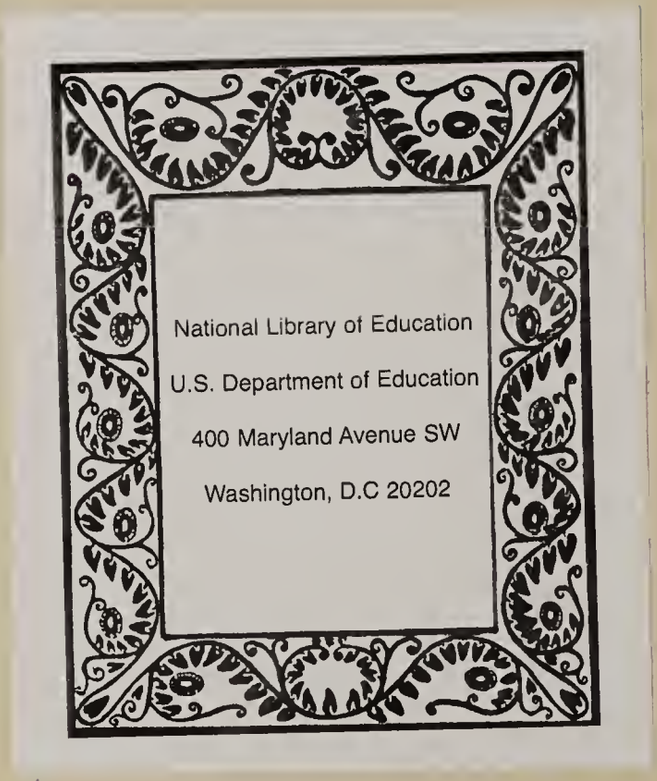

SCHOOL LIFE

OFFICIAL ORGAN OF THE
UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
Editor - - - William Dow Boutwell

VOLUME XVII

SEPTEMBER, 1931 - JUNE, 1932

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INDEX, SCHOOL LIFE, VOLUME XVII

E

F

G

H

O

P

Q

R

S

T

U

V

W

Y

SCHOOL LIFE

VOLUME XVII
NUMBER 1

In this Issue

JOBS ARE WAITING FOR GRADUATES OF BUFFALO'S HIGH-SCHOOL AVIATION COURSE

SEPTEMBER
1931

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 20 for prices

CONTENTS

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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. XVII WASHINGTON, D. C., SEPTEMBER, 1931 No. 1

Purchasing Power: Education Creates It

By WILLIAM JOHN COOPER

United States Commissioner of Education

IN CONSIDERING any standard of living we realize that the so-called "primary wants" must be satisfied first. Usually such wants are grouped under the three main headings of food, clothing, and shelter. In a primitive society virtually all human effort must be devoted to meeting these needs. The efforts to provide these very things engaged almost entirely the attention of the pioneer of the great American frontier.

After the frontiersman had located his future home and had rolled logs for his house, he cleared the forest, dislodging predatory animals, