation and culture, utilization of the crop, insect enemies, etc. (Agriculture.)

Gluing wood in aircraft manufacture. 1930. 58 p., illus. (Agriculture Dept., Technical Bulletin 205.) 25¢. (Manual training.)

Census of dyes and of other synthetic organic chemicals, 1929. 1930. 190 p. (Tariff Commission.) 30¢.

Figures on the dye industry for 1929—production of dyes and coal-tar chemicals, dyes imported for consumption in the United States, synthetic organic chemicals other than those of coal-tar origin, and exports. (Chemistry; Economics; Geography.)

Timber growing and logging, and turpentining practices in the southern pine region. 1930. 115 p., illus. (Agriculture Dept., Technical Bulletin 204.) 30¢.

Description of southern pine region and forests, methods of keeping forest lands productive, forest production, production of timber crops, management of forest lands, etc. (Forestry.)

The United Kingdom, an industrial, commercial, and financial handbook. 1930. 963 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series no. 94.) Cloth, $1.75.

A survey of the highly complex economic structure of Great Britain. (Economics; Geography.)

Milling and baking qualities of world wheats. 1930. 224 p., illus. (Agriculture Dept., Technical Bulletin 197.) 35¢.

Results of a survey in which samples of wheat from 38 countries were considered. Gives factors determining the milling and baking quality of wheat from North America, South America, Europe, Africa, Asia, and Oceania. (Agriculture.)

Mineral Resources, 1929, pt. 2.—Abrasive materials, p. 65–81; Antimony, p. 45–56; Carbon black, p. 51–59; Clay, p. 95–104; Feldspar, p. 83–93; Fuller's earth, p. 61–64; gypsum, 105–118. (Each section 5¢.) (Geology; Mineralogy; Chemistry; Economics.)

Annual report of the American Historical Association for the year 1927, supplement, writings on American history, 1927; compiled by Grace Gardner Griffin. 1930. 273 p. (Smithsonian Institution.) Cloth, 75¢.

Bibliography of books and articles on United States and Canadian history published during the year 1927 under the headings, Generalities, America in general, the United States, British America and Latin America, and the Pacific Islands. (History.)

Development and use of baking powder and baking chemicals. 1930. 16 p. (Agriculture Circular 138.) 5¢.

Production and exports, purity, classification, and chemical composition of baking powder, and also deals with cream of tartar, tartaric acid, cornstarch, and other chemicals used in baking. (Home economics; Chemistry.)

United States earthquakes 1928. 1930. 29 p. (Commerce Dept., Coast and Geodetic Survey.) 10¢.

Continuation of the quarterly seismological report of the United States Coast and Geodetic Survey and covers earthquake activity in the various States, Alaska, Porto Rico, and the Philippine Islands. (Geology.)

Practical experiences in feeding wheat. 1930. 14 p. (Federal Farm Board.) Free.

Results of experiment station and farm tests as to the value of wheat when fed to cattle, hogs, sheep, horses, and chickens. (Agriculture.)

Mineral industry of Alaska in 1929 and administrative report. 1930. 120 p. (Geological Survey, Bulletin 824-A.) 20¢.

General report for 1929 of mineral industry of Alaska, including gold, copper, silver, lead, platinum, tin, coal, and petroleum. (Geology; Mineralogy.)

A biological study of Trichogramma minutum Riley as an egg parasite of the oriental fruit moth. 1930. 22 p., illus. (Agriculture Dept., Technical Bulletin 215.) 5¢.

Methods of the study, life history, with field and laboratory observations. (Biology.)

The publications listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated.

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TEACHERS' GUIDE TO CHILD DEVELOPMENT

Office of Education Bulletin, 1930, No. 26

THIS PUBLICATION IS DESIGNED TO BRING—

TO TEACHERS

Practical suggestions for daily use; a vision of what other successful teachers are doing and how they do it; an inspiration to a more interesting, enriching experience in the schoolroom; release from overemphasis on restrictive discipline; time and encouragement to satisfy the thirst for knowledge; closer contact with affairs of modern life; advice and suggestions as to procuring materials not provided by school boards; practical help on how to start the child's learning program; relief from strain of trying to make all children reach the same standards; and suggested standards of desirable accomplishment for the kindergarten-primary unit.

TO CHILDREN

Freedom from prolonged physical restraint; interest in learning endeavors; exercise of initiative; respect of their individualities; social effectiveness; knowledge of modern life; mastery of skills and habits necessary to insure self-reliance and intellectual progress; ability to carry responsibilities happily; experiences of the joys of creative work; appreciation and enjoyment of good music, art, and literature.

TO SUPERVISORS AND ADMINISTRATORS

Materials: Wealth of concrete illustrations; usuable summaries of best practice; vision of and stimulation; suggestive objectives for the school program; procedure for carrying out a vitalized activity program; practical aid in meeting the problem of failures; practical help in improvement of teaching; lists of recommended references; and knowledge of what other successful administrators are doing and how they do it.

An activity developed about the interests in home life
Primary grades, Long Beach, Calif.

For sale by the
Superintendent of Documents
United States Government
Printing Office
Washington, D. C.
at 35 cents per copy

SURVEY OF LAND-GRANT COLLEGES AND UNIVERSITIES

In 2 volumes

Office of Education Bulletin, 1930, No. 9

Results of a critical 3-year study of the operations of the 69 land-grant institutions established under the first Morrill Act, passed by Congress and signed by President Lincoln in 1862. The functions of these institutions, originally confined chiefly to agriculture, the mechanic arts, and academic education, to-day embrace almost every branch of human knowledge.

Includes such institutions as—

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UNIVERSITY OF FLORIDA
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TEACHING STAFF
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STUDENT ACTIVITIES
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STUDENT LOANS AND FRATERNITIES

This 2-volume report of more than 1,800 pages, with numerous charts and tables, is one of the most comprehensive résumés ever published on all phases of the operation of the modern university. For sale by the Superintendent of Documents, United States Government Printing Office, Washington, D. C., at $1.50 per volume. Separates of each part are available at nominal prices.

A $10,000 MAP FOR 10 CENTS

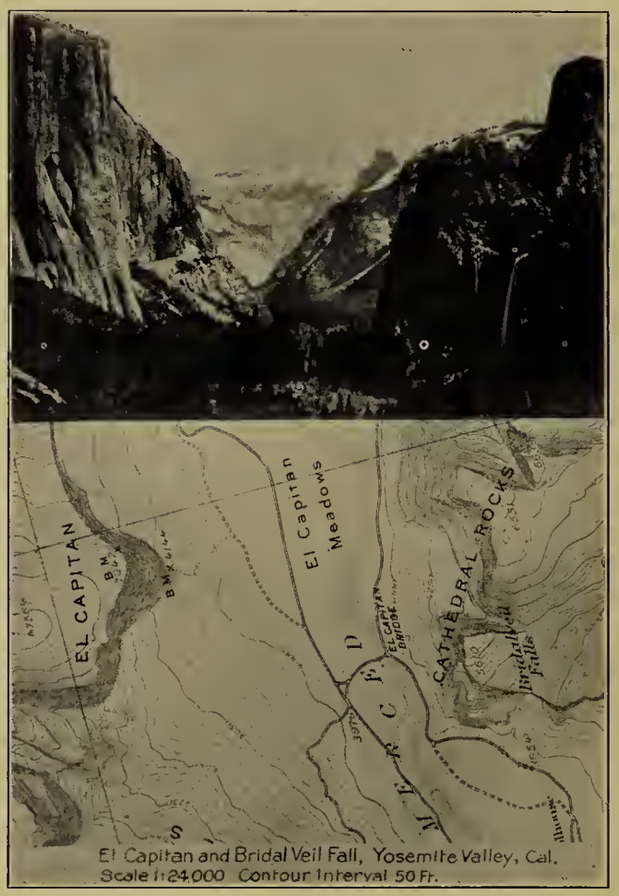
Standard topographic maps, published by Uncle Sam, and costing from $8,000 to $15,000 a piece to survey, engrave, and print, may be purchased from the Director of the Geological Survey, Washington, D. C., at 10 cents per copy, and in lots of 50 or more at 6 cents. Under a special arrangement teachers may purchase them at 6 cents in lots of 25 or more.

Cultural features such as roads, railroads, cities, and towns, as well as the lettering, are in black; water features are in blue; and the features of relief—hills, mountains, etc.—are indicated by brown contour lines. Woodland areas are in green, and special features in other colors. On these maps one may pick out his own home and the homes of his friends, plan a Sunday afternoon hike, etc.

Why not drop a post card to the Director of the Geological Survey and get a free copy of the index map of your State?

A 25-map collection, illustrating a wide variety of geographic features—hills, mountains, plains, swamps, etc.—is available to schools at a special price of $1.00 for the set, which is accompanied by descriptive texts on the salient geographic features shown on the maps, prepared by Prof. William Morris Davis, authority on the origin of land forms.

A more comprehensive set of 100 maps is also available at $6.00 a set.



Photograph and corresponding topographic map of El Capitan and Bridal Veil Fall Yosemite Valley, Calif.

Map showing (in black) area covered by topographic maps

Prepayment is required and may be made by money order, payable to the Director of the Geological Survey, or in cash—the exact amount—at the sender's risk. Postage stamps should not be sent

SCHOOL LIFE

Volume XVI
Number 6

February
1931

IN THIS ISSUE

THE HOUDON BUST OF GEORGE WASHINGTON

IN THIS ISSUE

Issued Monthly [except July and August] by the Department of the Interior
Office of Education Washington, D. C.
For sale by the SUPERINTENDENT OF DOCUMENTS, Washington, D. C. - - - - See page 120 for prices

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DETROIT, MICH.

FEBRUARY 21-26, 1931

EXHIBIT OF PUBLICATIONS

BALCONY, CRYSTAL BALLROOM
DETROIT MASONIC TEMPLE

SCHOOL LIFE

Issued Monthly, except July and August, by the Department of the Interior, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR . . . *Commissioner of Education,* WILLIAM JOHN COOPER

VOL. XVI WASHINGTON, D. C., FEBRUARY, 1931 No. 6

George Washington in Every School

Books, Pictures, Illustrated Pamphlets, and Motion Pictures on the Many-Sided Life of the Father of Our Country Will Be Made Available Free or at Cost by the Washington Bicentennial Commission

By ALBERT BUSHNELL HART

Historian, United States Commission for the Celebration of the Two Hundredth Anniversary of the Birth of George Washington, and Professor Emeritus, Harvard University

WASHINGTON WAS an educated man.[1] The mere fact that he never attended any schools except the very indifferent frontier schools within the geographical reaches of his family makes no difference. He was educated in part by teachers who taught him to read and to write and the art of surveying, which became his business. He was educated chiefly by sitting down, thinking things out, and writing them out.

In 1755, after he had returned from the Braddock campaign on the frontier, he sat down and rewrote all the letters that he could remember. He may have had copies. Thirty years later he went over those letters again, rewrote them in part, corrected them and made them better. Those corrected manuscripts are in existence, so that you may see that at both the beginning and the end of that period Washington was a man who sought to express himself, and sought after 30 years to express himself a little better than at the beginning.

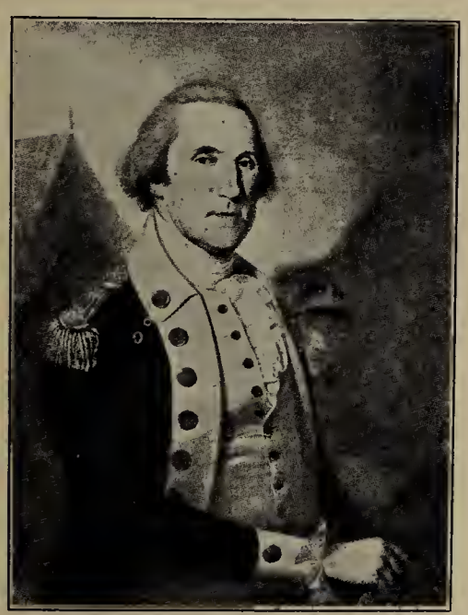
Wrote 12,000 Letters

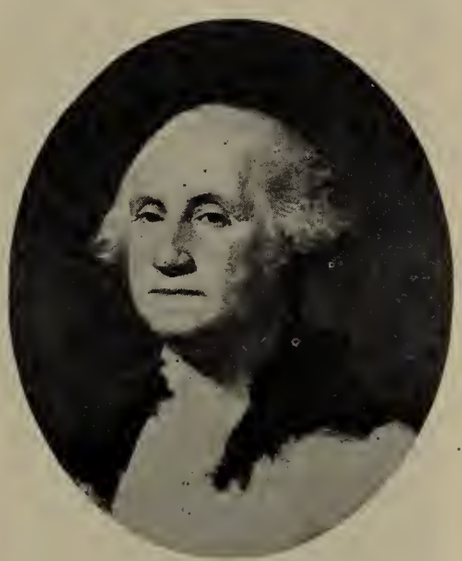
Washington was the most prolific American writer of his time. The commission is now about to issue not less than 25 volumes of Washington's writings. He wrote somewhere from 10,000 to 12,000 letters, 15,000 perhaps, nearly all of which are still preserved. He wrote State papers of an importance and a substance and a drive that make them valuable as one of the possessions of the American people.

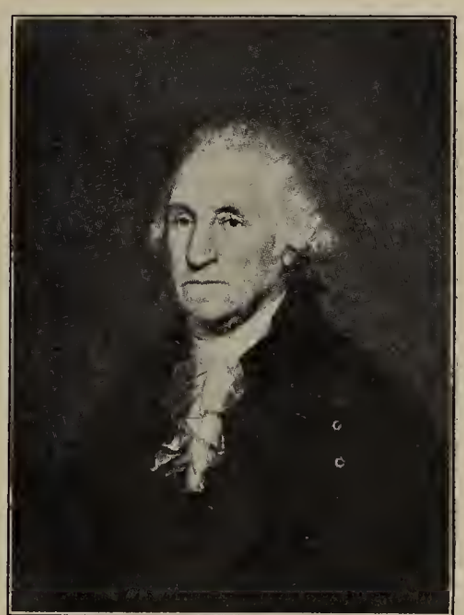
He had a remarkable power for succinct, brief statement, for example: "To-day one Nation; tomorrow thirteen." There is an oration in that. Another time he said, "Unless something is done speedily, our destruction is as sure as A, B, C." Just that little handful of words is the key to the political prosperity of the United States.

"Influence is not government." That is George Washington as a man of education, and is worthy of the study of American children from the earliest age at which they can apprehend character.

[1] For article on physical characteristics of George Washington, by James Frederick Rogers, M. D., see SCHOOL LIFE, Vol. XIII, No. 6, February, 1928, pp. 101–103.







Courtesy of the Washington Bicentennial Commission

GEORGE WASHINGTON AS THREE FAMOUS ARTISTS SAW HIM

The stately figure and noble face of Washington—the soldier, patriot, and statesman—lent themselves to elegant, dignified portraiture. The portrait painted by Charles Willson Peale (left) represents Washington in his prime as Commander in Chief of the Continental Army. The picture by Gilbert Stuart (center), painted from life in 1796, is known as the Athenæum portrait. The artist, it is said, delayed to finish it, that he might not have to part with it. The portrait by Rembrandt Peale (right), painted from life in 1795, also represents Washington in the evening of life. From the 50 or more existing portraits of Washington an artist committee appointed by the Bicentennial Commission will select one. This chosen portrait will be printed in color and free copies will be made available to all schools in the United States.

34413—31

Again, Washington was an educator. He had some six or eight academic degrees from nearly all the principal universities and colleges of the time. He was elected trustee of a college in Maryland, but did not accept. He helped to found a free school in Alexandria, Va. The building still stands.

He educated the children and grandchildren of Mrs. Washington, and the children of some of his friends who could not afford otherwise to go to college. And he left money in his will to found a university, a bequest which, for reasons too involved to relate here, can not be carried out. That is to say, he was one of the men of his time who best understood the value of a broad education.

There will be made every attempt that the commission knows how to make to bring Washington into the ken of the schools. Of course, Washington is a great name. It is a very widely spread name. There has been an immense amount written about Washington, and a good deal that is trivial. I have given a considerable fraction of my life, first and last, to a study of Washington, and it seems to me he is one of the most worth-while men that the country has ever known or is ever likely to know, because he was the most direct and practical.

We are all misled by the fact that Washington was a soldier who, with the training of the frontier and of his own hard experience, defeated the best commanders that England knew how to send against him. He was a great soldier. We know, further, that he was a great statesman. Everybody knows that. There they stop. Very few people realize that Washington was the best business man in the United States during his lifetime. He was the best head of an estate. He was the best planter, the best farmer of a large estate. He was the best explorer of the West. He was a banker. He owned stock at one time in the Bank of England. He was an engineer. He was the first water engineer. He was the first man to understand that the West was to be a part of a permanent Union; that it must be brought in on terms which would make its people brethren and sisters of the people in the East.

Washington was almost the first man to recognize the possibility of power navigation for boats. He witnessed two performances of Rumsey's boats. He was the first man in America to envisage air transportation. The first balloonist who ever went up was armed with a letter from George Washington ending, "This may prove very useful to the people of the United States." That is outside of his public career. Outside of his military career we have this large view of Washington as an intense, vigorous, active, and highly successful man of our kind, engaged in the kind of things in which the people of the United States are to-day engaged.

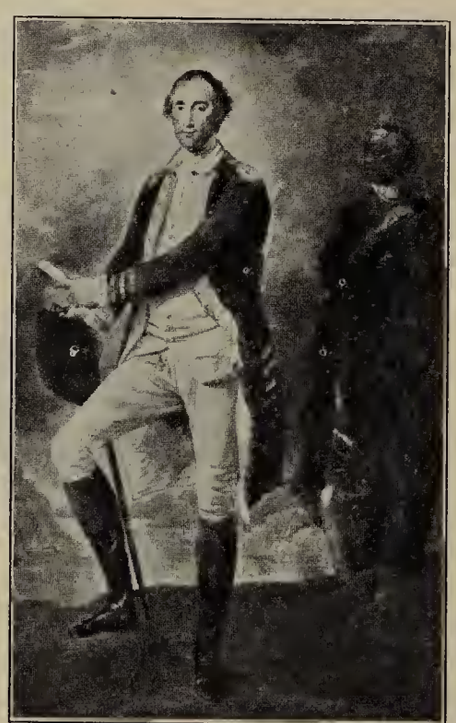
What the Washington Bicentennial Commission Has Available for Schools

By E. P. ALLEN
Publicity Director, George Washington Bicentennial Commission

THE FOLLOWING IS MATERIAL which is now available from the George Washington Bicentennial Commission. Wherever there are reservations or charges, those facts will be noted. Otherwise, this material will be sent free upon request.

Sixteen Illustrated Pamphlets (free)

1. Frontier Background of Washington's Career.
2. Washington the Man of Mind.
3. Tributes to Washington.
4. The Washington Family in England and America.
5. Washington's Friends and Associations (including Masons).
6. Washington as a Religious Man.
7. Washington the Colonial and National Statesman.
8. Washington and the Constitution.
9. Washington as President.
10. Washington Proprietor of Mount Vernon.
11. Washington the Military Man.
12. Washington the Traveler.
13. Washington as a Business Man.
14. Washington as an Engineer and City Builder.
15. Race Elements in Washington's Time.
16. Classified Washington Bibliography.



Courtesy of the Washington Bicentennial Commission

THE COMMANDER IN CHIEF

The full-length portrait of the great soldier, painted by John Trumbull, portrays him standing on the heights near West Point. It was afterwards engraved by Valentine Green in 1781. In the background of this painting is depicted a negro servant holding Washington's war horse.

Dr. Albert Bushnell Hart, of Harvard, is official historian of the commission. Under his supervision the 16 pamphlets on George Washington and his activities, each to be some 40 printed pages in length, are being compiled. Some are being written by Doctor Hart himself. For the others he has secured the cooperation of some of the leading historians of the United States. A number of these pamphlets are now ready for distribution, the others will be completed very soon.

Teachers may secure any of these pamphlets. Should they not be ready when requests are received, the names of those desiring them will be placed on the mailing list and they will be sent out as soon as possible. This material is not prepared for school children, but should prove of great service to all teachers.

General Booklet (free)

Explains aims, plans, and purposes of the George Washington Bicentennial Commission.

Selected Best Portrait (free)

The commission has a portrait committee made up of the leading artists, critics, and historians. This committee will select the official portrait of George Washington, the one which in its opinion bears the closest resemblance to the man himself. This decision will undoubtedly be reached in the next few weeks.

The George Washington Bicentennial Commission will then present a copy of this picture to every schoolroom in America. It would be advisable for the principal of each school to order these pictures so that duplicate shipments will be unnecessary. These pictures will not be available for a few months, but orders can be sent at any time.

Washington's Writings, 25 Volumes (moderate charge)

The Writings of George Washington are being compiled and edited by Dr. John C. Fitzpatrick, of the Library of Congress. At least one-fourth of the material will be made up of documents which have never before been published. The first volume is now available. It will run some 600 pages and is printed in the famous Caslon 12-point type, on high-grade paper.

As this is a Government publication, the price is nominal. The exact amount has not as yet been determined, but it will approximate $2. The first edition is to be limited and orders should be placed as soon as possible.

HOW EVERY SCHOOL CAN SHARE IN THE BICENTENNIAL

Teachers, superintendents, and school-board members have only themselves to blame if they do not make fullest use of the opportunity to stock their classrooms and school libraries with the priceless teaching materials which will be provided free or at low cost by the Washington Bicentennial Commission.

The commission will not spend its appropriation on a huge celebration. It is not buying a monument that people would have to travel many miles to see. The commission is spending its appropriation on a plan to bring George Washington, hero and first President of the United States, to every city, town, and hamlet; to every classroom.

See on pages 102 and 103 the list of materials which the commission is preparing for schools.

Our women's division, under the direction of Mrs. John Dickinson Sherman, has prepared 12 programs and 40 papers to go with these programs. This material should be of special value to the women teachers. Monthly events could be arranged by the use of these programs. When writing for programs, ask for the papers which are supplementary to the programs you select. The list of programs is as follows:

1. George Washington and His Family Relationships.
2. Homes of George Washington.
3. George Washington's Youth and Manhood.
4. George Washington the Man of Sentiment.
5. George Washington the Man of Action.
6. The Social Life of George Washington.
7. The Mother of George Washington.
8. The Homemaking of George and Martha Washington.
9. George Washington the President.
10. George Washington the Builder of the Nation.
11. George Washington the Leader of Men.
12. George Washington the Christian.

Plays, Pageants, Stories

Plays, pageants, and stories for children are available. The best way to obtain suggestions, assistance, and printed material is to write, telling the George Washington Bicentennial Commission of your needs. Our children's division will take care of these requests. We have poems, playlets, and stories which have never before been printed. Such material will be of value to both the teacher and the child.

Commission Invites Suggestions

The George Washington Bicentennial Commission, of which Congressman Sol Bloom is associate director, is very anxious to cooperate with the schools of America. It is anxious to receive suggestions from teachers, and all requests will be given prompt attention.

Childhood Days in Washington's Time, is the title of an illustrated bulletin which the Office of Education, Department of the Interior, will publish in celebration of the two hundredth anniversary of Washington's birth. Preparation of the booklet on the life, the games, costumes, and schools of children when Washington was a boy, represents but one of the many endeavors the Office of Education will initiate to cooperate with the George Washington Bicentennial Commission.

FOR PATRIOTIC PROGRAMS

The following excellent materials for patriotic programs in schools are available from the Superintendent of Documents at small cost:

Declaration of Independence (facsimile, 29 by 34 inches), 15 cents.

Story of the Declaration of Independence, 5 cents.

Constitution of the United States, 5 cents.

Outstanding Educators Will Pick Best Articles on Education

AMERICA'S LEADING SPECIALISTS in education will select the most important articles published in their respective fields for the Office of Education's "Record of current educational publications."

For 18 years the "Record" of the most important articles in 79 different phases of education has been prepared in entirety every three months by the library division of the Office of Education. Now the 79 phases of education covered have been divided into 14 major groups. An outstanding specialist in each of the 14 fields has been invited to submit quarterly a list of the notable articles in his particular field appearing in educational magazines, important books, reports, proceedings, and other publications. Their first selection for the quarter, October to January, is expected from the press in February.

In adopting this method of collecting data for the "Record of current educational publications," the Office of Education expects to produce a list of writings covering completely and qualitatively every branch of education.

The educators who have offered to help the Office of Education make the "Record of current educational publications" a highly selected list of best thought in the educational press, and the sections on which they will report are:

Name	Position	14 major groups
Arthur J. Klein	Professor of school administration, Ohio State University, Columbus, Ohio.	Collegiate and professional education.
W. C. Eells	Associate professor of education, Leland Stanford Junior University, Stanford University, California.	Junior colleges.
L. V. Koos	Professor of secondary education, University of Chicago, Chicago, Ill.	Secondary education.
Ernest Horn	Professor of elementary education, State University of Iowa, Iowa City, Iowa.	Elementary education.
Edna Dean Baker	President, National College of Education, Evanston, Ill.	Nursery-kindergarten-primary education.
Carter Alexander	Professor of education, Teachers College, Columbia University, New York, N. Y.	Public-school administration.
M. E. Haggerty	Dean, School of Education, University of Minnesota, Minneapolis, Minn.	Educational psychology.
E. S Evenden	Teachers College, Columbia University, New York, N. Y.	Teacher-training.
Edwin Lee	Director, division of vocational education, University of California, Berkeley, Calif.	Vocational education.
Alonzo G. Grace	Assistant director division of extension teaching, University of Rochester, Rochester, N. Y.	Adult education.
Elise Martens	Specialist in the education of exceptional children, Office of Education, Department of the Interior, Washington, D. C.	Education of exceptional children.
James F. Abel	Chief, division of foreign school systems, Office of Education, Department of the Interior, Washington, D. C.	Foreign education.
Ambrose Caliver	Specialist in Negro education, Office of Education, Department of the Interior, Washington, D. C.	Education of Negroes.
Martha R. McCabe	Assistant librarian, Office of Education, Department of the Interior, Washington, D. C.	Proceedings, summaries, courses, etc.

Wisconsin Tests Value of Radio in the Classroom

Controlled Scientific Experiments Show that Radio Can Be Used to Make Teaching of Current Events and Music More Effective

Report by the Research Committee

THE WISCONSIN EXPERIment to measure the effectiveness of the radio in teaching current events and music to students in the sixth, seventh, and eighth grades in 25 schools in Dane County, Wis., was conducted by the radio research committee of the Univerity of Wisconsin. This committee consisted of Profs. E. B. Gordon, of the school of music, John Guy Fowlkes, of the school of education, H. L. Ewbank, of the department of speech, and Mary D. Webb, research assistant. The experiment was made possible by a grant from the Payne fund. The experimental schools were chosen by the county superintendents as providing a cross section of the group represented. A group of 25 control schools as nearly like the 25 experimental schools as possible was also chosen.

After the groups were selected by the county superintendents, the teachers in all the schools represented were invited to come to Madison for a conference at which the aims and methods of the experiment were explained. At this conference it was decided to broadcast lessons in current events Mondays, Wednesdays, and Fridays from 1 to 1.15 p. m., and music lessons Tuesdays and Thursdays from 1 to 1.20 p. m. This meant, in some instances, that the children had to be in their seats earlier than would otherwise have been the case, but both teachers and students cheerfully gave up this time and took on the added duties necessitated by the experiment. Without their enthusiastic and continued cooperation, the investigation could not have been carried on.

Lessons in Current Events

Students in both experimental and control groups were provided with the same study materials. We found that many of the schools were already supplied with Current Events and, therefore, decided to use that magazine as the basis for our broadcasts. With one or two exceptions, when the schools were using other publications, all schools in both radio and control groups were supplied with this magazine. Students in the control schools studied and recited on the materials in the magazine, spending the same amount of time as was devoted to the radio lessons. The teachers were urged not to spend extra time or to do any extra coaching, but to conduct the lessons as though the experiment were not in progress. Teachers in the radio schools were instructed not to drill the students on the information given in the radio lessons. We stressed the fact that we were not conducting an experiment to measure their individual efficiency as teachers, and that we were not putting on a contest between the two groups of schools.

The broadcasts were intended to supplement the information contained in the Current Events magazine. Speakers assumed that the students had copies of the magazine before them, and referred frequently to statements contained therein in the course of their talks.

Two examinations were given to members of the experimental and control groups; one at the end of four and one-half weeks and the other at the end of the experiment. Each examination consisted of 100 statements to be marked "T" or "F" for "True" or "False." Fifty of these statements were taken directly from the Current Events magazine; the other 50 from the radio broadcasts. Each examination was presented to members of a graduate seminar in education who gave suggestions concerning the clearness and accuracy of the statements.

Results of the First Examination

The papers were marked and scores made and the experimental and control groups were compared. In figuring the reliability of the differences found between the average scores of the two groups, the formula given in Garrett's Statistics in Psychology and Education on the basis of the probable error was used.

$$PE_o = \sqrt{PE_{med\,1}{}^2 + PE_{med\,2}{}^2}$$

$$\frac{D}{PE_o} = \text{Critical ratio}$$

The following results were obtained: (1) A comparison of scores made on the 50 questions taken from the Current Events magazine by the two groups gave a critical ratio of *0.331 in favor of the control group;* i. e., the difference holds in only 5,800 cases out of 10,000; (2) a comparison of scores made on the 50 questions taken from the supplementary material given in the radio broadcasts gave a critical ratio of *2.71 in favor of the radio group;* i. e., the difference holds in 9,660 cases out of 10,000; (3) a comparison of total scores made on the examination gave a critical ratio of 2.47 in favor of the radio group; i. e., the difference holds in 9,500 cases out of 10,000.

Results of the Second Examination

(1) A comparison of scores made on the 50 questions taken from Current Events gave a critical ratio of *2.11 in favor of the radio group;* i. e., the difference holds in 9,300 chances out of 10,000; (2) a comparison of scores made on the 50 questions taken from the supplementary material given in the radio broadcasts gave a critical ratio of *3.22 in favor of the radio group,* i. e., the difference holds in 9,850 chances out of 10,000; (3) a comparison of the total scores gave a critical ratio of 2.14 in favor of the radio.

High Points of the Test

(1) Reports made weekly by the teachers in the experimental schools indicated that in their opinion the broadcasts were successful in arousing the students' interest and in teaching the subject matter of the course.

(2) Members of the radio research committee are convinced that the radio can be used to teach subjects when no qualified teacher is available in the classroom, and that its greatest use will be to supplement the efforts of the classroom teacher.

(3) Leonard A. Waehler, an experienced teacher and school administrator, who visited a number of schools during the progress of the experiment, says:

"So far as the general attitude of pupils and teachers in the various schools was observed, these points stood out:

"(*a*) The radio programs expanded immensely the pupils' interest in people, and things, and events. It brought about the fuller reading of newspapers and magazines, of investigation into books and encyclopedias. It brought about discussions with other members of the family, in the homes, and even a sufficient interest to induce other members of the family to 'listen in' in their own homes, during the radio hour.

"(*b*) Particularly in the schools a little distant from the city, children repeatedly expressed their appreciation of these radio programs as a means of equalizing educational opportunity. 'We don't have a chance to play in school orchestras or bands, or even to have musical instruments or teachers in the use of them, but this gives us a chance to know about these instruments and music, and to want to learn to play and to take part in musical organizations. We can't all have extra books and maps, and moving pictures whenever we want them, but this is almost as good and brings to us the things we want to know about.' "

On the basis of these results one can conclude that the radio lessons taught the materials contained in the Current Events somewhat better than they were taught by the teachers without the aid of the radio. The slight advantage which the control schools seemed to have in the first test may have been caused by the fact that the students were unaccustomed to listen critically to the radio when they first began these lessons.

The broadcasts were quite successful in supplying materials to supplement the information found in the Current Events magazine. The critical ratios of 2.71 in the first examination and 3.22 in the second in favor of the radio group, while not large enough to indicate certainty, show a considerable advantage for the radio lessons over any sources of supplementary materials that the students in the control groups may have had.

The Current Events broadcasts were given by various individuals and consequently lacked the unity that they would have had if one person had had charge of the course. Such an arrangement would have made possible brief reviews of the preceding lessons and would not have made it necessary for the students to adjust themselves to so many different speakers.

Lessons in Music

This experiment was conducted on a basis slightly different from that of the Current Events broadcasts. Since there was no way of giving the music lessons in the control schools, a different method of measuring results had to be used. The Gildersleeve-Harrison music information tests were given at the beginning and repeated at the end of the experiment to both groups, but schools in the control group did not have uniform music instruction during the course of the experiment. Some schools had little or no instruction; others had a music teacher who came in occasionally.

The experiment answers the question: Can music be taught by radio more effectively than it is now being taught in the control schools?

The music broadcasts were given by senior students in the class in public-school music under the direction of Prof. E. B. Gordon. Each lesson was carefully prepared and was rehearsed in advance; the same performers appeared repeatedly; and the series had all the advantages over the Current Events series that a well-organized course has over a series of individual talks on related subjects. This remark is in no sense a disparagement of the work done by our Current Events lecturers; it refers only to the relative effectiveness of the two procedures.

Each music lesson consisted of four parts: (1) Information about music, musical instruments, composers, etc.; (2) some music played without any comment so that it might be enjoyed for its own sake; (3) rhythm exercises in which the radio listeners participated; and (4) the teaching of singing. The last two items distinguish this experiment from other radio lessons in music with which we are familiar where the aim is to cultivate the appreciation of good music through listening. This course aimed to teach the students what to do. The lessons were constructed with the idea of securing the greatest possible amount of student participation.

Testing the Results

(1) Each school participating in the experiment was asked to make a scrap book of musical information. These books contained pictures of musical instruments and composers, articles on musical topics clipped from papers and magazines, summaries of the broadcasts, etc. These scrap books were judged and the four which were thought to be best were described over the radio. The teachers regarded the scrap book as a highly successful teaching project.

(2) The effectiveness of the teaching of the rhythm exercises and of the songs can not be measured easily by objective examinations. Professor Gordon visited a number of the schools during the broadcasts and observed the students at work. He also played the songs taught and asked the students to sing them. The results were much better than he had anticipated and convinced him that singing can be taught over the radio.

(3) The objective tests.—As indicated above, the Gildersleeve-Harrison Music Information Tests were given to both experimental and control groups at the beginning and repeated at the end of the broadcasts. The scores were compared in two ways: (1) The scores made at the end of the course were compared with the scores made by the same students at the beginning; (2) the scores made at the end of the course were compared with the scores made by the control groups at the end of the course.

Comparison of scores made by the same students at the beginning and end of the course showed the following critical ratios in favor of progress as a result of the course: Sixth grade, 11.17; seventh grade, 9.09; eighth grade, 11.14.

Comparison of scores made by the experimental group at the end of the course with those made by the control group at the end of the course showed the following critical ratios in favor of experimental groups: Sixth grade, 10.5; seventh grade, 7.3; eighth grade, 6.16.

All of these critical ratios are well above four, which is accepted by statisticians as denoting certainty, showing (1) that the radio lessons were highly successful in teaching music when the measure applied indicates progress made by the students during the course; and (2) that they were almost equally successful when compared with whatever other instruction was given to members of the control group during the period of the broadcasts.

Courtesy of the Ohio School of the Air

RADIO AIDS ART APPRECIATION IN A FIRST-GRADE CLASS

North School, Bellefontaine, Ohio, is one of thousands that use the radio programs of the Ohio School of the Air, which is one of the most successful ventures of radio in education. On January 26 the Ohio School of the Air began a series of broadcasts brought by wire from Washington, D. C., to Cincinnati. A boy and a girl student asked Commissioner William John Cooper many questions about the city of Washington which he answered with the aid of a diagram, thousands of copies of which had been previously supplied by the School of the Air to their Ohio patrons.

The Future of Education in America

Trends, Evils, Achievements, and Problems Confronting all Youth-Training Agencies Assembled and Analyzed by the White House Conference on Child Health and Protection

By F. J. KELLEY

President, University of Idaho

SECTION III of the White House Conference dealt with education and training. It endeavored to examine from the point of view of child health and protection all of the agencies which have as their object the education and training of children up to 18 years of age. These include the home, the nursery, the kindergarten, the elementary school, the high school, special classes for nontypical children, programs of recreation and physical education under whatever auspices, vocational guidance, vocational education, child labor, and a great number of agencies with programs affecting youth, such as churches, movies, radios, newspapers and magazines, boy and girl organizations, camping, and a score of others.

F. J. KELLEY

The following summary attempts merely to list a few of the conclusions which the data in the detailed reports seem to justify.

Deep Public Interest in Children

The American people are intensely interested in the welfare of their children. Loose statements are commonly heard that the youth of to-day are running wild, and that agencies for their education and training are ineffectual. The studies made for this conference give no ground for such pessimism. The problems which youth faces are trying, and have many new phases due to the rapidity of social changes. However, agencies for child education and training are, in general, alert and managed by competent self-sacrificing men and women. What is needed is continuous critical but sympathetic study of these agencies, and then encouragement and support of the programs evolved.

In times past it was easy for a father and mother to live on terms of intimacy with their children. The home was simple and yet very rich in the kinds of valuable experience in which parents and children could join. Now parents find these contacts not only greatly reduced in number but also characterized by artificiality and lack of genuine interest.

For the increasing number of children, especially in cities, activities tend to be centered outside the home. These outside activities must be made family activities.

At the same time that the home is undergoing fundamental change, powerful forces affecting youth are springing up carrying immeasurable potentialities for good. But, alas, for evil as well. The radio, the movie, the magazine—these and many others offer thrills to youth on any level he may choose from the basest to the most sublime. All such influences are so definitely educative for good and ill that society may not shirk its responsibility for a critical appraisal of them. Children must not be exploited for somebody's gain, nor sacrificed to somebody's folly.

These are but a phase of the larger problem of the increased leisure time. That leisure may be a blessing it should be, training in its use is imperative. In recent years there have grown up more than a score of leisure time educational and recreational organizations for boys and girls, designed to supplement the home, the church, and the school. In America we have been prone to think of the school as the all-sufficient solvent of our social problems. It is becoming clear, however, that many needs of youth can not be met most effectively in the school. These organizations of boys and girls are powerful allies of education. Their programs for the development of the bodies, the strengthening of the characters, and the enrichment of the lives of children are an essential part of the education and training called for to-day.

The Child and Democracy

Democracy demands universal education. There is grave danger, however, of confusing equality of opportunity with sameness of educational training. No other type of government so much as democracy demands the adaptation of educational training to the individual differences which characterize her children. The danger of a dead level of mediocrity is more grave in a democracy than in any other form of government. Therefore, the first cardinal principle in the education and training of a democratic society is that each individual child should develop to his highest possible level of attainment. This calls for the opposite of the lock-step in education. It demands a full recognition of the individual differences among children.

These individual differences show themselves in many ways. Some children are defective in sight or hearing, others tend to become tuberculous, others are slow mentally, others are gifted, and so on. While in all characteristics the differences range from a barely perceptible departure from the norm to a wide divergence, proper education demands that wherever the child's departure from the norm is great enough to make separate or specialized treatment advantageous, such treatment should be made available. No system of education and training is complete if it merely provides teachers and buildings where children may be assembled 40 in a room to be taught by whatever methods and whatever curriculum may be devised as best for the theoretically average child. There is no such child.

The Child and His Home

A good home is the inherent right of every child. The welfare of a child depends upon nothing else so inevitably as upon the personality relationships within the family and the child's reactions to them. Economic and social forces which threaten the harmony of the relationships which are the security of the family as a unit, endanger the welfare of the child. The immediate results of the operation of forces inimical to family stability—low standards of living and broken homes, among others—should be prevented and combated, not only for broad humanitarian reasons, but specifically to provide for the adequate adjustment and development of children.

Fundamental to the very existence of the home is the ability of the family to provide an adequate and assured income. This is a problem of national scope. The best educational efforts of schools and other agencies may be ineffectual if the emotional background of the child's life is unhappy and insecure.

We still labor under an unfortunate social tradition that the care of the child in the home is simply automatic, and instinctive. Any forward-looking program must recognize the basic importance of bringing knowledge of the development of the child and of methods of his care and training to parents—the individuals in society directly responsible.

The Child and His School

The school is the embodiment of the most profound faith of the American people, a faith that if the rising generation can but be sufficiently educated, the ills of society will disappear. The constantly lengthening period of school attendance, the constantly enlarging contributions of money for the maintenance of the school, the rising standards of preparation of the teachers, the rapid increase in parent-teacher associations, these and many other evidences attest the faith of the people in their schools. Whatever is necessary to enable the school to function better, the people will provide.

On the whole the school has met and is meeting the demands for adjustment rapidly. However, the extraordinary rate of change in the structure of society in recent decades has been so great that only in exceptional places have the schools been able to keep pace. From the point of view of child health and protection, the following are among the essential requirements needed to bring the schools into a place of effective service in the education and training of the child of 1930:

(a) When school buildings are built or rebuilt, and when equipment is procured let there be rigid adherence to well-recognized standards of sanitation and health.

(b) In the development of school programs, increasing recognition should be given to the education of young children through kindergartens and nursery schools.

(c) Programs of teacher training should assure the teacher's understanding of the child's physical make-up and of his personality development as well as of his intellectual needs.

(d) A school health service, city-wide or country-wide, is an essential part of every school organization. In this service parents, teachers, school authorities, and health specialists should join forces in devising a unified program such as will assure the full safeguards of immunization, the early detection and exclusion of contagious cases, the discovery and correction of remediable defects of body and mind in all the children regardless of their economic status. But above all, the health program should systematically promote such a regimen of life—diet, sleep, work, and play—as will contribute most to the full mental and physical vigor of every child.

(e) The school must provide health education and training of all children. This involves instruction in personal, home, and community hygiene, in safety, in mental hygiene, in social hygiene, in sex, and in the preparation for potential parenthood. In this whole program of health education the active cooperation of the parents is fundamental.

A suitable place to play, affording activities suited to the varying needs of the individuals, is the right of every child. What the home life can no longer do to provide a play life for children may not on that account be left undone. But the home influence must be strengthened, not weakened. The play facilities must be instruments in parents' hands to help them carry the responsibility of rearing their children. This responsibility must not be shifted from the mind and hearts of parents.

The Child and His Character

The emphasis that this conference gives to child health and protection should not be interpreted as an underevaluation of character as the basic outcome of education and training.

There will be 25 fat volumes of the findings of the White House Conference on Child Health and Protection.

For those whose reading time is limited there will be a 150-page booklet containing President Hoover's opening speech, Secretary Davis's speech, and Secretary Wilbur's summary of results, the Children's Charter, and abstracts of committee conclusions. This booklet will be sent free to anyone who wants it. Write your request to the White House Conference on Child Health and Protection, United States Department of the Interior, Washington, D. C.

For those readers directly interested in education and training whose reading time is still more limited, this article surveys the present and future of American education as assessed by Section III of the conference.

Among the significant problems in character development is the modern tendency toward specialization. To the doctor the child is a typhoid patient; to the playground supervisor a first baseman; to the teacher a learner of arithmetic. At different times he may be different things to each of these specialists, but too rarely is he a whole child to any of them.

But only as the whole personality expands can character develop. Respect for a child's personality is an absolute requisite to effective character development. This involves a reversal of emphasis. The doctor rather than prescribing for typhoid fever, should provide for Harry Smith, suffering from typhoid fever. The playground supervisor, rather than training a first baseman, should train Harry Smith on first base. The teacher rather than teaching arithmetic should teach Harry Smith by means of arithmetic. The philosophy behind the modern demand for a child-centered curriculum in the school is valid also in all other relationships of child life, if character is to be the central outcome of education and training.

The Child and His Vocation

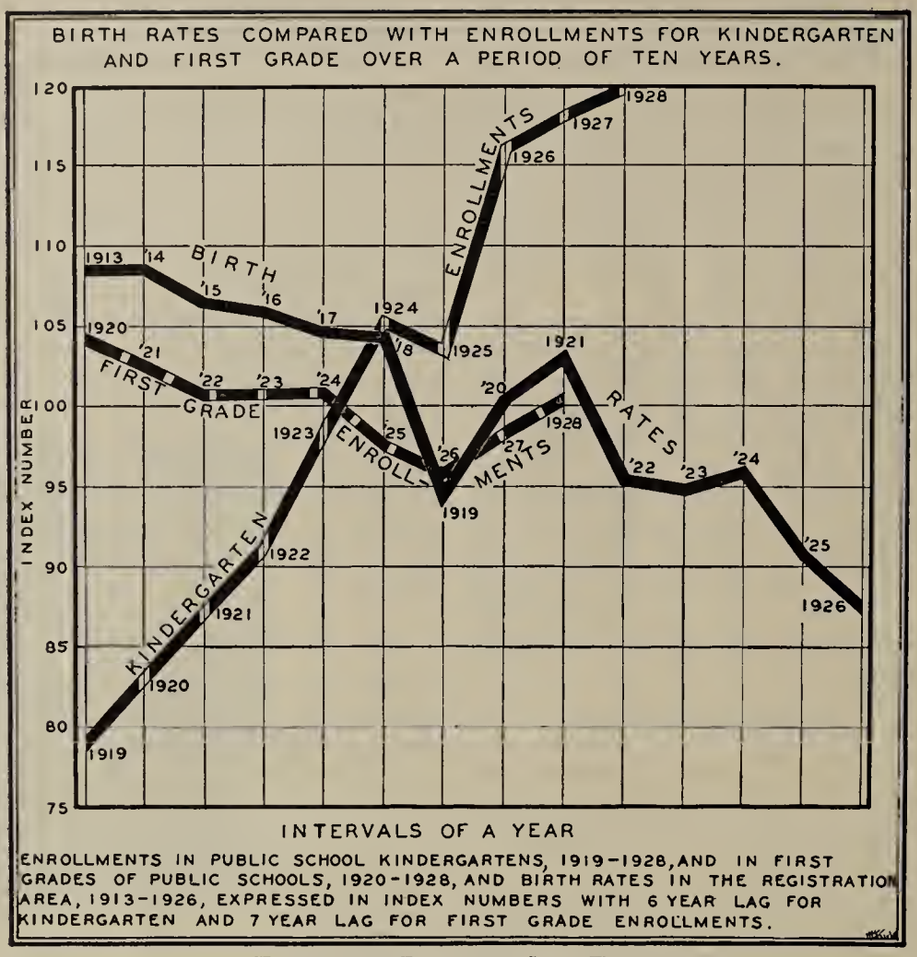
While beet fields must be weeded, and glass factories must be kept running, yet children have but one childhood. During that childhood child labor must wait on child welfare. Some types of work are beneficial to childhood. No economic need in prosperous America can be urged as justification for robbing a child of his childhood. No encroachment upon the years needed for education and guidance should be tolerated.

But vocational efficiency is not only a great social need. It is a priceless individual blessing as well. Therefore, during youth, guidance into the most appropriate vocation, and training for that vocation are among the most urgent aspects of education and training.

Education is a continuous lifelong process. Wisdom needed by adults in meeting their responsibilities as the guarantors of the rights and opportunities of children, can come only through persistent study. Existing educational agencies should be more conscious of their responsibility for such education.

A Program Based on Research

No enterprise so vast as the education and training of a nation's children can achieve its own most effective and economical development without provision for careful and continuous research. It must study its operations and measure its results. This research is needed not alone in the schools, but in other institutions affecting child development as well, such as the family, the home, the neighborhood, the playgrounds, the boy and girl organizations. Indeed the most urgent need for research is in the fundamental nature of the child—physical, mental, moral, and social.



KINDERGARTEN ENROLLMENT SOARS HIGHER

Opposite trends of birth rate and kindergarten enrollment are shown in this graph which is one of the 19 graphs appearing in Office of Education Bulletin, 1930, No. 30, "Kindergarten-Primary Education—a statistical and graphic study," by Mary Dabney Davis, which may be purchased from the Superintendent of Documents at 10 cents a copy.

Education is a public function. The responsibility for its administration is rightly lodged with the several States. Theoretically, therefore, the research necessary to assure efficiency should be carried on by the States. Wherever such research can be provided for by the States, cooperating with other research agencies, the State is the proper unit to carry it on.

There are some States not yet prepared to provide such research facilities. Furthermore, there are certain phases which must be attacked for the Nation as a whole. Therefore, to cooperate with the States in supplying this needed service of research (and of informing the public about the results of research) is a proper and vital function of the Federal Government.

Have You Read?

Notable Articles in the Educational Press

By SABRA W. VOUGHT
Librarian, Office of Education

Having enrolled in the reading course which is being given in Rollins College, and keeping a mental reservation to withdraw if there was a sign of literary snobbery, Stella Weston became so enthusiastic over the work that she took all the courses offered by Mr. Grover and also secured special permission to repeat one of them. All this is charmingly told by Miss Weston in an article entitled "Professing Books; a New Vocation" in the *N. E. A. Journal* for November.

How the Rotary Clubs of the United States have accepted the invitation of Secretary Wilbur, to study the question of illiteracy and assist in the problem of eradicating it, is set forth in an article in the *Nation's Schools* for December. In order to show what can be done, a detailed study of one State is outlined.

Believing that the children of St. Louis should have an authentic and simply written history of their city, the *Public School Messenger* is devoting two entire numbers to this purpose. The history written by Miss Dena Lange begins in the number for November 20, 1930. This first part covers the history of old St. Louis from its founding to the period of Missouri's admission into the Union in 1821. The material has been prepared for pupils in the fourth grade. It is printed in large type and well illustrated. An appendix contains material designed to help the teacher in presenting the history of St. Louis to the children. A bibliography and chronology of events is included.

Several recent experiments in education are described in *The Journal of Higher Education* for December. Doctor Meikeljohn, of the Experimental College of the University of Wisconsin, discusses the courses offered there. Dean Boucher, of the University of Chicago, describes the academic requirements and purposes which are to guide the undergraduate program in the new divisional organization within the university. Some of the methods used to adapt Antioch College to the needs of the present day are described by the president, Arthur E. Morgan, while Hamilton Holt discusses the 2-hour conference plan used at Rollins. The head of the Latin department at Swarthmore, Ethel Hampson Brewster, describes the scheme of "reading for honors" as it is being worked out. The plan of a 4-year junior college is described by President James M. Wood, of Stephens College.

The Journal of Adult Education for January contains a most interesting symposium on "Unemployment and Adult Education." At the request of the American Association for Adult Education a representative group of economists studied the question of technological unemployment and the existing educational facilities which can provide for vocational reeducation. The papers in this symposium have to do with this problem. C. A. Beard discusses "The dislocated soldier of industry," the man trained for an occupation who finds that occupation suddenly closed, and who is faced by the necessity of adjusting himself to an entirely new job or joining the great army of the unemployed. Stuart Chase describes vividly the "Iron Bouncer" that is responsible for much of the technological unemployment now prevalent.

Progressive Education for January is devoted to the subject of creative dramatics in the schools. With unusually attractive illustrations, some in color, this issue aims to show the "ways in which the dramatic impulse may be encouraged and developed" from the nursery school through the college. Eva Le Gallienne contributes a short foreword "To the Children," The articles are short and concise. Some are written by teachers who are concerned with dramatic work in schools, others are by people who have been engaged in producing plays in little theaters. Some unusual experiments are described, such as the verse speaking choirs at Mills College; the puppet or marionette theater where the children unaided devised the stage and its setting, as well as the puppets and the lines. A carefully selected bibliography of reference books and volumes of plays adds much to the value of the volume as an aid to teachers or directors of school dramatics.

My Wife, Children, Secretary, Janitor and I go to School

A Mother May Study French or Spanish as Profitably as Her High-School Daughter

By ARTHUR DEAN
Educational Journalist

GOING TO SCHOOL and getting an education are two different things. We have seen people who went to school so much that they nearly missed getting an education. There are many others who are really intelligent beyond their schooling and not like some "highbrows" who seem to be educated beyond their brains.

Some men and women have the idea that they are sick of education, when as a matter of fact they had a youthful attack of school indigestion from which they have never fully recovered.

Yet these same adults show a real affection for adult education. Otherwise they would not turn radio dials and listen to educational, musical, political, theatrical, and economic programs. If men and women were not interested in enriching their lives they would never travel, modernize their farms and homes, read newspapers and magazines, or even learn to operate a new gear shift.

Adults Have Gone Back to School

In a very large way we adults have gone back to school—not to the little brick or wood schoolhouse, but rather to the radio, newspaper, magazine, club, extension, correspondence, and movietone school. My only point is that much of the education received so informally needs to be supplemented by definite, free, and group public instruction. We who pay tax bills directly or indirectly are just as much entitled to a free opportunity for self-improvement as our children.

In fact, we know that we really have more use for education than many of our children seem to have. Some day our children are going to use their schooling. But meanwhile you and I, as adults, could use to-day an education which we never received.

So I, for one, have gone back to school. I go to a musical radio school and hear Walter Damrosch and symphony concerts. I have enrolled in a radio current events class and hear Lowell Thomas, Floyd Gibbons, and H. V. Kaltenborn. I attend news-reel schools at movies. I have joined, for 2 cents a day, a daily newspaper reading school. My wife attends a parent-teachers' association school where she learns about childhood and the practical cooperation between school and home. My secretary goes to a night high school for that academic diploma which she missed in the days of her early schooling. My janitor is studying steam boiler practice by correspondence. Everybody in my personal and official family is going to school—except my dog, whose training is practically finished.

Speaking about dogs. The old saying is, "You can't teach an old dog new tricks." Well, you can. I know because I have raised 30 dogs. But generally speaking you can not teach an old dog many new tricks, because he is no longer a student. *He finished his education when he finished his schooling.*

Mother Can Study Spanish

But adult humans are not dogs. Psychologists have proven that adults can be taught new tricks and that they learn nearly as well as young folks. This means that mother can study French or Spanish as profitably as her high-school daughter; that father, who is now a bookkeeper, can study public accountancy and do as well, if not better, than his young son who is learning fractions. If adults could not be taught new tricks there would be no market for inventions, no field for investments, no travel, no radio, no movie, no automobile, no new ideas.

We are living in a very complicated age. A complicated world involves a complicated man. And that is why some men have failed—they could not learn new tricks in the complications of modern life.

Many working men and women are always hovering on the edge of vocational failure. New processes of manufacturing, new ways of distributing products, and new systems of financing and accounting mean new workers. The "old dog" who will not learn new tricks must stand aside. Only those who have the habit of learning, the habit of thinking, the habit of growth, can keep in line in this complicated old world.

Paved Highway to Learning

I know men and women want to grow. Otherwise they would not subscribe for correspondence courses and pay out their own money for a thing which I think they should get for nothing through the educational system. Surely a paved highway to learning is entitled to a bond issue and if we had more such highways we would not have so much wasted leisure.

Why shouldn't mother go back an hour a day or a couple of hours a week to school for home decoration, French, parliamentary law, care of babies, or whatnot?

Why shouldn't bookkeeper father, who sees himself soon out of a job because a youngster can run an adding machine, go to a free evening vocational school, or take a university extension course which will prepare him to learn a new vocational trick in a world full of new tricks?

Easy-Chair Education

I like to hear an investment talk, or a speech about economics, or listen to good music over the radio. They stir my imagination and interest. They make me want to grow. I like this listening and seeing education which I am getting while sitting in a comfortable chair. But I need more. I want to attend a class in investments. I want to know the basic principles of economics. I want to learn to play an instrument. Listening and seeing education is good, but I must be up and doing on my own efforts if I expect a better job, more money, a richer life. Easy-chair education has its weaknesses.

Quite frankly, my own educational requirements at my age are just as important to me as any school requirements of my 10-year-old boy are to him at his age.

I do not see why I should not use the school or the public university for my own education. I do not see how I ever got into the habit of thinking that I was through with education just because I possessed a diploma.

Courtesy of National Park Service

HISTORY IN TREE RINGS

National Parks offer vast opportunities for adult education. Visitors ask thousands of questions about plant and animal life and about geology that they never thought of bringing up in the old biology or geography classroom. The National Park Service is engaging trained naturalists to give true and valuable answers to visitors' questions. The Yosemite ranger in this illustration is interpreting the tree rings of a Sequoia that was a sapling when William the Conquerer won the Battle of Hastings.

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· SCHOOL LIFE ·

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By THE DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor . . . . . William Dow Boutwell

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School Life is indexed in the Educational Index

FEBRUARY, 1931

Fisher Ames's Prediction[1]

"OUR COUNTRY is too big for union, too sordid for patriotism, too democratic for liberty * * *. Its vice will govern it." In such words did an early Congressman, Representative Fisher Ames, of Massachusetts, voice his fears for our Republic.

In spite of a territorial expanse undreamed of by those with the wildest imaginations in our first Congresses, our Union still exists and retains a democratic form of government. Were he here today Mr. Ames would doubtless attribute this outcome to a combination of factors, among them, the successful extension of the Anglo-Saxon principle of representation to a vast area and an unprecedented program of public education coupled with a marvelous system of communication and transportation.

For we know that the type of democracy which developed in ancient Greece and Rome and was practiced in the New England town meeting was necessarily limited to narrow boundaries and homogeneous groups of people. When the conquering city on the Tiber had brought into the Roman Republic areas too extensive to permit citizens to reach the capital on election day, despite a very wonderful system of roads, democracy broke down.

But even if distance had presented an insurmountable obstacle, the growth of population would have prevented assembly and free discussion as it did in fact when the city of Rome itself became too large for the early type of democratic government. With us, however, a Federal Government based upon the principal of representation and consisting of many State units each based upon the same principle with a rather clear-cut division of powers between the Federal and State organizations has made it possible for democracy to overcome the limits of size, both in area and in numbers. And in this connection it is interesting for us to note that as our great professional, business, and social organizations have been developed on a nation-wide scale this same principal of representation has been used to enable the majority of the membership to express its will and to prevent domination by those residing near the place of meeting. But it is unlikely that this system alone could have produced the American Nation.

A program of public education not dominated by any central ministry has been remarkably successful in producing out of diversities of race, nationality, language, and religion, a cultural unity that has made national existence possible. And to this unity rapid and relatively inexpensive transportation and communication have added. For to these factors is due much credit for the comparative absence of distinctive dialects and isolated cultural areas under our flag.—*W. J. C.*

[1] From an address before the Barnwell Foundation, Philadelphia, Pa.

Office of Education Conference Room at National Education Association Convention

Through the courtesy of the department of superintendence of the National Education Association conference space for the United States Office of Education has been reserved during the Detroit convention February 21–26 on the balcony overlooking the crystal ballroom of the Masonic Temple headquarters.

A representative of the Office of Education will be on duty in the conference room to make appointments and to show the publications of the Federal bureau. All educators attending the Detroit convention are invited to visit the Office of Education conference room.

Navy Officer at Helm of Annapolis Parent-Teacher Association

There is one certain way to build up a languishing parent-teacher association; get an able Navy officer to take charge. At least that is the answer at Annapolis, Md., where Lieut. Commander F. K. Elder, with the cooperation of a few fellow officers and townsmen, has built up the association's membership from about 30 to 300. This strong organization has been instrumental in mustering a favorable vote on a bond issue for new school buildings. Navy precision has been introduced into the parent-teacher meetings which run on a rigid time schedule that insures prompt starting and prompt closing of the sessions.

Teach Band Instrument Playing by Radio

Instruction by radio in the playing of band instruments for school children, fourth grade through the high school, is now a weekly feature over station WJR, Detroit, through arrangement by the Michigan University of the Air.

School superintendents and principals have been urged to form groups of students interested in receiving such instructions, under the supervision of local music or grade teachers.

Students have their own instruments and secure lesson pamphlets free from the Michigan University of the Air, Ann Arbor, Mich. Joseph E. Maddy, professor of music at the University of Michigan is directing these broadcasts which are scheduled through March 16.

EDUCATION—A DEFINITION

By WILLIAM JOHN COOPER
United States Commissioner of Education

Human education is a process of individual growth and development beginning with birth and ending only with death, requiring at the outset much effort on the part of others in discovering, nourishing, and directing inherent potentialities, but at every stage demanding increasing self-reliance and self-control. During this entire process the individual learns to observe and analyze his natural environment, to modify it to his needs, and to adjust himself intelligently to nonalterable conditions; to comprehend the social environment in which he finds himself, to understand how it came to be what it is and how it can be changed, and to appreciate the mutual "give and take" character of human association to the end that he may not only demand his own rights and opportunities but also will discharge to the full his economic and social obligations.

New Books in Education

By MARTHA R. McCABE

Library Division, Office of Education

CRAWFORD, CLAUDE C. * * * Studying the major subjects. With introduction by Lester B. Rogers * * * Los Angeles, Published by C. C. Crawford, University of Southern California, 1930. xiv, 384 p. 12°.

This book follows a previous volume, The Technique of Study, and is a continuation of that subject, with special consideration of the more important subjects of the curriculum. It is intended for the reading comprehension of senior high-school students and college freshmen. The presentation is different from other studies of the kind, in that it places upon the student a larger responsibility for his own program and achievement. "How to Study" is the key note of the book, and definite suggestions are given as to methods and procedures which are designed to be of use in training for life outsido of school.

FLEXNER, ABRAHAM. Universities, American, English, German. New York, London [etc.] Oxford university press, 1930. 381 p. 8°.

In the section dealing with American universities, Doctor Flexner does not strike at conditions which still exist as relics of the past hut at the new trends now taking shape. The older and larger universities come in for the most criticism, but a number of others are included. In the chapter The Idea of a Modern University, the value of a liberal education is affirmed as opposed to the vocational and utilitarian idea.

GAUSS, CHRISTIAN. Life in college. New York, Charles Scribner's sons, 1930. xv, 272 p. 12°.

This study hy Dean Gauss, of Princeton University, discusses the following suhjects: Getting the freshman started, College problems, and Prohlems for parents. It is for the most part concerned with the students of the younger classes, their trials, illusions of leadership, etc. The book is another presentation of American campus life, omitting much concerned with curriculum, college teaching, etc., and confined to the things that actually go on in college, human relationships, questions of why students fail, the mistakes of students, and mistakes of mothers and of fathers. A unique part of the study is the closing chapter, which contains an examination to be given to parents of candidates about to enter college.

GOOD, IRIS CLEVA *and* CROW, JANE M. Home-room activities. With an introduction by R. J. Walters * * * New York City, Professional and technical press [1930] xv, 325 p. 8°. (Educational executives' series, Carlos B. Ellis, editor-in-chief.)

It is stated clearly at the outset that this book is not a presentation of arguments in favor of the home-room, but having taken that for granted, the purpose of the authors is to give programs, plans, and devices that have heen successfully used to make the home-room a useful part of the school system. Information is given on organizing the home-room, securing a director of activities, detailed suggestions for home-room programs, with chapters devoted to each, and full information on special subjects and people. The book furnishes the answer to many questions hoth pupils and teachers ask regarding special days. The home-room may be considered as a clearing house for ideas and a means of cultivating initiative, leadership, and cooperation among the students.

JOHNSTON, JOHN B. The liberal college in changing society. New York, London, The Century Co. [1930] 326 p. tables. 12°

This book analyzes rather than criticises the college of the liheral type. The author has studied its functions, defined its objectives, dealt with its procedures of various kinds, and offers a working philosophy showing how it may he applied to conditions to-day. As society changes, obviously its institutions must change, and change promptly in order to keep up the necessary pace. The object of the author has been to discover and to make known how this type of institution can best perform the function for which society maintains it. The relation of the college to the shaping of the intelligence needed in a democracy is the real theme of the book.

KANDEL, I. L. History of secondary education. A study in the development of liberal education. Boston, New York [etc.] Houghton Mifflin company [1930] xvii, 577 p. tables. 12°. (Riverside textbooks in education, edited by Ellwood P. Cubberley)

The author considers that the present is a period of crisis in the history of secondary education and is marked hy activity in reorganization in the leading nations of the world. Problems dealing with the scope of secondary education, what to teach, the meaning of culture and of liheral education, the needs of the social classes, the demands of social and economic conditions, and other important issues, have all heen given careful study. The book shows how the nations investigated have heen taking stock of their educational systems and making plans for their improvement and extension with the resultant revelation that many of the issues in secondary education are common to all countries owing to similar social and economic forces.

PATTERSON, SAMUEL WHITE. Teaching the child to read. Practical studies in reading method. Garden City, N. Y., Doubleday, Doran & Company, inc. [1930] 524 p. tables, diagrs. 12°.

This book advocates the integration of theory and practice, discussing the best present-day thought upon methodology in teaching reading, to which is added reports of actual teaching in children's classes, and in theory classes. In the midst of the bewildering amount of data concerned with reading methods, this study comes with the stated purpose on the part of the author of uniting theory and practice and affording a workahle basis for student, and teachers-in-training and in-service. The Case system is used in the shape of stenographically reported lessons in reading to illustrate the method used. The subject is presented from the physiological, the psychological and hygienic aspects of the reading process, through the beginning grades and through the junior high school—tho period of silent reading and expressive oral reading.

PYLE, WILLIAM HENRY. The psychology of the common branches, with abstracts of the source material. Baltimore, Warwick and York, inc., 1930. vii, 381 p. tables. 12°.

The author presents this study on how to reach the subjects of reading, spelling, hand writing, and arithmetic, togcther with the principles of such, in so far as the principles have been established scientifieally. He considers the science of teaching a field that is undeveloped, and that few principles have heen definitely estahlished. The hibliography which accompanies the treatment of each suhject is furnished with an annotation or summary of findings, with each entry.

Schools, teachers, and scholars in Soviet Russia. With a foreword by W. T. Goode. London [England] Williams and Norgate, limited [1929] xiv, 82 p. illus. 12°.

This study is a report of au investigation made hy the Teachers' lahour league of England, affiliated with the Education workers' international leaguc, when they visited as delegates the U. S. S. R. in 1926. The report is a brief one and consists mostly of impressions gained from ohservation with the resulting conelusions, which were considered of sufficient import to publish. The contact hetween English and Russian teachers made the investigation possible, and the suhjects include a short sketch of the organization of tho Soviet school system from the preschool through the high school and university, the training of teachers, military education, adult education, and the special problems of child-destitution, children's homes, disease, and ahnormal and defective children.

WEBER, OSCAR F. Problems in public-school administration. A plan and work book for public-school administrators. New York and London, The Century co. [1930] xxxviii, 726 p. tables, diagrs. 12°. (The Century education series)

To the school superintendents engaged in puhlic-school work who have not had adequate professional training, a book of this kind, presenting most of the problems met every day in a superintendent's office will be useful. Tho evidences of the growth of the "new" profession of school administration are numerous, not the least being the fact of the degreo "Superintendont of schools" bestowed by Teachers college, Columbia university. The prohlems and their solutions are presented in a wido range of subjects. The study is also designed for use as a basic text for college and university classes in school administration.

To meet the demand for thoroughly trained public-health nurses and to attract to the profession young women of culture, a school for nurses has been inaugurated in connection with the University of Chile, at Santiago. A course of three years has been established, which will include hospital practice as well as classroom work.

How Teachers Are Selected

Current Practices for Engaging Elementary and High-School Teachers Are Revealed in Preliminary Findings of the National Survey of Secondary Education

By WALTER S. DEFFENBAUGH
Chief, Division of American School Systems

and

WILLIAM H. ZEIGEL
Assistant Specialist in School Administration

EDITOR'S NOTE: *This is the second of a series of articles giving the preliminary findings of the National Survey of Secondary Education. The first, What the High Schools are Doing for the Individual, by Roy O. Billett, appeared in the January, 1931, issue of School Life. Complete results of the secondary education survey will be published two years hence in one or more volumes. In the meantime, the "early discoveries" of the 19 sections which are studying America's 23,000 high schools will be printed in* SCHOOL LIFE.

About a year ago the advisors to the staff conducting the National Survey of Secondary Education recommended a special study of practices in the selection and appointment of teachers particularly as related to secondary schools. The Office of Education at that time had under consideration an investigation of the problem for elementary as well as for secondary schools. In order to carry out both of these projects and, at the same time, to conserve the energies of principals and superintendents in the schools of the country, it was decided to join these two investigations into a single project which should inquire into practices in this regard on the different school levels.

Purpose of Study

The studies which have been made of this problem have been limited in one way or other. Some are too old to be of value in showing conditions at the present time, some attempt to investigate the problem thoroughly in only one State, and some attempt a more general investigation of the problem in several States. However, none of them has attempted to investigate the problem as thoroughly as the National Survey of Secondary Education which is studying many phases of the problem for both elementary and secondary schools from a national point of view.

The present study has two major purposes: (1) To determine the status of current practices in the selection and appointment of teachers; (2) to identify and to study intensively those public schools where the procedures followed in selecting and appointing teachers are unusual or innovating. Not only does this imply an intensive study of those systems in which the practices employed have proved especially effective in attracting and retaining teachers of high quality, but also some study of those systems which employ methods usually considered undesirable.

In carrying out the major purposes of the complete investigation, the study of practices in the selection and appointment of teachers proposes to show: (1) The number of new appointments made in school systems for the school year 1929–30; (2) the agencies through which contacts are made with prospective teachers; (3) the policies of school systems regarding the personal interview as to: (*a*) Persons whom candidates are expected to interview, (*b*) the extent to which the personal interview is used, and (*c*) the provisions, if any, for reimbursing candidates in case an interview is held; (4) the extent to which applicants are required to take special examinations before appointment; (5) the extent to which application, contract, and reference blanks are used by school systems in employing teachers and an analysis of the items found in these blanks; (6) the extent to which school officials visit teachers to observe their classroom work before appointment, and the officials who make such visitation; (7) regulations of local boards relating to the training, experience, age, and marital status of teachers, to local or nonlocal teachers, and to relatives of school board members; (8) the types and duration of appointments made by school systems; (9) methods of retaining teachers of high quality; (10) persons and agencies who make the final determination in the actual selection and appointment of teachers.

Methods of Investigation

The data for the study have been collected primarily from two sources, namely, literature dealing with methods of teacher selection and appointment and check lists sent to superintendents and principals.

The available studies have been secured, read, and briefed on special forms designed for that purpose. Special check lists were devised and mailed to the superintendents of schools in all cities over 30,000 population and to representative samplings of cities in each of the population groups under 30,000. In all, approximately 1,300 blanks were mailed in this way. Similar check lists were prepared and sent to approximately 350 principals in independent secondary schools, and a third check list to all county superintendents in 10 county-unit States.

From these sources the data will be secured for depicting the status of current practices and to identify for more intensive study and possible visitation those schools with unusual or innovating procedures.

Tentative Findings of the Study

The report at this time in no way attempts to show any final conclusions or recommendations for the study as a whole. Rather it proposes to present only in a tentative way the findings that are being developed on certain phases of the problem as the study progresses.

The investigation deals with elementary schools, junior high schools, and senior or 4-year high schools in seven different classifications. These classifications are as follows: Group I, cities over 100,000 population; Group II, cities between 30,000 and 100,000 population; Group III, cities between 10,000 and 30,000 population; Group IV, cities between 2,500 and 10,000 population; Group V, towns under 2,500 population; Group VI, independent secondary schools; and Group VII, county systems.

The findings of the investigation will be shown for the elementary schools, junior high schools, and senior high schools for each of these seven groups.

Number of New Teachers Employed Each Year

One phase of the investigation deals with the average number of new teachers employed in school systems during the year 1929–30.

In cities of Group I, the data show that the average number of new teachers appointed to each school system was 125; in Group II, 34; in Group III, 16; in Group IV, 9; in Group V, 5; in Group VI, 3; and in Group VII, 28. As may be expected the number of new appointees increase uniformly with the population of the groups.

The magnitude of the problem of teacher selection may be noted from the fact that the average number of new teachers appointed each year is about 5 in the towns under 2,500 and increases to 125 in cities over 100,000 population. This may perhaps be shown more clearly by a study of Table 1 giving the per cent of the teaching staff made up of new teachers.

TABLE 1.—*Per cent of teaching staff made up of new appointees for systems reporting for 1929–30*

Group	Per cent of staff made up of new appointees in—			
	Elementary schools	Junior high schools	Senior or 4-year high schools	All systems reporting
1	2	3	4	5
I	3.5	5.7	4.6	4.0
II	10.0	10.4	9.3	9.9
III	12.3	13.8	13.9	13.0
IV	16.2	17.6	19.3	17.4
V	21.8	26.3	28.3	24.6
VI			29.4	29.4
VII	23.1	24.1	26.7	23.7

Table reads: In the elementary schools of Group I the new appointees constitute 3.5 per cent of the teaching staff; in the junior high schools, 5.7 per cent; etc.

The per cent of new teachers appointed in school systems varies from 4 per cent of the teaching force in large cities to 29 per cent of the staff in independent secondary schools. Although the average number of new teachers appointed increases as does the population of the group, the proportion of the teaching staff made up of newly appointed teachers decreases as the size of the groups increase. Thus, comparatively speaking the smaller school systems have perhaps a more important problem in selecting new teachers than have the larger systems because a larger proportion of their teaching staff is made up of new teachers.

How New Teachers Are Located

One of the first steps involved in any method of teacher selection is the location of possible candidates with which to fill existing vacancies. The data set forth in Table 2 show the per cent of teachers first located by the various agencies.

It is of interest and perhaps of considerable significance that places under 10,000 population and the independent secondary schools use the placement bureaus of higher institutions more frequently than do the larger places and that cities of over 10,000 population seem to rely more extensively on applications from individual teachers than do the smaller cities. In fact, from 58 to 66 per cent of all the teachers appointed in cities over 10,000 were first located through applications from the teachers themselves. Private teachers' agencies do not seem to be utilized nearly so much as individual applications nor so frequently as placement bureaus of higher institutions. The private teachers' agencies seem to aid more frequently in places under 10,000 population. The city teacher-training school furnishes about 20 per cent of the new appointees in city systems of over 100,000. Altogether, the placement bureaus of higher institutions, private teachers' agencies, applications from individual teachers, and the city teacher-training schools served in 1929–30 as means of locating from 80 to 92 per cent of all the new appointees in each of the groups. All other teachers were first located by miscellaneous methods.

No data are presented in Table 2 which show the existence of any possible differences between school levels with regard to the agencies used for first locating prospective teachers. Space does not permit much discussion of this phase of the whole problem, but our data tend to show in most of the population groups that placement bureaus of higher institutions and the private teachers agencies are used most extensively in the senior or 4-year high schools, that applications by individual teachers are used most extensively in the elementary schools.

The data show that the principals of junior high schools and senior or 4-year high schools are much more likely to interview teachers than are the principals of elementary schools. In all cases the superintendent of schools is the person who most frequently interviews teachers. In the larger cities he often shares this duty with the assistant superintendent of schools and special subject supervisors.

Methods and Procedures Used in Selection and Appointment

The question as to who actually selects and appoints teachers is of interest and importance not only to all persons engaged in educational work but also to the community and all persons interested in the welfare of the public schools.

For this reason the survey has collected material showing the methods used in the actual selection and appointment of teachers. In the final report comparisons will be made between the school levels for all population groups to note the existence of any possible differences in persons appointing teachers. However, at this time, neither time nor space will allow a complete discussion of this question. The material shown in Table 3 treats the data for city school systems.

There are certain differences in methods existing among the population groups. In none of the groups is it frequently reported that the board of education or committee of the board appoints teachers without official participation by the superintendent. However, when this method is used, it is usually reported in towns of less than 2,500 population. The most frequently used method is that in which the superintendent takes the initial step by nominating candidates. Especially is this true in cities under 10,000 population, where more than one-half of the school systems report this method. In cities over 100,000, the superintendent usually

TABLE 2.—*Per cent of teachers first located by various agencies according to groups*

Agency for locating teachers	Population groups						
	I	II	III	IV	V	VI	VII
1	2	3	4	5	6	7	8
Placement bureaus of higher institutions	4.9	13.2	13.2	25.2	28.3	29.8	15.7
Applications by individual teachers	63.0	66.3	58.3	45.0	41.2	35.3	60.4
Private teachers' agencies	4.3	9.0	16.2	18.8	19.9	22.5	3.8
Visits to other schools or systems	1.1	2.5	5.1	2.3	2.7	1.1	2.3
State appointment bureaus	0	.2	.9	1.5	1.8	.4	.5
State teacher association bureaus	.2	1.0	.3	1.2	1.2	5.6	.4
Visits to higher institutions to interview department heads	1.8	2.5	2.9	2.9	1.8	1.6	6.3
Visits to higher institutions to observe practice teachers	0	1.1	1.0	1.3	.5	.2	.1
Lists from higher institutions of candidates available	0	1.5	0	.4	1.5	.7	4.2
City teacher-training schools	20.4	2.3	0	0	0	0	0
Other agencies	4.3	.5	2.2	1.5	1.1	2.7	6.4

Table reads: In cities of Group I, the per cent of teachers first located through placement bureaus of higher institutions constituted 4.9 per cent of the total; through applications from individual teachers, 63 per cent; etc.

Business and Professional Leaders Aid Secondary Survey

THE following laymen interested in education have been appointed by Secretary of the Interior Ray Lyman Wilbur to act as advisors to the National Survey of Secondary Education. They will be invited to advise on important procedures and to inspect and make suggestions on the final report. Since the membership of the advisory committee is drawn from every State in the Union, there will be in each State at the close of the national study some prominent and able person not engaged in education who will be in a position to interpret the survey to the public.

Marcus Aaron, manufacturer, Federal Reserve Building, Pittsburgh, Pa.
Charles A. Adams, Humboldt Bank Building, San Francisco, Calif.
Jane Addams, Hull House, 800 South Halsted Street, Chicago, Ill.
Roger W. Babson, statistician, Babson Park, Fla.
Rhodes S. Baker, lawyer, Republic Bank Building, Dallas, Tex.
Morgan Barradale, Holland Tunnel Offices, Canal and Varick Streets, New York City.
W. L. Bonney, legislator, Gardiner, Me.
H. Fletcher Brown, manufacturer, DuPont Building, Wilmington, Del.
J. O. Carr, lawyer, 400 North Front Street, Wilmington, N. C.
D. H. Christensen, former State (supt.) of education, Christensen Construction Co., Salt Lake City, Utah.
Howell Cheney, manufacturer, South Manchester, Conn.
George I. Cochran, lawyer, Sixth and Olive Streets, Los Angeles, Calif.
Mrs. Gertrude Dangberg, Minden, Nev.
Mrs. Louise Dillavoux, Billings, Mont.
John Evans, banker, International Trust Co., Denver, Colo.
J. W. Fesler, lawyer, President of Indianapolis Bar Association, 1517 Merchants Bank Building, Indianapolis, Ind.
A. Lincoln Filene, merchant, 246 Washington St., Boston, Mass.
John H. Finley, editor, New York Times, New York City.
Ernest C. Folsom, banking and insurance, Lincoln, Nebr.
J. P. Gray, grower and shipper, Nampa, Idaho.
Francis Harman, editor, Hattiesburg, Miss.
Henry J. Haskell, editor, Kansas City Star, Kansas City, Mo.
Henry H. Hilton, publisher, Ginn & Co., 2301 Prairie Ave., Chicago, Ill.
Forney Hutchinson, pastor, St. Luke's Methodist Church, Oklahoma City, Okla.
Charles F. Jenkins, journalist, 232 South Seventh Street, Philadelphia, Pa.
Frank Jenkins, publisher, Eugene Daily Newspaper, Eugene, Oreg.
E. Dana Johnson, editor, New Mexican, Santa Fe, N. Mex.
Jerome Jones, editor, Journal of Labor, Atlanta, Ga.
Wm. S. Kenyon, Judge, United States Circuit Court, Fort Dodge, Iowa.
Charles F. Kettering, General Motors Research Corporations, Ridgeleigh Terrace, Dayton, Ohio.
Harry R. Lewis, commissioner of agriculture, Providence, R. I.
David Littlejohn, doctor, State Health Department, Charleston, W. Va.
John E. Martineau, Judge, United States Circuit Court, Little Rock, Ark.
Charles H. Mayo, surgeon, Rochester, Minn.
J. D. Millar, farmer, Menomonie, Wis.
R. A. Nestos, ex-governor, Minot, N. Dak.
William John Norton, welfare worker, 51 West Warren Ave., Detroit, Mich.
Willmot M. Odell, lawyer, 506 Capps Building, Fort Worth, Tex.
Edward B. Passano, Williams & Willkins Co., Mount Royal & Guilford Avenues, Baltimore, Md.
Mrs. J. K. Pettingill, Parents and Teachers activities, 426 West Saginaw Street, Lansing, Mich.
Erskine Ramsay, industrialist, American Trust Building, Birmingham, Ala.
R. S. Rogers, banker, Dillon, S. C.
Virginius Shackleford, Orange, Va.
Bolton Smith, banker, Union & Planters Bank Building, Memphis, Tenn.
Charles Judson Smith, Lexington, Ky.
Edgar B. Stern, merchant, Lehman, Stern & Co., Ltd., New Orleans, La.
W. J. Sutton, legislator, Cheney, Wash.
Lucius Thayer, clergyman, Harrisville, N. H.
Alvin Waggoner, lawyer, Philip, S. Dak.
Fred Warren, stockman, Cheyenne, Wyo.
William Allen White, editor, The Emporia Gazette, Emporia, Kans.
Willis R. Whitney, director, General Motors Research Laboratory General Electric Co., Schenectady, N. Y.
Benjamin Williams, lawyer, Proctor, Vt.
E. M. Williams, manufacturer, 601 Canal Road, Cleveland, Ohio.
Charles F. Willis, engineer, 306-316 Homebuilders Building, Phoenix, Ariz.
Matthew Woll, 210 American Federation of Labor Building, Washington, D. C.

makes the appointment to be confirmed or rejected by the board.

The data also indicate, although it is not evident from Table 3, that little difference exists between the methods used for selecting teachers in elementary schools, junior high schools, and senior high schools. Other interesting features of the study will be shown later after an analysis is made of the various combinations of methods as indicated in the last horizontal row of Table 3.

Future Reports on Study

The treatment of the problem at this time makes no attempt to show complete data for the study as a whole. Rather, it merely outlines what is being attempted in this portion of the National Survey of Secondary Education and indicates a few general and tentative findings.

Later certain schools in various parts of the country, with outstanding practices in methods of appointing teachers, will be selected and visited. All of this work will make it possible to present more complete and detailed information in subsequent articles and in the final report of the survey.

TABLE 3.—*Methods and procedures used in the selection and appointment of teachers in city school systems*

Methods and procedures	Per cent of systems using each method in group—				
	I	II	III	IV	V
1	2	3	4	5	6
A. Board of education or committee of board appoints teachers without official participation by the superintendent	0	1.2	0.4	0.2	3.7
B. Superintendent takes the initial step by nominating candidates	35.2	45.3	38.1	46.1	58.0
C. Superintendent makes the appointment to be confirmed or rejected by board	39.6	24.7	28.2	22.9	20.6
D. Other methods	16.5	2.8	1.5	.2	3.6
Per cent of systems using combinations of above methods	8.7	26.0	31.9	30.6	14.1

Table reads: In cities of Group I, none of the teachers were appointed by method A; 35.2 per cent by method B, etc.

More than 220,000 pupils were enrolled in schools on the island of Porto Rico during the 1929–30 term, according to the annual report of the Porto Rico Commissioner of Education.

The island supported 21 four-year high schools offering mainly academic instruction, and employed 4,451 teachers during the last school year.

In his report the education commissioner urged a diversification of education, suggesting especially increasing agriculture and vocational instruction, mentioning that only 125,000 of 400,000 children of school age in the rural zone are attending school.

Courtesy of United States Geological Survey

MASON AND DIXON LINE MARKER

This famous boundary stone is shown in one of many photographs and accompanying maps to be found in Geological Survey Bulletin 817 "Boundaries, areas, geographic centers, and altitudes of the United States and the several States," now available by purchase from the Superintendent of Documents at 50 cents per copy.

Council Formed to Study School Building Problems

Nine Regional Groups Will Be Represented in National Advisory Committee Meeting in Detroit, February 25

By ALICE BARROWS

Specialist in School Building Problems, Office of Education

"WAS THE PLANNING of your most modern elementary school based on a school survey?"

"Was the educational program to be carried out in the building worked out before the plans for the building were drawn? Were the number and kind of rooms determined on the basis of this program? Was this educational program submitted to the architect before he was asked to plan the building?"

"What are the dimensions of each of the rooms, of the auditorium, of the gymnasiums?"

"What was the cost of the building?"

Planning More Complicated

These are a few of the questions in a study on "The functional planning of school buildings" now being conducted by the National Advisory Council on School Building Problems, which was appointed by the United States Commissioner of Education, Dr. William John Cooper, in January, 1930, at the request of the State superintendents and commissioners of education. A report of the study will be given at the second annual conference of the advisory council to be held in Detroit at the Hotel Statler, on Wednesday, February 25, 1931.

The advisory council was organized because the school building problem has become a highly technical one which requires the cooperative efforts of many different types of experts for its solution—school superintendents, school building architects, landscape architects, health specialists, heating, ventilating, and sanitation experts.

The planning and erecting of school buildings is a far more complicated task than it was 20 years ago because the modern school building which has developed during the past 20 years represents a radical departure from the school building of previous periods. Owing to changed social and industrial conditions, which have deprived children in cities and small towns of many of the educational activities which formerly existed in the community life outside the school, the curriculum of the modern school has been enriched so as to give children the opportunity in the school for a greater variety of activities than were required in the little red schoolhouse of a less complex civilization.

Need for Survey

These changes in the educational program of the schools have had, of course, a direct bearing upon the planning of school buildings. In order to meet the demands of the modern curriculum, the school building at the present time must contain not only classrooms but an auditorium, gymnasiums, manual training shops, cooking and sewing rooms, science rooms, library, etc. It must also provide for community activities for adults in the evening.

In other words, the school building problem is now much more than an architectural problem. The school building survey which precedes the preparation of a school building program for a city should be so carried on that it is actually part of the whole planning scheme for a city; the building itself expresses the educational philosophy back of the program on the basis of which the building has to be planned; the provision for social activities and for play and recreation is a concrete proof of the extent to which the school attempts to function in the social life of the community.

Purposes of Council

The general purpose of the National Advisory Council on School Building Problems is to serve as a clearing house of information on school building problems. The specific purposes are (1) to secure comprehensive data on methods of solving school building problems in different parts of the country and under different types of school organization; (2) to make expert analysis of the data collected; and (3) to make constructive suggestions in regard to methods of solving school-building problems.

School-building problems can not be studied at long range. They must be studied in terms of actual school-building situations and methods of meeting them; and they must take into account the differences due to geographical location, climate, educational aims, and methods, and availability of expert service. In other words, if the advisory council is to serve as a national clearing house of information on school building problems, it is necessary to secure information through decentralized geographical units, to mobilize in those units the expert knowledge of those actually engaged in solving school building problems, and to carry on, through direct contact with these regional units, continuous research and service on school-building problems.

For these reasons, it was decided to have nine regional councils within the national advisory council, each region being based upon certain geographical units. Each regional council has the following members: A State superintendent, a city superintendent, a county superintendent, a school board member, an architect (who is the regional director of that region for the American Institute of Architects), and directors of bureaus of schoolhouse planning in State departments of education. On the suggestion of the architect representatives from the American Institute of Architects, advisory architects have been appointed for each region.

First Annual Conference

The first annual conference of the council was held in Atlantic City on February 26, 1930. At this meeting Commissioner Cooper was appointed chairman of the national council, and Alice Barrows, specialist in school building problems, Office of Education, was appointed secretary. The following chairmen for each of the regions were elected:

New England region—A. J. Stoddard, superintendent of schools, Providence, R. I.; New York region—Joseph H. Hixson, director, division of school buildings, New York State Department of Education; Middle Atlantic region—HuBert C. Eicher, director of school buildings, Pennsylvania State Department of Education; South Atlantic region—A. T. Allen, State superintendent of public instruction, North Carolina; Great Lakes region—Frederick W. Garber, architect, Cincinnati, Ohio; Gulf States region—S. M. N. Marrs, State superintendent of public instruction, Texas; Sierra Nevada region—Vierling Kersey, State superintendent of public instruction, California—Central States region—Samuel A. Challman, director of buildings and sanitation, State department of education, St. Paul, Minn.; Western Mountain region—Charles A. Rice, superintendent of schools, Portland, Oreg. The Middle Atlantic region elected Charles T. Ingham, architect, Pittsburgh, Pa., as the secretary of that

region, and the South Atlantic region elected J. L. Graham, director, division of school buildings, State department of education, Atlanta, Ga., as secretary.

A steering committee was appointed at this meeting, and after consultation with the secretary, voted that the work of the council should be divided into research and service and that for the year 1930–31 the council should concentrate on the work of the research division. It was further voted that the first piece of research to be undertaken would be "The functional planning of school buildings."

Exhibit at Detroit

On vote of the steering committee the secretary of the council held meetings with each of the nine regional councils during the spring and fall of 1930 in order to work out with them in detail the study to be made of the functional planning of school buildings. It was decided that the study this year would be limited to elementary school buildings. Returns have already been received from 75 cities in all parts of the country. These returns are in the form of an exhibit. Each exhibit has been prepared in the form of a "book" of six mounts hung on a rod as are newspapers in a club reading room. The first mount has a photograph of the exterior of the building; the next, the plot plan of the building; the third and fourth mounts, the floor plans of the building; the fifth, the statistical data about the building; the sixth, the educational program of the school.

This exhibit will be hung in the Henry II room of the Hotel Statler during the Second Annual Conference of the advisory council on February 25. The secretary of the council will give a summary of the reports from the cities cooperating in the different regions, and the chairman of each council will report upon the returns from their regions and suggest further studies to be undertaken. The conference will start at 9.30 a. m. and continue until 2.30 p. m., with a luncheon at 12.30 p. m., in the Henry II room. Commissioner Cooper will preside as chairman of the council.

It is important to point out in connection with the work of the advisory council that the purpose is under no circumstances to work out national standards for school buildings. On the contrary, the aim is to paint a picture of the diversity of conditions and the consequent variety in methods of solving school-building problems. This aim is safeguarded by the fact that the advisory council is organized on the basis of decentralized units in each of which people actually engaged in solving school-building problems are collecting and analyzing school-building data in cooperation with the Office of Education as the central clearing house for the information collected.

Members of Council

The members of the advisory council for the year 1930 are given below. The term of office is indicated in all cases except for school building directors of State departments who are ex officio members, and for the architect members who hold office according to the length of term for which they are appointed by the American Institute of Architects.

1. *New England region:*
   - *State superintendent*—C. H. Dempsey, Vermont, 3-year term.
   - *City superintendent*—A. J. Stoddard, Providence, R. I., 2-year term.
   - *County superintendent*—Carl Cotton, Rockingham County, N. H., 1-year term.
   - *School board member*—L. H. Baldwin, Rutland, Vt., 1-year term.
   - *Architect member*—Charles D. Maginnis, Boston, Mass.
2. *New York region:*
   - *State superintendent*—Frank P. Graves ,New York, 1-year term.
   - *City superintendent*—William H. Holmes, Mount Vernon, N. Y., 2-year term.
   - *County superintendent*—Glenn G. Steele, Oneida County, N. Y., 1-year term.
   - *School board member*—Frank H. Wood, Chatham, N. Y., 1-year term.
   - *School building director*—Joseph H. Hixson, State department of education, Albany, N. Y., 1-year term.
   - *Architect member*—Charles Butler, New York, N.Y.
3. *Middle Atlantic region:*
   - *State superintendent*—Charles H. Elliott, New Jersey, 3-year term.
   - *City superintendent*—Wm. H. Davidson (*deceased*).
   - *County superintendent*—E. W. Broome, Rockville, Md., 1-year term.
   - *School board member*—David B. Tompkins, Princeton, N. J., 1-year term.
   - *School building director*—HuBert C. Eicher, State department of education, Harrisburg, Pa., 1-year term.
   - *Architect member*—Charles T. Ingham, Pittsburgh, Pa.
4. *South Atlantic region:*
   - *State superintendent*—A. T. Allen, North Carolina, 3-year term.
   - *City superintendent*—Charles B. Glenn, Birmingham, Ala., 3-year term.
   - *County superintendent*—G. Miller Eleazer, Richland County, S. C., 1-year term.
   - *School board member*—T. J. Darling, Ware County, Ga., 1-year term.
   - *School building directors*—
     - J. L. Graham, State department of education, Atlanta, Ga., 1-year term.
     - R. E. Ledbetter, State department of education, Birmingham, Ala., 1-year term.
     - Raymond V. Long, State department of education, Richmond, Va., 1-year term.
     - S. T. Clemons, State department of education, Columbia, S. C., 1-year term.
     - J. O. Martin, State department of education, Atlanta, Ga., 1-year term.
   - *Architect member*—William H. Lord, Asheville, N. C.
5. *Great Lakes region:*
   - *State superintendent*—Francis G. Blair, Illinois, 1-year term.
   - *City superintendent*—William A. Wirt, Gary, Ind., 2-year term.
   - *County superintendent*—H. E. Hall, Wood County, Ohio, 1-year term.
   - *School board member*—John H. Webster, Detroit, Mich., 1-year term.
   - *Architect member*—Frederick W. Garber, Cincinnati, Ohio.
6. *Central States region:*
   - *State superintendent*—George A. Allen, jr., Kansas, 1-year term.
   - *City superintendent*—M. C. Potter, Milwaukee, Wis., 3-year term.
   - *County superintendent*— ——— ———.
   - *School baord member*—Jacob G. Huber, Sioux City, Iowa, 1 year term.
   - *School building directors*—
     - Samuel A. Challman, State department of education, St. Paul, Minn., 1-year term.
     - H. W. Schmidt, State department of education, Madison, Wis., 1-year term.
     - Haskell Pruett, State department of education, Oklahoma City, Okla., 1-year term.
   - *Architect member*—Louis La Beaume, St. Louis, Mo.
7. *Gulf States region:*
   - *State superintendent*—S. M. N. Marrs, Texas, 2-year term.
   - *City superintendent*—Nicholas Bauer, New Orleans, La., 1-year term.
   - *County superintendent*—Sue Powers, Shelby County, Tenn., 1-year term.
   - *School board member*—J. B. Howie, Gulfport, Miss., 1-year term.
   - *School building directors*—
     - W. G. Eckles, State department of education, Jackson, Miss., 1-year term.
     - C. M. Hirst, State department of education, Little Rock, Ark., 1-year term
     - J. Fred. Horn, State department of education, Austin, Tex., 1-year term.
   - *Architect member*—Olle J. Lorehn, Houston, Tex.
8. *Western Mountain region:*
   - *State superintendent*—N. C. Showalter, Washington, 2-year term.
   - *City superintendent*—Charles A. Rice, Portland, Oreg., 3-year term.
   - *County superintendent*—Andrew Ogle, Weld County, Colo., 1-year term.
   - *School board member*—W. W. Wilson, Sandy, Utah, 1-year term
   - *Architect member*—Fred Fielding Willson, Bozeman, Mont.
9. *Sierra Nevada region:*
   - *State superintendent*—Vierling Kersey, California, 2-year term.
   - *City superintendent*—C. E. Rose, Tucson, Ariz., 1-year term.
   - *County superintendent*—Ada York, San Diego County, Calif., 1-year term.
   - *School board member*—Alfred I. Esberg, San Francisco, Calif., 1-year term.
   - *School building director*—Andrew P. Hill, jr., State department of education, Sacramento, Calif., 1-year term.
   - *Architect member*—Myron Hunt, Los Angeles, Calif.

Advisory Architects of the National Council of School Building Problems

1. *New England region:*
   - Cooper, Frank Irving, Boston, Mass.
   - Gardner, George C., Springfield, Mass.
   - Kilham, Walter H., Boston, Mass.
   - Sturgis, R. Clipston, Boston, Mass.
2. *New York region:*[1]
   - Adams, William, New York, N. Y.
   - Bessell, Wesley S., New York, N. Y.
   - Blanchard, H. Templeton, New York, N. Y.
   - Brockway, Albert L., Syracuse.
   - Chamberlain, G. Howard, Yonkers, N. Y.
   - Green, Edward B., Buffalo.
   - Hewitt, Edward S., New York, N. Y.
   - Hopkins, Albert Hart, Buffalo.

(Continued on p. 118)

Pennsylvania's 13-Point Program for the Handicapped[1]

Deaf, Blind, Convalescents, Non-English Speaking, Crippled, Disciplinary, and Mentally Subnormal Aided by Special Education Bureau's Well-Rounded Plan

By FRANK H. REITER

Director, Special Education in Pennsylvania

SINCE THE YEAR 1895, when the first experiment in special education of mentally subnormal children was made in Philadelphia by the late Dr. Oliver P. Cornman, associate superintendent of schools, Pennsylvania has developed a comprehensive program for the education of exceptional boys and girls.

At the present time more than 800 teachers, supervisors, and principals devote their entire time to the education of the mentally and physically handicapped in the State. They conduct classes which deal with the mentally defective, the dull, the non-English-speaking, the crippled, the deaf, and the blind, classes which handle restoration and disciplinary problems, speech correction, defects of vision, difficulties of nutrition, nutrition-tuberculosis, and cardiac weakness.

The Restoration Group

Children of normal mentality or better, whose educational opportunity has become retarded because of illness, irregular attendance, or lack of suitable educational opportunity, but who may be restored to the regular grades, are placed in the restoration group.

In the mentally subnormal classification there is the so-called moron group, while a class of mentally backward pupils includes those children, who, because of mental handicap, will never attain sufficient skill in literary or academic subjects to be of immediate use in a vocation or gainful occupation.

If the regular course of study is not suitable to a child because he is emotionally unstable or possesses acquired attitudes which might be termed asocial, the maladjustment is studied in the disciplinary division.

Attention to Convalescents

The crippled group includes children requiring transportation and those who may need special furniture. Children of the nutrition class are those seriously undernourished, and incapable of participating in the regular classroom activities throughout an entire day. They require rest periods and a special feeding program.

Until a normal health status has been fully established, boys and girls convalescing from tuberculosis receive special attention. Health habits initiated in the sanitoria are continued, and many of the children are placed in the nutrition class.

Defective speech is sufficient cause for children to receive special attention, educationally, in Pennsylvania. Individual instruction is given to children with defective phonation or speech impediment, such as stammering.

Classes for the Blind and the Deaf

Classes for sight-saving have been formed for children with less vision than 20/70, and more than 20/200 in the better eye. Those with less than 20/200 vision are placed in classes for the blind, or are enrolled in residential schools for the blind. There are only two classes for the blind in one school district in Pennsylvania. All other blind children are enrolled in residential schools.

Most of the deaf children in the State are enrolled in residential schools. Philadelphia has organized 11 classes for those so afflicted, and Erie, 3.

Boys and girls with defective hearing receive instruction in speech reading, either individually, or in small groups for short periods daily, or several periods weekly. No separate classes analogous to those for partially sighted have been developed for this class of exceptional children.

Pennsylvania boys and girls of compulsory school age, who have recently arrived from some foreign land, and do not as yet speak English, are placed in "steamer classes" for instruction in English.

Gifted Are Handicapped

Classes for the exceptionally gifted should be organized to give this group an opportunity to develop to a maximum degree the ability they possess. Very little is being done for these children at present, other than accelerating them through rapid progress or through permitting them to skip grades. Either of these practices if used alone is pernicious. Enriched courses of study should be devised for them. They should receive social and personality nurture as well as intellectual nurture.

Nearly 1,000 pupils were enrolled during the school year, 1929–30, in Pennsylvania's state-owned schools for the deaf—Pennsylvania Oral School, Scranton; Home for the Training in Speech of Deaf Children Before They are of School Age, Philadelphia; and in two state-aided schools: Pennsylvania Institute for the Deaf, Mount Airy, Philadelphia; and Western Pennsylvania School for the Deaf, Edgewood, Pittsburgh.

Pennsylvania has no state-owned schools for the blind, but two institutions—the Pennsylvania Institution for

OPEN-AIR SCHOOL FOR DELICATE CHILDREN

On the left are seats and desks; on the right closets for cots and sleeping bags. James F. Rogers, M.D., in Office of Education Bulletin, 1930, No. 22, just off the press, discusses schools and classes for delicate children at home as well as abroad. Copies may be purchased from the Superintendent of Documents at 20 cents.

[1] One of a series of articles on exceptional children, a subject of particular interest to the Office of Education.

the Instruction of the Blind, Philadelphia, and the Western Pennsylvania School for the Blind, Pittsburgh—are aided by State funds. During the 1929–30 term approximately 400 pupils attended these schools.

Approved Classes Get $300

The first experiment in the education of subnormal children was the organization of two classes for mentally subnormal children by the late Dr. Oliver P. Corman. This was followed by the addition of more classes in 1899 in Philadelphia, but the school law of Pennsylvania made no provision for the education of the mentally handicapped until 1911. In that year it became mandatory for a school board to organize a class whenever there were 10 or more mentally backward children in a given district.

From 1911 to 1919 provision was made by law for the education of the deaf, the blind, and the mentally backward, but in 1919 the special education act of the school code was revised and amended to include all types of mentally and physically handicapped children between the ages of 6 and 16 years. In 1925 this act was again amended, granting a special appropriation to school districts of approximately $300 toward the maintenance of an approved special class.

Pennsylvania's program for the education of exceptional children began to take definite form with the institution of the bureau of special education, as a part of the reorganization of the State department of public instruction in 1919. This bureau directly supervises, at the present time, all of the State's activities toward the end of educating exceptional boys and girls.

Study School Building Problems

(Continued from p. 116)

2. *New York region*—Continued.
   King, Melvin L., Syracuse.
   O'Connor, James W., New York, N. Y.
   Peabody, Wilson & Brown, New York, N. Y.
   Randall, James A., Syracuse.
   Schmill, Karl, Buffalo.
   Spangenberg, Frank A., Buffalo.
3. *Middle Atlantic region:*
   Betelle, James O., Newark, N. J.
   Brazer, Clarence W., Chester, Pa.
   Catherine, Irwin T., Philadelphia, Pa.
   Harris, Albert L., Washington, D. C.
4. *South Atlantic region:*
   Martin, Hugh, Birmingham, Ala.
   Noland, William C., Richmond, Va.
   Northup, Willard C., Winston-Salem, N. C.
   Sayward, William J., Atlanta, Ga.
   Walter, Nat G., Fort Myers, Fla.
   Wilson, Charles C., Columbia, S. C.
5. *Great Lakes region:*
   MacCornack, Walter Roy, Cleveland, Ohio.
   Malcomson, W. G., Detroit, Mich.
   Perkins, Dwight H., Chicago, Ill.
6. *Central States region:*
   Hewitt & Brown, Minneapolis, Minn.
   Ittner, W. B., St. Louis, Mo.
   Trueblood & Graf, St. Louis, Mo.
7. *Gulf States region:*
   Cameron, Ralph H., San Antonio, Tex.
   Dehnert, John W., Houston, Tex.
   Flint, Lester N., Dallas, Tex.
   Jackson, Emmet T., San Antonio, Tex.
   La Roche, E. Bruce, Dallas, Tex.
   Neild, Edward F., Shreveport, La.
   Overstreet, N. W., Jackson, Miss.
   Payne, Harry D., Houston, Tex.
   Phelps, Raymond, San Antonio, Tex.
   Seiferth, Solis, New Orleans, La.
   Steele, R. D., Houston, Tex.
   Stern, Eugene J., Little Rock, Ark.
8. *Western Mountain region:* [1]
   Jones, George H., Portland, Oreg.
9. *Sierra Nevada region:*
   Allison and Allison, Los Angeles, Calif.
   Ashley, Frederick C., Los Angeles, Calif.
   Austin, John C., Los Angeles, Calif.
   Donovan, John J., Oakland, Calif.
   Kistner, T. C., Los Angeles, Calif.
   Lesher and Mahoney, Phoenix, Ariz.
   Marsh, Smith, and Powell, Los Angeles, Calif.
   Place, Roy, Tucson, Ariz.
   Reid, John, San Francisco, Calif.
   Weeks, W. H., San Francisco, Calif.

[1] The list for the Western Mountain region is not yet complete.

Educational Directory Will List 12,000 American School Officials

TWO PARTS OF THE 1931 Educational Directory, listing nearly 12,000 school officials of the United States, their names, positions, and addresses, are now available from the Superintendent of Documents.

The Educational Directory has been prepared this year in three parts in order to expedite its delivery to the public. When all three parts are available they will be bound together by the Government Printing Office and will be sold as Office of Education Bulletin, 1931, No. 1.

Part I of the Educational Directory, Elementary and Secondary School Systems, which will be released soon, lists 7,850 names, including superintendents in cities, towns, counties, and parochial schools, as well as State superintendents and commissioners of education and their staffs, and the staff of the United States Office of Education.

Checked to January 1

Part II, Institutions of Higher Education, lists 3,810 names, including presidents and other officers of universities, colleges, junior colleges, heads of departments of education, presidents or deans of schools of theology, law, medicine, dentistry, pharmacy, osteopathy, veterinary medicine, commerce, schools, colleges, or departments of engineering, presidents of institutions for the training of teachers, and directors of summer schools of universities, colleges, and normal schools.

The Office of Education has been able to check the accuracy of the 7,850 names in Par It down to January 1, 1931. Those in Part II, Institutions of Higher Education, were checked to December 1, 1930.

Parts I and II will be available from the Superintendent of Documents at 15 cents and 10 cents, respectively.

New Research Section

Part III of the 1931 Educational Directory, Educational Associations, Boards and Foundations, and Educational Periodicals, will go to the Public Printer within a few weeks. It will list names and officials of State library commissions, directors of library schools, State library associations, educational boards and foundations, church educational boards, Jewish educational organizations, international educational associations and foundations, American associations—educational, civic and learned, national congress of parents and teachers, and educational periodicals.

One new section, Directors of Educational Research, will be added to the Educational Directory for 1931. This will appear in Part III and will include the names, positions, and addresses of directors of research in State departments of education, State education associations, city school systems, universities and colleges, teachers colleges and normal schools, and research bureaus in child development not classified elsewhere. This section will list 240 names.

Two other important educational directories have been recently released by the Office of Education: Accredited Secondary Schools (high schools) in the United States, Bulletin, 1930, No. 24 (25 cents), and Accredited Higher Institutions, Bulletin, 1930, No. 19 (20 cents).

Texas Grants Certificates for Reading

Thousands of Texas school children in fourth, fifth, sixth, and seventh grades, stimulated by offers of certificates signed by the State superintendent of education, read the best books in literature, biography, and history.

The rural school division committee of the State department of education in Texas selects 30 representative books to be read. To the student who reads 15, a certificate with one seal is presented. To anyone who reads the entire list, a certificate with two seals is awarded.

Since the plan was adopted three years ago interest in books by elementary grade children has greatly increased, and last term more than 2,300 certificates were issued.

New Government Publications Useful to Teachers

Compiled by MARGARET F. RYAN

Editorial Division, Office of Education

The publications listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk.

You can make it. Vol. I. Subcommittee on uses for secondhand boxes and odd pieces of lumber. National Committee on Wood Utilization. 1929. 52 p., illus. (U. S. Department of Commerce.) 10¢.

Directions for making 105 practical articles from secondhand boxes and odd pieces of lumber. (Manual training; Vocational education.)

Vocational education in home economics. Twelve years of home economics education under the National Vocational Education Acts. 1930. 166 p., map, diagrs. (Federal Board for Vocational Education, Bulletin no. 151.) 30¢.

Résumé of the expansion and development of a national program of vocational education in home economics over a period of 12 years, with suggestions for further expansion and development. (Vocational education; Home economics.)

A bibliography of the history of agriculture in the United States. 1930. 307 p. (Agriculture Dept., Miscellaneous Publication 84.) 45¢.

(Agriculture.)

Handbook of foreign currency and exchange. 1930. 189 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series 102.) 30¢.

A brief history of world currency conditions and recent legislation, together with such average exchange rates as are available since 1900. (Economics; Statistics; Geography.)

Tomatoes for canning and manufacturing. Revised Nov., 1930. 17 p., illus. (Agriculture Dept., Farmers' Bulletin 1233.) 5¢.

Gives distribution of the tomato-canning industry, methods followed by canners to obtain a supply, crop rotation, soils for tomatoes, varieties and seed, methods of cultivation, diseases, picking and handling, etc. (Home economics; Agriculture.)

Directory of trade and industrial schools. 1930. 370 p. (Federal Board for Vocational Education.) 40¢.

Complete classified directory of all trade and industrial schools and classes which received Federal aid during the year ended June 30, 1929. (Industrial education; Vocational guidance.)

The training of teachers for trade and industrial education. 1930. 178 p. (Federal Board for Vocational Education, Bulletin No. 150, Trade and Industrial Series No. 42.) 30¢.

Suggestions for the organization and operation of efficient teacher-training programs in the trade and industrial field. (Teacher training; Industrial education; Vocational education.)

Currants and gooseberries, their culture and relation to white-pine blister rust. Revised October, 1930. 42 p., illus. (Agriculture Dept., Farmers' Bulletin 1398.) 10¢.

Sections devoted to cultural directions, injurious insects, diseases, duration of a plantation, yields of fruit, varieties, ways of using fruit, etc. (Agriculture; Home economics.)

The yield of Douglas fir in the Pacific Northwest. 1930. 64 p., illus. (Agriculture Dept., Technical Bulletin 201.) 20¢.

(Forestry.)

Courtesy of United States Geological Survey

BRIDAL VEIL FALL DROPS 620 FEET

One of the numerous illustrations of "the incomparable valley" appearing in the following bulletin:

Geologic history of the Yosemite Valley. 1930. 137 p., illus., maps. (Geological Survey, Professional Paper 160.) $1.10.

Detailed survey of the glacial and geomorphologic features of the Yosemite region and an equally intensive study of its rock formations, supplemented by reconnaissance work of both kinds in adjoining parts of the Sierra Nevada. Written in language simple enough to be understood by one having no geological training. (Geology.)

Forest and range resources of Utah, their protection and use. 1930. 102 p., illus. (Agriculture Dept., Misc. Publication 90.) 30¢.

Discusses land uses and control, the use and management of forage and timber resources, water resources and their protection, management of wild life and recreation resources, and protection against fire. (Forestry; Agriculture; Animal husbandry.)

The employment of women in the pineapple canneries of Hawaii. 1930. 30 p. illus. (Bulletin of the Women's Bureau, No. 82.) 15¢.

Describes growth of industry and working conditions. (Sociology; Industrial education; Geography.)

Notes on the geology of upper Nizina River, Alaska. 1930. illus. (Geological Survey Bulletin 813–D, pages 145–163.) 15¢.

Physical and geologic features of the region. (Geology; Physical geography.)

Prenatal care. Revised July, 1930. 71 p., illus. (Children's Bureau Publication 4.) 10¢.

What prenatal care should be is presented in a practical way. (Health education; Parenthood education.)

Classification of radio subjects, an extension of the Dewey decimal system. 1930. 25 p. (Bureau of Standards, Circular 385.) 10¢.

(Library science.)

Mineral resources, 1929, pt. 2.—Mercury, p. 117–142; Salt, bromine, and calcium chloride, p. 147–160; Slate, p. 161–174. (Each section 5¢.) Rare metals, cobalt, molybdenum, tantalum, titanium, tungsten, radium, uranium, and vanadium, p. 79–116. 10¢.

(Geology; Mineralogy; Chemistry.)

Problems of wholesale dry goods distribution. 1930. 48 p., figures. (Bureau of Foreign and Domestic Commerce, Distribution Cost Studies 7.) 10¢.

One of a series of studies dealing with the costs of distribution. Discusses effects of changing market conditions, among other things, and outlines an active trade territory. (Commerce; Salesmanship; Economics.)

American direct investments in foreign countries. 1930. 57 p. (Trade Information Bulletin 731.) 10¢.

Methods employed and evaluation, geographic distribution, and industrial distribution of the various investments. (Economics; Industrial education; Geography.)

Motor roads in Africa (except Union of South Africa). 1930. 48 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 733.) 10c.

Brief survey of highway construction and finance in the various countries and possessions of Africa, with the exception of the Union of South Africa which has been analyzed in Trade Promotion Series No. 70 "Motor roads in South Africa." (Geography; Engineering; Economics.)

UNITED STATES DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, *Secretary*

OFFICE OF EDUCATION—ORGANIZATION

WILLIAM JOHN COOPER, *Commissioner*
BESS GOODYKOONTZ, *Assistant Commissioner*
LEWIS A. KALBACH, *Chief Clerk*

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   Charles W. Hawkesworth, acting chief, Alaska division, Juneau, Alaska.
   William Hamilton, assistant chief, Alaska division, Washington, D. C.
   Eunice W. Curtis, in charge of mails and files.

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   Maris M. Proffitt, senior specialist in industrial education.

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   Walter J. Greenleaf, associate specialist in higher education.
   Walton C. John, associate specialist in graduate and professional education.

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   Timon Covert, specialist in school finance.
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   Frances M. Fernald, assistant specialist in foreign education.

2. RESEARCH AND INVESTIGATION (Assistant Commissioner, in charge)—Continued.
   Consultants—Continued.
   (d) *Special Problems*—
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   Ambrose Caliver, specialist in the education of negroes.
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   David T. Blose, assistant statistician.

3. EDITORIAL:
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   Henry R. Evans, assistant editor.

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   Martha R. McCabe, assistant librarian.
   Edith A. Wright, assistant in research and bibliography.
   Agnes I. Lee, head cataloger.
   Edith A. Lathrop, assistant specialist in school libraries.
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   Emeline S. Whitcomb, senior specialist in home economics.
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   Ellen C. Lombard, assistant specialist in home education.
   Marie M. Ready, assistant specialist in physical education.

6. GENERAL SURVEYS (Commissioner of Education, in charge):
   Leonard V. Koos, associate director, National Survey of Secondary Education.
   Carl A. Jessen, coordinator.
   Edward S. Evenden, associate director, National Survey of the Education of Teachers.
   Ben W. Frazier, coordinator.

1931 Educational Directory

United States
Office of Education
Bulletin, 1931
No. 1

11,660 Names of
School Officials in the
United States Checked to
January 1, 1931

IMPORTANT: The 1931 Educational Directory will be released in three parts, which will later be bound together as Bulletin, 1931, No. 1.

Part I—Elementary and Secondary School Systems—7,850 names
(Now available from the Superintendent of Documents, Price 15 cents per copy)

Part II—Institutions of Higher Education—3,810 names
(Now available from the Superintendent of Documents, Price 10 cents per copy)

Part III—Educational Associations, Boards and Foundations, Educational Periodicals, and Research Bureaus.*
(Not yet available)

*Directors of 240 educational research bureaus—new section

Recent Publications of the United States Office of Education

Bulletin, 1930, No. 29. Factors Affecting the Cost of School Transportation in California. By Frank O. Evans. - - Price 10 cents

Evaluation of the expenditures for transportation of pupils in the State of California, accounting for the wide variation in the cost of transportation as commonly reported, with suggested forms and means of standardizing costs.

Bulletin, 1930, No. 30. Kindergarten-Primary Education. By Mary Dabney Davis. - - - Price 10 cents

A statistical and graphic study of 3,125,696 children enrolled in kindergarten-primary grades of public and private schools in cities of the United States, and 2,115 children from 2 to 5 years of age enrolled in prekindergarten schools. 18 tables and 19 charts.

Pamphlet No. 15. Federal Laws and Rulings Affecting Land-Grant Colleges and Universities. By Walter J. Greenleaf. - - - Price 5 cents

Gives full text of all the land-grant acts from the first Morrill Act of July 2, 1862, providing for colleges of agriculture and mechanic arts. Mention is also made of other Federal acts affecting land-grant colleges.

Bulletin, 1930, No. 31. Supervision and Rural School Improvement. By Annie Reynolds - - - - - - Price 10 cents

Prepared for the use of study clubs formed in connection with organizations interested in education, and designed to give information relating to rural school supervision to parent-teacher associations and other study groups interested in rural school improvement.

These bulletins for sale by the Superintendent of Documents
United States Government Printing Office, Washington, D. C.


NAVY'S AIR SERVICE

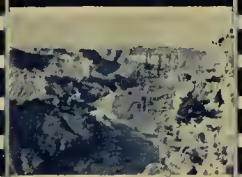

WOMEN IN INDUSTRY


HARNESSING THE RIVER


STORY OF SILVER


ENGINEERS BRIDGING THE MARNE


STUDIES IN POSTURE


THE GRAND CANYON


WHEN A MAN IS A MINER


TEXTILE WORKERS

SEEING IS BELIEVING

Uncle Sam will lend motion-picture films on a number of his activities free of charge except for transportation costs both ways

"It is surprising," said a Washington teacher recently after a bus load of pupils from one of the grade schools visited the projection room of the Department of Agriculture for a film lesson, "how much the children get out of the department's films—even the technical parts. The how-things-are-done films seem to make the greatest impression."

The Bureau of Mines, with its 700 films—worth more than a million and a half dollars—probably the largest educational industrial motion-picture film collection in the world; the Department of Agriculture, with reels on 250 subjects, the aim of which is to spread knowledge of improved methods in agriculture, forestry, road building, rural engineering, and kindred pursuits; the Public Health Service, with its 12-reel film "The Science of Life"; the Signal Corps of the War Department with "Dellwood," the story of the round-the-world cruise of the cable ship showing the passage through the Panama Canal, the Straits of Gibraltar, the Suez Canal, and the Straits of Bab el Mandeb; as well as a number of other Government departments are invaluable sources of movies for classroom instruction. Descriptive texts are sent with most of the films.

More detailed information may be obtained by writing to the following Government agencies:

DEPARTMENT OF AGRICULTURE

DEPARTMENT OF COMMERCE—
Bureau of Mines

DEPARTMENT OF THE INTERIOR—
Bureau of Reclamation
National Park Service

DEPARTMENT OF LABOR—
Children's Bureau
Women's Bureau

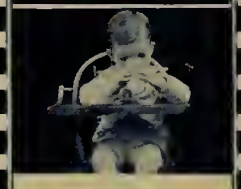
NAVY DEPARTMENT

TREASURY DEPARTMENT—
Public Health Service

WAR DEPARTMENT—
Signal Corps

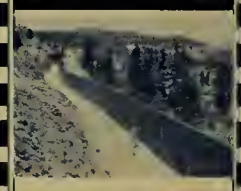
School Life is the Guide
to United States Government Publications
Films, Maps, etc., Useful to Schools


MT. RAINIER NATIONAL PARK


QUALITY MILK


MOVIES OF METALS


CABLE SHIP'S WORLD TOUR


A ROAD FOR A RIVER


CLIMBING A GLACIER


THE EGG INDUSTRY


WITH THE FLEET


SEEING THE NATIONAL PARKS

U. S. GOVERNMENT PRINTING OFFICE: 1931

SCHOOL LIFE

VOLUME XVI
NUMBER 7

MARCH
1931

In this Issue

ONLY 65 PER CENT OF INDIAN CHILDREN ARE IN SCHOOL

In this Issue

Official Organ of the Office of Education
United States Department of the Interior, Washington, D. C.

For sale by the Superintendent of Documents, Washington, D. C. See page 140 for prices

FOREWORD TO THE "WRITINGS OF GEORGE WASHINGTON"

By

HERBERT HOOVER

PRESIDENT OF THE UNITED STATES

THE PEOPLE of the United States are justly proud of their literary men and women. They likewise are proud of their outstanding statesmen. Literary power and statesmanship were combined in George Washington, the greatest political leader of his time and also the greatest intellectual and moral force of the Revolutionary period. Everybody knows Washington as a quiet member of the Virginia Assembly, of the two Continental Congresses, and of the Constitutional Convention. Few people realize that he was also the most voluminous American writer of his period, and that his principles of government have had more influence on the development of the American commonwealth than those of any other man.

Unfortunately Washington for many years was interpreted to his countrymen chiefly through warped biographies written upon a great deal of legendary assumption. Until very recently no readable biography of George Washington in reasonable compass made him stand for what he was. . . . Nowadays good biographies of Washington are available, written from the sources. Many of them are devoted to a particular phase of his activity—the military side, the political side, the personal side. Hence when the United States George Washington Bicentennial Commission began its work it did not attempt to inspire new biographies. It selected as its most important literary duty the making Washington better known, by spreading abroad his own thoughts and plans and hopes and inspirations in the exact form in which he framed them.

Thus one of the first decisions of the Commission was to provide an edition of Washington's writings as complete as possible, in a form which would make it available for the present generation and forever hereafter. Of the two previous editions of Washington's Writings the first, a hundred years ago, was the twelve-volume edition, edited by Jared Sparks, a pioneer in collecting and publishing historical documents. Proper canons in historical editing were not yet developed, and it hurt the feeling of Sparks if the great man misspelled or seemed to him ungrammatical. Therefore the Sparks edition can not be relied upon to tell us what Washington actually did say. The edition of Worthington C. Ford, forty years ago, was scholarly and carefully edited, but materials were then lacking for a complete edition, the production was limited by commercial considerations, and it is now out of print.

The Commission has set out to publish a definitive edition of all the written and printed words of George Washington in the form in which they left his hands, including several volumes of General Orders, almost the whole of which up to now had remained in manuscript only. Most of his original writings of every kind are fortunately preserved in the Library of Congress. Other libraries and private owners of manuscripts have permitted photostats to be made for inclusion in the great publication. . . .

One deviation has been made from the plan of including all of Washington's writings in this edition. The Diary has been recently published by a skillful editor, enlivened by interesting notes. It has therefore been left out of the new set. On the other hand, the General Orders, which are of great significance for the history of the Revolution, are now for the first time made available in print, and will be distributed in the order of their dates. . . .

If nothing had been written by others about Washington's leadership in forming a new Nation, his papers and correspondence while President would forever establish him as a great constructive statesman. His private virtues are set forth from the earliest boy's letters down to the last entry that he made in his diary. Washington with his wife's children and grandchildren stands out as clearly as Washington at Yorktown. . . .

A hundred years after 1932 Washington will still be appealing to the sense, the interest, the public spirit, and the patriotism of that later age, by the great thoughts of his mind, by his great hopes for his country, and by the simple, straightforward, elevated, manly, and patriotic spirit of which these writings will be the imperishable record.

Volumes of the "Writings of George Washington" will be offered for sale by the Superintendent of Documents, Washington, D. C.

SCHOOL LIFE

Issued Monthly, except July and August, by the UNITED STATES DEPARTMENT OF THE INTERIOR, *Office of Education*
Secretary of the Interior, RAY LYMAN WILBUR · *Commissioner of Education*, WILLIAM JOHN COOPER

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Shall We Look the Other Way?

Findings of White House Conference Applied to Average School System of 5,000 Children Disclose Big Gaps in Education's Provision for Exceptional Children [1]

By WM. JOHN COOPER
United States Commissioner of Education

CREDIT STAGGERED and fell; trade was prostrated; prices shot upward; bread riots broke out; business houses by the score were driven to the wall.

Those words were written to summarize not the unsettled economic conditions of our day but those of nearly a hundred years ago. Yet in the very midst of hard times, of bitter political rivalries and of growing emotional excitement over the slavery issue, Horace Mann and his contemporaries were to establish public education on this continent, founding a movement which aims to bring intellectual stimulation to all the children of all the people. By this experience let us profit. Let us not despair of progress to-day because conditions seem adverse but press on in the good fight for children's rights.

We have not reached the goal set by Mann in his first annual report written nearly a century ago. "Teaching," he wrote, "is the most difficult of all arts, and the profoundest of all sciences. In its absolute perfection, it would involve a complete knowledge of the whole being to be taught, and of the precise manner in which every possible application would affect it."

5,000 School Children

When President Crozier asked me to summarize two great Washington meetings of 1930, I concluded that he wanted to bring before you their significance in our efforts to attain "a complete knowledge of the whole being to be taught." The first International Congress on Mental Hygiene was attended by 48 official delegates representing 42 nations. The somewhat less formal convention commonly called the White House Conference on Child Health and Protection at the call of the President of the United States and under the chairmanship of Dr. Ray Lyman Wilbur, Secretary of the Interior, was attended by some 3,000 persons from all parts of our country.

The Superintendent's Problem

In the opening address of the White House conference the President of the United States declared that its fundamental purpose was to secure "an understanding of those safeguards which will assure to them [the children] health in mind and body." He defined the problem as concerned particularly with three groups: "First, the protection and stimulation of the normal child; second, aid to the physically defective and handicapped child; third, to the problems of the delinquent child."

I pass over for the moment the first, so-called normal group, estimated at approximately 35,000,000 children. They constitute some 78 per cent of all the children under your charge. What the conference would have us do for the other 22 per cent is of deep concern to you. In order to avoid the staggering figures prepared by the committees for a nation-wide condition, I arbitrarily reduce them pro rata to fit a city school system of about 5,000 children. Those who have more children or fewer can compute their own figures from this base.

The White House conference says to you, Mr. Superintendent of 5,000 children, that you may expect to find 22 per cent, or approximately 1,000 who need special attention to their physical well-being. Two-thirds of them, or nearly 700, are improperly nourished, some hundred more have weak or damaged hearts. Thirty-five or forty are tubercular, and twice as many more are "suspicious cases"; some 40 are so deficient in hearing as to require special treatment and education, and 2 are totally deaf; an unknown number need some attention to their eyesight, but probably 10, including 2 totally blind, are in need of special teaching, and another 35 are seriously crippled. In brief, there are between 200 and 300 in need of medical care, of whom some need hospitalization and special treatment. The section which considered the needs of these children reports that the handicapped child has a right—

1. To as vigorous a body as human skill can give him.
2. To an education so adapted to his handicap that he can be economically independent and have the chance for the fullest life of which he is capable.
3. To be brought up and educated by those who understand the nature of the burden he has to bear and who consider it a privilege to help him bear it.
4. To grow up in a world which does not set him apart, which looks at him, not with scorn or pity or ridicule—but which welcomes him, exactly as it welcomes every child, which offers him identical privileges and identical responsibilities.

We are told that experience has demonstrated that children of lowered vitality can be educated at the same time that their health and strength are being built up in open-air or other special classes; that such classes are maintained in larger cities at an average annual per capita cost ranging from $100 to $305. I noted that you have approximately 40 children who need immediate attention and specific instruction because of seriously impaired hearing. This does not include an uncounted number whose school work would be improved if they were more favorably seated in the light of audiometric examinations. The two who are totally deaf should go to a special school for the deaf. The conference finds that these residential schools are fairly good but urges scientific study of their aims and plans, better financial support for them, more inclusive curricula, better prepared teachers, and more attention to vocational training, guidance, placement, and follow-up work.

[1] Address before the Department of Superintendence, National Education Association, Detroit, Mich., Feb. 26, 1931.

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For the others who have defective hearing, 44 city school systems now report special classes in lip reading and 60 cities in all offer such instruction in the evening school. The extension of such opportunities to every child handicapped in hearing, whether he lives in the city or country, and making available these facilities at a much earlier age are recommended. This means that children with this handicap must be discovered in the preschool period through systematic medical inspection.

Some Who Are Neglected

No time was devoted to those whose school work could be improved by supplying glasses. The conference defined a partially seeing child as "one with defective vision who can be taught through the eye rather than through the finger, but who can not or should not make extensive use of ordinary print." Of this type of children you may have 8 or 10 along with 2 or 3 who are totally blind. Yet in the entire Nation fewer than 6,000 of these children are being educated, and only some 425 of them are found in day-school classes.

For those who must be rated as blind the number of residential schools is found sufficient, although the faculties of many of them should be improved and the facilities for recreation in most of them need development.

Nineteen cities report Braille classes for blind children and 95 cities report 348 sight-saving classes serving altogether some 5,000 pupils of partial vision. Even in cities where this work is well done in the elementary school, junior and senior high-school opportunities are inadequate. Provision for advisers and student readers for the older pupils is urged. In guidance, vocational training, and placement "discouragingly little headway has been made." A study of the needs of these children throughout the entire 12 grades is urgently recommended.

Special Education for Cripples

Of the large number of crippled children, about a third only need special education. Among your 5,000 this may involve only a dozen. The remainder may and should be treated as normal children. But in spite of private philanthropy and some hundreds of laws enacted by the States during the past 30 years, hospital facilities are still inadequate; discovery of those who might be cured is made too late; provision for operations and after care, and for guidance, vocational training, and placement are inadequate. It is recommended that this work be handled on State basis, and nine planks in a "complete State program" are set forth in the report.

"Mental health," said the conference, "may be defined as the adjustment of individuals to themselves and the world at large with a maximum of effectiveness, satisfactions, cheerfulness, and socially considerate behavior and the ability of facing and accepting the realities of life."

Those With I. Q. Above 120

When you attempt to apply this test of complete society you may be reminded of the story of the old Quaker farmer who remarked to his wife "Everyone is queer except thee and me and thou art a little queer at times." Yet schoolmen are well acquainted with the principle that a scale must be capable of measuring every unit and so theoretically a perfect score should be unattainable. The definition gives us a basis for introducing of mental hygiene and furnishes an ideal toward which we may work. Both conventions gave attention to this subject. Both conventions directed attention to the growing need of psychologists, psychiatrists, visiting teachers, nursery schools, for better guidance programs, and for parental and preparental education. "We labor still," it was declared, "under an unfortunate social tradition that the care of the child in the home is simple, automatic, and instinctive." But I must not give you the impression that there was any suggestion that the school relieve the home of its responsibilities in the matter. "Our function should be to help parents, not replace them" declared Secretary Wilbur. "The parent plus the community," he added, "must be stronger than either the parent or the community alone."

CONQUISTADOR

The high excellence of art work now produced in public schools of the United States deserves wider recognition. This woodcut portrait is by Leslie Bauer, a student in class 11A, West Technical High School, Cleveland, Ohio. Paul V. Ulen is head of the art department.

But in administering your schools, the children who cause most concern are those who do not fit into the regular organization. These deviates are the mentally subnormal and the supernormal and the socially abnormal. The White House Conference recommendation in brief was the establishment of a central research bureau in each State supplemented by a "well-organized program of community supervision." For all defective pupils the conference declares that this central research bureau should furnish "the facts that will enable us to decide what to do about education, industrialization, institutional care, and community supervision." And for all groups of physically and mentally handicapped are urged "early diagnosis, specialized treatment, and individual health education, the largest possible cultural education that the child is able to enjoy and absorb, specialized vocational guidance, vocational education, and advantageous placement with careful follow-up." President Hoover himself said, "We must get to the cause of their handicaps from the beginnings of their lives. . . . We must not leave one of them uncared for."

Neglect of the Gifted

Assets of the Nation which appear to be liabilities to the communities are the mentally gifted. The White House Committee reported 1,500,000 children in our schools with I. Q. above 120. "There," remarked the President, "lies the future leadership of our Nation if we devote ourselves to their guidance." Among your 5,000 children you should find 150 to 200 who belong in this class. Yet only 40 cities reported special classes for them with a total enrollment of some 4,000. In small towns and rural areas these children are apparently not even recognized. Yet responsibility for proper conservation of their talents rests primarily on the educator.

Speaking before a session of the Mental Hygiene Congress, Prof. Leta S. Hollingworth said: "Where the gifted child drifts in the school unrecognized, held to the lock step which is determined by the capacities of the average, he has little to do. He receives daily practice in habits of idleness and daydreaming. His abilities are never genuinely challenged, and the situation is contrived to build in him expectations of an effortless existence. Children up to about 140 I. Q. tolerate the ordinary school routine quite well, being usually a little young for grade through an extra promotion or two, and achieving excellent marks without serious effort.

But above this status, children become increasingly bored with school work, if kept in or nearly in the lock step. Children at or above 180 I. Q., for instance, are likely to regard school with indifference or with positive distaste, for they find nothing interesting to do there.

"On the other hand, if the child be greatly accelerated in grade status, so that he is able to function intellectually with real interest, he will be misplaced in other important respects."

Society at Judgment's Bar

With regard to the group termed delinquent, the President sounded the keynote of the conference when he declared in his opening address, "We need to turn the methods of inquiry from the punishment of delinquency to the causes of delinquency. It is not the delinquent child that is at the bar of judgment but society itself." A committee declared that the old idea that "delinquency and crime result from inborn general physical constitution" has been overturned by scientific study, although they did recognize the influence of glandular deficiencies and physical defects on abnormal behavior. Society's attitude toward the delinquent is still wrong in spite of some progress made by police and courts in recognizing that a child is not an adult. "Delinquency," we are told, "is part of a continuous flowing life, and it is artificial, bungling, unreal, to consider it as other than an integral part of that life. Until—in all friendship—that life is relived, the delinquency can not be understood; until the delinquency is understood, it can not be cured."

Among your 5,000 children there are 20 or more likely to be in trouble each year. Your medical staff and the psychiatrists and social workers you add to it can help remedy this situation. But for the present the average administrator can do most by forming classes in parent education and by discussing the situation at parent-teacher association and other community meetings.

Not only did the conference recognize children of all sorts and conditions during every day of their minority, but it also tore away such barriers as geographical lines, color lines, and class distinctions. That children in rural areas and small cities do not have advantages now extended to those who live in large, wealthy, and progressive cities was pointed out, but no solution was discovered. "The protection of the health of infants and young children living in rural districts," said Doctor Freeman, chairman of the committee on rural health organization, "is a far more difficult task than it would seem to those who have never undertaken such work under field conditions."

Shall We Look the Other Way?

Committees also found insufficient trained personnel and inadequate facilities for dealing with the health problem among Negroes, Indians, Mexicans, and Porto Ricans. In spite of apparently discouraging findings, the reports of these subcommittees are evidences of another service which the conference has rendered, namely, defining issues requiring further research and giving publicity to needs. Attention was directed to the need of better protection for orphans and other dependent children, especially against those who would exploit their labor. More consideration for the suffering of children due to parental unemployment, accident, or illness of the family breadwinner, and to broken homes was advocated; better recreational and social opportunities for all children are recommended.

Society's responsibility was voiced at the November conference by an American physician-educator, the Secretary of the Interior, who summarized the major problems before the conference, naming first "the problem of how to steady our children against the high power impact of new forces which have developed in our modern civilization."

HORSES

Ralph Andersen, class 12B, West Technical High School, Cleveland, Ohio, is the young artist who made this woodcut. Progressive school art classes are hunting and recording beauty in everyday life.

As practical schoolmen, what is our responsibility? "Am I my brother's keeper?" I know that such query is in the minds of many of you. As partial answer I quote the concluding paragraph from a five-page analysis of the findings of the White House Conference presented by one city superintendent to his staff in an editorial. Supt. A. H. Hughey, of El Paso, writes:

> The schools here have taken stock of their work on the problem. The results are comparatively small when the needs are considered. It would be easier for the schools to take no responsibility at all in this matter. If the schools are to have a partial responsibility, however, for the quality of the next generation, not alone in typical school instruction, but also in meeting some needs of the handicapped two children out of every nine children here, then public sentiment will have to express itself in definite tangible form. How about it? Shall we look the other way?

Careful Buyers Use U. S. Nickel Coupons

Coupons purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C. (20 for $1), may be used very conveniently in paying for Government publications. They can be inclosed in the order letter, and fill every requirement of the Superintendent of Documents for the ordering of and payment for public documents.

Robert E. Brooks, cashier of the United States document headquarters, is in charge of all receipts for Government publications, and is therefore the "keeper of the coupons." He reports having handled more than 35,000 orders for coupons in his division during the last fiscal year, and the sale of nearly $25,000 worth of the "5-cent squares." Each coupon is good until used by a purchaser.

The coupon method of remitting obviates the necessity of preparing a money order, check, or draft, or risking the sending of currency through the mails for a desired publication.

Blocks of coupons which may be purchased from the Superintendent of Documents, can be used to pay for Government publications.

It has also been found extremely convenient and saving to foreign purchasers of United States documents who receive coupons instead of small monetary returns due from a cash remittance for a publication, most of which would otherwise be used in money-order fees.

Taking Stock of Education in America

Sixty-first Annual Convention of the Department of Superintendence, National Education Association, Meeting in Detroit, February 21–26, Surveys Shortcomings and Progress

By WILLIAM DOW BOUTWELL
Editor-in-Chief, Office of Education

ATTENDANCE: 12,000 approximately.

Theme: Working together for the children of America.

Aiming at this mark leaders in education declared:

"That failures of the schools to work together with maximum benefit are the fruit of poorly planned systems of educational finance. * * * Undignified, short-sighted, and selfish competition for funds among educational interests and institutions is deplored. When funds are short, the proper remedy is not to squabble over the partition of a revenue already inadequate."

John K. Norton,
Director of Research,
National Education Association.

"Have you realized fully that *dull* is a conventional school term, a technical term exactly like grade, recess, deportment? All the dull persons in the world are in school. No child is dull until he enters kindergarten."

E. W. Butterworth,
State Commissioner of Education, Connecticut.

"I am impressed by the fact that one of the most grievous sources of waste to-day is the failure of colleges to recognize the fact that improvements in elementary school teaching have reduced the elementary curriculum to six years."

Charles H. Judd,
Director, Department of Education, University of Chicago.

"In contrast to the stock company teachers in a training school, it seems altogether better for a full and trained mind to witness the greatest possible number of good teachers at work wherever they may be found. The greater the variety in patterns of teaching the better. I can conceive of method as nothing more than idea. One idea is good, but 40 good and different ideas are better, maybe 40 times better."

Robinson G. Jones,
Superintendent of Schools, Cleveland, Ohio

"In many communities teaching is saturated with the points of view held by the conservatives and even the reactionaries in politics, economics, morals. These pressures explain in large part the social lag in education to-day. They have made the schools afraid. Where things are hottest, controversial issues are excluded, with the result that youth may prepare to grapple with the problems of to-morrow only by chewing over the lifeless problems of yesterday."

Jesse H. Newlon,
Professor of Education and Director of Lincoln School,
Teachers College, Columbia University.

"We too much 'train' teachers into some prearranged ways of thinking and doing, with the result that only the exceptional teacher can recover. 'Train' is a hateful word. We train dogs to do our bidding, but we ought not treat persons in this way."

William H. Kilpatrick,
Professor of Education, Teachers College, Columbia University.

"We lose 1 per cent of our memory each year after 35. But even with this loss a man of 70 would still retain 65 per cent of his native retentive capacity. And the ability to remember is the least important qualification in the learning process. The greater our experience, the greater the apperceptive mass, the more we have with which to think and to learn. The wealth of experience, like a snowball, is able to pick up material in proportion to its size."

Paul F. Voelker,
President, Battle Creek College, Battle Creek, Mich.

Outstanding contributions to education in America are annually recognized at the Department of Superintendence by an award from the Associated Exhibitors of the National Education Association. This year the honor went to Dr. P. P. Claxton, former United States Commissioner of Education. Commissioner Cooper announced the award and presented to Dr. Claxton, in the name of the exhibitors, an inscribed desk set.

The Office of Education played important rôles in the many acts of the 60-ring "show" that is the Department of Superintendence convention. Hundreds visited its exhibit of publications; other hundreds scrutinized the plans, photographs, and specifications of outstanding new school buildings on display in connection with the National Advisory Council on School Building Problems; committees heard the Office of Education's progress on national surveys of secondary education and teacher preparation; invitations for the Office of Education to conduct conferences were received in large numbers; Commissioner Cooper and many specialists spoke at numerous meetings.

Resolutions

The Department of Superintendence of the National Education Association is in favor of:

1. A planned program of integration and cooperation of all forces and agencies at the schools' command.

2. A national committee of educators to meet with a national committee representing business to study school costs.

3. The creation of a Federal Department of Education.

4. Continuance of the campaign against illiteracy; release of names and addresses of illiterates to State departments of education by the Census Bureau.

5. United States adherence to the Permanent Court of International Justice.

6. Reservation of radio channels for local educational and civic interests.

7. (The complete resolution on the Office of Education's work.) "We commend the United States Office of Education for fostering cooperative research on a survey of secondary education, a survey of teacher education, and a survey of school finance.

"We believe the policy inaugurated in these studies of presenting a cross section of present conditions and trends will enable us to meet our obligations and opportunities more clearly.

"We commend the action of Congress in making available to the Office of Education a continuing appropriation for such fundamental studies in education.

"We wish to recommend in the light of the finding of the White House conference that the fourth study be one on 'Special Education, including subnormal, physically handicapped, and socially delinquent children of America.'"

8. Keeping the eighteenth amendment; condemnation of "false advertising and other pernicious attempts to mislead the youth in relation to the use of cigarettes and narcotics;" legislation against obscene literature.

9. Heightening of teacher entrance levels.

10. Attention by school authorities to the findings of the White House Conference on Child Health and Protection.

11. Celebration of the Washington Bicentennial in the schools.

12. Consideration of the Friendship Health Chest cooperation with Mexico.

Washington: City of Libraries

Nation's Capital, With High Average of 17 Books Per Person, Draws Students, Historians, Research Workers, and Book Lovers from all Over the World

By JACQUELINE DU PUY

IT MIGHT BE SUPPOSED that the Nation's Capital, seat of the Government and center of intellectual life, would be well supplied with libraries. As a matter of fact, by actual count, there are more libraries of the first magnitude in Washington than in the great city of New York. There are more books in the libraries of the District of Columbia than in all the public libraries of Pennsylvania.

Titan of all libraries in the United States is Washington's Library of Congress. By virtue of its 158 miles of overflowing shelves, citizens of the District of Columbia have access to more books per capita than those of any other American city. Recent statistics show that there are 17 books per person in Washington, while the all-United States average is but 1.3 books per person.

The Library of Congress building is probably the largest and most ornate in the world used for library purposes. This magnificent structure, with a floor space of 13.6 acres, blazes inside with beauty and color in marble, gilding and gorgeous mosaic work, and with mural paintings and bronze statuary by 40 outstanding painters and sculptors.

Maps and Sheet Music, Too

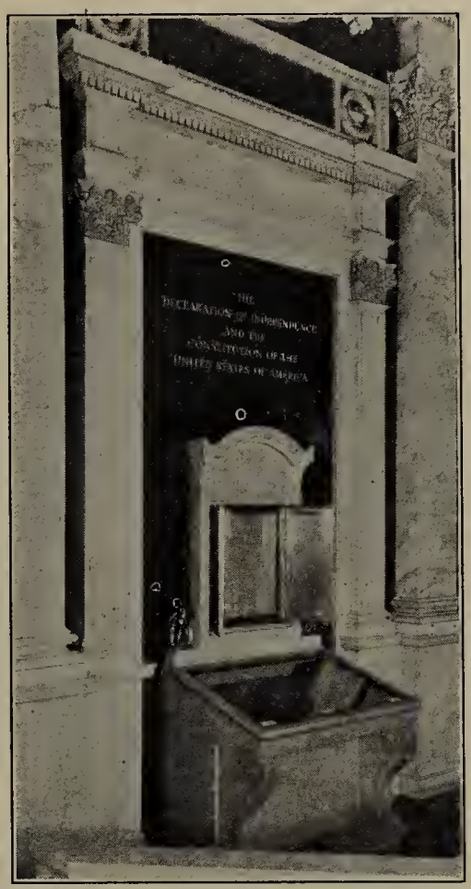
For its collection of works in history, political and social sciences, jurisprudence, genealogy, and Americana, the Library of Congress is particularly noted. It contains 4,100,000 books, 70,000 bound volumes of newspapers, more than a million manuscripts and transcripts, a million maps, and another million volumes, pamphlets, and pieces of sheet music. The annual accession of books and pamphlets is about 170,000.

The original Declaration of Independence and the Constitution of the United States are enshrined here for public exhibition. The Library is also custodian of the Thacher Collection of incunabula, and many original manuscripts of great historical importance, including the records of the First Continental Congress, and the papers of many Americans outstanding in public life, among which are the letters of Washington, Hamilton, Franklin, Jefferson, Webster, and John Paul Jones.

Students, historians, journalists, and genealogists from all over the world come to seek information at this stupendous library. Accommodations have been made for about 850 readers, including 23 separate rooms and 100 or more study tables for research workers. The main reading room provides desks for 200 persons in a quiet atmosphere where one may study with the literature of the world virtually at his finger tips. Rows of every known type of book in practically every known language stretch in every direction from the main reading room. On miles of shelving the world's production of books accumulates. A reader is literally surrounded by the knowledge of the ages. Only by the Bibliothèque Nationale in Paris is the Library of Congress surpassed in its collection of books and pamphlets.

The World's Largest "Book"

The Chinese section of the Library has the largest and most complete collection of Chinese literature outside of the Orient. It contains among other odd features an encyclopedia more voluminous than the Britannica, and the oldest newspaper in the world. There is also a large Russian library of 85,500 volumes.



THE CORNER STONE OF THE UNITED STATES

In a wall of the Library of Congress reception hall is a simple shrine containing two of the most precious documents of our Nation, the Declaration of Independence and the Constitution of the United States. Facsimiles of the Declaration of Independence (29 by 34 inches) for schoolroom use can be obtained from the Superintendent of Documents for 15 cents. The story of the Declaration and the text of the Constitution of the United States are sold for 5 cents, respectively.

A separate reading room has been provided for the blind, which contains 14,000 embossed-type books, pamphlets, music, and maps. Nation-wide service is furnished the blind, the Library's specially prepared books having been made available to persons so handicapped.

An entire wing and a special reading room are devoted to periodicals. The file of the Library's American newspapers is very extensive (65,000 volumes), while the collection of eighteenth century newspapers is the largest in America. The more important papers are bound and form a most interesting source study of journalism from our earliest newspapers to those of the present day.

Through an endowment of $60,000 by Mrs. Elizabeth Sprague Coolidge, an unusually fine auditorium for chamber music has been provided in the Library. This hall, seating about 500, is equipped for recitals, concerts, and lectures.

Steel "Messenger" Delivers Books

The Library of Congress was built in 1886 at a cost of approximately $5,000,000. Prior to that time the books were housed in the Capitol, where the library for Congressional use was established in 1800. Two disastrous fires in 1814 and 1851 nearly destroyed the national library.

Among the famous collections in the Library of Congress are the 7,000 volumes of Thomas Jefferson's library, which formed the nucleus of a new collection after the Capitol was burned by the British in 1814; the Peter Force collection of Americana, about 60,000 volumes acquired in 1867; and the Gardiner Greene Hubbard collection of prints. An initial deposit of about 40,000 volumes was made by James Smithson in 1866.

Collections of American history and politics, bibliography, and library science are most complete at the Library of Congress. The music collection is surpassed only by those of two or three European libraries, and works on economics, law, science, and technology are probably unsurpassed in the United States. The United States Government document file of the Superintendent of Documents is the only one greater than that of the Library of Congress, but the Library's file of American state and foreign documents is the most complete. The manuscript and rare book collection is constantly being enriched by funds from the Rockefeller grant.

SEPARATE STUDY ROOMS

The number of individual study alcoves available for research students who come to Washington to use the Library of Congress will be greatly increased when the new wing, plans for which have been drawn, is completed. Some research students living permanently in the Capital work up data on contract for professors and others whose duties do not permit journeys to Washington.

The pneumatic-tube arrangement of sending call slips to the book stacks in various parts of the Library and the delivery of requested volumes to the main reading room by steel "messenger boy" book carriers, all at the press of a button, was at first peculiar to the Library of Congress. This method of interroom delivery is now in use in other libraries of the world and in many department stores.

Serves Nation By Interlibrary Loans

From 1846 to 1870 the copyright law required one copy of every book copyrighted to be deposited in the Library. Since 1870 the deposit of two copies of every one copyrighted is required, and the Library of Congress has been the sole depository for copyrighted books since that time.

Constantly growing, the Library is rendering greater service to-day than ever before. There are 900 employees on the Library staff, and a year's budget is more than $2,000,000.

Through a system of interlibrary loans, the Library of Congress has extended its service to the whole country. In order to promote scholarship, unusual and out-of-print volumes are lent to other libraries for the use of research workers. Books which are new or in constant demand can not be loaned in this way, nor can those which are in print and easily obtainable from the libraries requesting them. Both books and music are available in this way, the only conditions being that the borrowing library pay transportation charges both ways, and assume responsibility for loss or damage to the books.

For reference use the library is absolutely free, without introduction or credential, to any inquirer from any place. The purpose of the administration is the freest possible use of the books consistent with their safety, and the widest possible use consistent with the convenience of Congress.

Supply Cards for Libraries

Although primarily for the use of Congress, the Library has grown to serve many other purposes. The privilege of home use of books during the sessions is quite freely extended to clerks of congressional committees, and all officials connected with the operations of Congress.

Books on any subject may be secured from the Library of Congress by any Representative or Senator of the United States to aid in the preparation of legislation, reports, or in supplying information to constituents. In this way, also, citizens of the United States may benefit indirectly from this extraordinary mass of literature in Washington.

Requests for books may be made by telephone or in writing from the House or Senate Office Buildings. Books are delivered to offices and committee rooms by underground carrier to the Capitol. Special delivery is also made to residences of Members of Congress living in Washington city proper. A book station in the Capitol, book rooms in the Senate and House Office Buildings, reading rooms in the Capitol and Library, and a legislative research service have all been provided by the Library of Congress as peculiar privileges extended to Congressmen. For official use books are also issued freely to various Government departments.

More than 5,000 libraries, firms, and individuals are now purchasing library catalogue cards from the Library of Congress. Ninety persons are employed in the card division alone, which contains more than 1,060,000 different titles in a stock of 75,000,000 cards. A Union Catalogue, originally made up of printed cards from the Boston Public, New York Public, Harvard, and John Crerar Libraries, is now being developed with the aid of funds from the Rockefeller grant to include entries from other libraries and collections and already contains about 4,000,000 cards.

Publications of the Library comprise 500 or more titles, including the Journals of the Continental Congress, the Records of the Virginia Company, the monthly check-list of State publications, and the list of American doctoral dissertations.

By a bequest of Henry Clay Folger, of New York, some 20,000 rare volumes of Shakespeareana have recently been added to the Library of Congress. A building to house this collection is at present under construction on a site adjacent to the main building. This will be the largest collection of Shakespeare's works in

WHERE ONE MAY READ AN ACTUAL LETTER WRITTEN BY JEFFERSON OR WASHINGTON

To the manuscript room of the Library of Congress come students who wish to read the diaries and letters of famous Americans in the original. The national collection is especially rich in such collections. The 25 volumes of George Washington's writings which are being published by the George Washington Bicentennial Commission are being compiled largely from the first President's letters on file in the Library of Congress.

America. An ample endowment assures its care and growth.

Own Costliest Book; $350,000

The Gutenberg Bible, a part of the Vollbehr collection of 3,000 "incunabula" (books printed before January 1, 1501), is now on display in the Library of Congress. The Bible is in three volumes, on vellum, and the first book ever printed. It is now about 475 years old, but has been well preserved, having been in the possession of the religious order of the Benedictines since shortly after it was published. Doctor Vollbehr purchased the treasured book for $250,000, plus interest charges and an export tax, bringing the total to $350,000, the highest price ever paid for a single work.

An appropriation of $1,500,000 by Congress resulted in the purchase of the entire Vollbehr collection of 3,000 "incunabula" for the Library of Congress. The Library now has more than 4,500 volumes of books printed before January 1, 1501, comprising one of the first dozen incunabula collections in the world.

Many rare books and documents which are now utilizing valuable space needed for various library activities will be housed in the near future in an addition to the present building, plans for which have already been prepared. An annex will also be erected near by. These expansions will permit the moving of card index files from the floor of the main reading room, thus allowing more reading desk space, which is very much needed by the ever-increasing clientele. The copyright office, branch printing and binding division, union catalogue section, mailing and shipping rooms, and reference rooms will also be located in the new additions.

Education Collection Huge

The largest structure of its kind in the world, the Library of Congress is naturally dominant in Washington. Supplementing it, however, in the Nation's Capital is a well-developed public library system with branches in various parts of the city.

Erected in 1903 at a cost of $375,000, the central building of the Washington Public Library was a gift of Andrew Carnegie. This library contains 167,000 volumes, and thousands of mounted and unmounted pictures. Including its branch library stock, it makes available 320,000 books to Washingtonians.

In the Office of Education, Department of the Interior, a very large and complete library of educational literature is located. This library has expanded within 60 years from a small private collection of about 100 volumes to one of the finest of its kind in the world, now consisting of 175,000 volumes. Among these books one finds many quaint old bindings and early and late specimens of American textbooks, including the oldest McGuffey readers.

WASHINGTON'S 19 LIBRARIES OF MORE THAN 100,000 VOLUMES

Library of Congress	4, 100, 000
Smithsonian Institution Libraries	700, 000
United States Government Printing Office	396, 433
Public Library of District of Columbia	320, 000
Army Medical Library	281, 139
United States House of Representatives	275, 000
United States Senate	275, 000
Army War College	200, 000
Agriculture Department	200, 000
Geological Survey	192, 000
Office of Education	175, 000
Catholic University of America	150, 000
Riggs (Georgetown University)	140, 000
State Department	125, 000
Labor Department	115, 000
Commerce Department	110, 000
Patent Office (Scientific)	105, 000
Supreme Council 33° Masons	100, 000
Bureau of Railway Economics	100, 000

A valuable record is found in the collection of official educational reports, as well as in bound volume of important educational periodicals.

Of great interest to the bibliophile in this collection are also a number of rare parchment bound folios. One of these is "The Great Didactic of John Amos Comenius," published in Amsterdam in 1657.

As this is a library for the use of specialists in the educational field, it is confined to education and closely allied subjects.

Each of the Government departments, and many of the Government bureaus have libraries of their own specially adapted to their purposes. The Department of Agriculture, for example, has a collection of 200,000 volumes. The collection is ofttimes termed the "national agricultural library," said to be the richest in the world. The Labor Department has organized a library to be of service particularly in functions of that Federal agency. Its works on labor problems and labor statistics are most complete, totaling about 115,000 volumes.

A State Department library was established by Thomas Jefferson in 1789, and now consists of more than 125,000 volumes dealing principally with political science, international law, foreign relations, diplomatic history, and domestic and foreign laws.

In the Department of the Interior, in addition to the education collection, are located the Geological Survey Library of 192,000 volumes, and the Bureau of Indian Affairs Library. The General Land Office, Bureau of Pensions, Bureau of Reclamation, Solicitor, and the Survey and Maps Board, also maintain libraries.

Georgetown University has an exceptionally well-equipped library (Riggs) of 140,000 volumes, and students at the Catholic University of America have 150,000 books for use in their library. George Washington University's library is patronized by thousands of students during the school year.

The National Geographic Society, which publishes the National Geographic Magazine and Geographic News Bulletins, has a selected collection of books on geography, explorations, and travel.

Persons interested in Latin America go to the Pan American Union building in Washington. There is located the Columbus Memorial Library, with more than 50,000 books and pamphlets devoted especially to Latin America. The aim of this library is to gather material on each American republic.

One of the earliest departmental libraries, dating back to 1842, is the Naval Observatory Library. It is said to contain "the best collection of astronomical literature in the Western Hemisphere," numbering some 31,000 books and several thousand pamphlets.

The scientific library of the United States Patent Office, located in Washington, has the only complete collection of United States patents and trade-marks in this country. Its collection of foreign patents is also nearly complete. Emphasis is placed on applied science and technology in the greater portion of the library's collection, estimated at 105,000 volumes.

A Leading Medical Library

Another of the world's leading libraries located in Washington is the War Department's Army Medical Library, formerly known as the Library of the Surgeon General's Office. Here one may find copies of practically everything printed in the field of medicine and allied subjects, in a collection of 281,139 books, 390,822 pamphlets, 1,608 magazines, and more than 7,000 photographs. This library's Index Catalogue is the world's standard bibliography on medical subjects.

Use of the Justice Department Library is more restricted than most other Government department libraries. Its 65,000 books deal with Federal and State statutes and laws, Federal and State colonial reports, British statute law, British colonial statute law, and other subjects of major importance.

Books mainly of a scientific nature are found by residents or visitors to Washington in the Smithsonian Institution collections, which include more than 700,000

volumes in 10 distinct libraries in various parts of the city. The principal branch deposit is the Smithsonian in the Library of Congress, although the United States National Museum collection is also important. In addition to publications of learned societies and institutions of the world, works both general and special on aeronautics, anthropology, archaeology, astrophysics, botany, chemistry, ethnology, fine arts, geography, geology, history of America and Europe, industrial arts, mathematics, mechanics, mineralogy, museums, paleontology, physics, seismology, and zoology are available at the Smithsonian Institution.

Libraries for War and Peace

The Superintendent of Documents Library at the Government Printing Office is the official depository for all United States Government publications. Its collection of nearly 400,000 books and pamphlets, and 31,169 maps is the best extant.

Exclusively for the use of Members of Congress are the House of Representatives and Senate libraries. They consist mainly of Senate and House reports, Congressional Records, committee hearing reports, law books, and other general reference works.

Information pertaining mainly to military affairs may be gained in the Army War College Library, where a collection of more than 250,000 books, magazines, and clippings relating to world military activity has been accumulated at this military graduate school.

Through a provision of a Carnegie fund, a library for world peace has been established in Washington at the headquarters of the Carnegie Endowment for International Peace, located at 700 Jackson Place, NW. Approximately 42,000 volumes are accessible to the public at this place, among them leading works on international law and relations. The library is under the supervision of the Secretary of the Carnegie Endowment, and a chronicle of international events is compiled daily by the librarian.

And Now, An Archives Building

The White House was one of the last places in Washington to receive a library for pleasure reading. Five hundred volumes were presented by the American Booksellers' Association for use in the Executive Mansion. Douglas S. Watson, father-in-law of Herbert Hoover, jr., prompted the idea shortly after the inauguration of President Hoover, when it was discovered that there was nothing in the White House for recreational reading. At that time the Booksellers' Association undertook to supply the deficiency, furnishing books chosen by Mrs. Alice Roosevelt Longworth, Douglas S. Watson, and Gilbert Grosvenor. They chose 25 detective stories, the same number of children's books, 50 volumes of travel, biography, history, poetry, drama, philosophy, essays, books on the arts, and scientific works, in fact every kind of reading that would appeal to any person in the President's mansion.

No discussion of the libraries of Washington would be complete without some mention of the proposed Archives Building. The records of our Government have accumulated to such an extent that a special place must be provided in which to store them. The Archives Building, to be erected at an estimated cost of $6,900,000, will serve this purpose, filling a long-felt need of the Federal Government. More than 2,000,000 cubic feet of file space will be provided, and documents will be so stored that they will be protected from the light. Files will be classified and indexed so as to be made available to the general public, and provision will be made for future expansion. It is interesting to note that motion-picture films of historic importance are also to be preserved in this building.

THE READING ROOM OF THE LIBRARY OF CONGRESS

To read a book in the Library of Congress one consults the card catalogue, writes on a slip of paper the name of the book, author, call number, and the number of the reading desk one has selected. Then one gives the slip to an attendant at the central circular counter. The attendant puts the paper into a pneumatic tube similar to those used in department stores. In some distant stack another attendant receives the paper shot through the tube and promptly seeks the designated book which is delivered to the circular counter by a mechanical conveyor. A messenger then delivers the book to the particular desk where the reader waits.

The Home: A Liability or an Asset?

Recent Economic Changes and Their Effect on Home and Family Life Examined by Educational Leaders in New Type of Conference

CHANGES.[1]—Children come into the world at considerable expense, contribute little or nothing to the family income, and at present price levels for food and clothing, represent a serious outlay of capital. The cost of rearing a child to maturity varies greatly, but $5,000 would certainly be a modest figure. One father has estimated that each of his daughters, at the close of her college career, represented an investment of $20,000. The advantage secured at the age of 50 by the single man who saves his money and puts it out at compound interest is perfectly apparent and helps to explain how the family, from the dollars and cents point of view, may be regarded as a liability rather than an asset. Where agriculture remains the chief occupation of the people there is no need to worry about race suicide, but the factory worker, living in an apartment, finds the problem worthy of consideration. * * *

The whole world has passed through an experience during the last two decades in which many of our accepted standards were overthrown or reversed, and what had been right became wrong and what had been wrong became right. Add to this the fact that with increasing education we are taught to attempt to think out questions which the ignorant must leave to authority, that science has taught us that many things which we held to be accepted facts are not tenable theories and that modern improvements are daily displacing outworn processes, and it is not to be wondered at if questions be raised which to an older generation seemed sacrilege.

It is not the truth, however, which need fear investigation, and it may be that questioning of previously accepted canons will bring a more complete understanding of the values upon which home and family have survived. Romantic conceptions must not be allowed to interfere with the intelligent analysis of conditions. It is no service to man or woman to build up an expectation of happiness based on misrepresentation of human nature and the basic conditions of existence.

Management engineers have developed a tool known as the "job analysis." It involves the scientific determination of purpose and an equally careful study of the simplest and best way of directing energy to the achievement of that purpose. Such a study of home and family would be of tremendous value in our national life.

A PROPOSED COURSE.[2]—Every effort should be made to extend the period of home economics training to four years. The reason for this is twofold. The judgment and creative skills which must be developed, unlike the manipulative skills, can not, by intensive effort, be given quickly; and aside from this, if we are to keep the interest of the girls in homemaking constantly growing, it is necessary that the study not be broken off while competing interests, many of which lead away from the home, continue to be developed.

There are apparently four major classifications under which virtually all of the material that should be taught in home economics may fall. They are: (1) Manipulative abilities; (2) nutrition; (3) applied art; and (4) home relationships. Each, save the first, might serve as an excellent center of organization; and there is no reason apparent to me why each might not, in turn, give a distinct character to a year's work.

I do not mean that in any given year all else would be rigorously excluded save that which was included under the chosen classification. Rather, the present flexibility might be preserved in some degree; but a distinct check would be set upon the prevailing use of relatively small and more or less unrelated and fragmentary teaching units. That is, each year's work would in itself represent a well-knit unit of functioning material of sufficient magnitude and difficulty to command the interest of students and would be presented so that it would actually become properly organized in their minds.

Such an arrangement would obviously provide the needed organization. However, it would apparently have other advantages. The first year's work, for example, which would consist mainly of manipulative operations, would rest upon a basis of mixed elementary natural science and art; the second, which would be devoted mainly to nutrition, would be based upon more advanced natural science; the third, consisting chiefly of applied art, would rest upon a more advanced study of the principles of art; and the fourth, devoted primarily to home relationships, would have for its foundation the social sciences. Thus such a plan would automatically reduce the proportion of time devoted to related natural science and increase that devoted to related social science.

RESULTS.—How is home economics being taught in your State? Could it be taught better? Is the whole program sound? Are all agencies concerned with home economics working together?

Some teachers and school administrators are already asking themselves these questions about home economics. They did in Ohio; they did in Iowa. Now they are asking them in Idaho, Washington, Oregon, and Montana.[3]

When the educators of any State or region want to make a thorough inventory of some major phase of education the Office of Education stands ready to help hold a conference new style. What these conferences are has been described in the editorial "Conferences, New Style," by Commissioner Cooper on page 130 of this issue.

What happens in a State after one of these conferences that are different has been held? Ohio offers an answer. Upon request, the Office of Education one year ago called, in conjunction with the University of Cincinnati, a regional conference on "The Function and the Curriculum Content of Home Economics in the School and in Higher Institutions." Miss Elizabeth Dyer, director of household administration, University of Cincinnati, has recently written Commissioner Cooper that as a result:

> The State Council of the Ohio Home Economics Association is bringing together people who should be concerned with training for home living and encouraging them to discuss the subject.
>
> An effort is made to have in every county a home economist to act as a contact person who will start discussion groups and keep the groups in touch with the work of the four committees appointed, and a homemaker who will try to arouse the interest of parent-teacher associations, women's clubs, and parents in home economics. Home extension workers, vocational home economists, and many home economists in colleges and schools have agreed to cooperate. The home economists in different teacher-training institutions are enthusiastically working together as a guiding committee.
>
> A letter has been sent to every superintendent of schools in the State telling him of the Cincinnati conference and informing him as to our objectives, and asking him for the cooperation of the home economics teacher in his school.
>
> Home economics clubs are planning to carry on studies or surveys to determine to what extent home economics is functioning in the everyday living of the pupils.
>
> Doctor Gosling held a round-table discussion on home economics with all the high-school and elementary principals in Akron.
>
> The most valuable outcome of the conference is that it has provided an opportunity for arousing home economists and stimulating them to discuss their problems and think about solutions.
>
> We hope that other States will respond as enthusiastically as Ohio. You have heartened the home economists in this State.

[1] Excerpts from speech by Karl E. Leib, professor of commerce, University of Iowa.

[2] Excerpts from speech of W. H. Lancelot, head of department of vocational education, Iowa State College, Ames, Iowa.

[3] Conference to be held in Spokane, Wash., April 8-9.

· SCHOOL LIFE ·

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Editor · · · · · WILLIAM DOW BOUTWELL

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MARCH, 1931

Conferences, New Style

THE OFFICE OF EDUCATION is committed to a program which necessitates, first, keeping its studies on an objective basis, and second, leaving to volunteer agencies activities that might be considered as promotional or propaganda in character.

We should be negligent, however, if we fail to heed the requests for leadership in helping solve some of the serious problems which confront education in this period of rapid change. We are attempting to render this kind of assistance through conferences. To cite an instance: In December, 1929, we conferred with some half a hundred persons of various types of training, experience, and educational position. The 2-day discussion centered about the effects of the present industrial order on the American home.

One of the conclusions of the conference was that the Commissioner of Education should hold a series of regional home economics conferences. It does not appear to me that holding a meeting and making speeches is likely to make for much progress in solving a problem of such seriousness as the breakdown of the home. Yet we have not the resources in staff or funds to carry on a program of studies and we have reason to believe that conditions will vary sufficiently throughout our country to warrant different solutions.

The best procedure is to experiment, allowing each region to arrive at and try out its own solution. Accordingly, we are now attempting a series of regional conferences held in cooperation with higher institutions which have the facilities to guide and assist committees working in the field. The institutions have already invited us to participate in conferences of this kind on this particular problem—the University of Cincinnati and the State College of Agriculture and Mechanic Arts at Ames, Iowa. The conference at the latter institution was held November 10 and 11, 1930. Approximately 60 persons attended, many of whom participated actively in the discussion.

The half-day programs were built about themes attacking the general problem from the points of view of economics, sociology, and education. The committees which were appointed as a result of this meeting are now at work under the general direction of the faculties of the State College of Iowa and the State University of Iowa. It is the expectation that conferences of this kind may be stimulated in other parts of the country.—*Wm. John Cooper.*

The papers delivered at the Iowa conference on home-making by Prof. Karl E. Leib and by W. H. Lancelot, which are quoted on page 129 will be printed in full in a forthcoming Office of Education bulletin, "A Symposium on Home and Family Life in a Changing Civilization."

School Administrators to Meet

Problems in personnel and relationships, school housing, school finance, equipment and supplies, and supervision will be discussed at the Second Annual Conference of School Administrators to be held at George Peabody College for Teachers, Nashville, Tenn., March 30 to April 3.

An exhibit of classrooms equipped with the most up-to-date equipment and supplies will be a special feature of the conference.

One hundred and three school reports from cities of more than 10,000 population have been indexed by the Office of Education. Copies of the index are available in mimeographed form and may be had upon application.

Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT

Librarian, Office of Education

In January, 1930, there appeared a new quarterly bulletin issued by the American Library Association called "Subscription Books." The object of the publication is to give a fair estimate of the books which are sold by subscription and concerning which it has been difficult to get an unbiased opinion. The teacher or trustee can consult this bulletin and get the unbiased opinion of librarians concerning the value of the book and also find out whether it is recommended or not recommended for schools, whether it is suitable to all libraries or only to those having plenty of money. If the teacher or trustee has not immediate access to the bulletin, an inquiry addressed to the State Library Commission will bring the information. Under the title "Competition in Education," in the February Atlantic Monthly, President W. W. Comfort, of Haverford, discusses new practices in student selection. A few years ago colleges were competing with each other in an effort to secure desirable students; now the applicants are so numerous that the the competition has taken a new form. The colleges are now able to select their students and to reject those candidates who are lacking in preparation, scholarship, or a scholarly attitude to the work. "Those who are too clever to study and those who are too dull to learn will be excluded." . . . A full discussion of "The Reorganization of the University" appears in the January number of the University Record, published by the University of Chicago. There is first an address delivered at the university convocation in December by President Hutchins in which he sets forth the aims of the university and shows that the reorganization is an attempt to solve three problems: Administration, education, and research.

There follows a brief article giving the details of the plan and listing the recommendations which were approved by the board of trustees. Next is given an explanation of the reorganization plan, in a speech of President Hutchins before the Illinois Association of High School Principals. The fourth article is an account of the answers made by the president to the inquiries of the undergraduate students of the university. . . . That the adult may learn music appreciation even without much technical skill is a contention upheld by John Erskine, in an article entitled "Adult Education and Music" in School Music for January-February, 1931. . . . A quarterly appearing for the first time in January, 1931, is Understanding the Child. It is published by the Massachusetts Society for Mental Hygiene and is distributed free to public-school teachers of Massachusetts. It is issued in response to a demand from teachers for information and help in promoting mental health. . . . "If quasi-formal educational opportunities are to be provided for the college-trained man after graduation, the facilities will have to be more extensive than those now possible to the single institution," especially if this institution is a small college. The problem of the college continuing the education of its students after they leave its halls is discussed by Daniel L. Grant, in the January number of the Journal of Higher Education. . . . Another new bulletin in the education field is the Review of Educational Research, issued by the American Educational Research Association, a department of the National Education Association. The first number, published in January, 1931, is devoted to the subject of the curriculum. The major part of this issue is taken up with a review of scientific investigations and studies on the topic.

When a Desert Box-Car School Tried an Activity Program[1]

Clay Pottery, Fashioned by Youthful Potters With Hints From a Mexican Mother, Led to Poetry in Rural Edom on the Sunkist Trail

YOUNGER CHILDREN in the 1-teacher rural school have usually been neglected. Older children have absorbed the attention of the teacher while some older child "heard the little ones recite."

Some 1-teacher rural schools have more vision as to the needs of the younger children. A good example of broader vision is found in the little 1-teacher school at Edom on the Sunkist Trail several miles southeast of Riverside, Calif. The children of this community were attending a school 12 miles away.

Parents asked for an emergency school at Edom. But there was neither schoolhouse nor money to build one! Edom consists of a station house, a garage, a store, a café, a filling station, and several small houses for the section hands. Finally, an old box car was procured from the Southern Pacific Railroad. But the box car was dirty and in no way fit for a school. The parents scrubbed and cleaned the car. One father painted the whole car, inside and out, working by the light of a lantern before and after his earning hours on the short December days preceding the opening of the school. Another parent polished the tiny stove which was to heat the building. Other parents fixed windows to give light, provided shades, built blackboards and cupboards for materials, and brought seats for the children. The teacher, Mrs. Della S. Lindley, who lives on a neighboring ranch, brought curtains and other things to beautify the little school. After New Year the school opened. Then came the problem of school materials. There was no money to buy them.

Mexican Mother Gives Pottery Hints

The schoolroom was too small to admit a sand table for the work in geography, so the fourth-grade children expressed their ideas of the mountains of Switzerland and the dikes of Holland in a sand table provided back of the schoolhouse by nature. As the children were looking at "Switzerland" and "Holland" one day they noticed a queer kind of earth which reminded them of the small piece of commercial clay which the teacher had brought to the school. The children had enjoyed working with the clay, but there was not enough for all to use. One child suggested that they try to use this newly found earth in the same way they had used the clay brought by the teacher. Lupe, a little Mexican Indian girl, who had seen her mother work with clay when they lived in Arizona, said that this dirt looked much like the clay which her mother had used. After wetting the dirt in water and working it with their fingers, the children found that it would mold like clay. Immediately a large supply was dug and the group trudged back to the schoolhouse, carrying their treasure.

The clay found on the excursion served as a basis for interesting school work. Noon hour and recesses were spent in working with clay in the school yard. The younger children enjoyed this "mud pie play," but they, with the older children, were also interested in seeing what could be made out of the clay.

Many difficulties arose before finished pieces of pottery were produced. It was finally discovered that good results came only through the use of a certain process. The dirt had to be pulverized by rubbing it between two stones, screened with a piece of window screen, and put into water for a while. A few hours later, when the clay had settled to the bottom of the water, the children poured the water off the clay, which they then wedged, kneaded, and threw until it was the right consistency to mold. The first night the wet pieces of pottery were left on the schoolhouse stove to dry. The next morning, when the children came to school, they found that all the pieces were dry and had not cracked.

Fire Pottery in School Yard Kiln

Lupe, who lives next door, took some of her pieces home to dry in the range. Her mother, a Mexican woman (Indian predominating), told her to set the pieces in the sun for three days before firing to make the clay lighter and to keep the pieces from cracking. From this mother the children also learned how to keep the thin walls from cracking by working them with one finger which was kept very wet.

They learned, too, that if the wet pieces dried too rapidly they would crack, so that care was necessary in finding a place where the pottery would dry rather slowly. After three days of sunning the pieces were placed in a little pit in the ground, with sandy soil underneath and over the pottery. A fire was built over the covered pit. Only a few small sticks were

LUPE, MINNIE, JESUS, AND THEIR SCHOOLMATES IN FRONT OF EDOM'S BOX-CAR SCHOOL

Some authorities declare that the 1-room rural school is better adapted for an activity program than a graded city school. Mrs. Della S. Lindley has shown at Edom that even a way station in the desert offers the richest sort of learning opportunities when its resources are used to promote reading, writing, and arithmetic.

[1] This report, contributed by Miss Vivian P. Evans, rural school supervisor, Riverside County, Calif., is one of 30 descriptions of activity classes in a wide variety of schools that appear in Teachers' Guide to Child Development, a Manual for Kindergarten and Primary Teachers, Bulletin, 1930, No. 26, which has just been published by the Office of Education. This bulletin, which replaces an older manual for kindergarten and primary teachers, contains the major portions of the new state-wide program which the California Curriculum Commission is publishing simultaneously. The Office of Education edition is available from the Superintendent of Documents for 35 cents.

used. After the fire had been replenished twice it was left to smoulder for a few hours and then cool down and die out while the pottery was still in the kiln. The next day the pottery was removed and decorated with poster paint brought by the teacher. At first the decorations were very crude in form and in color, but the standard rose higher and higher until very beautiful pieces of pottery were produced.

An Indian vase, brought by the teacher, and books from the county library helped to raise the standard of the children as they discussed good forms and colors in Indian pottery. Successful results in pottery making were secured after about two weeks of work along with all the other things which were going on in the school.

The interest in clay had led to an interest in other factors of primitive life and finally resulted in building very wholesome attitudes and habits in the fundamentals of the curriculum. As an example of the way in which these interests grew, the case of a fourth-grade boy might be mentioned. This child was the only one in the school who did not enjoy reading library books. He had thus far done no recreational reading. For days and days a special effort was made to interest him in reading, but nothing seemed to appeal to him. One day, as they were making primitive tools and weapons, the teacher incidentally asked this boy if he would have enjoyed being the son of a cave man. She knew immediately, for the expression on the boy's face showed that the keynote of interest had been struck. She put aside the pottery on which she was working and read to the children from "Ab, the Cave Man." After she had finished, the boy asked to take the book home with him. He added 22 books to his list of books read during the next four months. His father, a miner, had some time before this found an ax made in the Stone Age, but this weapon meant nothing to the boy until he realized that the ax was closely associated with the primitive life in which he was so greatly interested. His mother also became interested and was a frequent visitor to the Edom Branch Library.

One-Teacher School Ideal for Activity Work

A 1-teacher school is really an idea place for activity work because the children of the varying age levels can all find interesting, profitable experiences for their own development.

The varying degrees of difficulty involved in carrying out an activity challenge the interest and effort of children on a wide range of age levels. The group conference in which the work is planned sets all the children to thinking. With the group unified in a common purpose, the interest goes out into many directions and stimulates thinking in a very constructive way.

The younger children in Mrs. Lindley's school had many opportunities to do original work connected with the activity. They did their original work in a self-directed period while the teacher was working with the older children. Sometimes they worked individually, sometimes in groups. In this way they learned to be independent in expressing their ideas in a way which clarified their own mental pictures and made the children themselves feel that they were responsible to the group for the way in which they used their time. The older children, too, worked in the same way in their self-directed periods.

At certain times, group discussions were held during which each child showed his trophies and received the approval and criticism of the group, guided by the teacher in a way which raised the standard of the children in regard to workmanship, beauty, use of time, or any other factors to be considered in relation to behavior or the type of work which was under discussion.

Out of the group discussions, the curriculum grew by leaps and bounds. The way in which the work carried over into the home was one of the most satisfactory results. The parents reported that all the work and play at home centered about the school interest in industrial arts which had begun in clay. Each day the children went back to school with some new contributions for the group activity. To carry on such a program it was necessary that the daily schedule be a flexible one. A general plan was made to insure that the children would develop in a balanced way. The periods, however, were frequently lengthened or changed according to the demands of the interest span of the children, the nature of the activity, or the time required to accomplish a definite purpose.

The power in observation and in English expression developed through the activity work which began with clay has shown remarkable results in the beginners' class in learning to read. These children have not spent their days in listless idleness or inane "busy work."

The Children Tell Story to Visitor

Their learning process has gone forward with real purpose under teacher guidance as they worked with the group. Minnie, a little American girl, has developed a vocabulary and an ability in the use of phrases and sentences in speech far beyond the average child in a first grade room in a city school. She completed her preprimer work and, in addition, read three books during the first two months of school. Jesus, who came without one word of English, and had no older children in the home to help him, showed remarkable development in vocabulary power as it developed on the basis of interest in what was going on in the school. He learned to speak in phrases and sentences from the first and was able to understand and share the first grade work with Minnie in this little class of two pupils.

The reading was rhythmical from the first because the children had something to talk about and practice in talking. There was none of the halting usually found in imposed primary reading. This was due to the fact that the vocabulary used had been developed through experiences which gave it meaning to the children, themselves.

THIS IS THE HOUSE THAT FIRST-GRADE PUPILS BUILT

The photograph of a bungalow built by an activity class in Willard School, Pasadena, Calif., is one of a number of illustrations in "Teachers' Guide to Child Development," Office of Education Bulletin 1930, No. 26. This bulletin has proved so popular that the first edition was sold within a few weeks after it was printed. The Government Printing Office is now running off a second edition.

The story given below has been selected from a number built by these children. The children dictated the stories to the teacher as she wrote on the blackboard, after which the children read the stories.

It was an interesting sight to watch the stories in the making. One day a visitor came to the school. When the children had shown the interesting things they had made, the visitor asked one of the first-grade children how they had made the beautiful pieces of pottery. The teacher, wishing to use this good opportunity to develop English power in the children, said, "Perhaps the first-grade children would like to tell me a story to write on the board so that our visitor may read how we made our pottery?"

The visitor expressed her pleasure at the suggestion and Minnie and Jesus stepped to the corner of the room where the tiny blackboard stood between the stove and the teacher's table. In a short time the story was built through the cooperative effort of the children with their teacher. The visitor then read the story "Making Pottery," as it is given below.

MAKING POTTERY

We made pottery.
We made it out of clay.
We found the clay on the desert.
It was near the schoolhouse.
We first ground up the clay.
Then we wet it.
Then we made the pottery.
Lupe showed us how to burn it.
Then we painted it with a brush.

Does such work pay? Is it worth while to begin where a child can really understand what he is trying to do? Do we postpone the attainment of final results desired by the attempted use of reading before a child has ideas to express and can command the oral English necessary for such expression? Shall we continue to suffer the neglect of the younger children in the 1-teacher rural school, and thereby weaken the school throughout because of the neglect? Should little children be forced into reading without an experience background? Should they waste their days in inane "busy work" when even the most barren communities furnish possibilities for natural development in English power?

The experiences at Edom School, sitting in the sand by the desert highway, offer rich suggestion to those interested in the welfare of young children in a 1-teacher rural school.

What the Outcomes Were

(*a*) *Attitudes.*—(1) Of respect for work and workers; (2) of pride in good results; (3) of personal responsibility; (4) of respect for the rights of others.

(*b*) *Habits.*—(1) Of perseverance in effort; (2) of neatness and order in care of self and materials; (3) of self-control; (4) of cooperation as leader and follower.

Rhymes Written in Edom School, Some by Individual Children, Others by the Whole Group

I like to close my eyes and see
A little bluebird in a tree.

THE DESERT WIND

O desert wind that sighs, "Ooo-ooo-ooo!"
The sagebrush is waving a greeting to you!
The greasewood so stately is bowing quite low,
While whirlwinds of sand through the desert go
"Ooo-ooo-ooo!"

THE PASSING FREIGHT

[Published by The Telegrapher, May, 1928]

"Toot! toot!" the train comes rumbling down
Right through the main street of our town.
Is it a passenger? No, it's a freight!
How happy I am that I must wait!

The engine whirs and puffs and blows,
"Toot! toot! Ding, dong!" Away it goes.
The engineer waves as he passes through;
The fireman smiles and nods at me, too.

Here come the cattle cars, in all twenty-three,
Full of beautiful cattle looking at me;
Some are red-faced, some white, all trying to hide;
"Moo, moo!" one is saying. "What a fine ride!"

And here are the baby lambs, cuddled together,
Just as happy and safe as when they're with mother!
The whistle toot-toots, the bell goes "Dong, ding,"
But they're not afraid of trains or anything.

What great fun I have when I must stand and wait
A long, long time for a passing freight.
And when I'm older, if I have my way,
I'll work on a freight train every day.

(*c*) *Skills.*—(1) In exercising economy of time and material; (2) in increasing power in technique to meet a gradually rising standard of attainment; (3) in selecting material for a given purpose; (4) in knowing how and where to get help when needed to meet a difficulty.

(*d*) *Knowledge.*—(1) Of things in the immediate environment; (2) of things which give meaning to language and reading; (3) of things grouped in such a way that they help to organize thinking; (4) of things which led to further questions as a basis for future experience.

(*e*) *Appreciation.*—(1) Of nature; (2) of parents and friends; (3) of school life; (4) of beauty in common things.

Weighing the Educational Value of Pictures

An estimated gain of at least 15 per cent in knowledge of the subject matter involved, through the viewing of flat pictures envisaging education, is indicated by the results of tests conducted by the psychology and educational research division of Los Angeles city schools.

Questions which the study sought to determine were: Information gained from the pictures by boys, by girls, and by the total group; influence of I. Q.; influence of age of pupil; influence of finish of pictures; results in picture choice for boys, for girls, and for the total group; influence of I. Q., and influence of finish.

Among other findings of the study were the following: (1) That flat pictures help children of less than average mentality as much or more than those of higher I. Q.; (2) that pictures intended for boys and those intended for girls should be selected with reference to the inherent interests of each sex; (3) that boys seem to enjoy a variety of pictures, while girls enjoy a smaller number; (4) that pictures which are close-ups may be given a diffused finish and that long shots are probably more effective when given a sharp finish; (5) for the average child, pictures selected for visual education purposes should have a dramatic quality, and that scenes of leadership and daring are popular, as well as those in which the characters are seen displaying traits associated with nobility of mind; (6) for children of superior mentality pictures should be shown which require serious thinking and that present unsolved problems in which only the necessary facts are given.

A new county school built recently at Banbury, England, has a playing field of 13 acres. The school, which will accommodate 400 pupils, was erected at a cost of £30,000.

The New Plan for Indian Education[1]

Federal Office Wants to Turn Over Indian Training Responsibility to States; Only 65 Per Cent of Indian Children Now in School

By W. CARSON RYAN

Director of Education, Office of Indian Affairs

THE INDIAN OFFICE defines an Indian as anybody who, under treaties or some other way, as inheritance, has any rights as an Indian. The Census Office defines an Indian as anybody who is regarded as an Indian in the locality.

Under these designations there are 340,541 Indians in the United States, but the absurdity of the estimate can readily be seen when statistics show nearly 25,000 of the alleged 340,541 are full-blooded Negroes, many of whom, in history, were the original slaves of the Five Civilized Tribes who took the side of the South during the Civil War.

Sixty-five Per Cent in School

The number of Indian children of school age in the United States attending different types of schools is discouraging. Roughly, of the 100,000 children of school age, about 67,000, or only 65 per cent, are enrolled in some school. The majority, 34,000 or 35,000, are now in public schools. Missions and other private schools educate 7,456. About 10,350 go to Government boarding schools on reservations, and 11,000 attend Government boarding schools not on reservations, while 4,200 others attend Government day schools, which are nothing in the world but public schools maintained by the United States, instead of by the State departments.

The Federal Government should not be dealing with local boards of education in the Indian service. It is a wholly wrong situation, in my judgment, and should be changed to work through the States, instead of through the local communities.

Indian education is one of those services, which although at present is practically under Federal jurisdiction, must be ultimately a State responsibility. I should rather put it at the outset as a joint Federal and State responsibility for Indian education, but with the hope of increasing State responsibility.

Few Arizona Indians in Public Schools

The Indian educational program is not one of a simple program of schooling. There are the same significant economic implications that the Office of Education found in Alaska, and developed so magnificently. There is the whole problem of the transmission of a culture, the Indians' contribution to American civilization.

Oklahoma has 37,235 Indian children between 6 and 18 years of age, and reports having 25,322, or 70 per cent, of them in school. There is some claim that a few more thousand are in city and town schools not counted. The Government pays tuition for some communities, and has direct connection with 861 school boards.

Minnesota has the largest percentage of Indian children, according to population, attending school, both Indian and public. Arizona has only a few hundred out of 14,932 Indian boys and girls in public schools.

If States are to be at all concerned with the education of Indian children, the enormous boarding school program now sponsored by the Federal Government must be disposed of as quickly as is consistent with the care and education of Indian children. The United States Government maintains 70 boarding schools at a cost of approximately $6,000,000 a year. This is an expensive method of furnishing an "undesirable" education, and will stand forever in the way of a real assimilation of Indian children into the white population.

The Federal Government wants to get out of the Indian education business. It wants to turn over the great bulk of this business to States as rapidly as possible. Indian schools are being asked to forget the old Indian course of study, and to use as the basis of study the course approved by the State enriched by materials adapted to the Indian children. In the meantime, an attempt is being made to put into these schools the best teachers that can possibly be secured. The entrance salary has been raised to $1,680, with three years of training beyond the high school required. Graduates of 4-year training institutions and qualified superintendents are also desired. Teachers will be selected by the civil service system, and no appointments will be made outside of the civil service regulations.

A Proposal to the States

At Belcourt in the Turtle Mountain Reservation in North Dakota there is an interesting situation where the State of North Dakota, by special act, has contributed to the Federal Government such State and county financial aid as might otherwise be turned over to the school districts. The Government, has in turn, erected and opened a consolidated school building, accomodating 450 children. Roads have been built to make the community school accessible to every school child or adult, and bus transportation to and from school will be furnished every child living more than a mile distant. That is an example of the Federal Government making the start, and the State cooperating.

Who pays the tuition for Indian education? The school bill is paid by the Federal Government, negotiating with nearly 900 school boards. The Government attempts to make up the deficiency in ratables and in taxables due to the fact of property-restricted Indians. Indians, who are wards of the Government, can not be taxed, in other words, and Uncle Sam makes an effort to pay that which will make up for the loss in taxes, and enough to provide a reasonably good education.

An endeavor is also being made to get rid of the inspectorial type of supervision in Indian schools. Every State has gone through the inspectional period, and has also gone over to what might be called the helpful supervision period. Instead of the numerous district superintendents and supervisors of various types, we are developing special school supervisors who go around and help schools. Supervision

FAVOR NEW POLICY

The National Council of State Superintendents and Commissioners of Education meeting in Milwaukee, Wis., December 8 and 9, 1930, adopted the following resolution:

"In order that our Indian population may be strong, intelligent, and useful citizens of the United States—

"Be it resolved, That we favor cooperative effort on the part of the State and Federal Governments to secure for the Indians at all times favorable living conditions, sound health, and good education.

"To the end that they may enjoy all the advantages of equal educational opportunity, we favor their admission to the public schools of the State wherever these schools can be made available, on such terms of immediate and continuing financial assistance by the Federal Government as will be just to the States and the communities where they reside."

[1] Paper before the annual conference of State superintendents and commissioners of education, at Milwaukee.

is changing to the kind which the States have used so profitably during the last 20 years.

The Indian Education Office offers a proposal for consideration—the furnishing of a man or woman to State departments of education to supervise Indian education. The State would direct this supervisor, although the Federal Government would pay his salary at the outset. The supervisor would be responsible to the State superintendent, and would look at the Indian as part of the educational problem of the State in which he is employed.

Congressional action may make this suggestion an actuality. The Swing-Johnson bill is a permissive piece of legislation purely, permitting the Interior Department to deal directly with the States instead of spending money already appropriated in the specific way so far provided. This bill has passed the Senate, and is pending in the House.

Those of us who are looking at the program for the education of the Indian, will, in favor of the Indian, have to think ultimately in terms of States rather than reservations. Whatever it may have been in the past, it should be viewed now as a State situation, and it is the hope that the Office of Indian Affairs may be more and more able to work it out as a State situation.

Where the State and local community are anxious to handle the Indian school problem, the Federal Government should say "Amen."

Following are the suggested next steps in Federal cooperation with States on the problem of Indian education:

1. Furnish to the State education authorities the most recent accurate data we can get as to the location of Indian children of school age in their States.

A New Program for Their Education

The United States Government, finding the majority of the 340,000 Indians already fitting themselves into community life, asks the States to welcome the children into public schools. But meanwhile steps are being taken to improve the education given in Government Indian boarding schools.

2. Give every possible encouragement and help wherever State and local communities are willing and able to take over the schooling of Indian children.

3. Determine, after careful study of each existing boarding school situation, whether the school is one that should be closed soon, continued for some other purpose, or maintained indefinitely.

4. Put our existing Indian schools into a position where they constitute a real part of the educational program of the State—using State courses of study wherever possible as a basis and meeting State requirements in so far as these are consistent with an education planned to meet the needs of Indian children.

5. Make better tuition arrangements—use tuition payments in particular as a means for getting a better quality of education for both whites and Indians: Better qualified teachers, health follow-up, hot lunch, visiting teacher (school social worker) to work between the school and the home.

6. Develop a more modern type of supervision: (*a*) Supervisors from the Indian Office who seek to help the people in the field, rather than merely to inspect; these supervisors to visit public and private schools which enroll Indian children, as well as Government Indian schools. (*b*) In States where numbers warrant, a State supervisor of Indian education as part of the staff of the department of public instruction, working directly under the State superintendent or commissioner of education.

Seek Hints for Hyderabad University

The Commissioner of Education and officials of the division of colleges and professional schools of the Office of Education had the pleasure of receiving last month two distinguished visitors from India, S. Zainuddin H. Khan and S. Ali Raza, of Hyderabad, Deccan, India, who are on a mission representing the Nazim of Hyderabad, who is interested in establishing a State institution of higher education in his capital. These gentlemen have visited the leading colleges and universities of the United States as well as of other foreign countries. They will report their findings as to the best methods of university organization and university housing. The proposed university plant will occupy a tract of land of nearly 2,000 acres near the city of Hyderabad.

School enrollment of Indian children

[Year ending June 30, 1930; some of the figures are estimates]

State	Indian children 6 to 18	Enrolled in some school	Percentage enrolled	Public school	Government boarding school on the reservation	Other Government boarding schools	Government day schools	Mission and private schools
1	2	3	4	5	6	7	8	9
Oklahoma	37,235	25,322	70	[1] 19,621	2,472	1,704		1,525
Arizona	14,932	8,238	53	344	2,844	2,488	966	1,596
New Mexico	8,884	4,850	54	108	1,301	1,538	1,189	714
South Dakota	7,592	5,719	75	2,021	870	1,307	743	778
Minnesota	5,261	4,499	85	3,034	375	575		515
California	4,924	2,941	59	1,907	208	601	182	43
Montana	4,529	3,790	84	2,169	445	507	238	431
North Dakota	3,733	2,294	62	1,022	303	606	78	285
Washington	3,676	1,878	53	1,266	178	275	64	95
Wisconsin	3,530	1,568	46	336	325	111	30	766
Nebraska	1,363	958	71	485		380		93
Nevada	1,272	823	65	323		281	219	
North Carolina	1,261	1,040	83	512	428	32	68	
Oregon	1,171	895	76	443	143	163	37	109
Idaho	1,024	850	83	353	251	90	15	141
Wyoming	571	493	86	125	102	31		235
Mississippi	534	170	32			20	150	
Kansas	518	320	61	97		202	21	
Utah	437	350	80	80	113	62	86	9
Michigan	372	275	73	100		55		120
Colorado	233	176	76	53		17	105	1
Florida	194	14	7				14	
Iowa	122	62	51	9		53		
Total	103,368	67,525	65	34,408	10,358	11,098	4,205	7,456

[1] It is claimed that several thousands are in city and town schools ,not included in this total.

Course In Coaching a Success at University of Illinois

Piooner School Demonstrates that it is not Necessary to be a "Star" Athlete to Become a Qualified Director of College and High-School Sports

By GEORGE HUFF

Director of Physical Welfare, University of Illinois

THE Four-Year Course in athletic coaching and physical education at the University of Illinois was established in 1919 in the curriculum of the College of Education to elevate the standards of coaching and physical education. Although a few universities previously offered limited work in physical education, practically no attention had been given to the coaching of competitive sports and it is fair to say that the Illinois course was the first to combine instruction in competitive sports and physical education.

GEORGE HUFF
Director of Physical Welfare, University of Illinois

The course, then regarded by some as a somewhat revolutionary experiment in education, is now in its twelfth year and its success has justified our belief that there was a field for it which a university could properly occupy.

In 1914 the university had established a short course for coaches in connection with the summer session. This was for the benefit of men already engaged in coaching and physical education, who desired to "brush up." Our instructors were impressed by the lack of training betrayed by many of these men.

Bureau Places Graduates

This was not strange since at that time few young men made special preparation for coaching as a life-work. The average coach's playing experience, if any, was limited to one sport. In most instances the young coach began without the foundation expected of those entering other professions.

The idea that men in coaching should prepare for such work is now generally accepted and other institutions offer similar courses.

The registration, which was 68 for the opening year, 1919–20, has gradually increased. For the present school year there are approximately 400 students. To-day there are more than 350 graduates employed by universities, colleges, and high schools throughout the United States. Their teams are making excellent and, in many instances, exceptional records. Most graduates, in addition to coaching teams, are carrying on programs of physical education and intramural athletics and some are devoting themselves entirely to this work. They are establishing systems of "athletics for all" in colleges, high and grade schools, and arousing greater interest in healthful sport and recreation.

Degree in Physical Education

A coaches' placement bureau is maintained which gives free service to employers and graduates and makes recommendations based on careful estimates of the abilities of the graduates by instructors. This year the bureau will endeavor to place about 70 graduates.

The late Charles E. Chadsey, dean of the College of Education, made this statement, which is of interest as reflecting the viewpoint of the educator:

> This curriculum is under the general direction of the College of Education and naturally I have been in close touch with it since it was estahlished. It has been most gratifying to see the sincere, honest purpose of the athletic department reflected in the deep interest of the students as the well thought-out combined program of athletic and academic education has been efficiently developed; to note a constantly increasing appreciation by principals of the value of this course as evidenced hy their cooperation with us and to ohserve that our graduates are successfully utilizing the knowledge and ideals which have been imparted to them.

The university awards the degree of bachelor of science in physical education to graduates who are required to offer 136 hours of credit, as follows: 41 hours—athletic coaching and physical education; 33 hours—rhetoric and composition, rhetoric and literature, journalism, public speaking, anatomy, physiology, and hygiene; 25 hours of education—principles of secondary education, school program in physical education, history, systems and theories of physical education, technic of teaching, educational psychology, and psychology of athletics or psychology.

The remaining hours necessary to complete the requirements for graduation must be selected from subjects other than coaching and physical education. It is also required that students select in their academic electives at least 16 hours in one or more special subjects, the purpose being to enable them to teach, since most high schools ask for coaches and physical educators who are also qualified in classroom subjects.

No Credit For Varsity Play

The subjects in athletic coaching and physical education, which are taught by the varsity coaches, members of the physical education faculty, and others, some 34 persons in all, are as follows: Football, baseball, track and field athletics, basketball, wrestling, boxing, swimming, calisthenics, single-line marching and gymnastic dancing, gymnastic stunts, health education and corrective gymnastics, training and first aid, recreational activities, organization and administration of

ILLINI CODE OF SPORTSMANSHIP

A true Illini sportsman:

1. Will consider all athletic opponents as guests and treat them with all of the courtesy due friends and guests.
2. Will accept all decisions of officials without question.
3. Will never hiss or boo a player or official.
4. Will never utter abusive or irritating remarks from the sideline.
5. Will applaud opponents who make good plays or show good sportsmanship.
6. Will never attempt to rattle an opposing player, such as the pitcher in a baseball game or a player attempting to make a free throw in a basketball game.
7. Will seek to win by fair and lawful means, according to the rules of the game.
8. Will love the game for its own sake and not for what winning may bring him.
9. Will "do unto others as he would have them do unto him."
10. Will "win without boasting and lose without excuses."

physical education, experimental methods in athletics, and psychology and athletics.

Theory and practice are combined in the athletic courses. It is not necessary to be a "star" athlete to make good in the course and become a successful coach. Playing on varsity teams is permitted to students, but since only a small minority of graduates had varsity experience, the general success of the graduates demonstrates that, helpful as it is to be a member of a varsity team, it is not a necessary qualification of a good coach.

Students, however, must have sufficient ability to participate in the practice courses where games are actually played. There is no connection between varsity practice and work in the course. Practice is entirely separate from varsity practice and no credit of any kind is given for playing on a varsity squad.

Have Summer Course Also

In their junior and senior years students assist in coaching freshman squads in various sports, teach in the regular gymnasium classes for calisthenics and mass athletics, and assist in conducting the classes in practical work in calisthenics, gymnastic dancing, single-line marching, mass recreation, and medical gymnastics. They also coach intramural teams.

The four-year course should not be confused with the summer course for coaches, also given by the University of Illinois. The summer course is for men already engaged in coaching who come for a brief, intensive review of sports and athletic subjects.

A high-school principal once recommended a boy for the course "because he was not good in anything except athletics." That kind of boy would not be any good in the course where students must put in just as hard and conscientious work as in any other department. To-day the requirement in education is for men of high character with cultural as well as athletic training, men who are well trained and the type to whom educators will be glad to entrust the moral and physical welfare of their pupils. To assist in developing men who can fill these requirements is the objective of the Illinois course.

THE BASKET-BALL CLASS MEETS ON THE BASKET-BALL FLOOR

More than 350 graduates of the University of Illinois pioneer course in coaching are now employed by universities, colleges, and high schools throughout the United States. They are establishing systems of "athletics for all" and are arousing greater interest in healthful sport and recreation.

Ask Radio Channels for Educational Institutions

Reservation of a minimum number of radio broadcasting channels for the exclusive use of educational institutions over a period of five years is the most recent plan of the National Committee on Education by Radio, according to an announcement by Joy Elmer Morgan, chairman.

It is the endeavor of the committee to secure by a Congressional bill amending the radio act of 1927, at least 15 per cent of all broadcasting channels for educational use.

Committee members named by William John Cooper, United States Commissioner of Education, are: Joy Elmer Morgan, National Education Association, chairman; R. C. Higgy, Association of College and University Broadcasting Stations; Dean H. J. Umberger, radio committee of the Association of Land-Grant Colleges and Universities; J. O. Keller, National University Extension Association; Dr. A. G. Crane, National Association of State Universities; Rev. Charles A. Robinson, S. J., Jesuit Educational Association; Charles N. Lischka, National Catholic Educational Association; Dr. John H. McCracken, American Council on Education; and Dr. J. L. Clifton, National Council of State Superintendents and Commissioners of Education.

The following bill indorsed by the committee has been introduced by Senator Simeon D. Fess of Ohio:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the second paragraph of section 9 of the radio act of 1927, as amended by an act entitled "An act continuing for one year the powers and authority of the Federal Radio Commission, under the radio act of 1927, and for other purposes," approved March 28, 1928, is amended by adding at the end of said paragraph, as amended, the following:

Not less than 15 per cent, reckoned with due weight to all factors determining effective service, of the radio broadcasting facilities which are or may become subject to the control of and to allocation by the Federal Radio Commission, shall be reserved for educational broadcasting exclusively and allocated when and if applications are made therefor, to educational agencies of the Federal or State Governments and educational institutions chartered by the United States or by the respective States or Territories.

Organize to Link Americas Intellectually

The Executive Committee of the American Council of Intellectual Cooperation, under the chairmanship of Ray Lyman Wilbur, Secretary of the Interior, held its first meeting on November 4 and effected organization.

The executive committee, in addition to its chairman, Secretary Wilbur, is composed of the following members: Dr. Frank Aydelotte, president of Swarthmore College, Swarthmore, Pa.; Dr. Isaiah Bowman, director, American Geographical Society of New York, New York City; Dr. William John Cooper, Commissioner of Education, Washington, D. C.; Dr. Stephen P. Duggan, director, Institute of International Education, New York City; Dr. John C. Merriam, president, Carnegie Institution of Washington, Washington, D. C.; Dr. Ellen F. Pendleton, president, Wellesley College, Wellesley, Mass.; Dr. James Brown Scott, secretary of the Carnegie Endowment for International Peace and president of the American Institute of International Law. The committee completed its organization by the election of Dr. James Brown Scott as secretary.

The council is a branch in the United States of the Inter-American Institute of Intellectual Cooperation, created by the sixth of the Pan American conferences, meeting in 1928 at Havana.

For many years there has been an exchange of students and professors between the United States and various countries of South and Central America, as well as along other scientific and cultural lines.

Hoary Old Williamsburg Builds a Modern School

By HELEN FOSS WEEKS

Professor of Education and Director of Supervised Teaching, College of William and Mary

ELEMENTARY AND SECONDARY education for boys and girls of Williamsburg, Va., and laboratory facilities for the school of education of the College of William and Mary in that city, are provided by a new cooperative enterprise—Matthew Whaley School—recently opened for the first time.

As the result of 6 years' consideration and planning, the school is an actuality, established through the combined efforts of the Williamsburg City School Board and William and Mary College. Approximately equal ownership is held in the building and grounds by the city and the college, and they jointly finance and control the operation of the new institution of learning.

The name is in honor of Matthew Whaley, son of James Whaley and Mary Page Whaley, who died in Williamsburg, September, 1705, at the age of 9 years. Mary Page Whaley at her death in January, 1742, "gave the schoolhouse, its appurtenances and land to the minister and church wardens of the parish of Bruton, 'to teach the neediest children of the same parish who shall be offered in the art of reading, writing, and arithmetick,' and also for the purpose of 'eternalizing Mattey's School by the name of Mattey's School forever'; she gave, in addition, 50 pounds of sterling, and the residue of her estate" after provision had been made for other obligations. Approximately 500 pounds was the ultimate share for the "Mattey School."

In its architecture the building conforms to the early colonial type. It stands on property adjoining the former gardens of the colonial governor's palace.

The interior arrangement of rooms is such that elementary-school pupils, high-school pupils, and student teachers may be accommodated, Each of the eight elementary classrooms has connected with it a room 12 by 23, which provides space and facilities for various types of supplementary work appropriate to the grade of children using it—discussion, painting, construction, modeling, and the like. A similar provision is made for each two of the eight classrooms in the high school. These supplementary rooms are also designed for use in connection with the work of the student teachers.

Two so-called activities rooms, slightly larger than the regular classrooms which are equipped with a small stage and folding chairs, are being used for music, informal dramatic performances, and other activities for which the classrooms are not well adapted. The flexible seating plan makes possible the maximum of adjustment to various class interests and activities.

Class work is also carried on in a science laboratory with connecting greenhouse, two home economics laboratories with a model apartment, a general shop, an art room, library, gymnasium with folding partition to accommodate two classes at the same time, and a playground of 8 acres. A cafeteria, auditorium seating 600, offices for principal, secretary, and supervisors, infirmary, teachers' rest room, reception room, and book room about complete the list of rooms in the new structure. Each section is modernly equipped to the fullest extent.

Close relationship between the college and the Matthew Whaley School, which is necessary for the successful operation of such a scheme of joint responsibility as has been agreed upon, is being furthered in every possible way. Methods courses offered by the school of education in respective subjects are being given by high-school department heads. They, together with certain other high and elementary school teachers, act as supervising teachers for the students taking supervised teaching. Professors of education at the college who act as directors of supervised teaching, are elected by the school board as supervisors of instruction in the school.

The school is truly a cooperative enterprise. Cooperation was the keynote in planning, in financial backing, and is now in support, in ownership, and in supervision. A bronze tablet in the main lobby of the building clearly conveys the true spirit of the new institution: "The Matthew Whaley School, an Expression of the Spirit of Cooperation of the Citizens of Williamsburg and the College of William and Mary, Dedicated to the Youth of This Community that in This Spirit They May Learn to Live More Abundantly."

THE MATTHEW WHALEY SCHOOL, NAMED FOR A COLONIAL BOY

In September, 1705, a boy named Matthew Whaley died at the age of 9. His mother, at her death, gave £500 for a school to teach the "neediest children . . . in the art of reading, writing, and arithmetick." So old Williamsburg, when it built a new school with activity rooms, a greenhouse, and other modernities, bound the school to colonial tradition with an old name, Matthew Whaley School.

Baltimore's School for Printers

Ottmar Mergenthaler School of Printing, a unit of Baltimore public-school system, is an efficient training center for Baltimore's printing trades. Four nights a week, and six months a year, about 150 "apprentice printers" receive training at this school. The standard of workmanship at Mergenthaler is equal to that of the better shops of the city. Teaching procedure is based on United Typothetæ Standard Apprentice Course of Study.

Wisconsin's Two-Year Kindergarten Course

Because so many children go to kindergarten for two years in Wisconsin, both 4 and 5 year-olds admitted under the law, a course of study has been developed in an endeavor to prevent a duplication of the program in the second kindergarten year. A committee appointed especially to work out a curriculum to meet the needs of the children in that State prepared a course of study which has been very successful in practice.

New Government Publications Useful to Teachers

Drawing by Charles Sazoma, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

Compiled by MARGARET F. RYAN

Editorial Division, Office of Education

Light frame house construction. 1930. 216 p., illus. (Federal Board for Vocational Education. Trade and Industrial Series No. 41. Bulletin No. 145.) 40¢.

The best methods to use in building a small frame house in the most economical and serviceable way told in a simple, readable style. Text accompanied by 163 illustrations, mostly working diagrams, which add greatly to the value of the bulletin. Of especial interest to apprentice and journeyman carpenters. (Manual training; Vocational education.)

Prevention of disease and care of the sick. 1930. 318 p., illus. (Public Health Service, Miscellaneous Publication No. 17.) 75¢.

Tells how to keep well and what to do in case of sudden illness, including first aid to the injured. In many instances gives brief notes on after treatment. (Health education; Public Health; Community civics; Social service work.)

Vocational rehabilitation of the disabled—What it is and what it means. 1930. 12 p. (Federal Board for Vocational Education, Vocational Rehabilitation Series No. 17.) 5¢.

Outlines briefly some of the outstanding data on the rehabilitation work now carried on by the States with respect to problems involved, scope of the program, and economic significance. Also gives methods of accomplishing rehabilitation, typical cases, returns on the investment of public funds, and the experience of the disabled after rehabilitation. (Vocational education; Education of exceptional children.)

Supervised or directed practice in evening agricultural schools. 1930. 22 p. (Federal Board for Vocational Education. Monograph No. 9.) 5¢.

Cases are presented to show desirable supervised or directed practice. Interpretations are made, general principles discussed, and suggested record and report forms for evening schools are included. Specifically directed to vocational teachers of agriculture, to agricultural teacher trainers, and to State supervisors of agricultural education. (Vocational education; Adult education; Teacher training.)

The world's exports of coffee. 1930. 41 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 110.) 10¢.

Production and exportation of coffee on a commercial scale discussed. Data on Brazil, as well as 33 other countries of the world, included in the study. (Economics; Geography).

Mineral resources, 1929, pt. 2—Asbestos, p. 195–207; Sulphur and pyrites, p. 175–194; Talc and soapstone, p. 219–227. (Each section 5¢.) Silver, copper, lead, and zinc in the Central States, p. 143–177. 10¢.

(Geology; Mineralogy; Economics.)

Present practices in vocational industrial teacher-training institutions of granting college credit for trade experience, for teaching experience in trade schools, and for supervisory and administrative experience in vocational education. 1930. (Federal Board for Vocational Education. Trade and Industrial Series No. 43, Bulletin No. 152.) 52 p. 10¢.

(Vocational education; Industrial education; Teacher training.)

Intensities of odors and irritating effects of warning agents for inflammable and poisonous gases. 1930. 37 p., illus. (Bureau of Mines, Technical Paper 480.) 10¢.

A study of the physiological effects and nasal and eye irritations caused by concentrations of various types of gases. (Chemistry; Public health; Safety education.)

Ventilation of the large copper mines of Arizona. 1930. 145 p., illus. (Bureau of Mines, Bulletin 330.) 35¢.

Mining methods, openings, ventilation, etc., for 11 large copper mines, all of which, with the exception of one, are in Arizona, the largest copper-producing area in the world. 42 illustrations. (Mining engineering; Geography; Economics.)

Photography by U. S. Forest Service.

VENTURING TO A SETTLEMENT FOR FOOD

National forests are the haven of wild life. The relation of these forests to fur trading, irrigation, water flow, the lumber industry, the livestock industry, hydroelectric power, etc., is well shown in the following bulletin useful for classes studying forestry, geography, or conservation.

What the national forests mean to the intermountain region. 1930. 22 p., illus. (United States Department of Agriculture, Miscellaneous Circular No. 47.) 10¢.

Information relating to United States coins and medals. 1930. 8 p. 5¢.

All about current coins, date of authorization act, and date struck; occasion, size, and designer of commemorative and memorial coins, also general information and price list. (History; Art education.)

Birds and wild animals. (Price List No. 39, listing Government publications.) 9 p. Free.

Fishes, including publications relating to shellfish, lobsters, and sponges. (Price List No. 21, listing Government publications.) 12 p. Free.

Handy books. (Price List No. 73, listing Government publications.) 15 p. Free.

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UNITED STATES DEPARTMENT OF THE INTERIOR

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U. S. GOVERNMENT PRINTING OFFICE: 1931

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United States Department of Agriculture

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—THEODORE ROOSEVELT.

SCHOOL LIFE

VOLUME XVI
NUMBER 8

APRIL
1931

In this Issue

WASHINGTON CHILDREN LEAVE A MAY BASKET
AT THE WHITE HOUSE ON MAY 1, NATIONAL CHILD HEALTH DAY

In this Issue

Official Organ of the Office of Education
United States Department of the Interior, Washington, D. C.

For sale by the Superintendent of Documents, Washington, D. C. See page 160 for prices

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Issued Monthly, except July and August, by the UNITED STATES DEPARTMENT OF THE INTERIOR, *Office of Education*

Secretary of the Interior, RAY LYMAN WILBUR - *Commissioner of Education,* WILLIAM JOHN COOPER

VOL. XVI WASHINGTON, D. C., APRIL, 1931 No. 8

A Study of the School Tax Dollar

Four-Year National Survey of School Finance Authorized by Congress to Begin July, 1931; Inquiry Need Imperative Educational Associations Agree

By JOHN H. LLOYD

Editorial Division, Office of Education

BY AUTHORITY of Congress the next major Office of Education survey will be a national study of school finance.

School finance is a dominant school problem now facing State legislators and State school officials. A Federal survey of school finance comes, therefore, at a time when it can be particularly useful to States attempting to adjust the tax dollar to school needs.

Congress authorized the national survey of school finance to be made at a total cost of not to exceed $350,000. The sum of $50,000 was made available for the fiscal year beginning July, 1931, and it is expected that the sum of $100,000 will be appropriated for each of the following three years. Commissioner William John Cooper is preparing to inaugurate the survey in July.

Will Name Advisors

Outstanding educational organizations, including the National Education Association Department of Superintendence and the National Council of State Superintendents and Commissioners of Education, petitioned Congress asking that the next national survey of education be in the field of finance. Many other educational problems confronted these organizations, but they were in agreement that a study of school finance was the most pressing need.

Commissioner Cooper will direct the school finance survey, but he will name a research expert in this field as associate director, who will organize and direct the survey's staff. Assisting Commissioner Cooper and the associate director will be a board of consultants which will probably consist of at least one State superintendent of education, a State tax commissioner, a State finance director, a city superintendent, a representative of the United States Chamber of Commerce, and college professors of school finance and public finance. Subsequently a lay advisory board of citizens and leaders interested in finance as it relates to the schools will also be named.

From the Office of Education there has already gone out to State departments of education a check list to gather the names of officers who will be concerned with the national survey and who will be asked to help in the task of gathering information.

Three Surveys at Once

The survey of school finance will be the third national education study under the direction of the Office of Education and Commissioner Cooper. Companion studies are the national survey of secondary education (high schools), for which Congress authorized an appropriation of $225,000, and the national survey of the education of teachers, with an appropriation of $200,000. The first study, which began in 1929, will be completed in 1932; the second, launched last July, also will require three years. With all three studies in progress there will be an expenditure slightly in excess of $200,000 for special fields of research in education during the 1931–32 fiscal year.

A resolution submitted to the Office of Education by the National Council of State Superintendents and Commissioners of Education, which was also approved by the Department of Superintendence of the National Education Association, indicates what these organizations expect of a national survey of school finance: "We believe that the subject of school accounting with the related administrative corollaries, including the cooperative development of a superior Federal system of statistical and informational service, is of fundamental significance in the solution of educational problems. Therefore, we respectfully urge that Congress make an adequate appropriation for a period of years; first for a comprehensive study and the scientific development of basic reports to the United States Office of Education; and, second, for a thoroughgoing study of public-school finance, State, county, and local, such studies to be carried on under the direction of the United States Commissioner of Education."

Scope of Survey

Finance factors relating to high schools and to teacher training, which were purposely omitted in the other two surveys—secondary education and the education of teachers—will be brought out in the school finance study. Financing of public elementary secondary higher education, and other forms of public professional learning will also be studied from a national point of view.

In asking Congress to authorize and appropriate funds for the national survey of school finance, Commissioner Cooper again mentioned the policy of the Office of Education, as approved by Ray Lyman Wilbur, Secretary of the Interior. The policy calls for the maintenance of a permanent staff large enough to do the regular work of gathering and publishing data indicating the status and progress of education in the various States, and to answer the numerous requests for information and assistance. When an educa-

Survey	Fiscal year					
	1929–30	1930–31	1931–32	1932–33	1933–34	1934–35
Secondary education	$50,000	$100,000	$75,000			
Teacher preparation		50,000	80,000	$70,000		
School finance			50,000	100,000	$100,000	$100,000
X				(?)	(?)	(?)
Y					(?)	(?)
Total	50,000	150,000	205,000	170,000(?)	100,000(?)	100,000(?)

47403—31——1

tional problem becomes of such pressing importance that it is before the legislatures of several States, or constitutes a major topic at conventions of educators, the Office of Education asks for a nation-wide study, to be made by a staff of temporarily employed experts in the subject to be studied.

Such a study, the commissioner stressed, is only urged when the issue appears to be nation-wide, involving areas beyond the scope of any State or of several States. When authority is then granted and funds made available data are gathered from the various States at one and the same time, a task which only the Federal Government is able to perform. Results of any such surveys are available to the respective State legislatures, to city councils, and to educational authorities to throw light on current local problems.

Finance Leads All The Rest

Advance investigations revealed that school finance was the outstanding problem confronting State legislatures and State school officials. A study was made by the research division of the National Education Association, the findings of which were especially convincing. The study disclosed that 86 per cent of school legislation bills in the States during the 1929–30 and current school years were concerned with one aspect or another of school finance:

State School Legislative Issues—1929–30 and 1930–31

Issue	Per cent of States in which issue was important	
	1929–30	1930–31
School revenue and taxation	86	86
Apportionment of State school aid	61	73
Teacher retirement or pensions	81	70
Reorganization of State board or department of education	53	41
Increasing size of local school unit	55	50
Certification of teachers	47	40
Teacher tenure and contracts	8	32
Textbook legislation	6	25
Other problems	14	5
Number of States involved	36	44

Since 44 States reported for the current school year, the information secured may well be regarded as the consensus of nearly all the States.

Commissioner Cooper told the Committee on Appropriations of the House of Representatives of Congress that 25 States report a reform of taxation in general or of school revenues in particular as a matter of immediate and vital importance. He said that largely as a result of changing economic conditions and the tendency of wealth to concentrate in urban centers the apportionment of school funds in a way to equalize educational opportunities is reported as a vital issue in 16 States.

Lectures Without the Lecturer

Doctor Kilpatrick and Doctor Buswell Speak to Washington, D. C., Educators Through New Talking Films, but Miss Discussion

By MARY DABNEY DAVIS

Senior Specialist in Nursery-Kindergarten-Primary Education, Office of Education

A SERIES OF EDUCATIONAL sound pictures under the title "The Teacher and Parent Guidance Course" have been introduced in Washington, D. C., to leaders in a variety of professions interested in education. The course has been sponsored by representatives of colleges and universities in Washington and Baltimore, of private and public schools, and of national organizations active in the field of education.

The films were presented before this audience and with this sponsorship for two reasons: First, to show recent progress in the technique of educational film production, and, second, to demonstrate the variety of programs, lectures, musicales, science demonstrations, and classroom procedures available in the new mode.

Open-Forum Discussion

Some Washington or Baltimore educator, particularly familiar with the topic, introduced each talking film. This same leader conducted a discussion following the viewing of the film, bringing out certain problems of method, technique, or principle in educational practice. Criticisms of the film also came out in the discussion which developed into open-forum arguments over the merits of the film speaker's conclusions and the success of the film presentation.

There is, of course, great value in both types of discussion. For the producers of the films, the educational research division of Electrical Research Products (Inc.), it is important to know whether the films carry conviction, whether the settings are appropriate and natural, and whether the general structure of the lectures or demonstrations are acceptable to educators.

For the audience, an introduction to a film by some local person supplies a necessary biography and analysis of the work of the film lecturer in his field.

Classroom Demonstrations

The timeliness, the importance, the method of handling, and the educational value of the subject to be considered were also brought out in the introductions. Discussion following the film cleared misconceptions and turned the thoughts of the audience into evaluations and practical applications of the ideas transmitted by screen shadows and loud speaker.

Lectures and demonstrations in the Washington program included lectures by Dr. William H. Kilpatrick on Problems of Teaching Method, and by Dr. Hughes Mearns on the Creative Approach to Education. Sections of the films of both these lectures gave illustrations of classroom activities. Other talking films gave demonstrations of the work at the Yale Psychoclinic in studies of infant behavior, with an explanatory lecture by Doctor Gesell; demonstrations of accomplishment tests for babies developed by Dr. Charlotte Buhler, and of the sections of the Binet test used with children at six different age levels; demonstrations of a guidance program in the public schools by Dr. Richard Allen; methods of teaching reading by Dr. Arthur I. Gates; teaching arithmetic by Dr. Guy T. Buswell; and actual classroom environments taken in the informally organized classrooms in Bronxville, N.Y. The final film was an exposition of supplementary pictures of Government activities and famous personalities.

Another type of picture shown could be classed under the heading of natural science. One such film pictured a seed sprouting, seeking nourishment and support; the fertilization of the blossom and the formation and ripening of the seed pod. Another pictured the development of the frog from the egg through the tadpole stage of development on to maturity.

Film Can Be Repeated

The talking pictures offer lectures and demonstrations for teachers and parents. Educational opportunities hitherto unattainable for those living in rural districts and small towns are now available. An added value lies in the opportunity afforded for repeating the film, a feature that is not possible when a lecturer has but an hour with his audience and his vocal inflections and emphases, which can not be captured by the printed word, vanish with him.

Courtesy Electrical Research Products (Inc.)

THE TENORS OF THE SYMPHONY ORCHESTRA

Four new educational talking pictures explain the functions of the four choirs of a symphony orchestra, the strings, brasses, percussion, and wood wind instruments. In the reel devoted to the brasses medieval scenes of trumpeters escorting returning knights reveal the instruments' original uses.

From Barbarism to Civilization in 46 Years

Office of Education Transfers Alaska Division to Indian Office and Closes the Ledger on Half a Century of Successful Work in Adapting a Native People to a White Man's World

By WILLIAM HAMILTON

Assistant Chief, Alaska Division, Office of Education

WITH THE TRANSFERENCE of the Alaska division to the Office of Indian Affairs on March 16, 1931, ended a picturesque administrative function of the Office of Education. The transfer was made in conformity with the new Federal policy by which the Office of Education concentrates on research and relinquishes administrative duties.

Originally the Office of Education, formerly the Bureau of Education, had no administrative functions, but the direction of the education and welfare of the natives of Alaska was assigned to the office when civil government was established in that Territory in 1884. Welfare of the natives eventually comprised medical relief and the promotion of industries, including the herding of reindeer.

The importation of reindeer from eastern Siberia into Alaska by the Bureau of Education to provide a means of livelihood for the Eskimos of Alaska, and to furnish them with food and clothing, began in 1891 and continued until 1902, a total of 1,280 reindeer being imported during that period.

The Coming of The Reindeer

Early in its history the reindeer service became an integral part of the educational system for northwestern Alaska, the raising of reindeer being the form of vocational education best adapted to the Eskimos inhabiting the barren wastes of Arctic and sub-Arctic Alaska. Herders from Lapland were brought to Alaska to instruct the Eskimos in the care and management of reindeer. The animals were distributed among the Eskimos under a system of apprenticeship covering a period of four years.

At the satisfactory termination of his apprenticeship, the Eskimo received a certain number of reindeer as the nucleus for his own herd. Year after year new centers were established and the reindeer industry extended over a wide area until the ownership of reindeer is now distributed among more than 2,500 natives. Reindeer herds are found throughout the entire coastal area from Point Barrow to the Aleutian Islands. The total number of deer is estimated to be more than 600,000. Of the 78 herds, 59 are owned by natives, 7 are owned by white men, 3 by Lapps, 3 by the Government, 5 jointly by white men and natives, and 1 by a mission. There are 320 herders on the ranges occupied by the native-owned deer.

Herds Outgrew the Schools

Within less than a generation the reindeer industry advanced one entire stage of civilization, the Eskimos inhabiting the grazing lands from the Polar Sea to the north Pacific Ocean. It has raised them from the primitive to the pastoral stage; from nomadic hunters to civilized men.

YANKEE CLEVERNESS WITH TOOLS

All teachers who go to Alaska testify to the remarkable skillfulness of natives in mechanical arts and trades. Plans are now being laid to assist them in marketing on better terms the ivory and wooden objects and ornaments which tourists to Alaska find so attractive.

From its inception, the reindeer industry among the natives was directed by the Office of Education through its superintendents and teachers. While the herds were small and located in the vicinity of the schools, this arrangement was satisfactory. With the phenomenal increase in the number of deer, the consolidation of the herds, and the distribution of the animals over widely separated areas, it has become impossible for the teachers to exercise proper supervision of the herds in addition to their other duties. By the order of the Secretary of the Interior, October 3, 1929, all matters affecting the reindeer industry in Alaska were transferred to the jurisdiction of the Governor of Alaska.

Since the beginning of the work of the Office of Education for the natives of Alaska in 1884, great progress has been made in advancing the civilization of the aboriginal races of Alaska, but the task is far from complete. All of the principal settlements have been reached, but there are small villages, remote and difficult of access, in which the natives still live in the most primitive fashion. There are villages out on the tundra and along the coast of Bering Sea and the Arctic Ocean where the natives live in small sod houses, partly underground, to which access is gained through a low tunnel. In many cases, the only heat is that thrown off by the bodies of the occupants. Light filters through the window of seal intestines in the roof; the floors are indescribably filthy with litter and refuse.

In mild weather these sod houses are wet from seepage and from moisture dripping from the roof and walls. The natives living in these hovels are dressed in parkas made of the skins of wild ducks, sealskin trousers, and boots of fish skins or sealskins. In summer they live on the flesh and eggs of wild birds and a few seal and salmon. In winter they depend for food upon fish which they catch through holes in the ice. These people live from hand to mouth, and have no desire to better their conditions.

The Difference a School Makes

In villages where teachers have been stationed for a number of years there are well-constructed, 2-story log or frame houses, with linoleum on the floors, paper on the walls, ranges, heaters, comfortable beds, and good furniture. These natives have on hand, supplies of dried fish and reindeer meat, wild berries, and sometimes vegetables grown in their own gardens. They have a stock of wood for winter use, and from their reindeer herds they can secure meat for their own use and for sale, also skins for clothing.

In southeastern Alaska, where the natives have had the benefit of schools and missions for very many years, conditions in some of the native villages compare favorably with those in the white settlements.

Courtesy of Ernest Walker Sawyer

REINDEER ARE TO ALASKA WHAT CATTLE ARE TO THE WESTERN PLAINS

NARROW BERING STRAIT IS THE DIVIDING LINE BETWEEN BARBARISM AND CIVILIZATION

In Siberia the natives still live in rude skin huts in summer and in dugout hovels in winter. Across Bering Strait many prosperous Eskimos live in neat, sanitary, and comfortable houses.

Courtesy of Ernest Walker Sawyer

THE BOARD OF DIRECTORS

Having adjourned its regular meeting held in the community house near Golovin, Alaska, the board of directors of the Council Reindeer Association poses for a photograph. The Eskimo herders are being safeguarded in their ownership of the animals. Of 78 reindeer herds varying in number from a few hundred to 30,000, Eskimos own 59.

There is no doubt but that the natives of Alaska are being developed in education and industry so as to become an important factor in the economic life of the Territory. Many natives have assumed the responsibilities of citizenship. Some of them are comparatively wealthy, owning their own homes and fishing vessels. Thousands of natives are employed in the canneries of southern Alaska. Fleets of power boats belonging to and operated by natives transport fish from the fishing grounds to the canneries. Many natives are employed in the mines. Others are merchants, boat builders, carpenters, guides, pilots, fishermen, trappers, loggers, ivory carvers, basket weavers, and curio makers. The Office of Education employs as teachers the brightest graduates of its schools. Native girls showing qualifications for medical work are trained in the hospitals as nurses. Natives are employed as cooks, janitors, and orderlies in the hospitals. Natives are found in the legal and clerical professions. Throughout northern and western Alaska the majority of the herds of reindeer are owned by natives.

Need Superteachers

In the Alaskan native community the school is the center of activity—educational, industrial, civic, and social. The schoolroom is available for public meetings for the discussion of the affairs of the village or, occasionally, for social purposes. Some of the buildings contain a laundry and baths for the use of the natives. The school workshop is available for the making and repair of boats, sleds, and furniture. Night-school sessions are held by many teachers for adults, who realize that a knowledge of English is essential to enable them to meet the changing conditions which confront them.

The Alaskan school service had demanded of teachers not professional qualifications alone. Philanthropic motives, good judgment, patience, initiative, and ability to do effective work under adverse circumstances are essential to the success of a teacher in a native Alaskan village. From the nature of things, a teacher in an Alaskan native school must widen the scope of his activities beyond the schoolroom. Of necessity he assumes the functions of a community leader, an arbitrator in disputes, a censor of morals, a preserver of peace, and a public nurse and medical advisor. He must have the courage and resourcefulness to cope successfully with all manner of emergencies.

It is gratifying to note that the natives of Alaska are rapidly becoming qualified to serve as assistant teachers. In southeastern Alaska, where the natives have had the benefit of schools for a longer period than those in other sections, native teachers make up 28 per cent of the number of teachers in that district. Native teachers constitute the entire teaching

staff at Klawock, the second largest native school in Alaska, with an enrollment of 112 and a curriculum extending through the twelfth grade.

In all the day schools instruction in some form of industrial work is given, principally in cooking and sewing for the girls, and in carpentry for the boys. When no other place is available, cooking is often taught in the teacher's own kitchen. By purchasing groceries and other supplies at the local stores, the natives frequently supplement the materials furnished by the Office of Education. In this way the domestic science work at some of the day schools has become practically self-supporting.

Medical Service Extensive

The curriculum of the industrial boarding schools established at various places includes such industries as will improve the living conditions of the natives and afford them assured means of support. Instruction is given in carpentry, house building, furniture making, cooking, bread baking, sewing, the making of clothing, boat building, sled construction, the operation and repair of gas engines, the making of snowshoes, the tanning of skins, taxidermy, the carving of wood and ivory, blanket making, and basket weaving. To train the natives for effective service in their cooperative stores instruction is also given in typewriting, stenography, clerical work, and business methods.

Centuries of experience in the use of tools of their own contrivance have developed in the native races of Alaska mechanical skill of a high order, which they successfully apply in the various industries taught in the schools.

For the medical relief of the natives, the Office of Education employed, during the fiscal year of 1930, 9 physicians and 29 nurses. It maintained hospitals at Juneau, Tanana, Akiak, Kanakanak, and Kotzebue. Each hospital is a center of medical relief for a very wide territory, and each physician makes extended tours through his district.

Most maps distort Alaska. One that does not is Alaska Map No. 8—A Great Circle Map, 22 by 28 inches, which may be obtained free of charge by writing to the Chief Clerk, Department of the Interior, Washington, D. C.

School Newspaper Editors Meet

Nearly 2,000 scholastic journalists, representing about 700 publications issued by practically every type of school in the United States, attended the 1931 convention of the Columbia Scholastic Press Association at Columbia University March 12–15.

Courtesy of Ernest Walker Sawyer

REINDEER STEAKS FOR SEATTLE

Mrs. Ole Olson has purchased modern packing house equipment in order to expedite shipment of reindeer meat to the United States. Better cold storage and improved shipping facilities will permit the sending of 150,000 carcasses annually to the United States. Reindeer steaks now sell from 9 to 15 cents a pound wholesale on the west coast.

THE SUPERINTENDENT VISITS HIS SCHOOLS

One school district in Alaska is three times the area of Illinois. A superintendent must be a skillful dog driver to make inspections during the winter months. School officials also travel by airplane.

Courtesy of Ernest Walker Sawyer

NATIVE ALASKAN TEACHERS

Capable Alaskan natives have been encouraged to become teachers. The trend in this direction is revealed by the fact that 28 per cent of the teachers in southeastern Alaska are natives.

Four New Federal Films

How the weather man keeps tabs on the weather—heat, cold, wind, calm, sunshine, rain, drought, frost, snow, thunder, and lightning—all over the country, and all at the same time, is shown pictorially in a new film sponsored by the Weather Bureau. Names and uses of the instruments used at the 200 Weather Bureau stations scattered throughout the United States, the meaning of weather symbols that appear on published maps, and how the information is assembled are also shown.

"Food Makes a Difference" is the title of another new film which is sponsored by the Bureau of Home Economics presenting nutrition facts by home-economics specialists illustrated by a succession of children—children who are thin and undernourished, with stooping backs, and winged shoulder blades, and children who are fine and healthy, bright eyed, laughing, sturdy, well nourished, with straight backs and legs.

Two new 1-real motion pictures, sponsored by the Forest Service—How Forests Serve, showing some ways in which protected forests serve by providing work in the woods, in mills, at factories, and in building, and Unburned Woodlands, stressing the fact that unburned woodlands are homes for birds, game, and other wild life, as well as conservers of water and places of recreation—have also been released recently.

Copies of any of these films may be borrowed, without charge, other than the cost of transportation, by applying for bookings to the Office of Motion Pictures, United States Department of Agriculture, Washington, D. C.

Study Appeal of Radio Programs

How much "sugar coating" must be applied by educators to radio pills of learning? United States Department of Agriculture radio service is testing a series of nine different methods of presenting agricultural information, and with the cooperation of station WGY, Schenectady, and its farm radio audience, hopes to learn from the "listeners-in" themselves just how much "coating" is necessary.

The Association for Childhood Education, Nursery-Kindergarten-Primary, formerly the International Kindergarten Union, will hold it thirty-eighth annual convention in Cleveland, Ohio, April 20–24, 1931, with headquarters at the Hotel Cleveland. Discussion groups led by outstanding leaders in the field of early childhood education will be the feature of the meeting

English and German Students Make Long Trips at Low Cost

Municipal Hotels Receive Traveling Classes and Provide Breakfast for 5 Cents; Supper, 15 Cents

By C. F. HOBAN

State Director of Visual Education, Pennsylvania

SCHOOL JOURNEYS have an established place in the school system of Great Britain and are subsidized in the city of London. School journey practice is a general procedure in all the schools of Germany—elementary and secondary, pedagogical academies (teacher-training institutions), colleges, and universities.

Through the medium of the school journey, British teachers have made their educational methods very practical. Wherever possible, they place their school children in direct touch with objects of instruction.

During a recent summer visit it was my good fortune to find the English schools in session. (They close for the summer vacation on July 27.) Work in the geography of England is done largely in the field, and teachers do not depend to so great an extent on the textbook as is the case in America. Journeys are the channels through which excellence in this subject is attained.

Go to Stoke Poges to Read Elegy

English children have a thorough grasp of their literature. They study it in the scenes that occasioned it and in the atmosphere in which it was written. Journeys to the Shakespeare country, Dickens and Tennyson rambles, and visits to the manuscript section of the British Museum are common practices.

Journeys to shrines, to museums, Westminster Abbey, and to scenes marking transitions and changes are fonts of inspiration in history teaching. Authorities at the Tower of London, the British Museum, and Runnymede told me that this year more schools visited and made systematic use of the exhibits and information than in any previous year. At the time of my visit to the British Museum, one Saturday morning, I counted 12 classes. One had come from Newbury, 56 miles from London, to visit the manuscript room. They studied the original of Gray's Elegy, made notes of his signature, the neatness of the manuscript, and purchased a photostatic copy of the manuscript as it was written by Gray. In the afternoon they went to Stoke Poges and there read the Elegy. The most impressive memory I retain of England is that group of school children beneath the yew tree's shade in the churchyard at Stoke Poges.

From what I saw during the past summer I would say that Germany leads the world in school journey practice. In that nation journeys are the medium through which school children are getting definite and practical knowledge of the fatherland—the country and the people—how they live, what they do, and what they are thinking. Journeys contribute to every subject concrete elements—initiative, self-activity, health, and worthy use of leisure time. The country is in the grip of a thoroughly organized and adequately financed youth movement, through which the young people are studying all great ideas, seeing first hand the country and its problems, and participating, wherever possible, in all types of social and governmental practice.

It was my privilege to be in Germany during the summer vacation period. I saw hundreds of thousands of school children on definitely organized journeys—at the railway stations, in museums, at historic and literary shrines, in cities, in the country, at natural curiosities and scenic spots. Always they were doing their work in a thorough, systematic way. To encourage these journey activities, the Government and the municipalities have either purchased or erected youths' houses in practically every large city, where the children may have lodgings for 10 to 15 cents per night; breakfast—rolls and hot chocolate, for 5 cents; and supper—meat, vegetables, bread, and hot chocolate, for 15 to 20 cents. Railways and steamboat agencies cooperate by granting a 50 per cent travel rate. School children are granted the same reduced rate for admission to the opera, to art and historical museums, and to Shakespearean productions.

Photograph from C. F. Hoban

THIS COMES UNDER THE HEAD OF EDUCATION IN GERMANY

Students off on a nature study trip often halt in a sunny glade for a folk dance. An entire castle, turreted and encrusted with history, has been reserved for traveling classes in Germany. A boy or girl can live at small cost in this Black Forest castle and by day pursue nature studies on walks through the countryside.

German teachers are permitted to conduct local journeys at their discretion and are encouraged to make at least two long journeys during the year. While long journeys are sometimes taken at the Christmas and Easter recess periods, the summer vacation has become the preferred time for extended trips. These summer journeys, a combination of school procedure and the youth movement, have become so general a practice and are utilized by such enormous numbers that Germany to-day easily leads Europe, and perhaps the world, in school-journey activities.

That I might come in direct touch with the student groups, I stayed at the Haus der Jugend, Berlin, which has accommodations for 800 students. This youths' house, purchased by the city, was filled to capacity every night. The director told me that 20,000 different students were accommodated during the six weeks' vacation; and that these students came from all parts of the Republic to make

special studies in art, geography, civics, history, and life as it really exists or functions.

While on the Baltic Sea, in crossing from Finland to Germany, I talked with a group of 52 German students who were returning from a four weeks' stay in Finland. "We have lived in the homes of the Finns," their leader said; "we have seen them at work; we have seen their country; and we have profited by their culture."

Seeing Germany For $12

A second group that gave expression to practically the same benefits had traveled from Danzig and had visited Hamburg, Munich, Innsbruck, Berlin, and some rural sections. Their expressed admiration for Germany's beautiful scenery, a better knowledge of civic practices, a deep hatred for war, opportunities for art and historical study, and best of all, the opportunity to meet and talk with people and learn different points of view. This trip cost but 50 marks (about $12) per pupil and was made possible through the hospitality of the people, the aid of municipalities, and cooperation of transportation agencies.

Berlin schools opened for the fall term on August 7, and practically all German schools on the following Monday. On August 8, the second day of school, I saw groups at the historical museums, in the art galleries, at the Reichstag, in the parks, and in the Tiergarten.

Even a Pupil Can Live In a Castle

In Dresden I accompanied a group of student teachers from the Pedagogical Academy on a historic journey. Their activities were of the same thorough, interesting nature which makes school journey work so practical and valuable in Germany's educational system. The Dresden schools had opened on Monday of the week I visited that city. On the fourth day of school I encountered many journey groups doing certain definite school work. In the Zwinger Gallery I was attracted by a group that was studying a picture. Teacher and students were sitting in front of the "Sistine Madonna." They were searching for the angel heads that Raphael had painted so subtly in the cloud portions of the picture that much effort and study are required to locate them.

Before reaching Dresden I had spent 10 days in Hohenstein at a castle which had been purchased by the German Government in the interest of the youth movement. Its capacity and regulations are the same as the Haus der Jugend in Berlin. I met and conferred with many school groups—all deeply interested in the trees, flowers, birds, insects, rocks, and historic shrines, so abundant in that region. These groups were constantly coming and going, and their desire to talk with people and their seriousness of purpose were some of the impressive memories I retain of that region.

Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA VOUGHT

Librarian, Office of Education

That "the continued development of vocational education as a constructive factor in industry" is of the highest importance, is the belief of Victor O. Olander, secretary of the Illinois Federation of Labor, as expressed in an article in the *American Federationist* for March. He shows that vocational education has spread through the entire school system from the university to the elementary school. He warns against the growing tendency to allow the system of "industrial training under the guise of vocational training" to become a competitor of general or cultural education. "It is unthinkable," he continues, "'that we would knowingly consent to the training of a youth as an efficient worker in industry, with little regard to his value as a citizen." * * * An account of the recent meeting in Detroit of the Department of Superintendence appears in *School and Society* for March 7. The author, William D. Boutwell, editor-in-chief of the United States Office of Education, gives a rapid survey of the meeting, quoting from outstanding addresses, and giving in a brief space a picture of the entire program. The report of the committee on resolutions is given in full. * * * The *School Arts Magazine* for March is entirely given up to the art of the American Indian. There are interesting illustrations, many of them in color. Titles of some of the articles are: America's most ancient art, The Katcina doll, Crafts del Navajo, Native crafts of New Mexico. Sixteen pages of art photographs of Indians of the Southwest add much to the interest of the volume. * * * The American Orthopsychiatric Association has begun the publication of an official journal to be called the *American Journal of Orthopsychiatry*, a journal of behavior. This will be issued quarterly and will contain papers presented at the annual meetings of the association. There will also be discussions, comments, and signed book reviews. The first number appeared in October, 1930. * * * In the *Yale Alumni Weekly* for February 13, there appears the first of a series of graduate reading lists. This is a brief annotated list on the subject of government. The aim of the list is to "suggest profitable and interesting home study for Yale graduates," especially those who are "not in personal touch with the scholarly or scientific world, or are not near good bookstores or good libraries." The university does not propose to lend the books on the list, as has been done in some cases of alumni reading courses, but suggests that the Alumni Weekly's bookstore will gladly answer inquiries as to costs. * * * The educational program of the past 40 years is discussed in considerable detail in the March number of the *American School Board Journal*. This number marks the fortieth anniversary of the journal and this survey of education gives a vivid review of conditions during its life. The discussions cover all phases of education and are written by distinguished educators. The articles are illustrated with portraits, excellent reproductions of floor plans, and pictures of exteriors and interiors of school buildings. Even the advertisements, showing pictures of all kinds of school equipment, are most interesting and help to make this number of the journal a veritable encyclopedia of present-day education. * * * The question of education in an industrial age is one of the chief concerns of teachers to-day. In the *Colorado School Journal* for March there appears an extract from the annual report of Dean Russell, of Teachers College, Columbia University, in which he discusses what he calls "a sound educational theory, in keeping with this industrial age." To show the difference of thought as to the place of the secondary school he quotes Sir Michael Sadler, Prof. Thomas H. Briggs, Prof. Paul Monroe, and Prof. George S. Counts, each of whom has his own theory on the subject. Commenting on these views Dean Russell says "We are in great need of economists who can interpret to the schoolmaster the educational needs and demands of this new society of ours." He then gives a chart showing in diagrammatic form just where the emphasis should be placed in education for the future. This shows graphically the conditions in the agrarian age, in the earlier stages of the industrial revolution, the conditions of the future in the second stage of the industrial revolution, and the implications for the schoolmaster as to what the new tasks in education must be. * * * The March number of *Progressive Education* is devoted to a symposium on the subject "The teacher in the progressive school." The 24 articles are written by people who are for the most part engaged in teaching or in training teachers.

How Webster Parish Schools Met the Drought Emergency

Racing Against the Coming Frost, a Louisiana County Rallied to the Call of its Schools and Saved Tons of Vegetables

By E. S. RICHARDSON

Superintendent Webster Parish Schools, Minden, La.

WEBSTER PARISH is located in the northern part of the State touching the Arkansas line on the north and contains 609 square miles with a population of 29,460. It lies in the territory that suffered most from the recent severe drought. All feed crops were almost a total failure; acres and acres of corn did not make a grain; a food famine seemed inevitable.

This is a brief account of how Webster's county unit organization furnished the leadership through its schools with the assistance of allied and affiliated organizations to help put over a parish-wide food conservation program within a short period of 60 days.

Fortunately for the parish in the late summer and early fall there was sufficient rainfall to supply enough moisture to produce peas, beans, turnips, and other vegetables. The farmers took advantage of this and had growing on their farms in October such crops in abundance. It would have been a calamity in the face of the approaching food famine to have this green food destroyed by frost which was expected at an early date.

A Call to Principals

On the 20th of October, the parish superintendent called into conference the home demonstration agent, who, in Webster, is employed jointly by the school board and the extension department of the Louisiana State University. It was decided to assemble at once all steam cookers owned by private individuals in the parish and also to petition the police jury (county court) to order immediately by telegram a carload of cans to be distributed to the farmers at cost. The home demonstration agent agreed to assume supervision of the whole project. Formulas and recipes for canning each particular vegetable then growing on the farms of the parish were immediately furnished to the school board office by the home demonstration agent where they were mimeographed and sent out at once to home economics teachers, parent-teacher organizations, mothers' clubs, and other interested persons. Bankers, farmers, Red Cross officials, were consulted. The following letter went to all principals:

CIRCULAR NO. 55. OCTOBER 20, 1930.

To the high-school principals:

GENTLEMEN: There has been projected a cooperative plan whereby the people of Webster Parish, both white and black, will be given an opportunity to preserve before frost the fine crop of fall peas, turnips, greens, okra, butter beans, etc. After this has been done, the plan contemplates the canning of a number of beeves that are now fat, but will perhaps die of starvation during the winter due to the scarcity of food. To stand idly by and lose this accumulated food in the parish in the face of the present dire need would be a calamity. Hundreds of people in Webster are going to need this food before the winter is over. With the consent of the members, the president of the police jury has purchased a carload of cans to be delivered here this week. They will be sold to the people at actual cost.

All working together

This is an emergency project.* It will require the best cooperative effort of every person in the parish. In this, like all other cooperative movements that touch all the people, the high-school principal will be the key man in his neighborhood. Your cooperation, advice, and leadership are necessary to put this over. Your home-economics department will be given an opportunity to serve. I would advise that you get in touch with your parent-teacher organization, your local agricultural committee of the Webster Parish Mutual Development Association at once. Rapid work is necessary to beat the frost. The plan mentioned above has the approval of the banks, business men, farmers, the Red Cross, and others interested in this acute food situation. Expert canners will be at each school. Several have volunteered their services.

Yours sincerely,

E. S. RICHARDSON, *Superintendent.*

Courtesy U. S. Dept. of Agriculture

CANNING CATTLE

When drought seared the country last summer many farmers faced the loss of cattle through starvation. Communities in Arkansas, Missouri, and Louisiana slaughtered the threatened stock and canned the meat to provide supplies for the coming winter. Schools often provided the space, equipment, and expert advice needed at the community canning bees.

The Webster Parish principals' organization was called at once in special session by its president and the plan presented and approved. Each of the 10 principals in turn presented the plan to his respective parent-teacher organization where they not only unanimously indorsed it, but agreed to take active charge of the campaign in their respective communities. The detailed plan was at once carried to the people through the schools by the principals and given wide publicity through the press. The importance of the movement was stressed almost daily by letters from the school board office. The impending frost, which was expected daily, necessitated intensive, continuous publicity. The development of the campaign, methods of publicity, and the progress made can perhaps best be told by a few extracts taken from consecutive letters written for the public but addressed to the high-school principals, the key men of the communities.

OCTOBER 23, 1930.

CIRCULAR NO. 56.

* * * Time is short. Ducks and geese are now flying South. Everyone will have to lend active support now in order to preserve the thousands of green foods that are now growing on the face of the earth in Webster. * * * The canning of beeves will be taken up after frost.

Vegetables by Truck Loads

The home economics departments were not large enough to meet the demands made by the communities. Green vegetables came in by wagon and truck loads. The intensity of community activity grew almost immediately to such proportions that the school board was forced to buy 11 extra canners. The school board's construction foreman was forced to devote his entire time to the setting up of improvised canning plants near the school sites. For 60 days he transferred the steam retorts, sealers, and canning paraphernalia from one school to another according to a parish-wide schedule. With a total of 30 steam-pressure cookers two 15-canner plants were operated at the same time in two different communities.

CIRCULAR NO. 57.

OCTOBER 24, 1930.

* * * The children of the Evergreen School brought peas from home ready for the canners. Not-

[1] From address delivered at meeting of Department of Superintendence, National Education Association, Detroit, Mich.

withstanding the fact that yesterday was one of the worst days that we have had this year, these mothers were very busy. They were "Canning in the rain" instead of "Singing in the Rain," This morning the geese and ducks are still flying South. We must all get busy. The new, hotel-size canner donated by the Minden Lions Club has been received. First come, first served.

CIRCULAR NO. 58.

OCTOBER 25, 1930.

* * * The canning project had a close call last night. The Lord was with us, however. The light frost did not injure the green food stuff. * * *

At Last The Frost

This cooperative parish-wide effort included both races. The negroes of the parish took advantage of the cooperative project and hundreds of them learned how to use steam-pressure cookers. They are planning to purchase a steam cooker for each of the 20 Rosenwald schools this year.

Frost came at last. Thousands of dollars worth of green foodstuff perished. Farmers regretted that the campaign was not begun earlier. They said that this canning campaign had taught them a valuable lesson, and that they would preserve their food thereafter.

CIRCULAR NO. 69.

NOVEMBER 22, 1930.

* * * "There are exactly 32 canning days before Christmas. The communities of the Parish have put up for their winter use during the past week 64 beeves, Evergreen leading. They canned 30 and are still going strong. The only way for a fat Webster Parish yearling to escape the canner is to leave the Parish at once."

Webster's intensive food conservation campaign closed on December 19. In addition to conserving thousands of cans of vegetables, 225 beeves were also put in cans. One-eighth to one-sixth of the total amount of food canned was stored in school pantries and is now being used by the parent-teacher organizations to furnish underprivileged children noon luncheons.

School and Camps, Convention Theme

Relationship of camp and school was one of the main round-table discussions at the Eleventh Annual Convention of the Camp Directors' Association held at the Mayflower Hotel, Washington, D. C., March 5–8.

William John Cooper, United States Commissioner of Education, addressed the convention on the function of the Office of Education. Other papers stressing the health, recreational, social, and educational values of summer camps were given by Stanwood Cobb and J. Milnor Dorey, of the Progressive Education Association; A. D. Zanzig, National Recreation Association; Dr. John C. Eckhardt; and Dr. Mandel Sherman, of the Washington Child Research Center. Dr. John P. Sprague, president of the National Association of Camp Directors, was the convention chairman.

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The Ones the School Called Dull

By BARBARA H. WRIGHT

Supervisor of Counselors, Minneapolis Public Schools

THE PRODUCT of the public schools as shown by follow-up studies was discussed in a sectional meeting of the Department of Superintendence, National Education Association, at Detroit. In concluding her report of a study of 4,000 "products" of Minneapolis schools Miss Wright told about the achievements of boys who were rated failures in school.—Editor.

Pupils dull in school are not as a rule unsuccessful in industry according to the standards of their social class. One hundred and fifty-one of the 175 special-class boys were working and either paying board, giving all their earnings to their families, or supporting families of their own; only 24 were being supported by their families—not a bad record for boys definitely subnormal.

The junior high school withdrawals were far more successful in industry than they had been in school. Their median wage was $18.16 a week [1] and 35 per cent of them were getting over $20 a week. More than one-third had stayed on the same job a year or longer; 7.41 per cent had worked for the same employer three years. They were doing work necessary to the world and their occupations were of the same if not of a higher social status than those of their fathers.

Poor School Records

Just because they can not do arithmetic very well or read the classics is no reason for considering them hopeless. This report is extremely encouraging if we measure their success in terms of the standards of the group in which they live, not according to the standards of their college-trained teachers.

The school records of the junior high school withdrawals were depressing indeed. Sixty per cent were retarded two years or more at the time they left school. Twenty per cent were three years or more retarded. About one-fifth were below 8A when they withdrew at 16 years of age. This means 20 per cent had repeated grades five times or more.

A study of their marks in junior high school grades showed that 75 per cent had an average mark of D or less during junior high school. Sixty per cent were either subnormal or dull normal in intelligence. Thus we get a picture of these junior high school withdrawals as a discouraged average group getting low marks in school, failing grades frequently, and lacking the ability to do the tasks set for them.

They stayed in school only until their sixteenth birthdays and then burst out with a sigh of relief, a sigh echoed in many cases by the teachers and the principal. They had acquired a dislike for school and for all things like school. They did not return to evening school for further education in any large number. They left with a feeling of inferiority, with a sense of failure, with a lack of self-confidence. From a mental hygiene point of view their school experience was extremely bad preparation for successful postschool adjustments. Yet in spite of this they do achieve fairly well. Good articulation between the school and industry requires that we give more care to suitable education for the thousands of young people who do not progress from the junior high school to the senior high school but from the junior high school to community living.

[1] High-school graduates averaged only $16 per week, but this figure must be considered in the light of the fact they had been out of school only a short time.

Dollar Educational Packets

Would you like to receive a packet of select education publications from the United States Government? Dollar packets containing 5 to 11 Office of Education publications of unusual value to teachers and administrators may now be obtained from the Superintendent of Documents, Washington, D. C.

Five $1 packets are now ready for distribution:

No. 1. Nursery-Kindergarten-Primary Education.

No. 2. Educational Research.

No. 3. Administration and Supervision of Rural Schools.

No. 4. Higher Education.

No. 5. Elementary School Principals.

A list of the publications included in each packet can be obtained on application to the Office of Education, Department of the Interior, Washington, D. C.

Send a personal check, money order, or dollar bill (at sender's risk).

Uncle Sam does not accept stamps.

Students Study New Textbooks

Because of the growing tendency for teachers and supervisors instead of school boards or superintendents, to select school textbooks, students in the Department of Education at Mount Union College, Alliance, Ohio, are making a study of new high-school textbooks. Their collection now includes 166 volumes, covering 32 different subjects.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor · · · · · WILLIAM DOW BOUTWELL

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Club rate:* Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature and Educational Index

APRIL, 1931

Births Exceed Deaths

DESTRUCTION, assimilation, or reduction in numbers of native races has so frequently followed the coming of the white man to new country that it helps our self-esteem to find an opposite trend.

Forty-five years of work with the natives of Alaska, both Eskimos and Indians, are now being reviewed by the Office of Education on the occasion of the transfer of the Alaska division to the Office of Indian Affairs, and the item that stands out more prominently than 700,000 reindeer or vocational schools or native teachers or hospital boats is, "births exceed deaths."

The thrilling story of these 45 years is told elsewhere in this issue. It is a "success" story despite the fact that the pupils are scattered over an area twice the size of Texas; that until recently all teachers had to be imported; and that the school board (the Office of Education) was more than 4,000 miles away from the school system.

Nowhere is the story better summarized than in the report of the Secretary of the Interior for 1928:

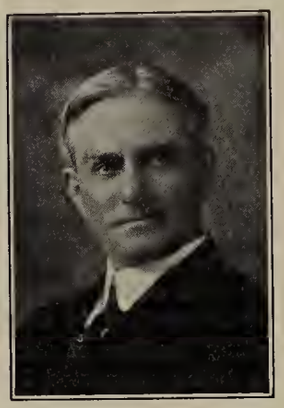
"When the activities of the Office of Education began in Alaska 43 years ago, the Eskimos were in a state of barbarism, with no written language, living in winter in wretched hovels.

"There are now many villages in which are cooperative stores owned by the natives, churches, community halls, and comfortable homes with electric lights and heaters. Forty years ago the natives in many parts of Alaska were catching their game with snares made of sealskin or sinew; spearing fish with spears tipped with flint, jade, or bone; and were fishing with nets made of willow roots. These crude implements were not efficient, and whenever the supply of game was scarce starvation was inevitable.

"Statistics gathered from nearly all the villages in all parts of Alaska show that under the improved health conditions the native population is increasing. *The births exceed the deaths.*"

Doctor Claxton Receives Award for "Outstanding Service to American Education"

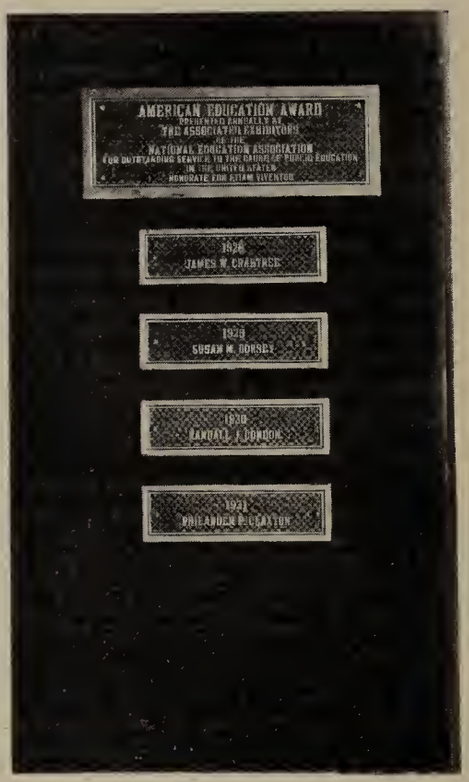
THE unique feature of the annual dinner of the Associated Exhibitors of the National Education Association for the last four years has been an award made by the associated exhibitors to some person who has rendered outstanding service to American education, said William John Cooper, United States Commissioner of Education. "I have the honor of presenting this year's award, a beautiful desk set, to a man whose service is so well known that he needs no introduction to you and no word of praise from me. He has served schools in nearly every professional capacity; in an intensive way he has labored in four States in this Union: Alabama, North Carolina, Oklahoma, and Tennessee; and in extent his work and his influence have covered the entire area under our flag.



DR. PHILANDER P. CLAXTON

"He raised the educational level of two States in the days when lifting was very hard work. He pioneered summer-school work for teachers in service in days when such efforts were not popular. He served 10 years as United States Commissioner of Education at a time when war conditions tried men's souls. This distinguished service covers a period of almost 50 years, 14 years in the superintendency, 25 years as college teacher or administrator, and 10 years as Federal Commissioner.

"It is with a great deal of pleasure, therefore, that I present this token given in recognition of the distinguished service in American education to Philander Priestly Claxton, doctor of letters, doctor of laws, lecturer, textbook writer, teacher, school superintendent, Federal Commissioner, and college president."



Courtesy National Education Association

FOR OUTSTANDING SERVICE

In the halls of the new National Education Association building which has just been completed will hang this plaque with the names of those who received the annual award "for outstanding service in American education."

HOW READING CAN HELP YOU

"Link up reading and action—that is the efficient way to read. Lord Kelvin bought a book on heat, by a French scientist—Fourier—and it changed his whole life and led to many of his great discoveries. Faraday bought a book on chemistry and became the founder of the present Electrical Age. Westinghouse bought an English magazine and found an article on compressed air that gave him the idea of his air brake that is now used in all the railways of the world. Henry Ford, too, bought a magazine and saw an article on 'Horseless carriages' that started him on his way to become the most successful of all manufacturers. The man who does not read, in these days of quick changes and irresistible progress, drops behind and becomes an obsolete and insignificant unit in his trade. Reading is a ladder. You MUST read if you want to climb."

—*Herbert N. Casson.*

Measuring Teaching Ability

National Survey of Education of Teachers Will Seek Solution of Different Problems in Rating Teacher Success

By E. S. EVENDEN

Professor of Education, Teachers College, Columbia University, and Associate Director, National Survey of the Education of Teachers

MEASUREMENT of teaching ability is an issue which has confronted the National Survey of the Education of Teachers at every turn. Since this measurement or evaluation element entered so frequently, Dean M. E. Haggerty, of the University of Minnesota, a member of the board of consultants for the survey, proposed that a separate conference be held of specialists in the field of educational measurement and personnel to discuss and devise an evaluation or measurement program for the entire survey with the idea that separate studies could then be approved in terms of the contribution which they promised to make to the total plan.

This idea was approved and a 2-day conference was held in Washington. Those present were: Dr. E. L. Thorndike, teachers college, Columbia University; Dr. Truman L. Kelly, Harvard University; Dr. Karl J. Holzinger, University of Chicago; Dr. M. R. Trabue, University of North Carolina; and Dean M. E. Haggerty, of the University of Minnesota, who represented the board of consultants in the absence of both Dr. William C. Bagley, teachers college, Columbia University, and Dr. W. W. Charters, Ohio State University, consultant committee members who were unable to attend.

Points at Issue

At this conference the general set-up for the survey was presented and the most frequently mentioned controversial issues in the field of preparing teachers which directly or indirectly involved some form of evaluation were presented and discussed. The more important of these issues as presented were:

1. Is there a distinguishable and significant difference, and if so, in what elements, between: (*a*) The work of teachers with varying amounts of preservice education; (*b*) the work of teachers with equal amounts of education from professional and from nonprofessional schools; (*c*) teachers with varying amounts of practice teaching during the preservice period of preparation; (*d*) secondary school teachers with varying amounts of college work in the fields in which they are teaching; (*e*) experienced and inexperienced teachers; (*f*) teachers who carry inservice education programs and those who devote all their time to teaching; (*g*) teachers with distinctly different personal programs of professional development; (*h*) the teaching ability of graduates of schools of the same type, but whose faculties or facilities differ noticeably; (*i*) between teachers working under different conditions with respect to tenure retirement provision, type of supervision, scheduled salaries, and other such provisions; (*j*) the effectiveness for teachers of work done in residence and that done in extension, or by correspondence; (*k*) the work of the 4-year teachers' college curricula and the combined junior college plus two years of professional work as suggested by some States; (*l*) the desirability of different kinds of school work, particularly elementary and secondary, other things being equal?

2. Are any of the approved traits of successful teachers subject to training during the preservice period?

3. Is there a distinguishable and significant difference in the abilities or in the social and economic backgrounds of students in different types of institutions?

Each of the controversial issues includes several or many smaller controversies which must be settled before the larger problem can be answered.

Two Proposals

It is obvious from such a list that satisfactory solutions to the questions involved will not be found until means of measuring the work of teachers prepared by different methods or under different school conditions are found. This being the case, the special conference proposed that the national survey of the education of teachers make an extensive study of a small group of teachers in order to settle, if possible, in a convincing manner, one or more of these controversial issues. All available measures of teaching success should be used, it was decided, and these should be still further refined by partial correlation technique.

Details of this plan were then worked out and were presented at the next meeting of the survey board of consultants which was held in Chicago. The issue there presented was whether the interests of those in this field would be best served by the study of 1,000 teachers representing at least extreme groups on one of the controversial issues, and which would be studied as thoroughly as it is now possible to study it, or whether the survey should concern itself with more issues but in a less thorough and comprehensive manner.

Primarily because of the almost prohibitive cost of the first plan, which involved not only an elaborate testing program for the teachers but an equally elaborate program of tests and measurements for the classes under these teachers, it was voted to modify the plan proposed by the special conference group and study as many of the issues as possible with the idea, as previously presented, of making sharper definitions of the problems, and, where possible, submitting at least partial solutions.

Courtesy U. S. Forest Service

MINIATURE SCHOOL FORESTS

More than 100 miniature school forests are growing in North Carolina. Any school which can arrange a demonstration in forest planting on its own land or near-by property receives seedlings from the State forester. One hundred loblolly and long-leaf pines, which are the varieties usually sent to schools, can be planted on one-tenth of an acre. School forests may become a part of the nation-wide George Washington Bicentennial Tree Planting project sponsored by the American Tree Association. Full details of the bicentennial tree planting project may be obtained upon request to the American Tree Association, 1214 Sixteenth Street, Washington, D. C.

Japan Offers Courses for Foreigners

Seventy-five lectures especially arranged for Americans and other visitors from abroad will be offered in a three weeks' course at the second summer college of oriental culture at the Imperial University of Tokyo, beginning July 6, 1931.

Universities of the Out of Doors

To Help Visitors Learn Nature Lore From Wonders in National Parks is Aim of New Educational Section at Washington Headquarters

By HAROLD C. BRYANT

Director, Branch of Education, National Park Service

A NEW and great educational project is developing in the national parks. The visitor, who formerly went to a park simply to view the scenery, now has the opportunity really to understand what he sees. Since well-trained scientists serve as interpreters of nature, henceforth the visitor will not only learn the fundamentals of science, but will actually be inspired by the superlative natural phenomena which he sees because he has learned to understand the interrelations involved.

From simple beginnings in Yosemite National Park in 1920, when two university men started trips afield and a series of camp-fire lectures, the work has grown until now educational opportunity is afforded in practically every major national park and several of the monuments. One may go afield with a nature guide, attend illustrated lectures, study in museums, or, if less seriously inclined, simply secure dependable answers to questions. The resident man in charge of educational work is known as a park naturalist, and he has the help of a number of temporary ranger naturalists each summer to conduct the program.

Recommend New Branch

This enlarged educational development is the result of investigations by a committee of scientists and educators, appointed by the Secretary of the Interior three years ago, to determine the opportunities afforded by national parks for educational service to the public. This committee on educational problems in national parks recommended:

> There should be a division of education coordinate with other divisions of the National Park Service directed by a man with the best of scientific and educational qualifications who shall administer the educational program in the parks.

Following this recommendation a branch of education was established in the headquarters' office of the National Park Service in Washington, D. C. At present an assistant director is in charge, with one assistant and a stenographer. An additional assistant will be secured July 1, 1931. The older division of publications and visual instruction has been assimilated. It will be the duty of this branch to follow the recommendations of the Secretary's committee and organize a program which will render service, first, to the visiting public desiring to take advantage of the extraordinary educational opportunities of the parks, and, secondly, to educators and investigators attempting to obtain new information or to increase their general or special knowledge of the phenomena represented in the parks.

The Enlarged Program

The enlarged program of educational activities of the National Park Service is based upon the following main general policies:

1. Simple, understandable interpretation of the major features of each park to the public by means of field trips, lectures, exhibits, and literature.

2. Emphasis upon leading the visitor to study the real thing itself rather than to utilize secondhand information. Cut and dried academic methods must be avoided.

3. Utilization of a highly trained personnel with field experience, able to interpret to the public the laws of the universe as exemplified in the parks, and able to develop concepts of the laws of life useful to all.

4. A research program which will furnish a continuous supply of dependable facts suitable for use in connection with the educational program.

Trailside museums have been built in many parks. These museums are designed to help the visitor understand local geological and biological features. The exhibits are simple and understandable by all.

As a result of this new development, the educational work in the parks will be coordinated and expanded. There is hope that new methods in adult education will be discovered and that the national parks will become the great universities of the out of doors for which their superlative exhibits so splendidly equip them.

Courtesy of National Park Service

DROPPING OUT OF THIS LECTURE COURSE HAS REAL PERILS

The Grand Canyon is the "laboratory" for informal tourist classes in practical and interesting geology. Skill in presentation and knowledge of the subject are qualities required of National Park Service rangers who answer the questions of visitors and point out the unusual phenomena that the average person would overlook.

Special Courses for N.E.A. Visitors

Special 3-week courses beginning July 6 have been arranged by the University of Southern California for persons attending the annual meeting of the National Education Association in Los Angeles, June 29 to July 5. Courses offered will be city educational administration, contemporary world history, contemporary British and American poets, character education, and social problems.

David Allan Robertson, A. B., Litt. D., LL. D., will be inaugurated as president of Goucher College, in Baltimore, Friday, April 24.

Education Needs Industry—Industry Needs Education[1]

"Every Additional Grade Added to the Average Education of Our Tom Browns and John Smiths is a Corresponding Increase in the Market for Industry's Products"

By WILEY A. MILLER
Manager Industrial Relations, Bucyrus-Erie Co., South Milwaukee, Wis.

THIS IS THE DAY of mergers. In keeping with the times is the demand for a closer merger of the interests of education and industry.

The reasons for closest cooperation between industry and education are far more important than the reasons for differing. School and industry need each other for mutual guidance and growth. Our schools need the taxes derived from industry to erect and maintain fine material equipment and pay a competent faculty. They need the income building power of industry so that more thousands will have the necessary financial background to spend years in training. They need an industry that is ever improving, that will conserve health and strength and increase leisure so that there will be more time for personal development and cultural education far beyond occupational demands.

Every Grade Passed Widens Industry's Market

Likewise, industry needs the school. It needs the help of educators to discover the range and nature of the specific abilities which it uses. It needs their help in solving perplexing technical problems, managerial problems, personnel problems. It needs the school to continuously raise the purchasing power of our people by creating new tastes and desires.

Industry is just realizing that every additional grade added to the average education of our Tom Browns and John Smiths is a corresponding increase in the market for industry's products. The great dark continent in education is the millions lost to our schools after common grade education. This same dark continent has the potential purchasing power which industry needs and which education can develop.

One of the most significant things in industry is the increasing assumption of social obligations by management. If industry is utilizing certain human values, it will be interested in conserving and safeguarding them. If it is providing opportunities for personal growth it will approve suggestions from educators showing how personal growth can be made a certainty.

If industry is changing our environment with rapidity that is baffling, it will appreciate the alertness of our schools in pointing out means for quick adjustment. If industry is needing men of tact, persistence, honesty, cooperative ability, and character, then any means for developing and measuring these characteristics will help industry as well as enrich society.

Peak Earnings at 20

These and countless other problems are demanding a closer linking of industry and education. For example, a few years ago peak industrial earnings were attained when a man was in his 40's, steadied by fairly stable habits and by family responsibilities, and influenced by few distracting pleasures. To-day these peak earnings often come in the 20's before habits are fixed, before family responsibilities are assumed, and when a great number of distracting influences have their greatest appeal. Correct adjustment to these and similar changed conditions can not be made with the preparations that were adequate a few years ago. Here the school will find a profitable field for additional cooperation.

TERMINAL TOWER, CLEVELAND

George Danchuk, 11A West Technical High School, found inspiration in the rebuilding of down-town Cleveland for this woodcut. Other students in the art department, which is under the direction of Paul Ulen, contributed woodcuts appearing in March SCHOOL LIFE.

Making 4,000 placements in industry and business as did our Milwaukee Vocational School last year is a good record. But this is only part of the job. There must be continuous advisement for the other 12,000 or 13,000 pupils for the entire 1, 2, or 3 years they are in school. And after this, a reaching out to bring under these influences the other thousands in need. The job in its big aspects means training a staff of teachers, advising the present student group, successfully placing them, and then bringing this council and guidance to whole areas not now touched. One of these untouched fields is the making over into efficient workers, the inefficient now being eliminated from jobs. This is an adjustment problem, a placement problem, an educational problem, that may call for a special school for its accomplishment.

Proper coordination of industry and education must leave both cooperating agencies free to develop and function in agreement with their major purposes. But of more importance is the fact that the most perfect adjustment of industry and education must never destroy the freedom of occupational choice. The spirit of this contact must ever remain personal, human, individual—never become automatic, mechanical, oppressive. Coordination, however efficient, must never railroad the product of our schools into jobs. There is involved, not the linking of material things, but things psychological—behavior problems, institutional factors, home factors, emotional factors.

Milwaukee's Young Plumbers

Jim Smith, who has a daughter in the grades and a son about to enter high school, suddenly dies. The son must go to work. Mrs. Smith has a problem. A real friend who knows the boy, the problem, and local conditions tells Mrs. Smith that he will see the boy once or twice a week for the next few years and guide him safely through further development and satisfactorily adjust him to a job. Raise this experience to its *n*th degree and you have the problem of guidance, the

[1] From an address delivered before the American Vocational Association, Milwaukee, Wis.

problem of coordinating, education, and industry.

There have been frequent indications as to how the school would be affected by closer coordination with industry. In 1929 there were 65 apprentices added to the plumber's trade in Milwaukee. Forty-five of these were carefully selected, counseled, and followed by vocational school agents who knew industry's, as well as the trade's, requirements. The other 20 were picked at random by the more usual methods. One year later 72 per cent of the carefully selected group were still on the job, while of the other group only 28 per cent remained. When this ability at selecting and training has been extended, our schools will be selecting more and more of our factory and office help or else employment procedure at factory and office will be greatly improved. And there will follow, also, a closer coordination and comparison of educational records with those of office and factory.

A closer linking of education and industry will increase occupational interests. It will tend to remove that certain job prejudice which has existed against industry. Heretofore professional men have been trained, but industrial men have more or less just happened. Linking of industry and education will dignify all jobs, supply valuable training, elevate them to vocations, increase occupational satisfaction.

Furthermore, it will increase the interest in skill, which has been lowered. It is commonly thought that less skill is needed in industry than formerly. This is not so true as is the observation that many new skills are needed. While a number of the old skills are no longer needed, the capacity and aptitude for skill is more needed in industry than ever before. Then there are new skills: Skill in finer precision, skill in colors, skill in design, skills in quality development. In addition, there is a whole line of skills which society needs and in the development of which the school can find new opportunities. These are skill in cooperation, skill in making social contacts, skill in home making, skill in citizenship.

The Dead-End Job

Closer contact of school and industry will increase the learning incentives. It will increase the desire to learn by requiring a certain amount of training for any job qualification. It will prolong the learning period beyond school or college graduation. It has always been a task for industry to make the products of our schools continue their self-development. They are obsessed with the idea that they have finished their learning. Closer cooperation between industry and schools will result in more adult education.

Then there is still another phase to this learning incentive: It will offer salvation to the boy on a dead-end job. To job and return, to job and return, and so on, may make Jack a dead-end boy if he happens to be on a dead-end job. But if Jack goes to school, then to job, and back, he will cease being a dead-end boy even though it may be necessary for him to stay on the dead-end job. He can add a variety of

Courtesy Federal Board for Vocational Education

EARNS WHILE HE LEARNS

In New York State 65,000 boys 14 to 17 years of age enrolled in part-time schools earned $48,000,000 in one year. These boys who worked in industries while they studied put in savings $5,000,000 of their earnings.

outside interests which will make growth and contentment possible.

Better coordination between industry and education will help solve some perplexing problems that industry is puzzling over. The problem of security in old age is one of these. While it is perhaps largely industry's problem because most of us spend so much of our time there, it is also a problem of education. Habits of thrift fostered in school should provide a good general foundation on which to build security in later life. Then industry is wrestling with the accident problem. Admittedly 85 per cent of accidents are due to carelessness or thoughtlessness. Will better cooperation between school and industry help make those who come into industry more safe-minded? Surely this is possible. There is also involved the whole problem of health. Poor health is an adjustment hazard that calls for an infinite number of cooperating agencies.

And, finally, perhaps better teamwork between schools and industry will improve supervision in industry. Better placement ideals and practices will reach to all parts of the shop. To a greater degree all those who supervise the work of others will interest themselves in behavior and performance problems. They will realize that rarely is a problem occupational alone. And as the teaching staff will improve in our schools, so will the supervising staff in industry and business. And when it does, the foreman, as well as the teacher, by straightening crooked paths, will save a thousand years a day.

Dr. John A. H. Keith, Pennsylvania State superintendent of public instruction during the administration of Gov. John S. Fisher, died at Harrisburg, Pa., February 22.

Doctor Keith began his educational work in Illinois rural schools, later graduating from the Illinois State Normal University and Harvard University. He taught in the Illinois State Normal University and Northern Illinois State Normal School and later was president of the State normal school, Oshkosh, Wis., and of the State normal school, Indiana, Pa.

New York school teachers and school officials are playing an important rôle in the care of needy pupils and families in distress as the result of the unemployment situation. A fund of more than $60,000 was raised recently by the metropolitan city's school workers, and expended for nearly 25,000 pairs of shoes, food for 8,000 pupils per month.

Four Ways to Buy Government Publications

I.—Send check, postal money order, express order, New York draft, or currency (at sender's risk) in advance of publication shipment, making payable to Superintendent of Documents, Government Printing Office, Washington, D. C. Postage stamps, foreign money, smooth, or defaced coins not accepted.

II.—Inclose coupons with order. Coupons may be purchased (20 for $1) from the Superintendent of Documents, and are acceptable as cash payment for any requested publications.

III.—Use the deposit system. Deposit $5 or more with the Superintendent of Documents, Government Printing Office, Washington, D. C. Cost of publications, as ordered, will be charged against this deposit. This system does away with remittances with every order, and delay in first obtaining prices.

IV.—Order publications to be sent C. O. D., if they are needed immediately and price is unknown. Payment is made when received.

The Pageant Prepared in a Week

When Failure Threatened the Apple-Blossom Festival, the School Children of Hall Met the Emergency

By KATHERINE DOZIER

Educational Director, Pacolet Manufacturing Co., New Holland, Ga.

THIS IS a true story of good neighbors. It is an illustration of how communities can cooperate in carrying out large undertakings when the school system is a part of the community life.

Manufacturing and agricultural interests in the Piedmont Belt of Georgia are cradled side by side in the hills of Habersham and the valleys of Hall. The hills of Habersham are covered with beautiful orchards, and each year in apple-blossom time thousands make a pilgrimage to the land immortalized by Sidney Lanier's Song of the Chattahoochee. Pageants and other entertainment add to the enjoyment of the pilgrims. Friends throng to the hills not only from the neighborhood but from surrounding States to witness the glory of spring beauty and participate in the festival.

This year civic clubs of the little mountain town in Georgia, which is host on this occasion, employed a professional director to train such talent as the local community affords to produce an Apple-Blossom Pageant. The affair was advertised widely throughout the State. The community decked itself for the largest number of visitors in its history.

Photograph from Katherine Dozier

AN OPEN-AIR STAGE FOR SLEEPING BEAUTY

Close to the school in Hall is an auditorium open to the sky. Tall clipped hedges are "backdrops" for the stage. The pageant goer lifts his eyes from the stage to the town across the valley where tiers of houses form terraces against the green hill.

Festival Director Vanishes

At the last moment, indeed, within a week of the expected consummation of the plans for the festival, the director disappeared. He vanished, leaving the little town in a sad plight; its pageant advertising spread far and wide, its pageant plays collapsed.

In distress the people of the village in the hills of Habersham came to their neighbor in the valleys of Hall, home of the cotton-mill village of the Pacolet Manufacturing Co.

Now the cotton-mill town has a highly developed school system employing, in addition to the faculty regularly engaged for academic work in small school systems, a physical director, a music supervisor, and a teacher of domestic arts. Children of this town know all about costuming, dancing, interpreting, and producing pageants. Beginning with the first grade and continuing throughout the elementary school, plays, pantomimes, and other joint enterprises supply the treble for the academic bass.

Knowing full well the readiness of the children of the cotton-mill village to participate in large community enterprises, and knowing, too, that they were familiar with pageantry, the people of the hills of Habersham came to the dwellers in Hall. The cotton town listened to their apple-grower neighbors and promised help.

The principal of the mill-village school, the special supervisors, and teachers met in executive session. Only a week remained and there was much to be done. The whole school of 500 children enlisted in the work. One hundred and twenty-five were chosen to present the pageant. The others set to work to prepare materials and make costumes and settings. Nimble fingers made thousands of apple blossoms in art periods; machines hummed; busy hands flew in various tasks to complete the "grand ensemble."

Within the week and at the appointed time the Apple-Blossom Pageant was ready for presentation.

The big yellow pumpkin of Peter the Pumpkin Eater, that had served in an earlier pageant, was transformed with red sateen. With handmade apple leaves it became the "Big Red Apple of Habersham." The children made thousands of paper apple blossoms which would not wilt in the sunshine. With these decorations they transformed their "Rose Arch Minuet" into the "Dance of the Apple Blossoms."

Court ladies who had served Cinderella in the valleys of Hall became ladies in waiting to the Queen of the Habersham Apple Festival. Pages, court gentlemen, solo dancers, court jesters, Pierrots and Pierrettes, castle guards, flitting spirits, did honor to the Queen of the Orchards, and in pantomime, dance, and drill entertained the vast throng of visitors.

The pageant was beautiful, the apple-grower neighbors were grateful beyond words, the school children welcomed the opportunity to have an extra pageant and to help friends in need, and thousands of visitors were delightfully entertained by the united efforts of Hall and Habersham.

Grading Children According to Ability

The term "school sickness," to describe a condition characterized by anxiety, restlessness, irritability, and a highly emotional state, poor appetite, and unsound sleep has been coined by Dr. J. V. Treynor, of Council Bluffs, Iowa. Both sexes are alike affected. He believes the condition is due to the delusion of educational democracy—that all children can be made to perform alike mentally. The pressure system instituted to effect this equality should be abolished. He hopes the time will come when a child's report card will be marked "satisfactory," or "unsatisfactory." "Satisfactory" will mean that the child is doing as well as we should expect of him considering his age, health, mentality, degree of social adjustment, and emotional poise.

No student may be graduated from a State normal school in Illinois who has not completed a year's work in physical education, comprising at least 144 forty-minute periods.

The Italian National Gymnastic Federation is sponsoring in Venice during the month of May international male and female gymnastic contests, a physical education and sports exposition, and a congress of friends of physical education. Invitations were extended for Americans to participate.

The School Goes to the Hospital in Johnstown

Teachers, Doctors, Hospital Superintendents, and Nurses Praise Value of Educational Program. Three Case Studies—Helen, Charlotte, and Billy

By JEAN KERR

IN SEPTEMBER, 1925, the Johnstown local school system joined effort with the Kiwanis Club, Memorial Hospital administrators, and local doctors—a partnership already set up and in operation for the relief of crippled children of the community—by establishing a school for such handicapped children in the Conemaugh Valley Memorial Hospital. With the decision of the local board of school directors to provide educational opportunity for hospital children, a room adjacent to the children's conservatory was set aside for school purposes.

At the opening of the school many difficulties not met with in a regular class were encountered. The enrollment, which comprises children from kindergarten through high school, demands an extremely varied program. This means the teaching of many subjects to pupils ranging from 5 years of age to 20. It means that much of the hospital teaching is largely tutoring.

The Class Meets in the Solarium

In October of the second year our schoolroom was moved from its cramped and ill-lighted quarters in the old building to the solarium on the roof of the new building, an ideal location for the training of children hospitalized for an indefinite period. Up here with access to abundant sunshine, and clear, fresh air from the hills, there is ample room for all the beds, carts, wheel chairs, and desks for as many as can use them. Previously bedside teaching had to be carried on in the ward, but now, as soon as a child's physical condition permits him to study, his doctor orders him to school.

In the morning from 9 until 11 o'clock the children of the kindergarten and primary grades attend school. With these children group activities may be conducted in music, art, and play, while individual work is the usual routine in reading, language, number work, and writing. At 11 o'clock the children return to the ward for dinner. From 12 o'clock to half past 3, pupils of the intermediate and junior high school groups receive instruction. All groups have play periods on the roof playground which adjoins the schoolroom. Rest periods and treatments are arranged to avoid conflict with class periods.

The crippled child's educational need differs but slightly from that of the normal child in a regular class. Progress is determined largely by his own ability, as he is not hampered by group pace. Vocational training is not a part of the hospital school program, but habits of industry are encouraged through certain types of handwork, such as rug weaving, knitting, basketry, small carpentry, and sewing. These activities serve to counteract and modify any feeling of incapacity due to physical defect.

Photograph from James Killius

TWO MASTERS OF THE SUN-ROOF COURTS

The accompanying article is one of a series on outstanding provisions for exceptional children. It is an excellent single example of the practical operation of Pennsylvania's unusually complete program for the handicapped child which was described in the February issue of SCHOOL LIFE by Frank H. Reiter.

Enjoy Same Games Normal Children Play

An important factor in the education of the crippled child is the provision and direction of his play activities. The nature of his play will depend largely upon the extent of his handicap. A child who is but slightly handicapped can enjoy most games as played by normal children, and he usually prefers to play them so.

Children who are less active by nature of their handicap, or treatment which they are undergoing, but who can move themselves about in wheel chairs or carts, indulge in tag, races, kite flying, spinning games, bean bag, croquet, circle games, marbles, jacks, horseshoe pitching, and even dodge ball. Children confined to beds enjoy puzzles, dominos, checkers, bubble blowing, guessing games, and many indoor games.

The girls and boys in the hospital belong to The Round Robin Club, the membership of which is made up of schools for crippled children throughout the United States, Canada, and Great Britain. Each year the children elect one of their number as local secretary and monthly contributions to the club paper are made in letter form. Also, a page in The Crippled Child Magazine, edited in Elyria, Ohio, is set aside for the publication of Round Robin contributions. A first award in poetry was won last year by a little girl enrolled in our school.

Hospital vs. School Conditions

What are the advantages of the hospital school? With systematic treatment and education going hand in hand, it is granted by educators, doctors, hospital superintendents, and nurses to have evidenced splendid value. To the children who must spend long months in the hospital undergoing treatment the school has proved a blessing. Long, monotonous hospital hours are transformed into days full of interest and happy child activity

We can not measure the influence of such a school, but we can speak of the features wherein it excels. Foremost the hospital school gives the child an opportunity for individual instruction with a chance to progress at his own rate as rapidly as his physical condition permits. There is no group to set the pace for him, no prescribed goals to be reached on a certain day, no promotion crisis to meet face to face at a given time. He works with an air of freedom.

For those who have never been able to attend school new hope and ambition take hold upon them. For those who have attended school at intervals, new confidence develops with which to meet their schoolmates upon their return home. For brighter children who excel in spite of handicap and irregular attendance, the hospital school stimulates mental activity and keeps alert the compensation with which nature has endowed them. Then, too, the conditions effected by hospital routine furnish an excellent environment for the training of handicapped children. Carefully planned diet, clean bodies and clothing, plenty of sleep and rest, and regularity of daily schedule bring about a life situation for which we labor in regular classes but can never hope to attain because of the varying standards of home life.

Three examples will give evidence of our work.

Helen's Progress

Helen was a girl of 16 who had never walked but pulled herself about on the floor by means of her hands. She had never been to school and had no companions.

For several months she attempted no school work while a series of operations were performed upon her limbs, but the teacher visited her bedside and had other girls in the ward read to her. When the treatment had passed acute stages, Helen was ordered to school in a wheel chair. Because of her extreme nervousness more than a week was required for orientation, and days were spent in assisting her in handling a pencil, paper, and books.

Her mental attitude toward school was fear of failure. When 9 years of age she had overheard an official of a State institution inform her mother that Helen could never learn. She also heard a visiting nurse say there would be no use in sending her to school. It took weeks to assure Helen that there were many things she could learn, among them reading and writing. In the course of her physical treatment crutches replaced the wheel chair, and after two years Helen walked erect with the aid of two canes. In the meantime she had learned to write, converse easily, and had advanced in reading to the fourth-grade level.

Because of nervousness and muscular tension in the use of her hands, she could not do handwork requiring delicate skill, but muscular coordination improved daily. Before her discharge she had learned to compose and write her own letters to her parents. Unfortunately, Helen had to leave the school when she was beginning to realize and enjoy her ability to accomplish things.

Walking erect, reading, writing, and a remarkable social transformation represent her successes in two short years after 16 spent almost as a prisoner because of her helplessness. Mentally subnormal? Undoubtedly so; but on the basis of her accomplishment we would hesitate to set up definite limitations for her future. Without aid she will not get far and her home community as yet has made no provision to follow up the training received in our hospital school, which brought her new hope, confidence, and much happiness.

Charlatte, Five Years a Patient

Charlotte, a lively little girl aged 11, when first admitted to the hospital, suffered a stiff knee which bore evidence of muscular atrophy. Subsequently other joints became involved including both ankles, knees, hips, elbows, wrists, and several toes and fingers. When first admitted Charlotte attended school regularly and did creditable sixth grade work. She then walked with the aid of crutches and a walking cast which inclosed the left lower limb. Her attendance at school was regular for six months when her condition became suddenly worse and Charlotte was unable to continue her work until the following September. At this time the little patient was no longer able to use crutches but came to school in a wheel chair.

The first semester of 1926–27 she completed 7B work, but during the second semester of that term her physical condition had reached such an acute stage that the child was unable to be moved without suffering much pain and discomfort, so complete rest was ordered. Regular school work was not resumed until the first semester of the 1927–28 term, when Charlotte was brought to school on her bed. All acute pain had subsided, but the disease was still progressing as was apparent in the crippling process.

Photograph from James Killius

WHO SAYS IT ISN'T FUN TO GO TO A HOSPITAL

Young masqueraders forget their remarkably complete assortment of troubles when they join the Round Robin Club of the Johnstown hospital. Doctors find that treatment and education can go hand in hand in aiding the incapacitated child. Teachers find hospitals places where many more determining factors can be controlled than in the usual school.

During the two school terms which followed the child completed school work through grade 9B. According to the findings in three intelligence tests administered, she has normal intelligence. The results of standardized achievement tests given at an interval of a year show normal progress.

In the five years Charlotte has been a patient in the hospital, she has become a favorite with both patients and attendants. Her disposition is notably cheerful. In spite of all her physical trials her temperament has apparently kept its morale. In fact, her personal qualities lead many to believe that she is an unusually bright child. Although the study of Charlotte's case proves nothing about the extent to which health and intelligence are related, it is interesting to note the comparatively normal achievement, based upon average intelligence, during a period of physical health which has been acutely retrogressive. Charlotte is again attending school regularly and much to her delight is able to come in her wheel chair once more. Certainly for five years the hospital school has been the connecting link between this little shut-in and the fascinating outside world.

Billy, the Genius

When Billy was 4 years old he suffered an injury to his spine which has caused a pronounced S curve, known as scoliosis. At the age of 8 he was admitted to the hospital for treatment. Up to that time, due to his extremely delicate health, he had attended school at irregular intervals. Upon his admission to the hospital school he was observed to possess keen mental alertness.

According to the findings of a series of tests, Billy has superior intelligence and may be rated in the genius group. He is a ravenous reader, and is quite unhappy if he can not have a supply of reading material on hand at all times. He enjoys relating what he has read. He stands high in achievement tests in academic work, and in the field of special talents, including art, music, and mechanical ability he is found to be above average.

In the five years Billy has been enrolled in the public schools he has attended but three and one-third terms. A little over one-third of the time has been spent in the hospital school. His physical health and postural correction have progressed sufficiently to permit his attending regular public-school classes. Last semester he ranked highest in his class. During the coming term he will enter junior high school at the age of 11 with great promise for a fine record in spite of physical handicap and irregular attendance.

New Chief Named for Higher Education Section

Dr. Frederick J. Kelly, professor of higher education at the University of Chicago, has been appointed by Ray Lyman Wilbur, Secretary of the Interior, to be chief of the section of colleges and professional schools in the Office of Education.

F. J. KELLEY

With experience as a teacher, superintendent, research professor, dean of administration and education, university president, and participant in several higher education surveys, Doctor Kelly comes to the Office of Education well qualified to carry on the work.

Doctor Kelly succeeds Dr. Arthur J. Klein, now professor of school administration at Ohio State University. He will direct and supervise the work of the several specialists and clerks in the section of colleges and professional schools and will organize and direct various research studies, including surveys of land-grant colleges and of State systems of higher education.

In 1902 Doctor Kelly received his A. B. degree upon graduation from the University of Nebraska, and his Ph. D. degree from teachers college, Columbia University, in 1914. From 1902 to 1908 he taught in public schools, and the following four years was superintendent of the training school, State Normal School, Spearfish, S. Dak. He was at State Normal School, Emporia, Kans., during 1914–15, and dean of the school of education, University of Kansas, 1915–20. The following three years Doctor Kelly was research professor and dean of university administration at the University of Kansas, and from 1923 to 1928 dean of administration at the University of Minnesota. He was president of the University of Idaho 1928–30, and then was appointed professor in higher education at the University of Chicago.

As an author Doctor Kelly is also well known, especially for his publication on the American Arts College, which appeared in 1925. He is a member of numerous educational associations and was chairman of a section of the recent White House Child Health Conference, which dealt with education and training.

High Schools' Three Hundredth Anniversary

National Committee on Secondary Education Plans Historical Studies in Celebration of Tercentenary

By CARL A. JESSEN

Principal Specialist in Secondary Education, Office of Education

PLANS FOR CELEBRATION of the tercentenary of secondary education [1] were discussed at the annual meeting of the National Committee on Research in Secondary Education held in the Hotel Statler, Detroit, on February 23, 1931. Milo H. Stuart, assistant superintendent in charge of secondary education, Indianapolis, outlined plans for this project under consideration by a committee of the department of secondary school principals. Members of the national committee discussed the plans open-forum fashion, especially those phases which contemplate stressing the historical aspects of the secondary school.

Commissioner of Education William John Cooper added impetus and direction to the movement by expressing the hope that there might be developed in the near future a complete history, extending to a number of volumes, of American secondary education. He suggested that stimulation of activity in this direction might come from some coordinating agency such as the National Committee on Research in Secondary Education.

Plan For History

Committee opinion expressed indicated that the development of such a history might well be coordinated with plans for the tercentenary celebration. It was agreed that professors of secondary education and professors of the history of education were in strategic positions to assist in this movement. The chairman and secretary of the committee were instructed to prepare a letter to be mailed to these educators asking them to cooperate in a project for production of a complete history of secondary education in the United States.

W. D. Boutwell, chief of the editorial division of the United States Office of Education, discussed the distinctive editorial policy of SCHOOL LIFE, namely, to report educational activities and educational publications of the Federal Government. He reported that during the past year five articles sponsored by the committee had appeared in the magazine and that through cooperation of the committee a letter soliciting orders for sample copies and subscriptions had been widely circulated and was bringing good response. In closing he invited committee members to continue their contributions to SCHOOL LIFE.

The following educators were elected to membership at large for the 3-year term ending in February, 1934: Charles F. Allen, W. H. Bristow, E. D. Grizzell, Milo H. Stuart, Paul W. Terry, Willis L. Uhl, William A. Wetzel, E. E. Windes.

The nominating committee, Arthur J. Jones, chairman, brought in nominations for the following officers: Chairman, E. J. Ashbaugh; vice chairman and treasurer, William A. Wetzel; secretary, Carl A. Jessen. The nominees were elected and the outgoing officers, Chairman Edmonson and Vice Chairman Smithey, were thanked for the excellent service they had given the committee since its establishment in June, 1925.

[1] The first secondary school to be established in the United States was the Public Latin School of Boston, founded Apr. 23, 1635. The school has had a continuous existence since that time and is at present one of the important public high schools in Boston.

School gardening was originally introduced into the Boston schools through the efforts of the Massachusetts Horticultural Society in the early seventies. This society sent the master of the George Putnam School in Roxbury to study the school garden situation in Europe, and as a result of his efforts the first school garden in America was established at his school. Later, in 1914, a course of lectures was introduced on horticulture which was largely attended by teachers in the Boston school system. Encouraged by the success of this course, school gardening was definitely introduced in the Boston schools in 1917. This work has expanded until now it covers 55 school districts and has an annual registration of between 8,000 and 10,000 pupils who sign up for home garden work. In addition, nearly 1,000 pupils are given plots in school gardens where the instruction is more intensive.

N. B.: LIBRARIANS

A useful list of 52 **Books on the Constitution of the United States,** carefully selected by the Washington, D. C., Public Library, may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C. This pamphlet is sold in bulk only—50 copies for $1; 100 copies for $2.

New Government Publications Useful to Teachers

Drawing by Charles Sazoma, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

The publications listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk.

The United States Navy in Peace Time. 1931. 176 p. (Navy Dept.) 30¢.

The Navy in its relation to the industrial, scientific, economic, and political development of the Nation (Civics; Government).

★Homes for Birds. 1930. 22 p., illus. (Agriculture Dept., Farmers' Bulletin 1456.) 5¢.

One of a series of bulletins describing the best methods of attracting birds, dealing with nest boxes and other homes for birds (Nature study; Biology; Ornithology; Manual training).

Mineral Resources, 1929, pt. 2—Natural gas, p. 319–340; Natural gasoline, p. 299–318. (Each section 5¢.)

(Geology; Chemistry; Mineralogy; Economics.)

Survey of Fertilizer Industry. 1931. 23 p. (Agriculture Dept. Circular No. 129.) 5¢.

A brief discussion of the fertilizer industry of the world, with special attention being given to the potash, phosphate, and nitrogen supply (Agriculture; Economics; Chemistry).

★The Value of Law Observance. 1930. 57 p. (Bureau of Prohibition, Dept. of Justice.) Free.

A factual monograph presenting facts and conclusions bearing directly upon the value to the individual, the community, and the Nation of the observance of some of the statute laws, such as the national prohibition law, pure food and drug laws, health and sanitation laws, that by their very nature restrict personal liberty (Civics; Social science).

Mineral Resources of Alaska, 1928. 1930. 166 p., charts and folded maps. (Geological Survey Bulletin 813.) 40¢.

Twenty-fifth annual report of the Geological Survey on the production of all mineral commodities in Alaska—the distribution, character, origin, and extent of ore deposits (Geology; Economics; Mining).

Spain—Resources, industries, trade, and public finance. 1930. 47 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 739.) 10c.

Reviews briefly the fundamental economic conditions affecting Spanish trade and includes in convenient form up-to-date information on a variety of subjects of interest to those concerned with Spanish affairs (Economics; Geography).

Foreign Commerce and Navigation of the United States for the Calendar Year 1929—in two volumes. Vol. II. 1930. 189 p. (Bureau of Foreign and Domestic Commerce.) $1.50.

(Geography; Economics.)

State and Insular Health Authorities, 1930. 1931. 23 p. (Public Health Service, Reprint No. 1425 from Public Health Reports.) 5c.

A directory of health authorities, including data on appropriations and publications (Research; Health).

★ Very good for school use.
★★ Excellent for school use.

"Infant Care," long one of the United States Government's best sellers, has been strikingly improved in a recent edition by the inclusion of a large number of excellent sketches, many of which convey information more effectively than text

★★Infant Care. 1929. 127 p., illus. (Children's Bureau, Publication No. 8.) 10c.

Answers many questions parents usually ask: How fast does a baby grow? What should we feed him? How should we clothe him? How can we keep him well? How can we prevent or cure illness or bad habits? What danger signals should we watch for? (Child care; Home economics; Parent education.)

Cooperative rural health work of the Public Health Service in the fiscal year 1930. 21 p. (Public Health Service, Reprint No. 1421 from Public Health Reports.) 5c.

Expenditures from the different sources for support of the cooperative demonstration projects, the scope, the principal activities, and some of the results of the work are given in tabular form (Health; Sociology; Rural education).

★★Glimpses of Our National Parks. 1930. 65 p., illus. (Department of the Interior, National Park Service.) Free upon application to the National Park Service, Washington, D. C.

Contains short descriptive texts, accompanied by 26 illustrations, on the salient features of each of the 22 National Parks (Nature study; Geography).

Pacific States—California, Oregon, Washington. (Government Printing Office Price List No. 69, listing Government publications.) 17 p. Free.

★★General Information Regarding the Territory of Alaska. 1930. 136 p., illus. (U. S. Dept. of the Interior.) 35c.

Makes available in compact form the more important facts regarding the Territory (Geography; Economics; Health education).

★★The School Garden. 1930. 40 p., illus. (U. S. Dept. of Agriculture, Farmers' Bulletin No. 218.) Free.

Offers suggestions to teachers for vegetable gardens, combination vegetable and flower gardens, and flower gardens. Contains 23 laboratory exercises, including studies of soils, plants, roots, stems, leaves, cuttings, and budding. Seven and a half pages are devoted to "Decoration of School Grounds"—the plan, walk, lawns, annual plants, and trees and shrubs (Nature study; Civics; Botany).

The Promotion of Tourist Travel by Foreign Countries. 1931. 66 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 113.) 10c.

Prepared in response to inquiries for information on foreign activities in the promotion of tourist traffic. Information on tourist promotion covering public and private activities is given for 66 countries of the world (Geography; Economics).

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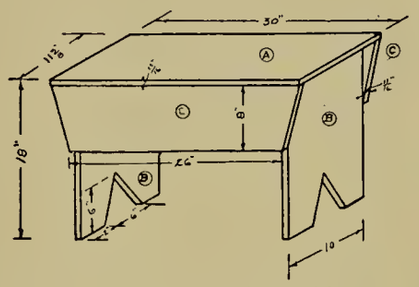

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RECENT PUBLICATIONS
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School Administration in State Educational Reports. By Walter S. Deffenbaugh. (Bulletin 1930, No. 35) 10c.

What some of the State school survey reports recommend regarding such administrative problems as the composition of State boards of education and the size and organization of school districts.

School Building Survey and Program for Warwick, R. I. By Alice Barrows. (Bulletin 1930, No. 33) 15c.

A study of a town in the path of an expanding metropolitan area. Warwick's problems are typical of those existing in many parts of the country where small towns are being engulfed by near-by cities.

Statistics of the Negro Race, 1927-28. By David T. Blose. (Pamphlet No. 14) 5c.

Includes data on children of school age; enrollment and number of teachers in public schools; teachers and pupils in private secondary schools; and instructors, students, receipts, and property values in colleges, universities, and teacher-training institutions.

Availability of public-school education in rural communities. By W. H. Gaumnitz. (Bulletin 1930, No 34) 10c.

Gives proportion of rural children in school, the distances they live from school, the relationship of school accessibility to attendance and retention, the relationship of the type of school to school mortality and the quality of education provided.

Bibliography on the Honor System and Academic Honesty in American Schools and Colleges. By C. O. Mathews. (Pamphlet No. 16) 5c.

Lists studies showing present status and various features of the honor system, research studies in academic honesty, general discussions of academic honesty and the honor system, descriptions of honor systems and methods of handling dishonesty in specific institutions.

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SCHOOL LIFE

VOLUME XVI
NUMBER 9

MAY
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SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR • *Commissioner of Education,* WILLIAM JOHN COOPER

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Summer Schools at Home and Abroad

Geography Classes that Travel to Alaska, Dormitories Where Only French is Spoken, and Courses for Bandmasters are Summer Session Innovations

By WALTER J. GREENLEAF

Specialist in Higher Education, Office of Education

MAY IS THE MONTH of plans for June weddings and summer school. Of the two, summer school undoubtedly presents the most difficult questions.

What institutions near by offer summer sessions?

What credit can I get toward a degree for summer work?

Do schools abroad offer summer work? What schools offer the special courses I am interested in? Can I combine an outdoor life with summer-school work? What are the latest innovations in summer courses?

Idea Spreads to Europe

Since its inception the American summer school has thrived remarkably. A bold experiment 50 years ago, the summer school is now a fixture in 640 United States colleges and universities.[1] Last year 421,000 students registered for summer courses.

From east to west the country is honeycombed with summer courses, and a student does not need to travel far to attend a college session during vacation. This summer 53 summer sessions will open in Texas, 45 in Pennsylvania, 33 in Illinois, 30 in Ohio, 26 in California, 25 in New York, 22 in Kansas, 21 in Missouri, and 31 in the New England States, not to mention other sections.

The summer-school idea has spread to Europe, to Central America, to the Orient. In Europe 118 institutions, located in 14 countries, offer summer courses, some of which are expressly organized for Americans and other aliens. European "holiday" courses, as they are called, include not only the usual subjects such as law, language, art, commerce, and economics, but also such rare specialties as ceramics, glass blowing, folk dancing, and phonetics. Programs of some of these courses (see accompanying list) also call for visits to museums, international institutions, and places of historic or literary interest.

Europe and the United States differ sharply on the point of credit for summer-school work.

In Europe certificates and diplomas are awarded for satisfactory attendance and for proficiency in subjects; prizes are sometimes given; and often upon examination university diplomas are available. Credits are not stressed. It has been said that "crediitis" afflicts our American summer sessions; that summer students demand college credit in order to shorten their residence requirements, or to gain a few points which will materially boost their salaries as teachers, or to satisfy certain requirements which are laid down by superintendents or school boards. This demand for credit courses is met in most colleges. Unit courses, i. e., one credit for two weeks work in a subject, are new features in a few schools.

Summer Camp Laboratory Courses

Summer credits are based on the length of the session. A 6-week term is credited as one-sixth of a college year, with the exception of 24 colleges where it is a fifth, 20 where it is a fourth, and a few where it is the equivalent of one-third of a college year of nine months. This is also true of the 5-week summer sessions. The 8-week sessions in most institutions are credited as one-fourth of the college year. The 9-week sessions are quarter sessions except in three institutions where one-third of a year's credit is given. The 10 and 12 week sessions are generally considered as one-third of a year's work.

The length of the summer term varies from 2 to 12 weeks, but the 6-week period is general; about 50 terms are less than 6 weeks long, 34 are 8 weeks, 59 are 9 weeks, 23 are 10 weeks, and 13 are 12 weeks in duration. A second term is offered in 129 colleges, and 11 institutions have a third

Photograph by Snow

UNIVERSITY OF COLORADO STUDENTS ON THE TRAIL TO ARAPAHO GLACIER

Many college summer courses in geography, geology, botany, and similar fields are finding subject matter where nature put it. Pennsylvania State College has established a mountain-girt nature camp where students study first hand game animals, birds, aquatic life, and swamp and marsh life under competent instructors

[1] Names of the institutions offering summer courses in 1931 and directors of these schools can be found in Part II of the Educational Directory, Office of Education Bulletin, 1931, No. 1.

term. Usually the college year is divided into 2 *semesters* of 18 weeks each (or 3 *terms* of 12 weeks each).

Newest of summer school innovations are the practical "laboratories" for special subjects. These "laboratories" are not the conventional rooms for testing and experimentation. They fulfill the broader concept that a laboratory can be a place where text material occurs in nature, in practical life, in industry, and in real sources outside of the textbook and classroom. For example, colleges are now offering in summer camps laboratory courses in art, archæology, anthropology, biology, botany, crafts, engineering, education, entomology, forestry, geography, history, mining, playground administration, physical education, physiography, nature study, rural sociology, surveying, and zoology.

Photograph from Dr. Paul R. Hanna

A Model High-School Science Class in Action

Demonstration classes of children ranging from infants to high-school graduates have been established in many institutions in connection with teacher-training summer courses. The boys conducting the science experiment are enrolled in the new unified demonstration school which is used in connection with courses for teachers attending Teachers College summer sessions, Columbia University

Credit for Travel an Issue

There is a genuineness and reality to the work that takes place in a natural setting which can not be found in the campus classroom. Universities such as Stanford, Northwestern, Louisiana State, Maryland, Minnesota, Missouri, New Mexico, Columbia, North Dakota, Pittsburgh, Washington, Wisconsin, and many colleges and technical institutes, maintain sessions away from the college campus in national parks, bird sanctuaries, State parks, mountains, and shore resorts.

Travel tours sponsored by university authorities are successfully conducted by instructors in the United States, Alaska, Hawaii, Europe, and South America. A score or more colleges offer this type of study and travel.

Credit for this work varies—some colleges are willing to grant credit, considering the nature of the travel, the writing up of field notes, and the amount of study on the trip as the basis for credit. While some trips may degenerate into mere sight-seeing excursions, there is a tendency to make such travel-study courses an institution, using the land and sea as the laboratory.

Clark University's Motor Tour

Field trips present another type of summer course experiment. Clark University in 1924 organized a field trip of college grade making use of the out-of-doors as an effective laboratory for a class in geography. A motor coach trip of two weeks covering 200 miles in New England was planned to study landscape, location of cities, and industrial development. Since then other trips have been added and their success has led to extension of time to six or eight weeks paralleling the summer session on the campus. This summer an Alaskan trip has been planned and possibly a Caribbean trip to study climatic conditions, industries, and life of the people with an interpretation by an instructor from the standpoint of history. The aim is to build up field trips of an educational character which will not be in the nature of sight-seeing tours, but will involve the same recreational advantages. Ten weeks' credit is allowed for six weeks in the field and two weeks on the campus with satisfactory field notes.

Iowa State College has sponsored four trips in horticulture under a landscape architect. Trips of 12 weeks each are planned to the Pacific coast, and to the Atlantic coast; the work is of undergraduate grade, but graduate credit is granted if students produce graduate material.

Colorado School for Bandmasters

Cornell University experimented with a field trip in geology in Pennsylvania in 1930. It will be repeated this summer. Boston University has tried giving instruction in London offering a course in English government and economics. The University of Washington offers a trip with graduate credit to students who prepare their field notes as a thesis and report to the dean. This summer the trip will include the investigation of volcanoes in Hawaii. The University of West Virginia is offering research work for graduate students at the Library of Congress; five students have taken advantage of the opportunity. One based his study entirely on the manuscript letters of George Washington to his officers and to members of the Continental Congress.

On the campuses several summer school innovations are also outstanding. Missouri offers summer session work for musically gifted high-school students to form an all-state high-school orchestra and an all-state high-school chorus, both of which serve as demonstration classes for music courses of the university. The University of Iowa began this type of work in 1929 as an educational experiment to create a laboratory on the campus for supervisors of music.

The Conservatory of Music of Colorado State Teachers College announces a special school for bandmasters; the growing demand in the Rocky Mountain region for band directors has led to this undertaking. To provide for practice conducting, the college will maintain a 50-piece band composed of winners in State contests.

Modern language groups sometimes are segregated in summer so that they may live in an environment as foreign as it is possible to make it on an American campus. Middlebury College, Middlebury, Vt., first introduced this practice. Western Reserve University maintains two houses—one where French is spoken, and one in which German is the only language used. Theatricals, dances, excursions, and musicales provide additional

practice in the languages. Pennsylvania State College and several other colleges offer similar advantages.

Institutes and Conferences

In addition to the regular summer courses many colleges and universities are holding conferences and institutes which will attract students with special interests. The State University of Montana, the University of Colorado, and Pennsylvania State College are planning writers' conferences with nationally known editors and authors as lecturers. Columbia University, Alabama College, Emory University, Iowa State College, University of Minnesota, State University of Iowa, Louisiana State University, and other institutions will hold parent education and child welfare institutes which vary in length from three days to six weeks.

Most famous of the institutes is the Williams College Institute of Politics at which world experts convene. At the University of Virginia the Institute of Public Affairs will stage its fifth session. Other meetings of this type which will be held at Chicago University are the Institute on Higher Education and the Institute of the Normal Wait Harris Memorial Foundation. The latter will discuss "unemployment as a world problem." The National Institute for Commercial and Trade Organization Executives will meet at Northwestern University.

Schools in Europe Offering Summer Courses in 1931

For information in regard to dates, subjects, fees, etc., see "Holiday Courses in Europe," compiled by the League of Nations Institute of Intellectual Cooperation and distributed (50 cents per copy) by the World Peace Foundation, 40 Mount Vernon Street, Boston, Mass.

Austria.—Hellerau School, Laxenburg; Society of Friends of the Austro-American Summer Courses for Music and Plastic Art at Mondsee, Mondsee; International Foundation "Mozarteum," Salzburg; University, Vienna; Medical Faculty, Vienna; Austro-American Institute of Education, Vienna.

Belgium.—University, Faculty of Sciences, a group of professors, Ghent; University, Institute for History of Art and Archæology, Ghent.

Denmark.—Committee for Holiday Courses for Foreigners, Copenhagen; International Society for Commercial Education, Danish Section, Copenhagen; International People's College, Elsinore.

France.—University of Toulouse, Bagnères-de-Bigorre; University, Faculty of Letters, Patronage committee for foreign students, Besançon; University, Medical Faculty, Bordeaux; University of Lille, Boulogne, Calais, Dunkirk; International Pedagogical Institute, Caen; University, Faculty of Letters, Clermont-Ferrand; University. Faculty of Letters, Patronage Committee for foreign students, Dijon; Fontainebleau School of Music (American Conservatory), Fontainebleau; School of Fine Arts for American students, Fontainebleau; University, Grenoble; International Popular University, Liéfra; University, Faculty of Letters, Nancy; University, Faculty of Letters, Paris; Guild of the British Institute, Paris; University, Institute of Art and Archæology, Paris; University, Institute of Phonetics, Paris; Alliance française, Paris; University of Rennes, Saint-Servan; University, Strashourg; University of Poitiers and Alliance française, Tours.

Germany.—University, German Institute for Foreigners, Berlin; Foreign Department of the Central Institute for Education and Teaching, Berlin, Darmstadt, Dresden, Düsseldorf, Essen, Frankfurt-on-the-Main, Frankfurt-on-the-Oder, Hamburg, Stuttgart; University, Bonn; Vereinigung für rechts und staatswissen-schaftliche Forthildung, Cologne; University, Freihourg i. Br.; University, Giessen; University, Halle; University, Hamburg; University, Seminary for Romance languages and culture. Hamburg; University, Heidelberg; A committee of University Professors, Jena; University, Marburg-on-the-Lahn; Deutsche Hochschule für Politik, Berlin; University, Munich; British Institute in Munich, Munich; Pedagogical-psychological Institute, Munich.

Great Britain.—The English Folk Dance Society, Bridport, Brighton, Isle of Man, Malvern; The London School of Dalcroze Eurythmics, Brighton, St. Mary's Hall; University, Tutorial Classes Joint Committee, Bristol; University, Board of Extra-Mural Studies, Camhridge; Camhridge Summer School of Catholic Studies, Camhridge; Training School for Music Teachers, Easthourne; University College of the South West of England, Exeter; British Universities League of Nations Society, Glasgow; Harlech Residential College for Adult Education in cooperation with the University of Wales Extension Board, Harlech (Wales); Welsh School of Social Service, Llandrindod Wells (Wales); University of London, London, King's College of Household and Social Science, Campden Hill Road, W. 8; The City of London Vacation Course in Education, London; University College of Nottingham, Joint Committee for Tutorial Classes, in a residential college in the area of Nottingham; English Summer School for Foreign Students assisted hy members of the Universities of Oxford University Delegacy for Extra-Mural Studies, Oxford; Executive Committee, Vacation Term for Bihlical Study, Oxford; Federation of British Music Industries, Oxford.

Hungary.—University, Debrecen.

Ireland.—University College, Dublin.

Italy.—Istituto Inter-universitario Italiano, Faenza, Florence, Milan, Rome, Sardinia, Siena, Varese; University of London, School of Librarianship, Florence; Royal Italian University for Foreigners, Perugia; Associazione italo-americana, Rome; Istituto di cultura medicale, Venice.

Jugoslavia.—French Institute in Belgrade, Belgrade; French Institute in Zagreb, Zagreb.

Netherlands.—Academy of International Law at the Hague, The Hague; Vereeniging tot hevordering van dc opleiding tot instrumcntmaker, Leyden University; University, Institute of Pharmacotherapeutics, Leyden.

Portugal.—University, Faculty of Letters, Coimbra.

Spain.—University, Committee for courses for foreigners, Barcelona; French Institute in Spain (University of Toulouse) and "Instituto" of Burgos, Burgos; University, Facultad de Letras, Granada; University of Saragossa, Jaca (Province of Huesca Aragon); University, Faculty of Philosophy, Madrid; Junta para Ampliación de Estudios, Centro de Estudios historicos, Madrid; Centre for scientific relations hetween Germany and Spain, Madrid; Sociedad de Estudios vascos, San Sehastian; Sociedad Mencndez y Pelayo, Santander; University of Liverpool School of Spanish, Santander.

Switzerland.—University of Geneva, Botanical Institute, Bourg St.-Pierre, "La Linnaea," Alpine Biological Research Station; Municipal authorities under scientific direction of Prof. Dr. Gottfried Salomon, Davos; University, Geneva; The Geneva School of International Studies, Geneva, Conservatory of Music; International Fedcration of League of Nations Societies, Geneva; British Universities League of Nations Society; Geneva Institute of International Relations, Geneva, Palais des Nations; International Education Bureau, Geneva; Lucerna Foundation (for the promotion of psychological and philosophical knowledge in Switzerland), Lucerne; University, Faculty of Letters, School of Modern French for Foreigners, Neuchâtel.

Photograph from Dr. Paul R. Hanna

EXPERIMENTING WITH TYPEWRITERS AT COLUMBIA'S DEMONSTRATION SCHOOL

Six hundred and forty colleges and universities in the United States and 118 institutions abroad now offer summer courses. Inquiries hy the Office of Education reveal that teachers studying to be better teachers make up half the vast annual army of nearly half a million summer students. Proposed by Ralph Waldo Emerson as early as 1840, summer schools pioneered by Harvard, University of Virginia, Chautauqua, and Mount Unlon College did not actually receive students until after 1870. Summer school enrollment in United States colleges and universities has risen until to-day lt totals half the regular winter enrollment

TWENTY-TWO NATIONAL PARKS AND 34 NATIONAL MONUMENTS CAN BE EASILY REACHED BY MAJOR RAIL LINES AND TRUNK HIGHWAYS

Says the NPS to the NEA

Why Not Combine a Trip to the National Parks With Attendance at the National Education Association Convention at Los Angeles, June 28–July 4

By HORACE M. ALBRIGHT

Director, National Park Service

THIS IS A personal invitation to each and every teacher, supervisor, principal, and superintendent attending the National Education Association convention in Los Angeles next June to visit one or more of the national parks or monuments en route.

"Nature is the supreme school-teacher and the master textbook," and in the great system supervised by the National Park Service one may view nature in her most magnificent moods, spending her scenic wonders with a lavish hand.

So in these reservations there is a correspondingly good opportunity to study nature in the field, to observe at first hand erosion, glaciation, and other earthbuilding forces; to study zoology and botany from living subjects; and to delve into the hidden past through the medium of the ruins of dwellings once lived in by some prehistoric people.

Circle Trips at No Extra Cost

To those of you living in the East or the Mississippi Valley States, an unusual travel opportunity by rail or automobile is afforded. A circle trip, out by one railroad line and back by another, can be made at greatly reduced prices, and there is practically no extra cost for such a circle trip unless made by way of Seattle on the northern route. Here there is a small extra cost, but those who have time to visit the Northwest will, I am sure, find this extra amount well spent. The accompanying map shows the location of the various parks and monuments and the connecting rail lines.

For those desiring to use a southern and a northern route in making the round trip, it is suggested that the more southerly line be used on the way out to the coast, as some of the northern parks are not open early in June. On the return, however, these could be visited advantageously.

The more southerly parks that are open either all year or early enough in the summer to accommodate delegates to the convention are the following:

Grand Canyon, Ariz., outstanding example of erosion and one of the world's most sublime spectacles.

Carlsbad Caverns, N. Mex., containing stupendous caverns with magnificent limestone decorations.

Zion, Utah, whose principal feature is a magnificent, highly colored gorge, the result of erosion.

Bryce Canyon, Utah, containing several box canyons filled with a countless array of fantastically eroded pinnacles, vividly colored.

Hot Springs, Ark., the spa of America, with water from hot and cold springs piped to comfortable bathhouses.

Courtesy National Park Service

MATCHLESS BEAUTY COSTS YOU NO MORE

The N. E. A. calls you to Los Angeles. The National Park Service invites you to visit en route at no extra transportation cost the supreme scenery of America. Trained guides aid visitors to discover for themselves the wonders of the parks

Four Parks in California

There are also a number of national monuments along the southern routes, notably the Petrified Forest in Arizona, which contains innumerable petrified tree trunks; and Casa Grande, also in Arizona, where may be viewed an exceedingly important group of prehistoric ruins. Others of the southwestern monument group are not so easily reached on a quick train schedule, but information regarding them will gladly be furnished all those desiring to take a more leisurely trip.

After the Los Angeles convention the following four national parks in California may be visited:

Yosemite, containing valleys of world-famed beauty, a spectacular portion

of the High Sierra, and three groves of Big Trees, or *Sequoia gigantea.*

Sequoia, established primarily because of its magnificent groves of Big Trees, including the General Sherman, considered the largest and oldest of living things, but also containing a magnificent section of the High Sierra and particularly Mount Whitney, highest mountain in the continental United States.

General Grant, where an interesting grove of Big Trees surrounds the General Grant Tree, next largest to the General Sherman and possibly rivaling it in age.

Lassen Volcanic, containing Lassen Peak, the only recently active volcano in continental United States, and other volcanic exhibits, combined with interesting scenery.

Going on up the Pacific coast two other superb national parks await those who visit the Northwest. They are—

Crater Lake, Oreg., containing a lake of vivid blue set deep in the crater of an extinct volcano, and

Mount Rainier, Wash., famous for its single-peak glacier, the largest in the United States, which covers an extinct volcano and reaches down into gorgeous wild-flower fields.

Two Alternatives

Returning East via one of the more northern routes leaves, until almost the end of the journey, visits to the following three great national parks:

Glacier, Mont., up on the Canadian border, a wonderland of colorful rugged mountain peaks, glaciers, and alpine lakes.

Yellowstone, mostly in Wyoming, the locale of the greatest geyser fields in the world and the home of great herds of native wild animals.

Courtesy National Park Service

HARDY EXPLORERS SURVEYING THE GRAND CANYON

Park officials found that the Grand Canyon visitors used observatory movable telescopes to watch the riders going mule back down the Bright Angel Trail, so they added some stationary glasses fixed on marvels of the gorge which were otherwise overlooked

Grand Teton, Wyo., which contains the most impressive portion of the spectacular Teton Mountains.

The return may then be continued along a northerly route, or the following two parks may be included by a dip slightly southward:

Rocky Mountain, Colo., a few hours' ride from Denver, which contains a typical and picturesque cross section of the Rockies.

Mesa Verde, in southwestern Colorado, containing unusually interesting prehistoric cliff-dweller ruins, in addition to beautiful natural scenery.

Those preferring to take the middle course in crossing the continent may also visit a number of these parks. Rocky Mountain National Park is directly on this route, while Zion, Bryce Canyon, and the Grand Canyon may be visited on one side trip, Yellowstone and Grand Teton on another, and Mesa Verde on another.

If sufficient time is available, unusual and alluring trips may be made to the Hawaii National Park, in the Hawaiian Islands, and Mount McKinley National Park in Alaska. In the former are two almost continuously active volcanoes and one of the world's greatest extinct craters. The latter contains Mount McKinley, the highest mountain in North America, which, in fact, rises higher above its base than any other mountain in the world. This park is also famous for its great herds of caribou and Dall sheep.

Full information regarding any or all of the parks mentioned above will gladly be sent to those writing for it to the National Park Service, Department of the Interior, Washington, D. C.

FREE MAP

If you are driving West, you will want the Park-to-Park Highway Map supplied free by the National Park Service, Washington, D. C. It shows the major automobile routes.

Courtesy National Park Service

THE CARAVAN CLASS HALTS FOR A NATURE TALK

The Park Service constantly experiments to improve its guide facilities. Finding that many visitors wished to drive their own cars instead of taking hiking trips automobile caravans have been arranged.

Facts From the New Library Census

Analysis of National Statistics of Public, Society, and School Libraries Recently Collected by the United States Office of Education Reveals Large Increases Since 1923 in Books, Circulation, Borrowers, Personnel, and Expenditures

THE AVERAGE NUMBER of books per person in the public, society, and school libraries of the United States is now one and one-third.

Statistics on American libraries collected for 1929 and assembled for the first time since 1923 reveal a distinct increase in reading resources, most of which are available free to the public. The nation-wide average of 29 library books to every 25 persons revealed by the 1923 book census has risen to 33 books to every 25 persons in 1929. According to latest figures there is one library to every 11,255 American citizens, whereas six years ago there was only one library for every 12,998 persons.

Seven Hundred More Miles of Bookshelves

To accommodate the 33,500,000 books which have been added since 1923 to the libraries having 3,000 volumes or more, the bookshelves of these institutions must have been lengthened, it is estimated, about 700 miles.

The total number of books in American libraries—public, society, and school—is now approximately 162,000,000, which is equivalent to about 40 libraries the size of the Library of Congress.

Citizens of the District of Columbia have access to the largest number of books, statistics reveal. There is an average of 17.54 library books to every person living in the Federal District, while the next best bookshelved State or Territory is New Hampshire, with 4.34 library books per person. Other high ranking States are: Connecticut, 3.32; Vermont, 3.24; Massachusetts, 3.22; Rhode Island, 2.80; Nevada, 2.57; Maine, 2.34; California, 2.14; Oregon, 1.88; and Colorado, 1.74.

Americans Reading More Books

Library statistics for 1929, on the basis of reports from 10,938 libraries, show increases all along the line. There were 1,000 more libraries in both of the groups 1,000 to 3,000 volume libraries and 3,000 to 10,000 volume libraries. Fifty more libraries entered the group having between 100,000 and 500,000 volumes, while 10 more have jumped into the 500,000 plus class.

Radio notwithstanding, the use of libraries increases along with the increase in the number of books. Libraries of 3,000 and more volumes have 6,000,000 more borrowers' cards in force than in 1923. Furthermore, they circulated 130,000,000 more books in 1929 than in 1923.

The number of books issued for reading outside libraries now averages nearly three per person per year for the entire population of the United States.

The question is often raised, Are Americans reading more books? From the point of view of the libraries the answer is in the affirmative. The number of borrowers' cards in force per capita in libraries reporting 1,000 volumes and more increased about 27 per cent from 1923 to 1929. The number of books issued per capita increased 45 per cent from 1923 to 1929.

Californians, the statistics seem to show, use their libraries more extensively than do the citizens of any other State. In California the number of books circulated per capita of the total population by libraries of 1,000 volumes or more is 6.2. Comparable figures for a sampling of other States are: Massachusetts, 5.6 books circulated per capita; Connecticut, 4.9; New Hampshire, 4.8; New York,

Increase in the number of libraries having 5,000 volumes or more and increase in number of volumes in these libraries from 1923 to 1929

State	Number of libraries reporting	Volumes	Increase since 1923		Per cent of increase in volumes
			Reporting	Increase in number of volumes reported	
1	2	3	4	5	6
Continental United States	4,656	148,120,628	968	32,441,719	28.04
Alabama	35	871,505	5	220,618	33.89
Arizona	15	452,983	3	254,671	128.41
Arkansas	27	434,216	10	5,172	1.21
California	299	11,578,984	104	4,090,236	54.61
Colorado	60	1,597,800	12	408,329	34.32
Connecticut	150	5,103,201	40	679,290	15.35
Delaware	9	275,097	1	14,254	5.46
District of Columbia	67	8,453,262	0	997,702	13.38
Florida	25	499,897	9	256,536	76.41
Georgia	60	1,000,052	17	260,226	35.17
Idaho	26	297,588	10	22,323	8.10
Illinois	262	9,822,101	46	2,404,586	32.41
Indiana	180	4,572,093	44	1,531,328	50.35
Iowa	144	3,260,902	32	807,215	32.89
Kansas	108	2,294,850	34	633,970	38.17
Kentucky	47	1,216,911	11	463,745	61.57
Louisiana	24	814,396	6	285,131	53.87
Maine	96	1,711,368	14	246,572	16.83
Maryland	41	2,062,101	[1]	325,460	18.74
Massachusetts	370	13,266,356	[2]	217,008	1.66
Michigan	166	4,963,555	48	1,479,271	42.45
Minnesota	132	3,657,403	31	1,036,590	39.55
Mississippi	22	479,162	3	95,482	24.88
Missouri	119	3,852,154	37	786,320	25.64
Montana	34	683,015	4	123,350	22.03
Nebraska	67	1,298,897	17	261,871	25.25
Nevada	3	214,000	[3] 0	52,545	32.54
New Hampshire	102	1,864,103	24	537,428	40.50
New Jersey	156	4,352,418	52	893,906	25.84
New Mexico	17	211,724	3	30,307	16.70
New York	455	19,147,606	48	3,011,232	18.66
North Carolina	64	1,235,964	31	629,464	103.78
North Dakota	27	447,703	6	119,268	36.31
Ohio	231	8,442,298	55	2,404,324	39.82
Oklahoma	61	1,192,621	23	624,988	110.10
Oregon	47	1,656,042	16	615,129	59.10
Pennsylvania	250	7,799,079	26	592,822	8.23
Rhode Island	56	1,867,879	2	308,551	19.79
South Carolina	33	496,034	7	38,179	8.34
South Dakota	38	656,690	7	239,909	57.56
Tennessee	42	1,253,086	10	138,647	12.44
Texas	106	2,527,085	39	1,188,759	88.83
Utah	28	586,124	10	193,526	49.29
Vermont	60	1,038,881	11	177,299	20.58
Virginia	52	1,490,435	19	566,423	61.30
Washington	59	1,831,677	14	534,096	41.16
West Virginia	31	646,468	10	218,438	51.03
Wisconsin	138	4,305,871	20	1,353,117	45.83
Wyoming	15	337,082	3	106,106	45.94

[1] Maryland reported 46 libraries in 1923.
[2] Massachusetts reported 371 libraries in 1923.
[3] Nevada reported 4 libraries in 1923 of which number 2 have been combined.

4.1; Vermont, 3.9; Ohio, 3.8; Illinois, 3.5; Michigan, 3; Kansas, 1.9; and Pennsylvania, 1.6.

The 10,998 public, society, and school libraries of more than 1,000 volumes now employ 31,236 professional librarians, which is an average of one librarian to 5,000 books. The total number of professional employees shows a large increase over 1923, when only 18,719 were employed.

AT LAST THE LIBRARY WAS READY FOR USE

Children in second grade, Alexandria Demonstration School, Los Angeles, Calif., made a library as a class activity. How this activity was used is described in "The Activity Program and the Teaching of Reading," (20 cents), a companion volume to the Office of Education's recent popular kindergarten manual, "Teachers' Guide to Child Development" (35 cents).

One of the most notable gains revealed is in the school libraries of 3,000 or more volumes. There were 947 school libraries in this group in 1923; in 1929 there were 1,983, an increase of more than 100 per cent. The school library movement in the past few years has been gaining decided momentum, which has been accelerated in many States by legislation requiring trained librarians.

Only 20 more county libraries are reported, however, in 1929. California leads all other States with 48 county libraries; Wyoming second with 9; and Montana third with 8.

The Annual National Library Bill

Falling off in the numbers of association or society libraries shows the trend toward publicly supported institutions. Many of the disappearing society libraries have been succeeded, no doubt, by tax-supported libraries.

America's annual library bill, the statistics show, is $69,297,428. Of this amount $52,624,203 is supplied by taxes, the rest from other sources—dues, endowments, etc. Of the total library expenditures $16,591,720 went to buy books. Expenditures in the libraries of 3,000 volumes and more show an increase of $30,000,000 over funds spent in 1923.

The practice of establishing branch libraries seems to be spreading rapidly. Forty per cent more branch libraries were reported in 1929 than in 1923.

The State of New York leads all others in the number of books in libraries of 3,000 volumes or more, with a total of 19,902,855. Other States and Territories in the order of books on shelves in libraries of similar class are: Massachusetts, 13,527,613; California, 11,954,603; Illinois, 10,181,250; Ohio, 8,659,749; District of Columbia, 8,514,638; and Pennsylvania, 8,182,181.

The Growth of American Libraries

New York also leads in the number of libraries with 3,000 volumes or more with 651. Except for the displacement of the District of Columbia the roll of the leading States on this score is the same as the number of books. Massachusetts, 436 libraries; California, 401; Illinois, 357; and Pennsylvania, 355.

California is far in the lead when it comes to establishing branch libraries. There are 1,732 branch libraries in California. New York trails the western State with 408 branch libraries. But New York leads again with a total number of books issued for use outside the library running up to 50,215,446 in 1929 California issued 34,878,010, Illinois, 26,560,198, and Ohio, 25,066,810.

The growth of libraries in the United States during the last 40 years has been remarkable. Oklahoma, which had no library of more than 5,000 volumes in 1896 had in 1929 sixty-one such libraries and had in its libraries of 3,000 volumes and more a total of 1,308,293 books. Idaho with one library of more than 5,000 volumes in 1896 now has 26.

Sixteen of the forty-eight States now have one or more of the Nation's 34 large libraries—those with more than 500,000 volumes. New York State has 7 libraries of this caliber, while Illinois and California have 4 each.

Physical Education Meeting Draws 2,500 to Detroit

Twenty-five hundred physical directors, athletic coaches, playground directors, school superintendents, and persons interested or engaged in physical or health education and athletic work attended the thirty-sixth annual convention of the National American Physical Education Association in Detroit, Mich., April 1–5. The meeting was in joint session with the Mid-West District Society of Directors of Physical Education.

"The 'I yell, you jump' kind of physical training is a thing of the past," said Miss Ethel Perrin of the American Child Health Association. Dr. C. E. Turner, of the Massachusetts Institute of Technology, told the delegates that "the success of a grade school health education is largely dependent upon the ability of the grade teachers to handle the work." Fielding H. Yost, University of Michigan athletic director, said "the greatest mistake an educator can make is to force a boy to engage in a sport that he does not like."

A thorough health examination for all students applying for entrance to State normal schools was urged by Dr. Allen G. Ireland, of the New Jersey State Department of Education.

Notable convention speakers in addition to those mentioned above were: Dr. Frederick B. Fisher, Ann Arbor, Mich.; Dr. Lillian Gilbreath, director of the Women's Division of President Hoover's Emergency Committee for Employment; Dr. Hugo Freund, director of the Children's Fund of Michigan; Harry A. Scott, professor of physical education at Rice Institute, Houston, Tex.; and Dr. Edmond Jacobsen, University of Chicago research associate in physiology.

Additional convention features were a pageant, "More Than Machines," presented by nearly 1,000 school children at the Cass Technical High School, and a Danish gymnastic demonstration by six girls of the University of Copenhagen, directed by Agnete Bertram.

—Marie M. Ready.

Books for Boy and Girl Visitors in the White House

WHAT BOOKS would a boy or girl invited to spend a week in the White House by President and Mrs. Hoover find to read?

Four years ago there was no collection of children's books in the White House; in fact, there was no permanent library of books for pleasure reading for adults or children. When the White House book "drought" was brought to public notice the American Booksellers promptly presented the President with a reading library of 500 volumes. Among the books for the White House library chosen by the committee[1] were the 30 books for boys and girls listed below.

President Hoover, it is said, likes to read for half an hour before dropping off to sleep. On the night of his inauguration after all the excitement of parades and speeches and receptions was over he looked around the White House for a "going-to-bed-sort-of-book." He found nothing; not even a magazine. He asked the servants if there was a White House library. No, there was no library.

Finally, so the story goes, he asked a secret service man to find him a book. After an extended search through the living quarters, the offices and the news writers' room the secret service man finally found a book which he brought to the President. Settling himself in bed the new Chief Executive of the United States read a chapter or two in the book, which was Dickens' delightful "Child's History of England," and then turned off the light and went to sleep.

Books for Boy and Girl Visitors to the White House

Alcott, Louisa M. Little Women. Little. Beacon Hill Bookshelf. $2.

Aldrich, Thomas Bailey. Story of a Bad Boy. Houghton. Riverside Bookshelf. $2.

Andersen, Hans Christian. Fairy Tales. Harper. Louis Rhead Edition. $1.75.

Arabian Nights (Laurence Housman, *Ed.*). Garden City Pub. Star Junior Series. $1.

Barrie, Sir James. Peter and Wendy. Scribner. Illustrated by Bedford. $2.50.

Carroll, Lewis. Alice's Adventures in Wonderland and Through the Looking Glass. Macmillan. Children's Classics. $1.75.

Collodi. Pinocchio. Macmillan. Children's Classics. $1. 75.

Defoe, Daniel. Robinson Crusoe. Harper. Louis Rhead Edition. $1.75.

Dodge, Mary Mapes. Hans Brinker. Scribner. $2.50.

Field, Rachel, *Ed.* American Folk and Fairy Tales. Scribner. $3.

Grimm. Fairy Tales. Harper. Louis Rhead Edition. $1.75.

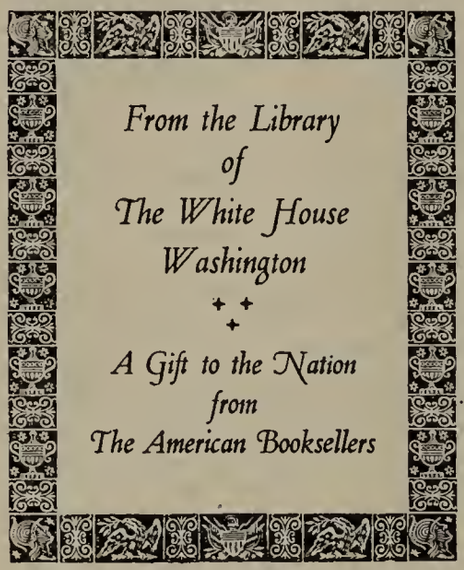
Harris, Joel Chandler. Uncle Remus, His Songs and Sayings. Appleton. $2.

Hawes, Charles Boardman. The Mutineer. Little. $2.

Hawthorne, Nathaniel. The Wonder Book and Tanglewood Tales. Houghton. Riverside Bookshelf. $2.

Hutchinson, Veronica S., *Ed.* Chimney Corner Stories. Minton. Illustrated by Lois Lenski. $2.50.

James, Will. Smoky. Scribner. $2.50.



THE WHITE HOUSE LIBRARY BOOKPLATE

The line cuts that appear in the border are reproductions of the first printing ornaments produced on this side of the Atlantic. D. B. Updike, famous American printer, decided that they would be particularly appropriate for the bookplate which he designed for the gift collection of 500 books presented to the White House by the American Booksellers Association

Kipling, Rudyard. The Two Jungle Books. Doubleday. $3.50.

Lagerlof, Selma. The Wonderful Adventures of Nils. Doubleday. $2.

Lang, Andrew. The Blue Fairy Book. Longmans. $1.50.

Lofting, Hugh. The Story of Doctor Dolittle. Stokes. $2.

Milne, A. A. When We Were Very Young. Dutton. $2.

Pyle, Howard. Merry Adventures of Robin Hood. Scribner. $3.50.

Seton, Ernest Thompson. Wild Animals I Have Known. Scribner. $2.50.

Spyri, Johanna. Heidi. Houghton. Riverside Bookshelf. $2.

Stevenson, Burton E., *Ed.* Home Book of Verse for Young Folks. Holt. $3.50.

Sweetser, Kate. Famous Girls of the White House. Crowell. $2.50.

Swift, Jonathan. Gulliver's Travels. Macmillan. Illustrated by Willy Pogany. $2.50.

Synge, M. B. The Book of Discovery. Putnam. $5.

Verne, Jules. The Mysterious Island. Scribner. Illustrated by Wyeth. $2.50.

[1] Frederic Melcher, chairman; Gilbert Grosvenor, National Geographic Society; Hon. Ruth B. Pratt, Member of Congress from New York; Addison Hibbard, University of North Carolina; John Howell, San Francisco; Alice Roosevelt Longworth, Washington, D. C.; Nathan Van Patten, Stanford University Library; George B. Utley, Newberry Library, Chicago; Douglas S. Watson, San Francisco; John C. Eckel. Philadelphia.

53301—31——2

A set of 12 lantern slides reproducing the graphs appearing in Office of Education Bulletin, 1930, No. 30, "Kindergarten-Primary Education, A Statistical and Graphic Study," by Mary Dabney Davis, is now available. These slides may be borrowed free of charge by addressing the Commissioner of Education, Department of the Interior, Washington, D. C.

· SCHOOL LIFE ·

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Editor - - - - - WILLIAM DOW BOUTWELL

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MAY, 1931

On Throwing Children to Crocodiles[1]

THE FOLLOWING INCIDENT is related by an English explorer and hunter, Stevenson-Hamilton:

"One morning I was standing on the banks of the Lujenda River in Portuguese East Africa watching with my friend what we fancied was the protruding nose of a crocodile when a local native who was standing near said, 'If you will come with me to the village I can show you a big crocodile.' The village in question lay some 300 yards distant and proved to be of considerable size, and full of people who at the moment were in a state of pleasurable and noisy excitement over the arrival of our large caravan. 'But surely there can be no crocodile here, with all that noise going on,' I remarked. 'Oh, yes,' nonchalantly replied the gindo, 'he lives here and does not mind the people.' Sure enough, on reaching the bank, the first thing I saw was a huge crocodile basking at full length, with his mouth wide open, on a rock not more than 20 yards away. He was not in the least disturbed by the chattering of the women and children, and there was no question of stalking him. It was only necessary to sit down on the bank and put a bullet through his shoulder, when, after shutting and opening his mouth a few times, he fell off the rock and sank like a stone. The headman of the village was quite pleased, saying that the animal took some one, usually a woman or child, at least once a month. 'Why, then,' I said in astonishment, having noticed that about every second man seemed to be provided with a firearm of some sort, 'did you not shoot it?' 'Oh, well, we have very little powder, and it is very expensive and we are poor and require all we have to kill game,' was the surprising though characteristic answer."

We have no crocodiles in this country and not many alligators but we have more dreadful destroyers of life which, because they are so common, and because we are such a poor people we pay little heed to. Seven years ago the Office of Education sent out an inquiry with regard to what was being done healthwise in our public schools and here are two replies received from superintendents: One reads, "We have a small school and have not time or place to do health work," and the other, "This school is too small and the district says it is too poor to afford time for such work. I am, however, trying to work up sentiment of the public to the need of health education." The replies of the head men of these two schools sound strangely like that of the headman of the tribe in far off East Africa.—*J. F. Rogers, M. D.*

[1]From an address before the Southern Section, American Physical Education Associaton, Louisville, Ky.

Welcome to Doctor Mort

The Office of Education extends a warm welcome to Dr. Paul R. Mort who has just been named associate director of the National Survey of School Finance. Our greetings are accompanied by a deep sense of pride in the unusual ability which Doctor Mort and his two co-directors of surveys, Dr. Leonard V. Koos, associate director of the National Survey of Secondary Education, and Dr. Edward S. Evenden, associate director of the National Survey of the Education of Teachers, bring to the service of the United States Government.

Few are aware of the change which national surveys have wrought in the Office of Education personnel. At a recent meeting Commissioner William John Cooper was able to announce that specialists permanently engaged now made up but half the staff of the Office of Education while temporary experts and picked graduate students working on surveys constituted the other half. Through its survey program the Federal bureau has thus obtained educational ability it could not otherwise attract. On the other hand the experts temporarily employed enjoy in this "United States Government School of Educational Research" the rare opportunity of pursuing educational work from a national perspective.

Drawing by Robert G. Eckel, Boys' Technical High School. Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT

Librarian, Office of Education

In January, 1931, appeared the first number of the *Library Quarterly*, established by the Graduate School of the University of Chicago with the aid of the Carnegie Corporation to fill the need suggested by a committee of the American Library Association for a journal of investigation and discussion in the field of librarianship. * * * The value of public documents to teachers of geography is discussed in the *Journal of Geography* for April. Otis P. Starkey, graduate student at Columbia University, points out some "Geographic Nuggets in Public Documents." Arranged under names of countries, American, British, and foreign documents are listed with a running comment, the more important publications being starred. * * * The secondary school is being called upon to mend its ways. In an article entitled "The Unintellectual Boy," in the *Atlantic Monthly* for April, Frederick Winsor tries to prove that the chief aim of secondary school education has been to train the pupil to pass college entrance examinations, rather than to teach him to think. The author is headmaster of the Middlesex School in Concord, Mass. * * * Educational and Vocational Guidance is the subject of the March issue of the *Baltimore Bulletin of Education*. The first article by John M. Brewer, of Harvard, answers the question, "What is vocational guidance all about?" The other articles discuss the guidance and placement service in the Baltimore schools. * * * The April number of *School Arts Magazine* is devoted to the subject of "Color." Fourteen articles discuss different phases of the subject and the methods of studying and teaching color in its relation to art. Many illustrations, some of them in color, add interest. * * * Dr. W. H. Kilpatrick's article on "A Reconstructed Theory of the Educative Process," which was prepared for the White House Conference, appears in full in the *Teachers College Record* for March. He first states in detail "a general theory of education," and then "some criticisms of ordinary school education." The article which summarizes Doctor Kilpatrick's educational philosophy, concludes with "Some suggestions toward a better conception of the educative process." * * * The experimental college of the University of Wisconsin is discussed in two articles in the *Nation* for March 25. The first is by Eliseo Vivas who is a member of the department of philosophy of the University of Wisconsin and has been connected with the experimental college. This describes the aim of the experiment and points out some of the reasons for its apparent failure. It pays tribute to Doctor Meiklejohn and his high-minded devotion to his educational ideals. The opinion is expressed that in spite of apparent failure the experiment has been worth while and "has given the university added courage to try new ventures." The second article is a "Rejoinder" by Dr. Alexander Meiklejohn. He considers the time unsuitable for a reply but suggests that those interested in the experimental college are "students of a problem" rather than "advocates of a system."

Progress of the National Survey of Secondary Education

Thirty Picked Research Workers Engaged on Twenty-Four Major Projects as Survey Approaches Third and Final Year in Study of 25,000 United States High Schools

By LEONARD V. KOOS

Professor of Secondary Education, University of Chicago and Associate Director of the Survey

THE NATIONAL SURVEY of Secondary Education on which work was begun during the school year 1929–30 and which is scheduled for completion by July 1, 1932, is now at its peak load. Because it has been for some time in full swing considerable interest should attach to a list of the projects included, a statement concerning the make-up of the staff at work on these projects and a brief description of the methods of investigation being used.[1]

The general outline of the survey has been given a good deal of publicity. It will, therefore, not be necessary to go over it in detail here. Several thousand copies of this outline have been distributed, and the scope of the survey has been sketched in a number of educational periodicals. It must suffice to say concerning this outline as approved by the group of consultants at the time of launching the survey that it provides for consideration of (1) the organization of schools and districts, (2) the secondary school population and related problems, (3) administrative and supervisory problems (inclusive of administrative and supervisory personnel and activities), and (4) the curriculum and related problems (procedures in teaching and the extra-curriculum).

Projects of the Survey

In carrying forward the work of the survey the general outline has been broken up into what may be termed projects. These are 24 in number and vary widely in magnitude. Although many of these projects bear important relationships to each other which are being recognized in assembling and digesting the evidence, they are sufficiently distinct to permit regarding them as units of the survey. The complete list of projects follows. The order of listing is not a logical one nor the order of importance, but approximately that in which work was begun on each. It will be readily understood that in a huge venture like a national survey, work on all projects could hardly begin simultaneously. The logical relationships of these projects will be recognized in the organization and preparation of the final report.

List of Projects

A. Junior high school reorganization.
B. Horizontal organization of secondary education and the secondary school population.
C. School district organization for administration and supervision.
D. School and district organization in certain counties in California.
E. The characteristics of small high schools.
F. Selected secondary schools in smaller communities and rural areas.
G. Guidance.
H. Administrative and supervisory staff.
I. Practices in the selection and appointment of teachers.
J. Provisions for individual differences, marks and marking systems, and promotion plans.
K. School publicity.
L. Curriculum.
M. Extracurriculum activities.
N. Athletic and other activities involving interscholastic contests.
O. Articulation of high school and college.
P. Health education and health supervision.
Q. Legal and other regulatory provisions (including standards).
R. Research initiated by the schools.
S. Supervision of instruction.
T. Schedule-making and registration.
U. Library service.
V. Special reorganizations.
W. Secondary education for negroes.
X. Growth and trends of public junior colleges.

The titles of the projects, while suggestive of the range of the survey as a whole, can hardly indicate the scope of each. To accomplish this would require the reproduction here of the detailed outlines that have been prepared, which is out of the question. The project titles in the list do not disclose that private secondary schools are to be studied as sources of innovations and that, in carrying out the aim to discover these innovations, all private secondary schools are being appealed to for information concerning their practices. This is in line with the recommendation of the consultants that the survey be concerned chiefly with public secondary education, but that private schools be investigated as sources of innovation and constructive practice.

The assignments of the professional members of the staff to the projects of the survey follow. The projects are not renamed but are referred to by the same letters assigned to them in the list above. Members of this professional staff are of three classifications. One group includes regular members of the Office of Education staff assigned part time to these projects. Their names in the list are followed by (O). The second are specialists giving a part of their time to the direction of the projects and continuing their connections with the higher institution, school system, or other organization by which they are regularly employed. The names of these are followed by (P) and the name of the institution, system, or organization with which they are regularly connected. The third type includes full-time members of the staff stationed at the survey headquarters in the Office of Education at Washington. Their names in the list are followed by (F). For the most part these include men who have recently completed their periods of graduate training after having had practical experience in the field.

Survey Staff Assignments

Project A. Dr. Francis T. Spaulding (P), Harvard University, and O. I. Frederick (F).
Project B. Dr. G. N. Kefauver (P), Teachers College, Columbia University, Dr. Victor H. Noll (F), and Elwood Drake (F).
Project C. Dr. Fred Engelhardt (P), University of Minnesota, and Dr. William H. Zeigel, (F).
Project D. Dr. William M. Proctor (P), Stanford University, and S. S. Mayo (P), Stanford University.
Project E. Walter H. Gaumnitz (O).
Project F. Dr. Emory N. Ferriss (P), Cornell University, and Dr. P. Roy Brammell (F).
Project G. Dr. William C. Reavis (P), University of Chicago.
Project H. Dr. Fred Engelhardt (P), University of Minnesota, and Dr. William H. Zeigel (F).
Project I. Walter S. Deffenbaugh (O), and Dr. William H. Zeigel (F).
Project J. Dr. Roy O. Billett (F).
Project K. Dr. Belmont Farley (P), National Education Association.
Project L. Dr. Arthur K. Loomis (P), Denver Schools; Dr. Edwin S. Lide (F); Dr. Dora V. Smith (P), University of Minnesota; William G. Kimmel (P), Commission of the American Historical Association on the Investigation of the Social Studies in the Schools; Dr. Wilbur L. Beauchamp (P), University of Chicago; Dr. Helen M. Eddy (P), State University of Iowa; Anne E. Pierce (P), State University of Iowa; Robert S. Hilpert (P), University of Minnesota; Dr. P. Roy Brammell (F). All but the first two named under this project are concerned with curriculum work in special fields.
Project M. Dr. William C. Reavis (P), University of Chicago, and George E. Van Dyke (P), University of Chicago.
Projects N, O, P. Dr. P. Roy Brammell (F).

[1] The organization for the survey was reported by C. A. Jessen of the Office of Education in the October, 1930, issue of SCHOOL LIFE (pp. 21-22). Two articles dealing in a preliminary way with projects of the survey appeared in the January and February issues.

Project Q. Ward W. Keesecker (O), and Dr. William H. Zeigel (F).
Project R. Dr. William H. Zeigel (F).
Project S. Dr. Roy O. Billett (F).
Projects T, U. Dr. B. Lamar Johnson (F).
Project W. Dr. Ambrose Caliver (O).
Project X. O. I. Frederick (F).

This list does not include Carl A. Jessen, principal specialist in secondary education for the Office of Education, who gives most of his time to administrative coordination of the activities of the staff, and the present writer, who serves in a part-time capacity as associate director in charge of the survey. There are, thus, 30 professional members of the survey staff.

In addition to these is the clerical staff, the number of which varies with the pressure of work on the several projects. At present the number of clerks is about 15, but it will be increased to 20 in the early summer. This makes a total staff for the survey of 45 to 50—enough to accomplish a great deal of work of an investigative character.

The professional staff as listed does not, of course, include all the competent research workers on the secondary level in the country. With the limited resources of the survey it would have been impossible to employ all acceptable workers, even though this would have been desirable. But the members of this staff are representative of the best investigative ability to be found. They have been drawn from a large number of different institutions and from a wide variety of backgrounds of training and experience. In view of their quality we may have confidence in the nature of the investigations that are being made and of the thinking that is being done.

Main Steps of Investigation

One of the general policies established for the survey by the professional advisers during their early conferences was against turning the survey into a mere study of status. Such a procedure was regarded as undesirable. It would also, in view of the 25,000 and more secondary schools of the country, have been impossible within the limits of the appropriation. It was decided instead to focus attention on those schools in which efforts at improving practice were being made. This necessitated the identification of these schools. The procedure in *identification* constituted the *first step* in the survey. Those in a position to know—State school authorities, city superintendents, high-school principals, leaders in secondary education in the universities, and others—were asked to name schools outstanding in the respects represented in the survey. In some instances preliminary inquiries were sent out to schools to ascertain whether or not certain practices were being followed.

The *second step* was the *preparation and distribution of a large number of inquiry forms* to be filled out by the schools identified in the first step. Usually these forms have been extended and searching. They were designed to serve the double purpose of studying the practices in the innovating schools and of selecting those schools to which visits are to be made. These *visits* constitute the *third step* in the whole procedure. The *fourth and final step* in investigation is the *utilization and treatment of the evidence gathered* by inquiry form, visitation, and by other means.

Distribute 50,000 Forms

Although the use of inquiry forms is only one of the steps in the whole survey, it may be understood, from what has already been said, to be an essential one. The total task of preparing these forms was gigantic. It occupied the time of the professional specialists over a period of several months. About 50 different forms have been sent out, ranging in length from 1 to 46 pages. The total number of forms distributed is not far from 50,000. With about 25,000 public secondary schools, this is an average of about 2 per school—not an unreasonable burden. However, most schools received only a single blank, other schools being approached by 2 to 5 or 6 blanks, the number depending on the extent of constructive or innovating practice in a given school. To avoid imposing on individual schools by sending to them an unreasonable number of forms, a master list of all public secondary schools has been maintained in the survey office. On this list has been recorded the number of each blank as it has been sent out. No new form is sent to a school without first ascertaining the numbers and sizes of forms this school has already received.

The nature of activities engaged in during visitation of schools varies with the project in connection with which the visit is made. All visits are made in connection with specific projects, and not for all the projects of the survey in one visit. In all cases, visitors aim to secure information in addition to that gathered on the inquiry forms, types of information not as readily ascertainable by questionnaire. Subject-specialists on the curriculum portions of the survey are spending much time in classroom observation. In general there is effort also to check on the accuracy of responses to the forms and to discover variations of practice not comprehended by these forms.

Fourth Step of Survey

The fourth step in the survey, the utilization and treatment of the evidence gathered, began as soon as evidence was at hand. This is a stage which will, to be sure, continue until the evidence has all been digested and the report has been prepared for submission to the groups of advisers and for publication.

While generalization on the present stage of progress of the survey is difficult, it is correct to say that it is almost through the second, or inquiry-form step, and at the peak of the step of visitation. During the two weeks preceding this writing as many as 18 different members of the staff were making first-hand contact with the schools in all sections of the United States—in New England, the Middle Atlantic States, the South, the Middle West, the Mountain States, and the Pacific coast. Reports from the visiting specialists indicate cordial reception and cooperation. This reception is in harmony with the exceedingly favorable reception of the survey in its earlier stages. The proportion and quality of response to the inquiry forms have been especially gratifying. The generous cooperation which the survey has had from school administrators, teachers, and others, joined with the efforts of a staff as competent as that listed above, should eventuate in a report highly useful to those responsible for the secondary schools of the country.

Plans for Publication

Detailed plans for publishing the report of the survey have not yet been made, but a few of the major features of these plans may be mentioned. Not less than $30,000 of the total budget will be set aside for printing—perhaps even more can be spared. It now appears that the best manner of organizing the report for publication will be by a series of monographs, each concerned with one of the projects in the list above, or with two or more projects which are closely related. There should also be a brief summary monograph or bulletin for those who would like access to the main findings and who do not care for the more detailed and extended reports. It is planned also to hold a series of regional conferences at convenient centers at which the findings of the survey will be presented and discussed. Certainly, no investigation of this magnitude should stop short of a generous outlay of funds and effort to make the results available to those who can make use of them.

For acceptable work in music in public schools of Milwaukee, the University of Wisconsin will allow a maximum of four units of credit under Group B subjects for entrance to the university. The decision was reached following an inspection by the committee on high-school relations of music in public schools of the city.

Rochester's Child Study Staff at Work

Special Department Makes Expert Services of Psychiatrists and Sociologists Available to Principal to Aid Him in Solving School Problems

By A. LEILA MARTIN

Director, Child Study Department, Rochester, N. Y.

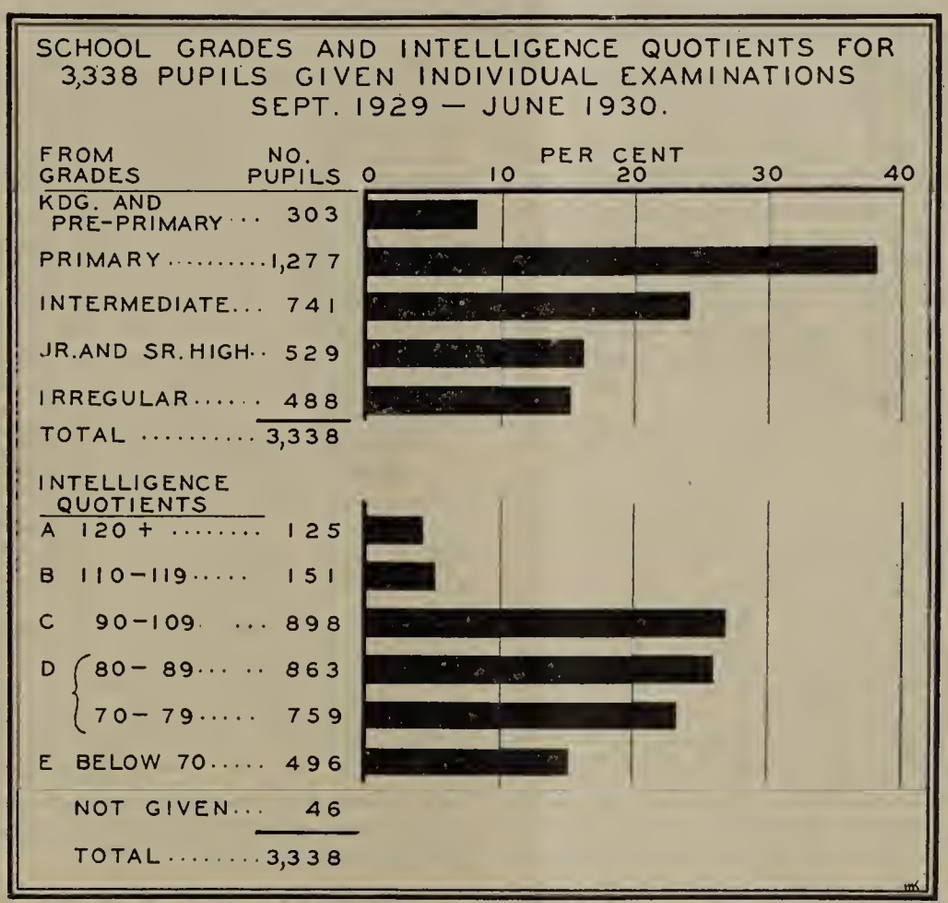
ROCHESTER, N. Y., has acquired a national reputation for the excellence of its schools. Miss Martin explains how Rochester progress functions in the child study department. Her article is one of a series in SCHOOL LIFE *on public-school provisions for the study and education of the exceptional child. Others of this series are: "Pennsylvania's 18-Point Program for the Handicapped," by Frank H. Reiter, January issue, and "The School Goes to the Hospital in Johnstown," by Jean Kerr, April issue.*—EDITOR.

Rochester was one of the first cities to organize special classes for the seriously mentally retarded pupils in its public schools. In 1906 such a class was in operation. A specially trained teacher and a physician were appointed to study problem pupils and to select those who needed special educational programs because of mental retardation; also to organize and supervise classes which would meet such special needs.

In 1918 this original child study department became two departments: The present child study department which took over the diagnostic, research, and guidance phases of the work; and the department of special education to be reported upon in the next issue of "SCHOOL LIFE." The department is now organized as an advisory bureau of child standards at the service of those working for the betterment of educational methods and administrative techniques, and is designed to assist principals, teachers, and parents in the better understanding of individual children. It gives help in the analysis of the factors causing such symptoms as failure in school work, delinquency, or mental disorganization.

It is now clearly understood that many of the nervous disorders, personality handicaps, and failures to adjust in adult life have had as their origin misunderstandings in childhood. Readjustments—educational, social, or physical—that are made as the need arises may save the child from very serious consequences later on in life. The value of the work of this department, then, lies partly in its ability to assist in perfecting the organization of the schools working toward better methods and better classification and partly in the aid it gives schools to meet more adequately the individual needs of its unusual pupils.

The 45 elementary schools of the city with an approximate pupil population of 33,100 are districted so that 10 of the child study staff have schedules which allow regular service in each of 37 for two days a week or less depending upon needs of the school. The other 8 schools of the system are visited at irregular intervals following special requests for studies. The 6 junior and junior-senior high schools with a pupil population of 10,880 have 4 school psychologists working on a 2, 3, or 4 day basis depending upon the size of the unit.



Drawn by M. G. Kirby

Every day by appointment examinations are made at the central office. Here there are six small rooms where psychological and educational tests may be given and where pupils, parents, and associated workers may be interviewed. There is also a general record and stenographic room for the use of the department as a whole.

Two social workers help to coordinate the work with that of the departments of special education and of visiting teachers. In the latter there are 20 specially trained workers. A psychiatrist gives examinations and consults with workers at the central office on one afternoon each week and upon special request. Two psychiatrists examine pupils at the health bureau on one afternoon each week and at Strong Memorial Hospital any day by appointment. In conference once a week at the central office this psychiatrist meets with those particularly interested. Here plans for treatment are outlined and follow-up reports made.

Practically every school has a school physician and a school nurse. Children needing special physical examinations are directed to family physicians or to hospital clinics.

Five Major Activities

Five major activities of the child study department are: (*a*) Study and guidance of individual pupils; (*b*) classification studies by means of standardized group intelligence test surveys—the results always being used in conjunction with achievement records, teachers' estimates, etc.; (*c*) special studies for administrators and supervisors to aid in curriculum revision and in devising methods of instruc-

tion, or to aid in some special educational planning; (*d*) investigation of musical talent by means of psychological music tests, questionnaires dealing with musical background and interest, and estimates of ability made by music teachers; (*d*) coordination of the child study findings with those of other departments and of other agencies in the schools and in the community.

Individual problems are referred for study by principals, teachers, visiting teachers, parents, and workers in social agencies. Many of these are presented for recommendations in educational planning, and analysis is made after psychological and educational tests are given and have been interpreted in the light of previous school history and behavior. Some problems require much more intensive study. In such cases all available information which has a bearing upon the situation must be secured. It is often necessary to have a pupil's developmental history with the family and social background—a thorough physical examination may also help to reveal causes—and a psychiatrist may be consulted. The techniques of analysis and the types of treatment recommended are dependent therefore, upon the problem presented and upon its history.

Type of school	Number of schools served	Approximate pupil population	Number of school psychologists	Ratio of psychologist to pupil population
Elementary	45	33,100	10	1 to 3,310
Junior high	2	10,880	4	1 to 2,720
Junior-senior high	6			
Senior high	4	5,327	0	

Many types of problems which come to a child study department for analysis: The school failures with need for a special educational program such as tutoring, transfer to a special group, or a special class; pupils presenting special abilities; those needing acceleration or special enrichment of subject content, and the pupil with an unusual talent along one line, as in music; pupils with special disabilities in a tool subject, such as a disability in reading, in arithmetic, etc; the problem pupils who need intensive clinical studies—the truant, the disciplinary, the emotionally unstable, the antisocial; pupils who have personality difficulties resulting from a special physical limitation as presented by teachers working with such groups as the orthopedic, the sight-saving the hard-of-hearing, the speech defective; all candidates for school scholarships awarded by the scholarship committee; educational guidance for pupils in junior and senior high schools referred by guidance teachers and counselors; pupils referred by parents because of a home or a school problem; New entrants to the public schools of the city; exclusion problems—those pupils who can not profit by the work of the public schools.

Assistance in School Classification

The child study department cooperates with the supervisory and administrative force in test survey programs, taking full responsibility for the giving, the correcting, and the interpreting of all group intelligence tests. Through its city-wide group studies made at three educational levels (entering first grade, entering fifth grade, entering junior high) it supplies data which are used in conjunction with previous school history and teachers' estimates of ability to assist in: Ability groupings upon emergence from kindergarten; the organization of slow-moving and accelerated groups through the elementary grades; ability groupings in junior high schools. A regular testing schedule is followed so that year after year certain definite grade levels are surveyed, now with intelligence tests, again with achievement tests.

Too Many Failures in Primary Grades

Such a program aids in the classification of pupils into ability groups so that content of instruction and methods of teaching can be better adapted to meet the individual differences in the learning abilities of children. The adaptations possible depend upon the size of the school, the training of teachers, and the special needs of the community to be served. For the larger schools it may be a question of whole grades of slow-moving pupils or of pupils for enrichment work; in the smaller schools the organization planned would necessarily be a little more complicated, involving mixed grades or sections within regular grades, or special tutor groups to supplement the work of the regular grades.

In the ninth yearbook of the Department of Superintendence just published it is stated that "out of 493 superintendents of schools, 344 reported that the first grade is the one in the first six where pupil failure is greatest." Statistics show that about 20 to 25 per cent of pupils fail in the first or second term of school life. This can only mean one thing and that is that as our first grades are now conducted they do not suit the needs of this large percentage of pupils. Pupils should never work in an atmosphere of failure and particularly in these beginning years.

A plan is in operation for the slow-learning pupil which allows some retardation in time (maximum retardation two years). This involves continuous progress and a grouping which assures that the needs of physiological development and of social age are not disregarded. Pupils are selected for these groups on basis of previous school record, teachers' estimates of ability, results of achievement, and of intelligence survey with a supplementary individual psychological examination.

Investigation of musical talent was introduced at the request of the music department in September, 1927. Gifts from Mr. George Eastman which had been made prior to this date had resulted in the purchase of about 550 musical instruments which encouraged the schools to build up their orchestras.

ROCHESTER RECENTLY OPENED ITS PALATIAL NEW BENJAMIN FRANKLIN JUNIOR-SENIOR HIGH SCHOOL

Erected at a cost of $2,475,000, the new high school, whose architecture and spreading sun-lit front is reminiscent of England's noblest manor houses, already enrolls 3,100 pupils. Its ultimate working capacity is 3,300 pupils. Plans for another junior-senior high school have just gone to the bidders

New Books in Education

By MARTHA R. McCABE
Library Division, Office of Education

COUNTS, GEORGE S. The American road to culture. A social interpretation of education in the United States ... New York, The John Day company [1930] xiii, 194 p. 12°.

The author is conscious of the hazardous undertaking he has begun in attempting to interpret the principles and ideas governing education in the United States in his effort to present the social and theoretical structure of American education. He expects and courts the attention of others in the profession to result in spirited and fruitful discussion. Attempting to look at the American program of education through disinterested eyes, the author has tried to give an unprejudiced picture of conditions in this country, in which he is aided by the views of numerous foreign educators. In seeing ourselves "as others see us," we discover our system's good points and defects, its safety, and its danger. An important part of the study is concerned with a discussion of the controlling ideas in American education, and interesting sections are presented on governmental responsibility, "the weakness of the Federal Government," national solidarity, social conformity, etc.

FARGO, LUCILE F. The program for elementary-school library service. Chicago, American library association, 1930. vi, 218 p. tables, diagrs. 12°.

Those in charge of schools and connected with schools, and this includes teachers, principals, superintendents, and librarians, are constantly confronted with problems of initiating programs for library service in many different kinds of elementary schools. The author has presented four types of communities as case studies with their attendant typical programs, offering procedure to be followed in each type of program. "Getting down to cases" has proved effective in this field, and the study should provide school executives and school librarians with information of a practical kind relating to the work. The author finds it difficult to classify school libraries as there are so many kinds that do not fit into any class, but mentions two important points to be considered in any type, or case study, namely, the school curriculum and the preparation of the librarian. Attention is called to the section on characteristic activities of elementary school librarians given in tabular form, and to the selected references throughout the volume.

GESELL, ARNOLD. The guidance of mental growth in infant and child. . . New York, The Macmillan company, 1930. xi, 322 p. diagrs. illus. 8°.

Keeping pace with the active interest in the field of mental hygiene of young children causes increased output in literature on the subject. The author's approach to his treatment of the theme is somewhat different from that of other writers, and is concerned with the specific questions of research into child guidance and development, mainly. The age period studied is the preschool age, the term preschool being a misnomer, as the preschool child *does* attend school—the nursery school. The first part of the book deals with the development of the nursery-school movement and its changing status; the second part discusses a number of problems that confront us and the methods of handling them, notably, the chapters on parent-child relation, accidental deaths of young children, infant adoption, and the organization of developmental guidance; the third part studies science and the protection of child growth. Doctor Gesell's training and experience in psychoclinics and child hygiene have supplied useful material for those concerned in the welfare of young children.

HATCHER, O. LATHAM. Guiding rural boys and girls. Flexible guidance programs for use by rural schools and related agencies. By O. Latham Hatcher * * * edited by Emery N. Ferriss. First edition. New York, London, McGraw-Hill book company, inc., 1930. xviii, 326 p. tables, diagrs. 8°. (McGraw-Hill vocational texts, Edwin A. Lee, consulting editor)

It is obvious that the problems of guidance and counseling apply to the rural as well as to the urban pupil, even to a greater extent in the opinion of the author, as rural children are deprived of many modern advantages in the shape of libraries, art galleries, museums, etc., and need to have their range of vision and of choice widened. The author includes educational and vocational guidance in his treatment, with considerable data on the occupations, and how to teach and choose an occupation. Part IV of the book presents "setting up the guidance program," and a list of representative agencies interested in guiding rural boys and girls.

HILDRETH, GERTRUDE H. Psychological service for school problems. Yonkers-on-Hudson, N. Y., World book company, 1930. xiii, 317 p. tables. 12°.

The author has not attempted to describe the general principles of educational psychology, nor all of the services that psychology offers education, but has confined herself to the specific types of psychological service related to pupil observation and adjustment. The types of service discussed are those of the school psychologist, and psychological school clinics, research bureaus and their service, the principles of psychological measurement, and administration of tests, etc. An intensive study of the individual pupil, especially of the exceptional child, and diagnostic and remedial work in that connection, together with the classification of pupils, are all presented in an interesting manner. An unusually extensive bibliography is appended including a list of selected tests and scales.

JAMES, HENRY. Charles W. Eliot, president of Harvard university, 1869–1909. 2 volumes. illustrated. Boston and New York, Houghton Mifflin company [1930] ports. front. 8°.

The material in these two volumes constitutes an outstanding contribution to the biographical literature of eminent college presidents and their institutions, Doctor Eliot having served as president of Harvard from 1869 to 1909. The biographer has brought out the personal and intimate side of Doctor Eliot's life, and gives a wealth of information regarding his official connection with Harvard University. An exposition of some of his views on higher education, his administrative reforms, his tolerance, his religious views, with many other interesting points in his life and career, are all set forth by the author. In the volumes are found chronological tables of his accomplishments and his writings, together with a reproduction of a few of his letters to family and friends. In 1884, 47 years ago, President Eliot delivered an address at Johns Hopkins University on the subject "What is a Liberal Education," which shows his advanced ideas, and what he was attempting to do at Harvard, and his opinion of the value and scope of every subject in the curriculum.

JORDAN, RIVERDA HARDING. Education as a life work. An introduction into education. New York and London. The Century Co. [1930] xii, 303 p. 12°. (The Century education series.)

This is a survey of the whole field of educational work, showing the training required for the various opportunities within the field. The author's objective is to marshal all of the vital material concerning the subject both as a tool for vocational counselors and for others wishing information about teaching as a profession. The training for teachers at all the levels in the public schools and in colleges and universities is described, and the procedure in securing positions. The present-day aims and methods in education, with the new standards, new objectives, and new emphasis are discussed, as well as the present-day needs for new equipment. The concluding chapter brings out the summary of vital points to be considered in choosing the teaching career.

ODELL, C. W. Educational measurement in high school. New York, The Century Co., 1930. xiv, 641 p. tables, diagrs. 12°. (The Century education series)

This volume was written because of the author's realization that there is a great need by high-school teachers for adequate information and guides on measuring. Tests are numerous, so much so that the teacher is apt to become confused, and in doubt as to the respective value and utility of certain types. This book offers various reliable types of measurement from which teachers may select the tests needed, in the subjects of the curriculum, and in general intelligence, as well as tests for the rating of the teacher. Chapters are given to much-sought information on classification and promotion, school marks, and prognosis and guidance. The book also furnishes a list of publishers of tests which teachers will find useful, and a short list of references with each chapter.

SEELY, HOWARD FRANCIS. Enjoying poetry in the school * * * Richmond, Atlanta [etc.] Johnson publishing company [1931] xv, 267 p. 12°.

The author thinks that in no other type of literature do thought and form show the personality of the writer as in poetry, and make so single and so powerful an impression on the reader. The purpose of the book is stated to be finding an answer to the question, what has come between poetry and boys and girls, and suggesting points of view, attitudes, and activities which may help to remove any obstructions in the way. What he states in regard to poetry is also true in a general way of other types of literature in the school. In handling the subject, the author asked the students themselves how to make poetry more effective and more interesting to them, and more suitable to the curriculum of the secondary school. With these opinions as a basis, he has offered suggestions designed to be useful to teachers of literature. The study also is concerned with arousing the creative activity of the students in the field of poetry.

The High-School Teacher Does More than Teach

Study of Trends Shows that One-Quarter of Secondary School Instructor's Time is Now Taken up with Clerical and Administrative Duties

By JOHN RUFI
Professor of Education, University of Missouri

GROWTH OF AMERICAN high schools within the last 40 years from 2,500 to more than 18,000 institutions, with an accompanying increase in enrollment from 200,000 to 4,000,000 students, has not only created a demand for more teachers but also for a different kind of teacher.[1]

Forty years ago the high-school principal had few administrative duties. Now his load of duties has grown so heavy that he distributes more and more responsibilities to the teachers. Consequently, the out-of-class demands made upon high-school teachers are heavier than ever before. The average teacher may actually teach no more than 5 or 6 hours a day. But her teaching hours are no guide to her total daily hours of employment which often give her a longer working day than the mechanic at the bench or the miner in the mine.

C. E. Reichard secured reports from 126 high-school teachers of Minneapolis, covering all the professional activities in which the teachers had engaged and specifying the amount of time devoted to each. Among the conclusions he reached, two are pertinent.

9-Hour Day For Teachers

The first concerns the total amount of time consumed by all the tasks of the teacher. The average working day of the individuals comprising this group was found to be 9.1 hours on the basis of a 5-day week, or 8.3 hours on the basis of a 5½-day week. The belief that the average high-school teacher works very short hours for only five days per week is all too prevalent and is contrary to fact.

The second conclusion deserving particular attention reveals the amount of time spent on professional activities which are not strictly instructional in their nature. Reichard designated these as "cooperations" and reports that for all teachers included in this study the time spent in "cooperations" is 24 per cent of the total amount consumed by all professional duties.

A similar investigation was made by J. T. Greenan and dealt with 53 teachers serving on the staff of the East Orange (N. J.) High School. An effort was made to study what might be fairly considered an average week. All of the time which the teachers spent on professional reading and university extension was carefully excluded from the tabulations. According to this study the typical individual of this group devoted 44¼ hours per week to school work. Of this total 70.6 per cent was spent on instruction within the classroom, whereas the remainder, or 29.4 per cent, was utilized in directing extra-curricular activities, conferring with parents, checking attendance, advising students, investigating causes of absences, policing corridors, attending teachers' meetings, preparing records, and discharging a wide range of other tasks.

An investigation recently carried on by P. A. Maxwell reveals the extent to which clerical work absorbs teacher time and energy. In this study which covered a period of 20 weeks, records were kept showing the amount of time spent by 20 teachers of a large high school in doing work that was largely clerical in nature. Only such work was included as could have been satisfactorily done by an ordinary clerk.

Tenth of Time in Clerical Work

At the end of the 20-week period the reports were combined and averaged, giving the results indicated in the following table:

Minutes devoted to clerical work as expressed in terms of the average weekly record

Kind of work	Monday	Tuesday	Wednesday	Thursday	Friday	Total
1	2	3	4	5	6	7
Attendance	21	17	14	14	16	82
Tests and marks	30	37	25	31	35	158
Classification	3	4	4	4	5	20
Handling money			2	2	2	6
Miscellaneous	3	3	3		12	21
Total	57	61	48	51	70	287

Examination of the above table reveals that these teachers spent, on the average, almost an hour per school day on this work. Assuming for them an 8-hour day and 40-hour week, clerical work consumed slightly more than 10 per cent of their working time.

While extensive studies bearing on this problem are not yet available it is probably safe to assume that from one-fifth to one-fourth of the working time of the typical high-school teacher is utilized on out-of-class work of one type or another, most of which represents administrative partnership with the principal.

Many principals and superintendents of recognized standing have now become convinced that if the school is to function efficiently teachers must be taken into administrative partnership. This partnership has been brought about in a variety of ways. One method of calling these duties to the attention of the teachers is by means of rules and regulations issued by the chief executive officer of the school or system. The following excerpt from the General Rules and Regulations for the teachers of the La Salle-Peru Township High School and Junior College of La Salle, Ill., is an excellent illustration of this practice:

1. All teachers shall, in addition to their instructional duties as teachers in special departments, never lose sight of the general interests and discipline of the school, but endeavor in every way to conserve its unity, both of spirit and of organization. They shall, for example, take the same interest in the general programs, social and class work of the school as they take in their own special departments; and the value of their services will be estimated from this point of view as well as from that of their purely instructional work.

2. The salaries paid to teachers are considered to apply to the whole time of their contracts, and not to five days of the week only; therefore, at any time during the regular school year and on any day whatever of the year, teachers are expected to assist cheerfully and as a matter of duty in the performance of any school work which may be assigned to them. For example, each semester there will be two obligatory teachers' meetings on Saturday mornings; the date to be announced in advance.

3. The extra duties assigned to teachers are assigned purely as a matter of business, and may be assigned to the same teacher for two or more successive years or more than once in the same year. Such duties will be assigned as the needs of the school demand, and not by rotation.

Winfield's Answer Book

The Winfield High School, of Winfield, Kans., embodies material of this nature in a bulletin called "The Answer Book." This 48-page publication represents a systematic effort to provide the teachers with the information they will need in order to cooperate intelligently in the school's management; along with suggestions and regulations are samples of the blank forms used in the school with simple instructions regarding their use.

[1] Publication sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.

An interesting variation of this method is the plan used in the schools of Sioux City, Iowa. In this school system, which employs more than 500 teachers, the work of the year begins with an elaborate plan of teacher orientation which includes bulletins, meetings, an institute, and a party. Instead of allowing the teachers to blunder along, discovering regulations by breaking them and learning policies by violating them, every effort is made to furnish, very early in the school year, all of the information teachers will need in order to cooperate intelligently with their fellow staff members in the work of the system.

Probably the most elaborate and substantial example of the use of a manual as an instrument for bringing about teacher cooperation in administration is that utilized by Central High School of Tulsa, Okla. This consists of a 193-page handbook issued under the title of "Manual of Administration." Among other objectives which it sets forth, this publication aims to "present clear and definite information concerning the administration, curriculum, activities, and ideals of the school." The following brief treatment regarding the work of the home-room teacher is offered as an example of its contents:

> The home-room teacher directs the program of work outlined in the weekly bulletin issued by the class director; supervises the reading of the morning bulletin announcements; acts as counselor for her group; directs the planning of courses; cares for registration details; is responsible for the conduct of her group in assemblies; records and distributes all report-card grades to her group; and encourages student participation in various projects, by supervising on a friendly, informal, sympathetic, and helpful basis.

In the Contract

What is the attitude of boards of education on this general problem? Although general trends are not yet apparent a number of cases may be cited where the board itself has taken the initiative and has, in unmistakable language, insisted that the teacher render service to the entire school rather than to a single classroom. In some cases this policy has been set forth in the form of a school code which the board has officially adopted. The Public School Code of the Hamtramck (Mich.) public schools is an excellent case in point. The following section defines the duties and responsibilities of the teachers in this school system:

> The teacher shall be the responsible agent for the school's direct teaching of children within and without the classroom, in accordance with the adopted policies of the board of education. Her function shall be:
>
> 1. Putting into operation the course of study, directions and standards of achievement in both classroom and extraclassroom activity.
>
> 2. Carrying out of policies, as directed by the principal, that provide the educational conditions under which child and teacher may work to advantage.
>
> 3. Transmitting to the principal information upon physical and educational conditions in the classroom.
>
> 4. Appraising physical and educational conditions within the classroom by keeping records, collecting data, conducting research, preparing reports, and making suggestions for the improvement of conditions.
>
> 5. Furnishing, through precept and example, stimulus and inspiration to other members of the school staff.
>
> 6. Maintaining community contacts to establish closer relationships between home and school in the interests of more efficient instruction.
>
> 7. Growing continually in personal efficiency.
>
> 8. Proving always by her actions that her conduct is motivated by a professional spirit.

While the practice is not yet generally prevalent, some boards have sought to insure teacher assistance in dealing with general school problems by including certain stipulations in the teacher's contract. The following contract has been used in employing teachers in the Grand Haven (Mich.) public schools:

> At a recent meeting of the board of education you were elected a teacher in the Grand Haven public schools for the ensuing 40 weeks commencing September, ——, at a salary of —— per school month. In accepting this election you agree that your work will consist not simply in conducting as well as you can the number of recitations allotted but also in having at all times an active interest in the schools as a whole and in the general welfare and progress of all of your pupils. You also agree to comply with the laws of Michigan, to attend all meetings appointed by the superintendent, and to obey all orders, rules, and regulations of the schools. You further agree to cooperate at all times in school activities and to perform cheerfully any extra duties to which you may be assigned.

These new demands upon teachers are beginning to have an effect upon the curriculums of teacher-training institutions. Formerly these institutions concerned themselves with two major problems. They sought to impart a knowledge of subject matter and to give training in the methods of its presentation. During recent years the teacher's need for additional training which specifically prepares for these new duties has become so obvious that an increasing number of institutions are adding courses designed to meet this need.

The University of California offers "The Teacher and Administration," principles of educational administration as applied to the duties and responsibilities of the classroom teacher; the University of Missouri offers "High-School Administration for Teachers," problems of effective methods of school management from the standpoint of teachers in secondary schools; Ohio University offers "High-School Administration," in which the problems treated are taken up from the point of view of the high-school teacher; New York University offers "Teacher Participation in High-School Administration," a course which deals with such problems as the development of school morale; teacher improvement in service, teachers' conferences, faculty meetings, and faculty committees; distribution of the teaching load; self-rating schemes; student cooperation; student grouping; public relations, records, and reports; care of supplies; discipline; tardiness and absence; health of pupil and teachers. In progressive high schools every teacher is in some degree an administrator, every teacher is expected to make a positive contribution to the improvement of the school.

The exact status of teachers with reference to school administration has not as yet been clearly defined. The movement to increase the out-of-class work of teachers readily lends itself to abuses and there is grave danger that this extra work will consist almost entirely of petty and important duties which merely consume teacher time and energy. Here is a danger that must be scrupulously avoided. If this danger is successfully avoided; if these newly assigned duties are of genuine educational significance; if teachers actually have a voice in the management of the school; if they share in formulating its policies as well as carrying them into execution—then the whole movement can be productive of much good.

Did you know that Tokio, London, and New York are about the same distance from Fairbanks, Alaska? Well, they are, as may be seen from Alaska Map No. 8—A Great Circle Map, 22 by 28 inches, showing Fairbanks as the geographical center of Europe, Asia, and America—which may be obtained free of charge by writing to the Chief Clerk, Department of the Interior, Washington, D. C. The general location of the proposed arterial highway which will connect Alaska with the rest of the United States is also shown.

New Free Circulars

The following circulars in mimeographed form may be had free upon application to the United States Commissioner of Education, Washington, D. C.

No. 30. Mechanical Engineering—guidance information.

No. 31. List of educational research studies in State departments of education and State education associations, No. 1.

No. 32. Nursery Education—an annotated and classified bibliography.

No. 33. Dentistry—Career guidance information.

Bibliographies on "Radio and Education" and "Thrift Teaching" may also be had free of charge.

Associate Director, School Finance Survey

Dr. Paul R. Mort, director of the school of education, Teachers College, Columbia University, who has been appointed by Ray Lyman Wilbur, Secretary of the Interior, to be associate director of the National Survey of School Finance.

Broad experience and thorough training make Doctor Mort peculiarly fitted for the difficult 4-year task ahead of him—bachelor of arts, Indiana University; master of arts, doctor of philosophy, Teachers College, Columbia University; teacher in elementary and high schools; principal and superintendent of schools; member of Teachers College staff since 1922.

An expert in school finance, his services have been sought as adviser on public schools to the joint committee on taxation and retrenchment of the New York Legislature; as a member of the governor's commission on financing education in the cities of New York; as a member of the legislative commission on distribution of subsidies; and as a member of various State school survey commissions.

The forthcoming national survey of school finance was described in SCHOOL LIFE for April.

A. L. A. to Convene at Yale

Eighteen dormitories, accommodating more than 2,000 persons, will be open for the guests of the American Library Association at its fifty-third annual conference to be held at Yale University, New Haven, Conn., June 22–27.

Public and college library and alumni reading, the place of the book truck in county library development, the selection of a site for a branch library building, book selection for hospital libraries, work with the foreign born and with the blind will be among the topics to be discussed.

The American Association of Law Libraries, the Association of American Library Schools, the Bibliographical Society of America, the Connecticut Library Association, the League of Library Commissions, the Massachusetts Library Club, and the National Association of State Libraries will meet with the American Library Association.

Government to Make "Talkies"

Production of sound pictures has been initiated by the United States Department of Agriculture in its studio in Washington. Relatively few of the 200 films which the Department of Agriculture now has in circulation will be made over as "talkies." "Forests or Wastelands?" a Forest Service film completed last fall as a silent film is one of those scheduled for conversion into a "talkie." Another is "The Indian Sign Language" which the Office of Motion Pictures is making for the Department of the Interior. Maj. Gen. Hugh L. Scott, retired, will deliver the lecture that is to accompany this film which is designed to constitute a permanent record of the Indian sign language.

Recent Educational Surveys

During the past six months several important educational surveys have been published. The first of the major educational surveys to be undertaken by the United States Office of Education was that of the land-grant colleges and universities.[1] This has been published in two large volumes, giving a ful and detailed statement of conditions in these institutions.

Two surveys of school buildings have recently been issued. One[2] made by Teachers College of Columbia University has to do with the present plant and the future building program for the city of Utica, N. Y. The other,[3] published by the United States Office of Education, is a school building survey and program for Warwick, R. I. The subtitle of the latter is: "A study of a town in the path of an expanding metropolitan area."

Three others are general surveys of city school systems. Two were made by Teachers College, Columbia University. These are reports of surveys of the schools of Watertown[4] and Holyoke, Mass.[5] The third[6] was made in part by the United States Office of Education and is concerned with the public schools of Buffalo, N. Y. The Office of Education surveyed the instructional work of the schools, while the Buffalo municipal research bureau reported on the business administration.

Recent surveys of schools have also been completed in our out-lying possessions. These are reports on the schools in the Panama Canal Zone,[7] published by the Panama Canal Press, and a survey of schools and industry in Hawaii[8] published in Honolulu.

Two other surveys to be published by the United States Office of Education are now in press.[9] These are concerned with higher education in Arkansas and Oregon.

[1] Survey of Land-Grant Colleges and Universities. Washington, Government Printing Office, 1930. 2 v. (U. S. Office of Education, Bulletin, 1930, No. 9.)

[2] Strayer, G. D., *and* Engelhardt, N. L. A School Building Program for the City of Utica, N. Y. New York City, Teachers College, Columbia University, 1930. 63 pp.

[3] Barrows, Alice. School Building Survey and Program for Warwick, R. I. Washington, Government Printing Office, 1931. 77 pp. (U. S. Office of Education, Bulletin, 1930. No. 33.)

[4] Columbia University, Teachers College, Institute of Educational Research. Report of the Survey of the Schools of Watertown, Mass. New York City, Teachers College, Columbia University, 1931. 196 pp.

[5] Columbia University, Teachers College, Institute of Educational Research. Report on the Survey of the Schools of Holyoke, Mass., 1930. New York City, Teachers College, Columbia University, 1930. 479 pp.

[6] Buffalo Municipal Research Bureau. Report of a Survey of the Public Schools of Buffalo, N. Y. Buffalo, N. Y., Municipal Research Bureau, 1931. 2 v.

[7] Engelhardt, N. L. Report of the Survey of the Schools of the Panama Canal Zone. Mount Hope, Canal Zone, Panama Canal Press, 1930.

[8] Hawaii. Governor's advisory committee on education. Survey of Schools and Industry in Hawaii. Honolulu, Hawaii, 1931. 105+156 pp.

[9] Survey of Higher Educational Institutions of Arkansas. (U. S. Office of Education, Bulletin, 1931, No. 6.) Survey of Higher Education in Oregon. (U. S. Office of Education, Bulletin, 1931, No. 8.)

$20,000 PER DAUGHTER

"One father has estimated that each of his daughters, at the close of her college career, represented an investment of $20,000. * * * The family, from the dollar and cents point of view, may be regarded as a liability rather than an asset."

Professor Leib says that. It is safe to wager that no open-minded educator can read the bald, truth-bulwarked facts of Leib, Cooper, Lancelot and Todd in "A Symposium of Home and Family Life in a Changing Civilization," and continue to teach or administer as he did the day before.

The symposium is a product of the Conference of Home Making at Ames, Iowa.

Order from the Superintendent of Documents. Office of Education Bulletin, 1931, No. 5. Price, 10 cents.

New Government Publications Useful to Teachers

Drawing by Charles Sazoma, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

Compiled by MARGARET F. RYAN

Editorial Division, Office of Education

The publications listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk.

Vocational Education in the United States. 1931. 30 pp. (Senate Document No. 309.) 5¢.

The program of cooperation of the Federal Government with the States in vocational education and vocational rehabilitation of the disabled based upon the researches of the Federal Board for Vocational Education and the President's Employment Commission. (Vocational Education; Civics.)

Fact Finding with the Women's Bureau. 1931. 37 pp., illus. (Women's Bureau Bulletin No. 84.) 10¢.

Tells what the Women's Bureau is and does. (Sociology; Civics.)

Children of Working Mothers in Philadelphia. 1931. 39 pp. (Children's Bureau Publication No. 204.) 10¢.

The first part of a study of the relationship between child welfare and the employment of mothers. The second part will contain the findings about the children of these working mothers. (Sociology; Economics.)

"Honor to George Washington."[2] (8 or a series of 16 pamphlets.) 1931. (George Washington Bicentennial Commission.) Free.

No. 1. Frontier Background of Washington's Career, 39 pp. No. 2. Washington the Man of Mind, 43 pp. No. 3. Tributes to Washington, 38 pp. No. 4. Washington the Farmer, 31 pp. No. 5. Washington as a Religious Man, 36 pp. No. 6. Washington the Colonial and National Statesman, 42 p. No. 7. Washington and the Constitution, 40 pp. No. 8 Washington as President, 41 pp.

Mandate for Palestine.[2] 1931. 115 pp. (Department of State. Near Eastern Series, No. 1.) 35¢.

Principal events and international agreements leading up to the American-British convention of December 3, 1924, with complete text of the American-British Palestine mandate convention of December 3, 1924. (International relations; Government; History.)

The Agricultural Outlook for 1931. 1931. 91 pp. (U. S. Dept. of Agriculture, Miscellaneous publication No. 108.) 15¢.

(Agriculture; Economics.)

The Menhaden Industry. 1931. 113 pp. illus. (Bureau of Fisheries, Investigational Report No. 1.) 25¢.

The development and operation of the Menhaden industry—its importance, present practices in the matter of law, location of industry, factory organization, fishing equipment and methods, etc. (Ichthyology; Agriculture; Economics.)

Onion Diseases and Their Control. 1931. 24 pp., illus. (U. S. Dept. of Agriculture, Farmers' Bulletin No. 1060.) 5¢.

(Agriculture.)

Mineral Resources, 1929. Pt. 1 chromite, pp. 203–229. 5¢. Lead, pp. 231–264. 10¢. Pt. 2. Pennsylvania anthracite, 38 pp. 10¢.

(Mineralogy; Economics.)

Free Government price lists.—Alaska and Hawaii, No. 60; census publications—statistics for population, agriculture, manufactures, and mining with abstracts and compendiums, No. 70; forestry—tree planting, wood tests, and lumber industries, No. 43; labor—child labor, employers' liability, wages, insurance, women, strikes, No. 33; mines—explosives, fuel, gas, gasoline, petroleum, No. 58; political science—documents and debates relating to initiative, referendum, lynching, elections, prohibition, woman suffrage, political parties, District of Columbia, No. 54; weather, astronomy, and meteorology, No. 48; list of radio publications.

Sugar-Beet Growing Under Irrigation in the Utah-Idaho Area. 1931. 34 pp., illus. (U. S. Dept. of Agriculture, Farmers' Bulletin No. 1645.) 10¢.

Discusses climatic influences, field selection, irrigation, drainage, crop sequence, by-products, etc. (Agriculture; Economics.)

Handbook of Foreign Currency and Exchange. 1930. 189 pp. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 102.) 30¢.

A brief history of currency conditions and recent legislation in 115 countries, together with such average exchange rates as are available since 1900. (Economics; Foreign service; Geography.)

Report of the United States Commission on Education in Haiti. 1931. 74 pp. (State Department, Latin American Series, No. 5.) 15¢.

An outline of the program of education as now conducted in Haiti, an analysis of its main features, its values, and deficiencies, and recommendations for improvement. (Education.)

Foreign Trade Survey of New England. (Manufactured products.) 1931. 65 pp., charts. (Bureau of Foreign and Domestic Commerce, Domestic Commerce Series No. 40.) 15¢.

Basic facts regarding the nature and importance of New England's present foreign trade. (Foreign trade; Economics.)

Local Bird Refuges.[1] 1931. 14 pp., illus. (U. S. Dept. of Agriculture, Farmers' Bulletin No. 1644.) 5¢.

Suggestions for bird refuges on farms, wood lots, roadsides, right of ways, community parkings, municipal parks and picnic and fair grounds, school and college grounds, cemeteries, reservoirs, and golf courses. (Manual training; Agriculture; Ornithology.)

MARTIN HOUSE AND BIRD BATH

One of the many suggestions teachers will find useful as project material to be found in Farmers' Bulletin No. 1644 "Local Bird Refuges." For sale by the Superintendent of Documents (5 cents a copy)

[1] Very good for school use.

[2] Excellent for school use.

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Office of Education Pamphlet No. 1

By Marie M. Ready

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U. S. GOVERNMENT PRINTING OFFICE: 1931

SCHOOL LIFE

VOLUME XVI
NUMBER 10

JUNE
1931

PRESIDENT HOOVER FOUND THIS RURAL SCHOOL HERO, BRYAN UNTIEDT "A BOY WORTH KNOWING"

Official Organ of the Office of Education
United States Department of the Interior, Washington, D. C.

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A reading game directed by children

SCHOOL LIFE

Issued Monthly, except July and August, by the UNITED STATES DEPARTMENT OF THE INTERIOR, *Office of Education*
Secretary of the Interior, RAY LYMAN WILBUR • *Commissioner of Education,* WILLIAM JOHN COOPER

VOL. XVI WASHINGTON, D. C., JUNE, 1931 No. 10

The One-Teacher School at Fairy Springs

A Day in a Maryland Rural School Reveals that "The Little Red Schoolhouse" is Not Little, Not Red, and is a Far Different School than Its Historic Predecessor

By WILLIAM DOW BOUTWELL

Editor-in-Chief, Office of Education

"LET ME SEE a typical 1-room school," I asked County Superintendent Orem. "Not a shining example; not a limping poor one—just an average one room school typical of the 150,000 direct descendants of America's little red schoolhouse' that still open their doors to country children." [1]

So he sent me to Fairy Springs School which stands alone on a back road halfway between two world famous race tracks at Laurel and Bowie, Md. Only 15 miles distant from Washington, D. C., by road, Fairy Springs, where square dances are still the favorite recreation, is in spirit hundreds of miles from the national capital.

Brahms, Tarr and McMurray, Roland Hayes, William Shakespeare, Beard and Bagley—also Miss Rebekah Glading, John, Francis, Jerome, and Martha Baldwin, aged 6 to 12, the two Sadilek youngsters, and 11 other children were in Fairy Springs one-room school the day I visited there.

I sat in a corner watching and listening while this curious company of world notables and country girls and boys matched minds.

I found that the 1931 "little red schoolhouse" is not red; that it is not so little as it used to be; and that it houses a school as different from its early predecessors as Model A Ford is from Model T. This rural school is an infinitely better place in which to learn, but it is also typical in that it is judged *not good enough* for the children who go to it.

The School is Theirs

Blossoming wild cherry trees, brilliant as bursting rockets, caught the early spring sun along the winding road the morning I drove to Fairy Springs School. In the school yard as I came up, three girls were playing hopscotch, and the lively tune of Victor Herbert's March of the Toys danced through the open windows. I interrupted, as I entered the door, not only Victor Herbert on the victrola but also the regular preparation for the day's work—girls cleaning the teacher's desk; a boy erasing one board; a girl writing test questions on another sector; another girl inspecting each of the individual red, slant-topped desks.

"No one," announced Miss Glading to the room after she had welcomed me, "may stay in here unless he is working."

It was instantly apparent that this school belonged to these pupils. They had the care of it as well as the use of it. In the back of the room I later found a list of duties for the month of April: Vestibule, Raymond; yard, Billy and John; boards, Joseph; erasers, May; inspectors, May and Martha; mailman, Virginia; bell, Jerome; room after lunch, Elinor and Evelyn, etc.

Promptly at 9 o'clock Jerome Baldwin, who was given the bell-ringing assignment to help him learn to tell time, went to the little room at the front of the school and pulled vigorously on the bell rope. The clanging bell sent all the children save one hurrying out of the schoolroom to form a line outside the door. Virginia stayed. It was her month to take charge of the victrola. At a signal she started Sousa's Stars and Stripes Forever while the class, led by little Johnny Baldwin with a polished morning face, marched in to their seats. Led by another girl, they all bowed their heads and sang a morning prayer.

Photograph by the author

EVEN CHINNING HAS BEEN ORGANIZED

The boys of Fairy Springs School, like thousands elsewhere in Maryland and other States, practice until they can chin themselves nine or more times. Chinning, running, and jumping for athletic badge tests have brought a more organized sport for health's sake to the country school

[1] The author was assisted in gathering the material for this article by Walter H. Gaumnitz, senior specialist in rural school problems, Office of Education.

58971—31——1

Photographs by the author

MISS GLADING, THE TEACHER, AND HER PUPILS, RANGING FROM FRANKLIN, AGED 6, TO ADDIE, 14,

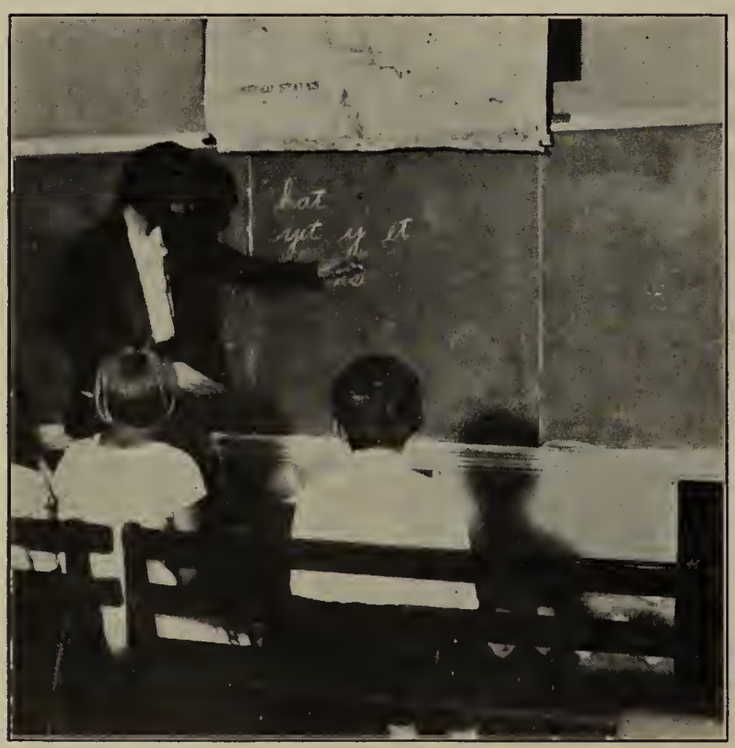
On the blackboard I noticed a long list of composers: Tschaikowsky, Händel, Nevin, Schubert, Toselli, Herbert, and others. Miss Glading now asked the older children to look over the list and get pencil and paper ready. One girl started the phonograph: Brahm's Cradle Song. Heads bent over papers, pencils swiftly wrote the title and composer. Halfway through, the Cradle Song, stopped in mid flight, was replaced by Cavalleria Rusticana. Next, Nobody Knows the Trouble I've Seen. Roland Hayes's golden voice filled the schoolroom. Ten records. Exchange papers for marking. Up go two hands. Two made 100 in the music memory tests.

According to the contest rules the three pupils who best know the strains and composers represented in 25 phonograph records which were purchased jointly by the county and the Fairy Springs P. T. A. will enter the county competition. On the same day a weekhence other children will accompany them to the county seat to compete in the athletic tests. Bronze, silver, and gold badges will be awarded for achieving minimum athletic skills. Recess is no longer merely a time to play andy-aye-over around the woodshed; it is a time to learn to chin onself 9 times, make a 14-foot running broad jump, and run 100 yards in 12⅘ seconds; and to stay in the dodge-ball ring 3 minutes without being hit.

A Cell versus a Royal Suite

Music-memory contests, athletic contests, attendance contests, spelling bees, reading tests, class competition in arithmetic, contests of all kinds keep these pupils pursuing goals. The race tracks at Bowie and Laurel have more in common with a modern school than meets the eye. And how the children love competition!

I watched three upper-grade children at the front board while Miss Glading reviewed Holland geography with third-graders. Two faced away from the board while one wrote a problem in addition on the board. At a whispered signal the two turned and scratched the answer on the board with lightning speed. The one finishing soonest chalked a credit mark under his name. Two Olympic runners could not compete more strenuously than those two striving to beat each other at arithmetic.



Photograph by the author

TEACHING A CLASS ON THE BACK BENCHES WHILE OTHERS STUDY

Education in rural regions is expensive. The per capita cost at Fairy Springs School is $77.02 which is more than $10 higher than the average per capita cost in American cities of 2,500 to 30,000 population. Studies in Iowa show that rural schools, both small and consolidated, cost more per pupil than city schools. Investigations in New York disclose the same trend

What manner of schoolroom is this where all this furious activity goes on; where eight grades work in one room? It is 36 feet long, 24 feet wide; its 37 square feet per child enrolled is far above the city-school average of 15 to 20 square feet per child. All the light comes through a bank of long windows that take up two-thirds of the south wall. Once there were windows on the other side wall and the front, too, but the long arm of modern scientific practice reached into this rural school and closed them up. Light must come only over the left shoulder.

The bare benches, the teacher's desk on a dais, even the punitive stick of "little red schoolhouse" days can not be found in Fairy Springs School. By comparison with the cell-like severity of its predecessor, Fairy Springs is furnished as completely as a royal suite. In place of benches are five rows of individual desks of varying sizes screwed to long boards so that the room can be cleared for a dance. In one corner is a piano, an old-style flat-topped piano; near it an easel with colored prints and rotogravure pictures thumb-tacked to it, and the victrola. A vase of spring flowers decorates the teacher's low desk; books and papers flank the flowers. Near the door stands a glass-faced Victorian cabinet, donated by some household. It is the museum. In it are seeds collected by the boys and girls and models carved in Ivory soap.

At the back of the room is the stove protected by a gleaming black sheet-iron drum. Near it are two benches facing the back blackboard. Here Miss Glading teaches separate classes with least amount of disturbance to other pupils studying. The table at which I sat is the project table where large maps, paintings, and other joint activities are carried on. In the corner near the window stands another cabinet whose shelves hold the school library and supplies.

"Ights" and "Ills"

This is the stage. Who are the players and what are they doing?

Have you ever tried to rub your stomach and pat your head at the same time? That is what the learning process in a one-teacher school makes you think of. But the school is doing not two but five things at once. Miss Glading is both Barnum and Bailey of the 5-ring Fairy Springs "circus," truly giving daily, as every one-room school-teacher does, one of the "most stupendous, amazing, and astounding shows on earth.

The three lower grades work on different subjects at the same time. Grades 4 and 5 and 6 and 7 form two groups working on

Who Meet Daily in Fairy Springs One-Room School, Where They Match Minds with Brahms, Back, Beard, and Bagley

the same studies. Courses repeated alternate years prevent duplication.

Let us, for our purposes, summon the fairy from the spring out back of the school and ask her to halt this school at 9.40 o'clock. What would we see? Miss Glading stands at the back blackboard with the second grade, consisting of Francis Baldwin, who has raced through chalking up his 7 table in multiplication, and Lancaster Cornell, who is slowly struggling through the 5 table. Both wear overalls. Of the four first graders, Franklin, 6, but immature in development, is aimlessly arranging blocks in words. Leon and May are laboriously scrawling three words each of the "ight," "ill," "ell," "ound," and other word "familics," while Johnny, long since finished with his "ights" and "ills," is snuggled in his seat reading about Reynard, the Fox, et al.

15 Minutes to a Class

Two members of third grade are sitting at the teacher's desk, the brighter, by order, acting as "teacher" (instructions in whisper only) to the other who is behind because of absences. Sixth and seventh are reading in A History of the American People (Beard and Bagley), preparing for a lesson on the industrial revolution. Fourth and fifth are adding and subtracting 4-figure numbers in arithmetic, while third grade prepares for a Holland geography review with the aid of Tarr and McMurray.

Miss Glading's day is filled to overflowing, juggling these five groups. She works on as close a schedule as an automobile assembly line. Always in her left hand she holds a watch; 15 minutes for music—all grades, 15 minutes reading—first grade, 15 minutes reading—second grade, 10 minutes arithmetic drill—third grade. Her teaching hours are broken into 16 to 20 sectors each day; geography, spelling, music, history, arithmetic, a constant succession of different subjects on different levels of approach. Into this already overcomplicated schedule incidents intrude: Johnny asking for paper, Francis reporting he has finished a task and what shall he do next, Billy poking Joseph in the ribs, Virginia giggling, and Jerome stomping across the floor to the pencil sharpener.

Who is this remarkable person who brings order out of what ought logically to be chaos?

Miss Rebekah Glading is 27 years old. She finished two years of training at the State Normal School at Towson, Md., in 1925 and took her B. A. at University of Maryland in 1929. In respect to training she is far above the United States average for one-room rural school teachers (one month beyond high school), but Maryland is at the forefront in the high quality of its rural education and in these days of a surplus of teachers it is not impossible to find college graduates in charge of one-room schools. Miss Glading finds that her years of training help tremendously.

This morning Miss Glading is dressed in a neat brown dress, silk hose, brown oxfords, and has her bobbed hair marcelled. She lives in Riverdale, near Washington, and motors to school each morning in her Model T coupe. County Superintendent Orem usually insists that teachers live in the community where they teach, but no farmhouse near Fairy Springs had a room available for her. She arrives at school by 8.30, seldom leaves before 4.30, and often spends the evening planning the next day's work or making up reports. Morning, noon, and afternoon recess, theoretically rest periods for her also, are taken up with helping backward students, putting pupils through athletic badge test trials, and superintending policing of the schoolroom and grounds. The average teacher's working day is nine hours; hers is usually longer.

For her services as ringmaster of this "5-ring circus" made up of nearly 20 active, demanding pupils, for her skill in conducting the school in a manner that eliminates the bad-boy problems so disrupting and conspicuous in the historic "little red schoolhouse," and for her professional knowledge acquired through spending 16 years and much money to obtain an education, Miss Glading is paid the princely sum of $1,250 for nine months, approximately $130 per month. This is slightly more than elementary teachers in near-by towns receive, because to the regular fee of $1,100 the State adds $100 bonus for being principal of a rural school; the county a $50 bonus. Her salary of $1,250 may not seem much, but it is 43 per cent higher than the United States average for one-room teachers.

"A bonus of $500 would not be sufficient to compensate a teacher for the social limitations she finds in a rural community," says Superintendent Orem. The best-trained and most capable teachers are therefore commonly recruited to the city schools. Miss Glading, like practically every one-room teacher, looks forward to a city position.

The one-room school has been hailed by some educators as the most fertile field for the introduction of progressive education practices, for group learning activities, for

Photograph by the author

Toeing the Line for an Athletic Badge Test Broad Jump

Do more great men come from the country than the city? That inconclusive controversy still rages. But we do have comparative data on child health. While children in country schools have less chance of getting epidemic diseases than city children, they are more liable to other physical disabilities than city children

attention to individual differences, and other innovations. How does Miss Glading's school measure up to these ideals of modern education?

What My Daughter Will Miss

As the father of a city child I find myself envious of some of the opportunities of Fairy Springs pupils. My daughter will never be one of a class of two children receiving the attention of one teacher. She will engage on projects, but she will be a member of larger groups. School to her will be a more or less impersonal service like the public library or like the electric light and power company. She will never get that sense of ownership of her school that she would have if she had to ring the bell, police the grounds, share generally in the school upkeep and management, and study in the *same* room for seven years. Nor will she have so large a playground.

Photograph by the author

ROSES BLOSSOM IN JUNE AT THE FAIRY SPRINGS SCHOOL GATE

Yet we must not paint the picture of Fairy Springs as a typical school in colors too glowing. We know that if the Sadilek, Lammers, and Baldwin children are typical they will be one year behind their city brothers and sisters in educational achievement by the time they reach the eighth grade.

But why should a one-room school be inefficient? Why should it cost a year in schooling to attend a rural school?

Is it because Miss Glading must put a mothering arm around Franklin, aged 6, while she is leading seventh and eighth graders through the industrial revolution? Is it because grades 1 to 5 can not study to best advantage in the room where 6 and 7 are talking about Watt and the steam engine? Is it because teachers in rural schools in States less progressive than Maryland are poorly prepared? Any of these may be true handicaps to individual progress, but the most definite evidence which investigators have been able to muster to account for the lag in rural school children's educational achievement is the usual briefer length of the rural-school term. Lopping off 25 to 30 school days each year lops off a year of achievement.

Since Fairy Springs School has a 9-month term and enjoys a number of other advantages not commonly found in one-teacher schools we may assume that its eighth graders are practically as well prepared as town elementary-school graduates.

At noon recess every child, except two who run home, remains in his seat and eats lunch—thick and thin sandwiches, milk, cookies, indigestible-looking frosted cakes in citified glass paper. No matter how warm and pleasant the day, lunch is inside. It's a rule. And no one may leave until all have eaten.

MISS GLADING is one of a group of 153,306 teachers employed in the 1-teacher schools of America. If we were to imagine all these teachers standing side by side, one every 3 feet, their ranks could extend in an unbroken line for a distance of 87⅒ miles. If this army of teachers were arranged in such a way that the one having received the least amount of training stood at one end and the one having received the largest amount of training at the other, a person reviewing this great company would find it necessary to walk a distance of 8½ miles before coming to a teacher with training equivalent to two years of high school; he would have to walk half the entire distance before coming to one with training equal to high-school graduation; he would have to continue his walk for a distance of 67⅗ miles before reaching the first teacher with the equivalent of two years of normal-school education; and he would have to prolong his walk within 13 miles of the end of the line before coming to the first teacher who had the equivalent of a college education.

Suppose we fuse all these teachers into one composite teacher. She would have a total education of 4 years and 1 month above the grade school, her teaching experience would total 2 years and 6 months, she would receive an annual salary of $874, she would have under her care a total of 22 farm children and she would be employed in her school for a total of 152 days per year. Since men teachers are a great scarcity in 1-teacher schools, she would be certain to be a woman; she would be 27 years old.

Any boy or girl would love to play in the ample, tree-shaded Fairy Springs School yard, which is approximately one-fourth the size of an average city block. In one corner is a real spring, the Fairy Spring, so named by a teacher, who was also responsible for making the appearance of the school and the school grounds so untypical. "One of those rare teachers with vision," Superintendent Orem described her. Her "vision" has lived in the roses over the front gate, in the thriving shrubs, in the green lawn that keeps green because the playground is back of the school, and in the attractive school paint selection of gray with green trimmings. The typical rural schoolhouse that has as much character and beauty as a warehouse seems to be no kin to Fairy Springs School.

Franklin is Disciplined

At 2 o'clock first and second grade boys and girls are dismissed to play—all save little Franklin who is disciplined for lack of application. He must stand beside the teacher facing away from the class. He doesn't mind it.

Then the upper grades turn to book reports. Raymond Hance has written on the board the chief characters in the story of Phaeton's wild ride. Speaking from his list he tells the story from a book of myths which he has read. Miss Glading listens from the rear of the room.

There is this big difference between the old and modern one-room school—in the old school the teacher taught from the front of the room; in Fairy Springs and in progressive schoolrooms generally the teacher guides the pupils' self-teaching process from the rear of the room. She speaks as little as possible.

As Raymond concludes his report his listeners rise to praise or criticize. "Raymond did not make the story clear," Martha says. "'Too many 'ands' and too many 'sos'", suggests Elinor. Raymond's book report proves also to be good training in public speaking.

At 3 o'clock on this particular day the Junior Red Cross met. Miss Glading took even less part in this activity. The young children came in from the school ground and the elected officers—Virginia, president; Martha, secretary; and Elinor, treasurer—took charge of the meeting. After the reading of the minutes Raymond came forward and recited a poem; Elinor and Martha shared the reading of the story of Clara Barton from the Junior

Red Cross magazine. Billy Glading, feeling a bit silly, recited verse about the Hen and the Crow and then the meeting, conducted as skillfully but more seriously than a college fraternity session, came to a close with the collection of penny fees. "I earned mine washing dishes," says Martha.

The Mark of Doom

What influences reach this school beside the Red Cross? Very few. Not the Boy Scouts, nor the Campfire Girls, nor the 4-H club, nor the Future Farmers of America, nor the county agricultural agent, nor home economics extension agent. Although most of these agencies have representatives in the county, their activities do not reach Fairy Springs. Miss Glading gets much mimeograph literature and instructions from the county superintendent's office. She plans to join the National Education Association. The county school supervisor, Miss Gibbs, calls about once a month. Except for the Postum Co., with its poster, and the school-book concerns, the only commercial company whose contact with this school is evident is the Washington Evening Star which supplies free for each child's books durable kraft paper book covers upon which is printed, of course, the name of the donor. There has been a parent-teacher association at Fairy Springs since 1918. They helped buy the records and they paid for the electric stove in the anteroom, a stove which assures warm lunches in the winter.

But another outside force has come to Fairy Springs School—a newcomer that has marked the X of doom on the school's door.

There is nothing especially sinister in the appearance of the macadam strip that last summer rolled itself out 3 miles on the road from Laurel to Fairy Springs. It winds pleasantly among the fields and thickets. But that road is a larger educational force in this rural community than State bonuses to teachers, higher State training requirements, free textbooks or music-memory victrola records. It means that next September or some September in the near future Fairy Springs School will stand silent and abandoned. The children of the community will see it deserted and empty as they ride by in the autobus carrying them to the consolidated school in Laurel.

The road was built, I suddenly recall, with gasoline tax money. What a curious chain of cause and effect! The gasoline tax paid by me and other city dwellers has increased the chances a Fairy Springs graduate has of going to high school and will lead to the abandonment of Fairy Springs School itself and to larger educational opportunities for Fairy Springs children.

A Ten-Year Plan for Rural Schools

THE UNITED STATES Office of Education is joining with the National Education Association and the National Congress of Parents and Teachers in calling a National Conference on Rural Education to be held on Thursday, July 2, at the Bovard Auditorium of the Administration Building at the University of Southern California, Los Angeles.

Three programs have been planned for this conference: THE NEXT 10 YEARS IN RURAL SCHOOLS—What State departments of education, colleges for teachers, and colleges of agriculture should accomplish in the improvement of rural education in the next 10 years; THE NEXT 10 YEARS IN RURAL LIFE—How the rural home, the rural church, the rural press, and the development of farming as a successful business enterprise can cooperate to effect a staisfactory standard of rural life in the next 10 years; THE NEXT 10 YEARS IN RURAL CHILD WELFARE—How such national agencies as the White House Conference, the Federal Farm Board, the United States Office of Education, and the organized teaching profession can contribute to the welfare of rural children in the next 10 years.

It is hoped that out of these three conferences on rural education there may grow a program and policy which will meet the educational needs of rural children.

The following items are proposed for the consideration of the conferences: 1. Should this conference indorse the principle that rural education is important because rural life itself is important, and that every child in America, rural and urban, is entitled to an adequate educational opportunity? 2. Should this conference direct the attention of educators, Government officials, the press, and the public generally to the glaring inequalities of opportunity and unjust educaitonal handicaps now confronting the rural child? 3. Should this conference indorse the principle that rural education requires a larger unit of administration and taxation so that wealth can be taxed wherever it is located and distributed in such a way as to insure a reasonable educational offering for every child? 4. Should this conference suggest to each of the State governors that, with the advice of the educational leaders of his State, he call a State conference of county superintendents, county agents, editors of farm magazines and of the rural press and officers of the Grange and of other rural agencies to consider ways and means of assuring the rural children of his State a fair start in life? 5. What steps should this conference take to continue its work so that it may ultimately result in a nation-wide movement for the improvement of rural schools?

Speakers will be: Chloe Baldridge, Nebraska State director of rural education; George W. Wannamaker, superintendent of schools, St. Matthews, S. C.; Agnes Samuelson, Iowa State superintendent of public instruction; John Howard Payne, president, State Teachers College, Morehead, Ky.; Andrew M. Soule, president, Georgia State College of Agriculture, Athens, Ga.; Mrs. Katherine M. Cook, chief, Special Problems Division, United States Office of Education; Clarence Poe, Progressive Farmer, Raleigh, N. C.; Earl E. Harper, president, Evansville College, Evansville, Ind.; Mrs. Charles W. Sewell, director, Home and Community Work of American Farm Bureau; Louis J. Tabor, master, National Grange; James C. Stone, chairman, Federal Farm Board; William John Cooper, United States Commissioner of Education; and C. C. Swain, president State Teachers College, Mayville, N. Dak.

In order that each item in the policies to be adopted may receive careful consideration, a committee on recommendations will be appointed to prepare for distribution at each conference a preliminary set of recommendations. These will be changed to meet the views of the conferences and a committee meeting will be held immediately after the second conference to formulate the report to be presented at the last session for adoption.—*Wm. John Cooper.*

Ten Years of Progress in the Minimum Periods of Training Fixed by States for Obtaining Teaching Certificates

	1921	1926	1931
4 years of college	0	0	[1] 1
3 years of college	0	0	[2] 5
2 years of college	0	4	9
1 year of college	0	9	9
High school plus some college work but less than 1 year	4	14	[3] 10
High school (may or may not include professional courses)	14	6	[3] 8
No definite scholarship requirement	30	15	[3] 6

[1] California.
[2] Arizona, Connecticut, Massachusetts, New Jersey, Washington.
[3] Estimated.

Shall We Teach Cooperation in Rural Schools?

The Farmer's Entry Into the Ranks of Big Business Opens New Jobs for Farm Children and New Responsibilities for the Rural Child

By JAMES C. STONE

Chairman, Federal Farm Board

SHOULD AGRICULTURAL CO-OPERATION be taught in rural schools? To answer this question to the satisfaction of school officials it is necessary, I imagine, to show that the subject has educational value. Would the study of cooperation train country boys and girls to think clearly? Would it arouse their interest? Has it significance in their daily lives? These questions and others that may be in the minds of those concerned with school programs require a brief statement of the purposes and accomplishments of cooperation as applied to agriculture.

The purpose behind the cooperative movement is the establishment of an improved business system for agriculture—a system which is controlled and operated by the farmers themselves. One weakness of agriculture is that 6,500,000 farmers are producing and, to a large extent, marketing as individuals in a society where organization is the rule. Out of the experience of the Federal Farm Board has developed the conviction that farmers can not meet their business problems except through organization. Accomplishments in marketing and in the adjustment of production to demand will be small as long as farmers seek to deal with these problems as individuals.

Can Merge Farmers But Not Farms

The cooperative plan of organization has been found to be peculiarly well adapted to the needs of agriculture. We can not merge the farms of the 1,300,000 farmers growing wheat and set up producing corporations comparable to the large industrial companies. It would be most undesirable to do so, even if possible. But the wheat farmers can unite cooperatively to market their grain through a national cooperative organization. Approximately 250,000 of them have already become thus affiliated in the Farmers National Grain Corporation and the number is increasing steadily.

When a substantial portion of the farmers producing a commodity is organized cooperatively, there are several things which they can do to improve marketing conditions and ultimately receive better returns. (1) They can reduce the costs of assembling and marketing the product. (2) They can improve and standardize the grade of the product, thus reducing wastes and increasing the value of the product to the consumer. (3) With control of a large volume, they are in a position to obtain complete market information and consequently to sell at the time and place of greatest demand. (4) They can develop new markets and new uses for the commodity. In brief, a large, well-managed, cooperative organization substitutes for competitive disorganized selling by individual farmers with all its attendant costs and wastes, a system of organized orderly marketing which returns to the farmers the highest price obtainable under given economic conditions.

James C. Stone, who succeeded Alexander Legge as chairman of the Federal Farm Board

Oldest Cooperative Started in 1863

The first farmers' cooperative associations in the United States of which there are records were formed during the forties. The oldest association now in existence is a dairy products cooperative in New York State, which was established in 1863. Slow progress was made during the seventies and eighties in the organization of local associations. There was an awakening of interest during the nineties and the first two decades of the present century, when thousands of local cooperative creameries, livestock shipping associations, farmers' grain elevators, and fruit marketing associations were formed. These local associations have performed valuable services for their members.

But a movement, which had its beginnings during 1920 and 1921, forcibly directed the attention of the farmers to the necessity of participating in the marketing functions which lie beyond the country shipping point. The benefits to the farmer from local cooperative action are comparatively limited if he has no control over the handling and distribution of his product after it leaves his station. He gains little from cooperative grading and handling of his product if it is to be used as ammunition for warfare between competing distributing agencies or is to become the football of the speculator. Consequently, the organized farmers have advanced from the country shipping points to the terminal markets.

The Farmers' Big Businesses

In the 10 or 12 years preceding enactment of the agricultural marketing act the farmers set up state-wide cotton and tobacco marketing associations. Some of these organizations have failed, as was inevitable when inexperienced producers entered the complex field of cotton or tobacco marketing. A substantial number, however, have become firmly established. Livestock producers organized terminal marketing associations which have met with signal success. Large cooperatives for the handling of milk and dairy products have developed and, with few exceptions, have steadily grown in strength and importance. Large-scale fruit associations, a few of which were in operation for several years prior to 1920, have also made progress.

At present, some 12,000 farmers' cooperative associations in the United States transact an annual business of more than $2,500,000,000. Many of these have centralized their sales activities in large-scale organizations whose annual business totals $10,000,000 to $100,000,000.

As the cooperative associations demonstrated their value, governmental agencies in conformity with their policy of assistance to agriculture have aided in their development. Three important Federal acts with reference to agricultural cooperation have been placed on the statute books. In 1922, Congress passed the Capper-Volstead Act which authorized the

NOTE.—This article prepared especially for SCHOOL LIFE.

formation of farmers' cooperative associations and provided certain exemptions from Federal antitrust statutes. In 1926, a Division of Cooperative Marketing was created by Federal statute, for the purpose of carrying on research and service work for cooperative organizations. In 1929 Congress enacted the agricultural marketing act.

Enter: The Federal Farm Board

The agricultural marketing act set up a Federal Farm Board, composed of eight members. Under the act, the Federal Farm Board is given broad powers to assist cooperative associations. A revolving fund was set up, from which the board is authorized to make loans to cooperatives to assist them in obtaining facilities to handle the products of their members, to furnish operating capital, and to enable them to make advances to their members.

The Federal Farm Board, since its establishment in July, 1929, has been working to bring about further consolidation and strengthening of the cooperative organizations. It has attempted, whenever possible, to unite the efforts of local and regional cooperative associations in national organizations in order to bring about more efficient marketing with a reduction in competition between cooperatives. Strictly in accordance with the policy laid down by Congress, the board has encouraged the organization and development of national farmer-owned and controlled sales agencies for commodities marketed nationally and internationally. The result of this encouragement has been the creation of the following seven national sales agencies of this character by the cooperatives:

1. The Farmers National Grain Corporation, with 25 member units composed of more than 2,000 local cooperative associations, and handling about 112,000,000 bushels of grain in the first nine months of the present crop year.
2. The American Cotton Cooperative Association, with 11 State or regional cooperative cotton associations as member units, and handling 2,100,000 bales of cotton its first year.
3. The National Wool Marketing Corporation, handling its first year approximately 35 per cent of the wool clip and 90 per cent of the mohair, with prospects for a large increase in the amount of wool handled this year.
4. The National Livestock Marketing Association, with 20 member units, handling last year approximately 58 per cent of the livestock sold cooperatively in the country and its patronage by farmers increasing steadily.
5. The National Pecan Association, with 20 member units.
6. The National Bean Marketing Association.
7. The National Beet Growers Association.

I believe that this brief account of the farmers' cooperative movement will indicate its significance in the lives of farm boys and girls. In all the cooperative development to which it is giving assistance, the Federal Farm Board is actually aware that control must rest with the farmers. It is only through their efforts, their leadership, and their understanding of marketing problems that permanent, successful cooperative organizations can be established. Thinking in terms of the welfare of future generations it is imperative that rural children should learn the basic principles of cooperation.

An Opportunity for Farm Children

If cooperation is understood and accepted by farm people generally, there are few limits to its possibilities. Particularly is this true if the rural schools can assist in developing for agriculture the latent qualities of leadership among young people in the country, which, under the present system, frequently find an outlet in some branch of industry.

The study of cooperation and the business problems involved can not fail to exert a tremendously broadening influence. Cooperation in agriculture is a system of transacting business. It includes questions of production policy, financial plans, legal questions, accounting, domestic and export trade, and the human relations involved in working as a group. The schools, of course, can not undertake to train export financiers or marketing specialists, they can not deal with the details of merchandising or transporting farm products. But they can, it seems to me, greatly enlarge the horizon of rural children so that they may have a better appreciation of the relation of their community to other communities in the Nation and of our country to other countries in the world. This enlarged vision of his occupation is one of the contributions cooperation makes to the wide-awake farmer. It has the same or greater possibilities as an educational influence in the schools.

I submit in conclusion that the study of cooperation is a training in citizenship. We make progress by working together. We become better citizens to the extent that we think of the welfare of our community, State, and Nation rather than of our own selfish interests. Joint responsibility, joint action, and joint benefits are the underlying principles of cooperation.

ON RURAL EDUCATION

The following important publications on rural education have recently been prepared by the Office of Education and may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C.:

Rural Schoolhouses, School Grounds, and Their Equipment. Fletcher B. Dressler and Haskell Pruett. (Bulletin 1930, No. 21.) 20c.

Availability of Public-School Education in Rural Communities. Walter H. Gaumnitz. (Bulletin, 1930, No. 34.) 10c.

Ten Steps in the Promotion of Health in Rural Schools. James Frederick Rogers, M. D. (School Health Studies No. 14.) 5c.

State Direction of Rural School Library Service. Edith A. Lathrop. (Bulletin, 1930, No. 6.) 10c.

The Smallness of America's Rural High Schools. Walter H. Gaumnitz. (Bulletin, 1930, No. 13.) 15c.

County Library Service to Rural Schools. Edith A. Lathrop. (Bulletin, 1930, No. 20.) 15c.

Supervision and Rural School Improvement. Annie Reynolds. (Bulletin, 1930, No. 31.) 10c.

State Aid for School Consolidation and Pupil Transportation. Timon Covert. (Leaflet No. 3.) 5c.

Rural School Consolidation. Timon Covert. (Pamphlet No. 6.) 10c.

Office of Education Survey Inquiry Receives 445,000 Replies

More than 445,000 teachers representing every one of the 48 States have already answered and mailed to the Office of Education the 1-page questionnaire which recently went out to the teaching world for the National Survey of the Education of Teachers.

Dr. G. C. Gamble, senior specialist in education surveys in the Office of Education, reports that all States have been cooperating 100 per cent in submitting returns, which are expected to go over the half million mark. New York, New Jersey, and Pennsylvania educators have responded exceptionally well, statistics show.

From 10,000 to 12,000 questionnaires are received daily at the Office of Education from teachers throughout the United States. A recent record week-end mail boosted the total by 30,000.

At the present time education specialists and a large staff of clerks are making basic analyses of the offerings of teacher training as revealed by the questionnaire data and catalog study. After this work is completed there will be visits to selected institutions for further study.

What Kind of Farmers Will Join Cooperatives?

Success of Agricultural Cooperation Varies in Direct Proportion to Extent of Farmers' Schooling, Study Shows

By B. T. MANNY

Senior Agricultural Economist, Bureau of Agricultural Economics, U. S. Department of Agriculture

COOPERATIVE MARKETING or cooperative purchasing does not seem to appeal with equal force to all farmers living within the areas served by cooperative associations. This is a matter of common observation. Observation, too, has suggested the possibility that cooperation appeals more forcibly to some classes of farmers than to others. To get more detailed information on this subject, the United States Department of Agriculture, in cooperation with the Division of Cooperative Marketing of the Federal Farm Board, has conducted a number of surveys, using the personal-interview method to get information from the farmers.

Schooling Important Item in Personal History

Not only were farmers' opinions sought on many questions pertaining to the successes and problems of cooperative marketing and purchasing, but various facts in their personal histories were gathered to help evaluate the replies to questions involving opinion. One of the most important items of personal history was the farmer's schooling. Of course, schooling is only one measure of education, using the latter in a broad sense, yet schooling is an objective fact upon which a large proportion of the farmers can give fairly accurate replies.

The accompanying table presents the result of surveys in five States. Agricultural conditions differed widely and types of farming ranged all the way from cotton plantations to truck gardens, from dairying to tobacco growing. The general trends indicated in this table are the same for each State involved though each also shows some more or less pronounced individual differences. The sample is large enough to carry considerable weight. On the other hand, because tenants who did not control the marketing of the crops which they grew were not interviewed, the sample is biased somewhat in favor of the economically more independent farmers. Those who were excluded by this limitation (in two States chiefly negro share croppers) were unquestionably less well educated in the schools; they were all tenants; they occupied the smaller farms; and, almost without exception, they have never belonged to farmers' cooperative associations. If their produce was marketed cooperatively it was because their landlords ordered them to dispose of it in that way.

Now let us turn to the table and note some of the significant details. The relationships stand out most clearly when the reader compares each percentage figure with the corresponding one in the total row at the bottom of each section. The percentages total horizontally so as to give the distribution by membership relations to the cooperative organizations. The greatest differences are seen in the classification by schooling. Those with little schooling are much less likely to be members of the cooperative associations than are the men with more schooling. Furthermore, those with more schooling are decidedly less likely to become actively dissatisfied with the cooperative associations that they once joined. This is indicated by the small proportion of ex-members among this group.

It is also interesting that other forces usually assumed to have a socializing influence upon the individual (memberships in church, and in social and civic groups as shown by the present data) show greater differences in favor of memberships in cooperative marketing and purchasing associations than do tenure and size of farm. Length of farm experience (not presented in the accompanying table) does not seem to have much relationship one way or the other for the areas surveyed except that among the ex-members were found relatively a few more of the farmers of longest experience.

Schooling and the Cooperative-Minded Farmer

What is the significance of this showing from an education standpoint? It should be pointed out that even among the farmers who were college graduates, practically none had taken courses dealing specifically with cooperative marketing or purchasing. Most of these men left school before such courses were common in the schools. A considerable proportion of the college men specialized in subjects other than agriculture and comparatively

Comparison between schooling, size of farm, tenure, church memberships, social or civic club memberships of interviewed farm operators in five States, and their membership relations toward specific cooperative organizations under study

Basis of comparison	Farmers reporting,[1] classified by their membership relations to specific cooperative organizations studied as—						Total	
	Members		Ex-members		Nonmembers			
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7	8	9
Schooling of farm operator:[2]								
Less than common or country school	611	45.8	206	15.4	517	38.8	1,334	100.0
Completed common but not high school	612	41.5	357	24.2	507	34.3	1,476	100.0
Completed high school but not college	256	58.7	77	17.7	103	23.6	436	100.0
Completed four years college or more	72	74.2	11	11.4	14	14.4	97	100.0
Total	1,551	46.4	651	19.5	1,141	34.1	3,343	100.0
Tenure:								
Owner	1,185	47.5	552	22.1	757	30.4	2,494	100.0
Tenant[3]	371	43.3	100	11.7	386	45.0	857	100.0
Total	1,556	46.4	652	19.5	1,143	34.1	3,351	100.0
Size of farm:								
0–99 acres	696	44.2	271	17.2	608	38.6	1,575	100.0
100 acres or more	860	48.4	381	21.5	535	30.1	1,776	100.0
Total	1,556	46.4	652	19.5	1,143	34.1	3,351	100.0
Church membership:								
Member of some church society	1,203	50.1	471	19.6	729	30.3	2,403	100.0
Not a member of any church society	353	37.2	181	19.1	414	43.7	948	100.0
Total	1,556	46.4	652	19.5	1,143	34.1	3,351	100.0
Social and civic club memberships:[4]								
Member of one or more such clubs	725	55.7	242	18.6	334	25.7	1,301	100.0
Not a member of any such clubs	831	40.5	410	20.0	809	39.5	2,050	100.0
Total	1,556	46.4	652	19.5	1,143	34.1	3,351	100.0

[1] Eight farmers were unable to give their schooling.

[2] Includes only those tenants who have control over the marketing of at least their own share of the crops that they raise.

[3] Includes lodges, parent-teacher associations, community clubs, and other organizations of a social or civic nature to which the farm operator himself belonged.

few of the high-school graduates had taken any work in vocational agriculture. Thus specific instruction on cooperation was not of any consequence in the school curricula of these farmers.

It is not to be assumed from the data or the discussion that a person with good schooling necessarily will be a cooperative-minded farmer. In fact, in all areas surveyed, an occasional well-educated farmer (in terms of schooling) was found to be a bitter opponent of the cooperative way of doing business. The basis of the opposition was usually in the assumption on the part of this farmer that he was shrewder than his neighbors and that by buying and selling independently he could (under the protection of the cooperatives) do better for himself financially than would be possible if he joined these associations. And many of these men, judging from the strict individualistic viewpoint of their own incomes, were probably correct in their decisions.

These surveys seem to indicate that a longer period of schooling may have influenced the farmers in favor of the cooperative associations in two ways. In the first place, there is the relation of schooling to habit. The farmers of least schooling, on the average, were found to be slower to change their habitual methods of growing crops and livestock. According to their own reports this same class of farmers was the most habituated to the existing private marketing systems. Farmers with better schooling seemed to be able to make readjustments more rationally and more readily. Blindly following out long-established practices was much less characteristic of this latter group.

In the second place, farmers of longer schooling were found to be more active and more conspicuous in promoting the welfare of their local communities. They had joined more clubs and civic organizations, and a larger proportion of them were church members than was the case among the farmers of limited schooling. A broader education may have played some part in this by training the recipients for places of leadership in all forms of community progress. Along with the exercise of such leadership (unless the motive is purely egotistical) a greater sense of social responsibility seems likely to develop. This group viewpoint is not entirely lacking among all farmers of limited schooling, however, for even among the least trained of these were found a few who had a well-developed social outlook. These are exceptions, however, not the rule. That a larger sense of social responsibility, which was found developed to a greater extent among farmers of longer schooling, would lead these men into the belief and practice of cooperation in buying and selling, seems a logical conclusion.

On the basis of this evidence one is not warranted in concluding that a better schooling will always turn out a cooperative-minded farmer. There are many other factors in the environmental and perhaps hereditary background of the individual that may also contribute to the result. In the light of the existing evidence, however, there seems to be considerable probability that a greater proportion of young men entering the profession of farming after receiving at least a high-school training will develop into cooperative-minded farmers than will among those receiving less school training. Furthermore, education is emphasizing more strongly the social viewpoint, and the vocational agricultural high schools are offering subject-matter courses in agricultural cooperation. These may contribute to the expansion of the cooperative movement. The school system doubtless has a great opportunity to train future farmers who will have viewpoints that urge them into more cooperation with their fellow agriculturists.

Courtesy U. S. Dept. of Agriculture

MEMBERS OF A COOPERATIVE TACKLE A POTATO GRADING COOPERATIVE

Twelve thousand farmer's cooperatives are doing a two and a half billion dollar business annually, Chairman Stone tells in this issue. Cooperation is presented as the chief solution for our farm problems. But Doctor Manny finds that cooperation depends upon education. Better rural schools; these are the sine qua non of agricultural rehabilitation

Rural Vocational Schools in Porto Rico

A special teacher of social work, whose principal duty it is to visit families in the vicinity, study needs, and assist in the solution of social, economic, and sanitary problems, is employed in each "second unit" rural school in Porto Rico. These schools are chiefly agricultural-vocational schools, and they offer three years of instruction to pupils who have completed the "first unit" of six elementary grades. In some cases they admit adult students who can profit by the work offered in schools of this character.

Three hours each day are devoted to academic subjects. Home economics for girls and agriculture for boys are required subjects. Other vocational subjects, carefully chosen to meet the needs of pupils, are elective. The schools are intended to serve as community centers. Their principal purpose is, through education and vocational training, to improve living conditions in rural sections. Each "second unit" is provided with a library, and a reading circle is organized, often attended by parents and other adults. The community is encouraged to use playgrounds, which are lighted at night.

A society to fight illiteracy is organized in each "second-unit" school. In night schools groups of upper-grade pupils and adults are trained in best methods of teaching illiterates.

A "duplex club house," in which visiting and home teams may live together side by side for several days before meeting in competition on the athletic field, has been donated to Boston University.

· SCHOOL LIFE ·

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Editor · · · · · WILLIAM DOW BOUTWELL

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JUNE, 1931

Promising Legislation for Rural Schools

The legislative trends which seem to promise most for rural schools are:

1. A recognition that all is not well with the existing conditions and a readiness to spend money in discovering the basic facts through survey commissions and other publicly controlled studies.

2. An awakening to the realization that fiscal systems of the States need reform and some provision of funds for State aid and equalization that repair part of the damage done to small school districts by changed economic and social conditions and population shifts resulting therefrom.

3. A new interest in school organization and administration that promises more consolidation, with greater powers to county superintendents and other evidences that units of school administration are more in keeping with the present status of highways and improved transportation are about to be developed.

4. Unmistakable evidences that the back-door routes into teaching are about to be closed, thereby shutting off a supply of certificated persons inadequately prepared who now find themselves unable to obtain positions in the better school systems but are able to sell their services to uncritical and incompetent rural school trustees.—*Wm. John Cooper.*

Drawing by Robert G. Eakel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT

Librarian, Office of Education

In *Educational Administration and Supervision* for April appear Dr. W. C. Bagley's Detroit speech on The Textbook in American Education, and the "comments" on the same subject by P. A. Knowlton, of the Macmillan Co. ☆ ☆ ☆ That the newest ideas in education are not entirely new is shown in a brief article in the *School of Education Bulletin*, published by the University of Michigan. A Unique Educational Experiment, by Raleigh Schorling, describes the pioneer efforts of Robert Owen and his son in establishing a school at New Harmony, Ind., 100 years ago. Many modern tendencies in education were then foreshadowed, as, for example, the "self-governed" or "child-centered" school; the infant school; the kindergarten, which was the first of its type in the western world. There was also an argument for centralized schools, a night school promoting adult education, and a program of industrial education. There was a plan for science instruction in the grades, and a revolt against a compulsory study of the classics in secondary education. ☆ ☆ ☆ Data on Vocational Training and the United States, prepared by G. H. Schultz, legislative reference service of the Library of Congress, appears in the *San Francisco Teachers Bulletin* for April. The author traces the legislation concerning vocational training, giving the history of the Smith-Hughes law and the Federal Board for Vocational Education. The participation of the Federal Government in vocational education is shown by statistics, and the types of schools established for vocational training are described. ☆ ☆ ☆ It is sometimes interesting to know how we appear to strangers. In the *Scottish Educational Journal* for April 24 is an article by a Scotchman, Alex. B. Taylor, on The National Education Association of the United States of America. He recently visited this country and attended the Detroit meeting of the association. He discusses and compares the educational activities of the United States and Scotland and lets the reader draw his own conclusions as to which is preferable. ☆ ☆ ☆ The *Educational Record* for April contains the brilliant address made by E. W. Butterfield at the Detroit meeting of the National Educational Association. Under the caption, The School and the Community, he discusses the children who are bright and dull in school, and their success or failure in after life. Many concrete illustrations enliven the address, making it almost as interesting to read as it was to hear. ☆ ☆ ☆ The inaugural address of President Sproul of the University of California, appears in full in the *Educational Record* for April. ☆ ☆ ☆ In an article on American Education in the *Atlantic Monthly* for May Albert Jay Nock compares our school system with those of the French and Belgians and concludes: "Yet the fact is that with relatively poor equipment, with no better raw material and no better pedagogy than ours, French institutions turn out extremely well-educated men, and ours do not. The root idea or ideal of our system is the very fine one that educational opportunity should be open to all. The practical approach to this ideal, however, was not planned intelligently, but, on the contrary, very stupidly; it was planned on the official assumption that everybody is educable, and this assumption still remains official." ☆ ☆ ☆ "Do undergraduates of to-day read the latest works on science, international affairs, and politics? Are they interested in Russia and India? Do they read detective stories? Have they any interest in the worthwhile authors of yesteryear?" These are the challenging questions discussed by Malcolm O. Young, reference librarian of Princeton University, in the *Princeton Alumni Weekly*, April 17. After painting a rather dark picture of the situation, he concludes with the statement, "In general, it may be stated that the type of reading has improved, and that the average student probably reads and owns more books than he did 20 or even 10 years ago." ☆ ☆ ☆ A summary of the progress of rural education in 1930, by W. H. Gaumnitz, specialist in rural education problems, United States Office of Education, appears in *The Nations Schools* for April. ☆ ☆ ☆ Under a caption A Library That Thinks, Lyman Beecher Stowe has written an interesting article on the Library of Congress for the May issue of the *Bookman.* Special mention is made of the fine service given by the various reference divisions and the consultants in the different subjects. Tribute is also paid to the librarian who by his ability and foresight has built up such a magnificent organization. ☆ ☆ ☆ A somewhat neglected phase of school work is discussed in the *Nations Schools* for April. C. E. Reeves, under the title Promoting Efficient Janitorial Service, gives many practical suggestions for the care of the school building and its equipment. ☆ ☆ ☆ Several of the papers presented at the meeting of the Progressive Education Association in Detroit in February are published in the April issue of *Progressive Education.* Some of these are: A Theory of Progressive Education to Fit the Times, by W. H. Kilpatrick; Education and International Understanding, by Harold Rugg; The New Secondary School, by Goodwin Watson. ☆ ☆ ☆ The *American Federationist* for May is devoted to children and child health. The editor urges that May Day be dedicated to planning for the welfare of the Nation's children. Articles on many phases of child welfare are written by such distinguished leaders as Grace Abbott, on Safeguarding the Rights of Childhood; Dr. Ray Lyman Wilbur, on Costs of Medical Care and Child Welfare; Judge James Hoge Ricks, on Juvenile Court; Dr. Louise Stanley, on Adequate Food for Children; Frances Perkins, on the State's Responsibility For Its Working Children; Ada Hart Arlitt, on Training Parents, and many others on topics equally important. This number of the periodical is a contribution of value to the literature of child care and welfare.

Health on Wheels

Children of Los Angeles' Far-Flung School District Eagerly Await the "Healthmobile" Dental and Eye Clinic

By VALERIE WATROUS

Office of Superintendent of Schools, Los Angeles, Calif.

THE DENTIST'S CHAIR can be a coveted seat of honor, members of the dental profession find when they enter the service of the Los Angeles city schools. A revolution in the youthful view of dental work, usually regarded as a painful ordeal, has come about through the introduction of the "healthmobile," or "caravan of mercy," as these vans are sometimes called.

When other little girls and boys in the class are "waiting for the van to come" there is no reluctance about joining the group singled out by the school nurse as needing dental attention. And when the healthmobile arrives there is no lagging of feet. Even those who have had previous experience with the shining rows of steel explorers, ranging across the little swinging shelf in the dentist's office, report as promptly for the appointment as those others who climb into the big chair for the first time.

While the vans have made dentistry and eye testing a popular pastime with the children, they were not designed with quite that thought in mind. In the same manner in which other methods of education have been adapted to the school needs these vans came into being to serve the children in outlying districts.

Huge School District Demands Van

When Dr. Sven Lokrantz, recently elected president of the American Association of School Physicians and who has for many years occupied the post of director of health and corrective physical education for the Los Angeles city school district, first proposed the building and equipment of the healthmobile, the suggestion was looked upon with some skepticism by the then board of education.

But unusual conditions demand equally unique remedies. Since the city district persisted in growing like Jack's beanstalk, but not in the same direction, some means of taking care of needy children in the bordering communities had to be devised. Like prodigal sons of old, these new sections came in with their debts and their problems and dumped them at the feet of the board of education.

"Here we are," they said in effect. "Please give our children the same advantages as those who live within the city district. We can't afford to do it with our limited school population and our still more restricted finances, but you already have this great program of education in which we would like to share."

Comprising the largest city school district in the United States, the high-school district alone extends over an area of more than 1,000 square miles, so it is not only difficult, but in may cases impossible for parents to take their children to the dental and eye clinics in the city.

But to bring that service to these needy children was a problem that could be solved by such a van as Doctor Lokrantz had designed.

Equipment of Healthmobile

When the first healthmobile was completed it made camp in a school yard some 12 miles from the nearest Los Angeles clinic. During a stay of 5 weeks the children from surrounding schools came to the yard for treatment. At once the healthmobile was acclaimed by teachers and members of the parent-teacher association as the logical solution of an acute problem in the physical welfare of the children.

Prior to the date of the van's arrival a notice is sent to schools in the district where it is to stop. The school nurse examines and makes a list of all children needing care in her institution. When the van rolls into the school yard, it is a matter of arranging the appointments so that there will be no interference with class work.

Each van is equipped with a complete dental office, a desk for the nurse who assists the dentist, and a room for testing the vision of pupils. While the structure, which is actually a house on wheels, is but 14 feet long, distance is obtained through the reflectors used by modern oculists.

No medical treatment is given the children. Those who need more than dental service, or eye examinations and glasses, are sent to the big clinics in the city where the best of professional services are available without cost.

The parents of each child to be given dental or eye treatments are required to sign a release consenting to the treatment. It is, therefore, quite usual for a mother or father to come to the school yard when their child is to meet his appointment. These visits are welcomed by the school

Courtesy Eyre Powell Press Service

CHILDREN ARE ACCOMPANIED OFTEN BY THEIR FATHER OR MOTHER

Parents of each child to be given dental or eye treatments are required to sign a release consenting to the treatment. Visits of parents are welcomed by the school practitioners since they afford an opportunity to impress upon them the importance of daily use of the toothbrush.

practitioners, since such visits afford an opportunity to teach sanitation and impress upon the adults the importance of daily use of the toothbrush and other hygienic measures.

Parents are charged 10 cents for each treatment or pair of glasses furnished. These fees are turned over to the local branch of the parent-teacher association, the board of education bearing all the expense of operating the van and supplying the materials needed by the dentist and oculist. In this manner parents, many of whom are foreigners, are made to feel that they have at least paid something for their child's care; that it is not quite a charity service. This also had a better moral effect among the school children, officials quickly discovered.

Plan More Vans

Each van (there are now two in the service) consists of a sturdy body of rigid construction, mounted on a truck chassis. The walls and roof are of ply-metal panels and doors and windows are of quarter-inch polished plated glass. All doors are fitted with heavy hinges and catches for holding them in position when they stand open, and with bolts at top and bottom to hold them firmly in position when closed. Doors are also fitted with heavy cylinder locks to operate from either side. All windows open vertically with locking devices for holding them in position, and are equipped with curtains. Outside steps are of the folding type and supplied with an operating device. Each unit is provided with lockers, with a shelf near the top, and six coat hooks to each locker. A mirror of polished plate glass, encased in a strong frame, is mounted on the wall with provision for adjusting to the position desired.

Mounted on a pedestal in an upright position and fitted with a pressure pump for regulating the flow is a 50-gallon water tank made of heavy galvanized steel. There is a second tank of like capacity fitted beneath the body of the van to take care of the waste water.

Cost of chassis	$2,377.50
Cost of body	1,299.50
Clark's dental unit with engine complete, special size	400.00
Dental cabinet, specially built	250.00
Low plinth	12.00
Eye chart	40.00
Mirror	25.00
Eye lenses, set	60.00
Stool	10.00
Built-in desk	35.00
Built-in shelves	45.00
Hose	35.00
Instruments	150.00
Total	4,739.00

The excellent services rendered through the healthmobile has made it one of the valuable assets of the Department of Health and Corrective Physical Education of the Los Angeles city schools. Urgent and repeated requests from school principals are sent in to the department that one of the vans be assigned to this or that particular section. These requests are sufficiently frequent to keep all of those in this service constantly engaged during every school day.

Courtesy Eyre Powell Press Service

THIS "HEALTHMOBILE" MAKES DENTISTRY AND EYE-TESTING POPULAR WITH THE CHILDREN

Even the children who have had previous experience report as promptly for the appointment as those who climb into the big chair for the first time. As a result of the work done by Doctor Lokrantz in Los Angeles, Americans of Swedish parentage in Los Angeles and vicinity fostered the building of a Lokrantz Ambulatory Clinic for the needy children in the northern part of Sweden which was sent as a gift to the children and is now in operation in the communities where children's teeth have never been cared for.

Because of the unprecedented growth of the school population, especially in outlying communities, several of these units could be used and it is a part of the present plan to build and equip additional vans in the near future.

Dentists Welcome Service

Since we all "learn by doing," it is now recognized that in future construction the initial cost could be greatly reduced, as well as maintenance and operating expense, if the engine were eliminated from the chassis. This would also afford space for additional equipment within the van itself.

After the first health unit had completed its initial camp, which extended over 5 weeks, it was moved on into a section known as the San Fernando Valley, a fertile district extending some 40 miles out from the center of the city. This section, also within the limits of the Los Angeles city school district, demanded the van's specialists for more than 5 months. Here there are a large number of schools widely separated.

So popular was the service rendered that the school principals' club of the San Fernando Valley voiced its appreciation, and asked the board of education to supply a caravan which might be kept in service in that part of the district throughout the school year.

It has been found that children and their parents, as well as the teachers, have raised their health standards as a result of the healthmobile's visits. The fullest cooperation has been given the school officials and the children assigned for treatment rather boast of the distinction they have achieved.

There has been no criticism voiced or implied by the dentists and eye specialists

where the van operatives have served. Since this service is given only to children of indigent parents, members of the professions feel that through this work they have been spared the necessity of giving their own services without compensation, and that they gained rather than lost through the operation of the van.

Send One To Sweden

Only men and women of high professional standing are engaged for this work. In addition to their professional background Doctor Lokrantz emphasizes the fact that they must be interested in the welfare of children. As a result of these requirements there is a sympathetic feeling between them and the children they serve.

Last year Americans of Swedish parentage in Los Angeles and vicinity fostered the Lokrantz Ambulatory Clinic for the needy children in the northern part of Sweden. This clinic was built and sent as a gift to the children of Sweden, and is now in operation, doing much good work among the communities where dental work has never been done and where children's teeth have never been cared for.

In recognition of Doctor Lokrantz's work in the cause of better health among school children, he was knighted last year by the King of Sweden.

Two Pamphlets on Safety Education

Two publications on safety education eminently useful to both school officials and teachers have just been completed, A Guidebook for Safety Education, and Safety and Health in Organized Camps. Both have been prepared by the National Bureau of Casualty and Surety Underwriters, 1 Park Avenue, New York City and are sold at cost.

William John Cooper, U. S. Commissioner of Education, has written the introduction to the guidebook: "Fellow teachers: I am hoping that the course of study submitted herewith may prove of use to you in schoolroom practice. * * * I was delighted when the National Safety Council offered to prepare a course of study materials and distribute a bulletin at the actual cost of printing."

Education of the adult has made progressive strides in Czechoslovakia during the past 10 years.

Since 1919, when the Czechoslovak State came into being, schools for grown-ups have increased in number from 3 to 45. Government control of adult education is reported to be organized by 10,893 local committees and 555 associated educational boards. Nearly 4,000,000 persons, in one year, attended lectures arranged by these committees.

Concerts in Milwaukee Schools

By HERMAN F. SMITH

Supervisor of Music, Milwaukee Public Schools

IN ORDER to develop an appreciation of good music on the part of its school children, the Milwaukee Board of School Directors for the past five years has sponsored a series of young people's concerts, which up to the present year have been played by the Chicago Symphony Orchestra under the direction of Frederick Stock.

Some weeks before each concert Mr. Stock selected a program from phonograph-record material found in the equipment of each school building. This program, with teaching suggestions, was then presented through the department of music appreciation to the classroom teachers who in turn instructed their pupils. All children from the fourth to the eighth grades heard the music, but appeal to attend the concert was made especially to pupils of the upper three grades. Tickets at a uniform price of 35 cents were apportioned each school. Thirty-six hundred seats in the Milwaukee Auditorium were used for the first concert. For the second concert of the year 1,000 seats had to be added. For the next six concerts the entire auditorium seating capacity of 6,500 was used to meet the demand.

Meanwhile, Milwaukee had been developing its own symphony orchestra, under the direction of Frank L. Waller, so this year the board of school directors tried an experiment. By using the Milwaukee Philharmonic Orchestra, it was possible to have the children assemble in four different sections of the city at the auditoriums of various high schools, and to each group was played the same program. This plan not only eliminated the necessity of pupils traveling long distances, especially during the late afternoon rush hours, and it brought to the smaller audiences a feeling of intimacy and unity, which to some extent was lacking in the very large hall. By having two concerts played in one afternoon on two successive days, it was possible to reduce the cost to 25 cents for each pupil.

What happens at any one of these young people's concerts? The audience, eager with curiosity and anticipation, is on time. It is alert. Response is brisk and intelligent as the program, thoughtfully chosen, is carefully played. The director smiles and occasionally gives a word of commendation. The orchestra members smile too, and seem to mirror the enjoyment of the children. A song toward the close arouses a creative interest and gives an opportunity for a little relaxation. The concert is over, and applause rises high. The children put on their hats and coats and go home with melody ringing in their ears and that, after all, is how appreciation of good music begins.

THE MILWAUKEE PHILHARMONIC ORCHESTRA

IN

SPECIAL CONCERTS FOR SCHOOL CHILDREN

AT THE

WALKER JUNIOR HIGH SCHOOL RIVERSIDE HIGH SCHOOL

ADMISSION 25c—NO RESERVED SEATS

"SEND THEM HOME HUMMING A SONG"

Posters advertise the concerts which the Milwaukee Philharmonic Orchestra plays for pupils of Milwaukee schools. To enable children to hear great music played by a splendid musical organization is in Milwaukee's opinion, the surest way to arouse in them a love for the world's orchestral masterpieces.

How Legislators are Improving Rural Schools

Review of Laws Passed During Last 10 Years Shows that States are Insisting that Country School Systems Must Operate on Businesslike Basis

By WARD W. KEESECKER

Associate Specialist in School Legislation, Office of Education

RURAL SCHOOLS, like city schools, have felt the impact of modern business methods. During the past 10 years legislators have endeavored to improve educational conditions in rural communities by demanding more business efficiency and economy in local school administration.

For many years the principle that school facilities and school costs should be equalized as far as practicable throughout the State has been widely accepted. In application of this principle provision for additional funds to aid financially weak communities has been regarded as proper. However, most of the new sources and methods of increasing school funds thus far suggested involve additional taxation; and in view of the general increase in tax burdens, low valuation, and the waste resulting from a lack of organization for business efficiency in rural school administration, legislators have been reluctant to impose additional taxes. Hence they have asked: How can education in rural communities be improved without substantially increasing taxation? Consideration of this question is timely, and from the standpoint of the taxpayer it is always a popular theme.

Superintendents Must Have Business Skill

The great mass of legislation for larger school administrative units in rural communities, State aid to districts of low assessed valuation, consolidated schools, school budgets, longer school terms, higher standards for teachers, better school buildings, pupil transportation, and tuition are conclusive evidence of the application of the principle of business efficiency and economy in rural education.

Only a general review of legislation during the past decade for promoting efficiency and economy in rural education can be given here.

North Carolina and Virginia recently required their respective county and division superintendents to possess business qualifications and executive ability. California, Kentucky, and Tennessee provided for county-wide or cooperative purchasing of school supplies. North Carolina required counties to operate schools on a businesslike and efficient basis. Oregon required all school corporations to employ systematic accounting and reporting. In 1931 Arkansas, Idaho, and Kansas required all school districts to establish school budgets and to keep within them.

Trends Toward Larger Units

Legislation providing State aid to rural communities on condition that they maintain certain prescribed minimum standards reveals how intimately legislators can touch and quicken education in those communities. In recent years legislators have secured additional State funds for use in improving educational facilities in rural school districts which have low assessed property valuation. Moreover, they have developed better systems of distribution and administration of school funds. Legislation resulting in increased State aid to financially weak rural districts appeared in a large majority of the States during the past decade. Some of these States are: Alabama, Arizona, Arkansas, Florida, Georgia, Illinois, Indiana, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Jersey, New Mexico, Nevada, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, Virginia, Wisconsin, and Wyoming.

Legislative provisions for increasing school administration on a county-wide basis appeared within the past decade in the following States: Alabama, Arkansas, Georgia, Kentucky, Minnesota, Mississippi, New Mexico, Ohio, Oregon, Tennessee, Texas, Virginia, and Washington. Current legislation to this end generally includes: (1) Provisions for increasing the powers and functions of county school officials and organizations already established; or (2) provisions which authorize counties by a vote of the electors to merge or consolidate their school districts into a county school unit.

Progress toward the county unit system through the second method has been rather slow. District school systems are deep rooted. Educational administrative functions long vested in district authorities are released to county authorities with great reluctance.

In connection with county-school administration it is noteworthy that increased qualifications of county superintendents were established during the decade by legislative enactments in Alabama, Arkansas, Indiana, Kentucky, Maryland, Mississippi, Montana, New Mexico, North Carolina, Virginia, Wisconsin, and Wyoming. Furthermore, legislation providing higher salaries for county superintendents appeared in the following States: Arkansas, Colorado, Illinois, Iowa, Kentucky, Maryland, Minnesota, Mississippi, Missouri, Montana, New Jersey, New Mexico, North Carolina, Pennsylvania and Texas.

Better Rural School Buildings

Legislation providing for raising the qualifications of school teachers and supervisors appeared in approximately one-half of the States: Arizona, California, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Michigan, Minnesota, Mississippi, Nebraska, New York, North Carolina, Oregon, Pennsylvania, South Dakota, Utah, Virginia, West Virginia, and Wisconsin. This legislation has tended to improve all schools, rural and city.

Legislatures also have shown a decided tendency to develop normal schools into 4-year teachers colleges. Among the States which have evidenced this tendency during the past 10 years are: Arizona, Arkansas, Georgia, Indiana, Kentucky, Maine, Ohio, Oregon, Pennsylvania, Texas, Utah, West Virginia, and Wisconsin. In 1931 Maryland normal schools were required to provide three years of training before graduation.

A Decade of Progress in Rural Schools

(Prepared by Walter H. Gaumnitz, Office of Education)

Item	1918	1928
Total number of 1-teacher schools	195,397	153,308
Total number of consolidated schools	5,349	17,004
Total number of pupils transported	[1] 350,100	1,250,574
Amount spent for transportation	[2] 7,960,966	[4] 39,952,502
Total number of schools offering high-school work [5]	11,276	13,934
Total enrollment in rural high schools [5]	696,758	1,184,257

[1] Data from 32 States.
[2] Data from 31 States.
[3] Data from 36 States.
[4] Data from 45 States.
[5] Located in centers of 2,500 or fewer population.

During the decade legislation providing for reorganization of school districts or for joint district construction and maintenance of consolidated school buildings appeared in many States. Some of the States which enacted such provisions are: Arkansas, California, Florida, Georgia, Illinois, Indiana, Kansas, Maine, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, North Dakota, Oregon, Texas, Utah, Wisconsin, and Wyoming.

Legislation providing for adequate and modern school buildings in rural districts has been a feature of the recent decade. Many States have provided for improvement of rural school buildings in laws which govern distribution of State school funds. Some States have established special school building funds for the aid of financially weak rural communities. Arkansas, Delaware, North Carolina, and Tennessee are examples. Significant legislation looking toward improvement of school building standards in rural communities was enacted in California, Florida, and New Jersey, three States which insist on a large measure of State direction and supervision in schoolhouse planning and construction.

During the decade many States have encouraged longer school terms in rural communities by prescribing certain minimum school terms as a prerequisite for granting of State aid. Efforts to lengthen the school term in rural communities in this way appeared in Alabama, Kansas, Kentucky, Michigan, Minnesota, Missouri (1931), Montana, New York, North Dakota, Oklahoma, and Wisconsin.

Many States have also raised the maximum compulsory attendance ages and have increased the educational requirements for labor permits and for exemptions from school attendance.

World Federation at Denver

Reports on the study of international cooperation through education will be made and definite programs of instruction will be presented at the fourth biennial meeting of the World Federation of Education Associations in Denver, Colo., July 27–August 1, 1931. Practically all countries will be represented at the convention.

Practice Teaching at Model Rural School

A model rural school has been established five miles from Barron County Rural Normal School, Rice Lake, Wis., where practice in teaching and supervising is obtained by the normal school students.

Commissioner Cooper, 2,000 Miles Away, Opens Parent Conference by Radio

A RADIO ADDRESS from San Diego, Calif., to Hot Springs, Ark., nearly 2,000 miles distant, by William John Cooper, United States Commissioner of Education, opened the two-day National Conference on Parent Education at Hot Springs, May 1. Approximately 500 parent-teacher and civic organization leaders were assembled to hear the welcoming message.

Commissioner Cooper, speaking on Mother's Head Plus Mother's Heart, asked for "earnest thought and unprejudiced counsel in furthering the cause of helping parents, not displacing them. Far seeing are those who would educate parents to the responsibilities facing them in a modern world."

Parent education was discussed from many angles by both lay and professional leaders in the conference which immediately preceded the Thirty-fifth annual convention of the National Congress of Parents and Teachers. The two-day conference was presided over by Miss Bess Goodykoontz, Assistant United States Commissioner of Education, and discussions were based on changing backgrounds of home and family life, parent education problems at different ages of children, professional training of leaders in parent education, and utilization of existing forces for parent education.

George D. Stoddard, State University of Iowa, asked "what kind of persons do we want to enter the field of parent education?" "To no one type is given the pedagogical apple of perfection," he said. "They may be old, young; tall, short; thin, stout; blonde, brunette; and different in race, family history, and culture and still be successful. She very distinctly possesses, let us hope, really superior knowledge and insight. It is a long step from the social tea party level to parent education at the professional level."

Addressing the conference on changing social and economic conditions and their influence on the home and family life, Lawrence K. Frank, New York City, said, "When men accepted women into business and industrial life they received into their closely guarded citadel of masculine dominance a gift as disastrous as the wooden horse of Troy. No woman who has worked in an office or a factory with men can naively cherish the old pictures and beliefs either about men or about the extraordinarily complex and difficult work of men."

"The modern woman is rapidly becoming a real person and not a symbol," the conference attendants were told by A. M. Harding, University of Arkansas, in an address stressing relation of science to changes in the home.

Miss Elise Martens, Office of Education specialist, talked to the conference about mentally and physically handicapped children in the United States. "Their numbers are beyond the 10,000,000 mark," she said "and if we could place them in a row 2 feet apart the processional line would reach from San Francisco to New York and back to Cleveland, Ohio." Miss Martens reported that there are waiting lists at State institutions for the feeble-minded ranging from 100 to more than 2,000 at each.

Other speakers were: Flora M. Thurston, National Council of Parent Education, New York City; Grace E. Frysinger, Department of Agriculture; L. R. Alderman, Office of Education; Ada Hart Arlitt, University of Cincinnati; Ellen C. Lombard, Office of Education; Henry E. Barnard, White House Child Health Conference; Dr. Caroline Hedger, Elizabeth McCormick Memorial Fund, Chicago; Gertrude Laws, Los Angeles; C. A. Fisher, University of Michigan; and Julia Wright Merrill, American Library Association.

The White House Conference "Children's Charter" formed the basis for the program of the National Congress of Parents and Teachers Convention. Three of the resolutions adopted by the Congress were directed to the Office of Education, one urging a rural school survey, another a survey of mentally and physically handicapped children, and a third expressing the support of the National Congress of Parents and Teachers in any movement to create a Federal department of education.

Makes Literature Study

The Committee for Better Current Reading, William S. Gray, chairman, is sending Miss Mabel A. Bessey on a tour of research among high-school English classes throughout the United States to study what is being done, and what can best be done, to raise the level of interests in contemporary literature. Miss Bessey has for some years been chairman of the English department of Bay Ridge High School, Brooklyn, N. Y., but is on sabbatical leave this year. Miss Bessey is the editor of *Current Literature* and *The Magazine World.*

Teaching the Piano by Radio

More Than 75,000 Enroll in Courses Over the Air and Learn That the Piano is a Friend and Not a Taskmaster

By OSBOURNE McCONATHY

Broadcaster of "Music in the Air" series and author of "Music Education," Chapter IX, Biennial Survey of Education, 1928–1930

THE NATIONAL BROADCASTING CO. is conducting an interesting experiment. The object is to encourage people to play the piano, and the radio is used as a means to that end. The plan does not assume that piano playing can be taught by radio. Indeed, nothing is assumed except that there is a widespread hunger for musical self-expression. And on this initial assumption the National Broadcasting Co. has undertaken to get into touch with these music-hungry people and to lead them to the first simple attempts at music making.

Two approaches are being tried, one through entertainment and the other through instruction. On Saturday mornings at 11.30 o'clock Dr. Sigmund Spaeth broadcasts over WEAF and associated stations a half hour of sparkling entertainment known as the "Keys to Happiness." A number of musical amateurs who have attained celebrity in various other walks of life add to the interest of the period by playing for the radio audience. Incidentally Doctor Spaeth shows his audience that a large number of familiar songs may be sung to the accompaniment of a few simple chords, and in this way encourages them to piano playing by leading them to try these chords.

Receive 75,000 Applications

The other approach, through instruction, has been placed under my direction. My aim is to lead the radio pupils to accomplish a certain limited objective and through their satisfaction in this achievement encourage them to continue their interest and their efforts. The half hour devoted to this broadcast is called "Music in the Air," and is given on Tuesday afternoons at 3 o'clock over WJZ and associated stations.

Each of these approaches consists of a series of six broadcasts. A chart has been prepared. On one side the material for the six steps of the "Music in the Air" course is given and on the other side the material for the "Keys to Happiness." The charts are distributed without cost to anyone who writes for them to the National Broadcasting Co. Up to the close of the first series of six weeks there were slightly more than 75,000 requests for these charts. The letters came from every section of the country except the Pacific States, which are not included in this network. A special series of similar broadcasts is projected for those States.

A second series of six broadcasts will follow immediately upon the close of the first, and plans are under way for resuming activities next fall on even a larger scale.

Housewives and Children

Among the letters requesting charts are thousands which reveal an almost pathetic eagerness to take advantage of this opportunity to learn something about piano playing. Anyone who fears that the present machine age will stifle the human desire for activity and self-expression should read some of these letters. It is made most apparent that no amount of vicarious experience can supplant the wish to do for ourselves. Because the Tuesday afternoon broadcasts are given at a time when most schools are in session, the membership in the "Music in the Air" class is predominantly adult, and because in mid-afternoon, chiefly women. Nevertheless, a large number of children have somehow managed to enroll and they are following the instruction with striking enthusiasm. These children certainly are not blasé. They fall mainly under three classifications: Those whose parents are too poor to pay for lessons; those in remote districts where piano teachers are not available; and those who have failed to take advantage of earlier instruction but find this new approach more stimulating or who regret their former indifference and wish to convince their parents that another opportunity will receive more earnest response.

Thousands of letters from women, mostly housewives, reveal an eagerness to follow this instruction which amounts almost to soul hunger. Many are in out-of-the-way places where their desire for æsthetic outlets is thrust back upon them until this avenue for release is hailed as a godsend. Others tell us that all their lives they have wanted to play, but never before has the way been open to them. A large number write that they absorb the instruction and then pass it on to their children when they come home from school.

Method of Teaching

Now, just a word as to how my broadcasts are given.

Every broadcast follows a definite lesson plan: Review, the new problem,

SEVENTY-FIVE THOUSAND TAKE PIANO LESSONS FROM DOCTOR McCONATHY
"In my broadcasting," writes Doctor McConathy, "I place myself mentally in the attitude of actually talking to those who are at the receiving end, and I find that I am able in imagination to see and hear the pupils as they follow my directions. I have no consciousness of space or distance. It is all simply another pleasant classroom association."

and the practice assignment. The charts show pictures of the hands in position at the keyboard. They reduce the amount of verbal explanations and give visual help to the students in following directions. Rhythms are taught through scanning the words of the songs. Notation is introduced through associating the playing experience with its printed representation. Every effort is made to bring about manifold coordinations of ear, eye, and hand. Practice between broadcasts is stimulated by suggesting interesting problems to be worked out at the keyboard. As a part of each demonstration there is a brief piano recital of beautiful but simple music. The suggestion is made to the radio audience that with continued study they, too, can learn to play these and similar selections within a reasonable time.

Making the Piano a Friend

Of course, the plans do not in any way contemplate supplanting the piano teacher. On the contrary, in every possible way, both indirectly in the manner in which the instruction is given and through direct suggestion, the pupil is urged to continue his studies with a capable teacher. We are trying to show him that to the degree of a pleasant and enjoyable experience piano playing is not beyond his attainment. We are trying to break down the unfortunate impression that only a person of extraordinary talent can learn to play, and then only by a devotion, effort, and sacrifice which are out of the question for most of us. We aim to make it clear that in a brief time and through pleasurable activity anyone can easily learn to play a few simple compositions. We want to make the piano a friend, not a taskmaster.

As a result of this attitude on our part, the piano teachers of the country are showing an intense interest in the whole undertaking. They have grasped the fundamental purposes of our experiment quickly and clearly. A goodly proportion of our enrollment has come through the suggestions of piano teachers. No finer nor more convincing indorsement could be given us than the statement made by Ernest Hutchison, dean of the Juilliard School of Music, when he broadcast his unqualified approval of our work. And the same kind of approval has come from teachers all over the country. Several associations of piano teachers have officially offered us their assistance. The public schools, too, are beginning to work out plans to take advantage of these broadcasts, and already a number of piano classes have been organized in the public schools and during school hours.

Train Leaders for Courses in Etiquette, Conversation, and Discussion

By ELMER C. JONES

Director of Adult Education, Long Beach, Calif.

COURSES IN ETIQUETTE, conversation, and discussion are attracting many men and women to Long Beach, Calif., adult education classes. These are merely three in a long list of courses offered. So extensive has the demand become that the necessity of training both teacher leaders and student leaders for the courses confronts the administration.

In etiquette the purpose is to enable the individual to live comfortably in his own particular environment, to arouse in him a desire to develop good form in speech and charm of manner, and to acquire a knowledge of social amenities.

Practice in these forms of social procedure and a discussion of their effectiveness, together with questions pertaining to definite life situations, give a comprehensive knowledge and skill in the enterprise of life, enabling him to act as a leader.

Conversation Educational

Recognizing that conversation is an important aspect of our living together, particular emphasis is placed in this course upon the study of individual differences. Reactions to personal characteristics are studied drawing the distinction between manner and mannerism in speech. Few people discuss. Everybody attempts conversation.

Conversation is an educational activity which does not wait for club meetings, forum formalities, or even bridge parties. It is continuous and lifelong. It is the chief means by which every adult may be educated.

This is adult reeducation reduced to its lowest terms. Why not begin here? We can if we learn how to converse. If adults grow up conversationally they may more quickly grow up emotionally and intellectually. They may begin their own education and possibly start the reeducation of another if they begin on the next person they meet.

Magazine Articles Offer Subjects

The content of the course in conversation must necessarily diverge into many fields to make the study complete. It must take up English to provide a selective vocabulary that will express the finer shades of meaning, a vocabulary to use, not merely to possess. It must encourage the acquisition of words and phrases which are the currency of social intercourse bearing the stamp of proper usage. A speaking acquaintance with the best authors is also necessary, since it is a quite indispensable conversational "bait." Psychology enters the course as a study in adjustment of self to others, which is an adjustment necessary before ideas can be exchanged. Philosophy is there, too, contributing a wholesome attitude.

A course in the techniques of leadership of discussion was conducted by Lyman Bryson, executive director of the California Association for Adult Education, which is undertaking extensive experimental work in developing discussion groups. This course was open to teachers, various group leaders, and others interested.

Magazine articles of a controversial nature served as the basis for discussion. How to analyze opinions and how to discuss were explained and demonstrated by Mr. Bryson during the six weeks of instruction. Then the group, under the supervision of the same teacher-leader who has charge of the training of student leaders, proceeded to practice discussion. A topic and a leader from the group were selected by the group for each session.

How Course Is Conducted

The leader opened the topic for discussion, reviewing the articles which were assigned for reading by the group. Controversial points were raised during the first 20 minutes. Questions and discussion clarifying the issues consumed from 20 to 30 minutes more. The 30 people then divided into smaller groups of six or eight people under the leadership of members selected by the supervisor. Discussion was lively and free. After another 30 or 45 minutes the groups reassembled, each leader reporting the main points of the discussion. The remaining few minutes were employed by the supervisor in summing up what had been accomplished by the evening's experiences.

At Long Beach the training of adult education course leaders consists, first, of lectures by university professors; second, speeches by business and professional leaders; third, talks by selected teachers; fourth, discovery of local school teachers qualified to give leadership courses; fifth, discussion by the student leaders of the speeches and addresses and formulation of plans which they initiate in their own groups.

Requirements for Teachers of Special Classes in Baltimore

By J. E. WALLACE WALLIN

Formerly Director of the Baltimore Division of Special Education and Lecturer in Johns Hopkins University and Morgan College and Professor of Psychology, Atlantic University

ON THE RECOMMENDATION of the director of special education and the superintendent of instruction, the Baltimore Board of School Commissioners has recently approved a revised set of eligibility requirements for election of special-class teachers and for salary differentials.

Elected teachers in the division of special education who are graduates of a standard 4-year high school and a standard 2-year normal school or a standard 4-year college, who "have had at least two years of approved successful teaching experience in the elementary grades or in classes similar to those in the division of special education, and who possess the adaptability required for the type of work for which they are candidates, . . . shall receive a differential of $100 per annum in addition to the regular elementary salary, provided they have successfully completed 6 semester hours of credit in approved courses covering work in the division of special education; a differential of $200 per annum in addition to the regular elementary salary, provided they have completed 14 semester hours of credit in such approved courses; a differential of $300, provided they have completed 22 semester hours of credit in approved work in such courses; and a differential of $400 for the successful completion of 30 semester hours of credit for work in such courses.

The theory on which this plan of salary differential is based is that the amount of specialized training needed by a teacher to become competent in certain fields of special-class work is one year in addition to the regular teachers college course, that the salary differential shall be the same for all types of special-class teachers who require the same amount of special preparation in order to become qualified specialists, and that no differential shall be given merely because a teacher is transferred to a special class. In Baltimore, therefore, no discrimination exists in favor of one type of special-class teacher or handicapped child, as is so frequently the case in many States in which one type of handicapped child has been made an object of magnanimous solicitude through State subsidies to the neglect or discouragement of work in the interest of other types of handicapped children equally worthy of remedial treatment and of being made economic and social assets.

The Baltimore ideal is impartial consideration of all kinds of handicapped children and all kinds of special-class teachers who have the standard amount of specialized preparation, without any element of favoritism or discrimination.

Detailed schedules of course requirements have been set up for teachers of mentally deficient, backward, behavior, visually handicapped, auditorially handicapped, speech defective, orthopedic, and malnutrition cases.[1]

"Not all of the four-step increases," according to the rules set up, "can be provided for certain types of special-class teaching, because the teaching problems do not differ markedly from the teaching problems of the regular grades, and, therefore, only a limited number of special courses are offered in any school of education for such work. Nevertheless, some of the more basic courses will be accredited in various fields because they afford the basic theoretical background and broad educational perspective which all workers in special education should possess."

One of the serious difficulties which will inevitably be encountered in the attempt to apply the teacher-training requirements will be the accrediting of "approved courses." Not a single university or school of education exists anywhere in this country which has the facilities to offer the complete set-up of courses, nor even half of them. Moreover, in some of the institutions which now afford some offerings, purely academic or theoretical courses are offered by psychologists or educationists who have had no first-hand public-school experience in the instruction, classification, supervision, or administration of all kinds of special classes, or of any kind of special class; or the courses are offered by special-class teachers often without degrees or the academic and technical background of training which highly technical fields of educational specialization require.

It is gradually becoming recognized that the professor of special education whose function is to prepare special-class teachers for the public schools must possess not only a general background of cultural and professional training and productive scholarship as thorough as that required by the heads of the department of educational psychology, of school administration, or of chemical engineering, but also actual first-hand public-school experience in clinical examinations and classifications and in the organization of instruction not only for mentally handicapped children but for all the major types of defectives, because the problems of special and general defects and physical and mental defectives are often interrelated and interdependent.

[1] These schedules, together with similar schedules for visiting teachers, physiotherapy teachers, and psychoeducational examiners, appear in the Elementary School Journal for April, 1931, while the admission procedures and standards for classes for the mentally handicapped appear in the same journal for March, 1931. A Brief Survey of Special Education in the Public Schools of Baltimore, by the writer, can be obtained free of charge by addressing the superintendent of schools in Baltimore, Md.

A Teaching Record

For 104 years, from 1821 to 1925, a teaching position at Souhesmes (Meuse), France, was held successively by Nicholas Grandjean (1821 to 1867), his son, Prosper (1867 to 1899), and his grandson, Charles (1899 to 1925) according to L'École et la Vie, a weekly review of education published in Paris. L'École et la Vie asks, "Est-ce un record?" As far as we know, it is.

Art Goes to the Dormitory

A "circulating art gallery" has been inaugurated at Lawrence College where students may borrow pictures as they borrow books from the college library. First of its kind on any college campus, the Lawrence "circulating art gallery" has more than 50 originals by Whistler, De Goy, Max Pollack, and other famous artists in its collection.

Open New Village College

To the Prince of Wales went the honor of formally dedicating at Sawston, Cambridgeshire, England, the first of 10 village colleges.

Establishment of such institutions in rural England, together with added recreational opportunities to be provided, is expected to make village residence more attractive, and to discourage migration to already over-crowded cities.

Sawston College, which was financed by Carnegie Trustees and the New York Spelman Fund by arrangement with Cambridgeshire Education Committee, consists of several buildings, including nursery, primary, secondary, and vocational schools, a large hall, library, and club rooms.

New Government Publications Useful to Teachers

Drawing by Charles Sazoma, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote.

Compiled by MARGARET F. RYAN
Editorial Division, Office of Education

The publications listed may be purchased from the Superintendent of Documents Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk.

Farm Water Power. 1931. 22 pp., illus. (U. S. Dept. of Agriculture, Farmers' Bulletin No. 1658.) 10¢.

Describes and illustrates a number of typical farm water powers—their use, care, design, and wiring. Suggests to what extent farmers may receive advice from manufacturers and the Department of Agriculture as to proposed water-power developments. (Agriculture; Engineering.)

Selling Automobiles in the Noncontiguous Territories of the United States. 1931. 24 pp. (Foreign and Domestic Commerce, Trade Information Bulletin No. 741.) 10¢.

Alaska, Hawaii, the Philippine Islands, and Porto Rico present both foreign and domestic problems to automobile sales managers. Although English is the official language spoken, the American dollar is the legal tender, nevertheless there are certain essential points of difference in the markets that influence automotive sales to a large degree. These factors are discussed. (Geography; Foreign trade; Economics.)

Industrial Poisons and Dangerous Substances. 1931. 39 pp. (Navy Dept., General Safety Rules, sec. 4.) 10¢.

A list of the principal substances, mixtures, and gases liable to spontaneous ignition, explosion, and high-fire risk, with information as to substances which should not be stored together, and may only be brought into mutual contact under special precautions. (Chemistry; Safety education.)

Status of Voluntary Teachers' Associations in Cities of 100,000 Population or More. By M. David Hoffman. (Office of Education, Bulletin, 1930, No. 36. 10¢.

A study of the aims and purposes as expressed in the constitutions of teachers' associations, and a survey of types of associations, of forms of organization, of membership, of activities, and of finances. The prevailing practices indicated by the associations reporting are presented in a series of tables and are discussed and evaluated. (Education.)

*Symposium of Home and Family Life in a Changing Civilization. (Office of Education, Bulletin, 1931. No. 5.) 10¢.

Addresses delivered by William John Cooper, Karl E. Leib, Arthur J. Todd, and William E. Lancelot, at the Second Regional Conference on Home Making held at Ames, Iowa. (Home economics; Sociology.)

Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges and Experiment Stations, 1930–1931. 1931. 152 pp. (Office of Experiment Stations, Miscellaneous Publication No. 100.) 20¢.

(Agriculture.)

*Alcohol, Hygiene, and the Public Schools. 1931. 44 pp. (Bureau of Prohibition, Division of Research and Public Information.) Free.

Digest of State laws on the subject of teaching in public schools, the effect of alcohol on the human system. (Health; School legislation.)

Do You Buy Furniture Up-Side-Down?

**Furniture—Its Selection and Use. 1931. 115 pp., illus. (Department of Commerce, National Committee on Wood Utilization.) 20¢.

Takes up preliminary considerations, such as buying plan, budget, utility, and comfort; materials and construction; period styles (from Gothic to present day); and care and repair of furniture. (Manual training; Home economics.)

*Care and Repair of the House. 1931. 121 pp. illus. (Bureau of Standards, Building and Housing Publication BH15.) 20¢.

How to repair all parts of the house and equipment, and maintain them in good condition. 100 ways to improve a house. (Manual training. Home mechanics.)

Free Price Lists: No. 60, Alaska and Hawaii; No. 48, Weather, astronomy, and meteorology; No. 35, Geography and explorations, natural wonders, scenery, and national parks; No. 64, Standards of weight and measure, tests of metals, thermometers, concrete, iron, electricity, light, clay, radiotelegraphy, metric system; No. 15, Publications of the United States Geological Survey—Geology and water supply.

A List of American Doctoral Dissertations Printed in 1929. 1931. 275 pp. (Library of Congress.) 40¢.

(Librarians; Research workers.)

Guide for American Business in France. 1931. 121 pp. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series—No. 115.) 20¢.

Facts on the general economic situation; selling American merchandise in France; Commercial law; Forms of organization adoptable in France; Taxation; Banking and financial practices; Internal transportation facilities; etc. (Economics; Commercial law; Salesmanship; Geography.)

Australia as a Market for American Goods in 1931. 1931. 38 pp. (Bureau of Foreign and Domestic Commerce, Trade Information Series No. 745.) 10¢.

Report on the prospects for the sale of American goods in Australia in view of the adverse trade balance, growing unemployment, and acute exchange situation existing in Australia at the beginning of 1930. (Economics; Foreign trade; Geography.)

Labor Conditions in the Territory of Hawaii, 1929–1930. 1931. 129 pp., illus. (Bureau of Labor Statistics Bulletin No. 534. Industrial Relations and Labor Conditions Series.) 45¢.

Statistical details relating to all departments of labor in the Territory of Hawaii, especially in relation to the commercial, industrial, social, educational, and sanitary conditions of the laboring classes. (Economics; Geography; Sociology.)

**Athletic Badge Tests for Boys and Girls. Revised 1931. 19 pp., illus. (Office of Education, Physical Education Series No. 2.) 5¢.

Measurable standards in the physical education program to show growth, development, and progress of boys and girls, as adopted by the National Recreation Association, with directions for events. (Physical education.)

Agricultural Education. 1931. 26 pp. (Chapter VII of Biennial Survey of Education in the United States, 1928–1930, Office of Education Bulletin, 1931, No. 20.) 5¢.

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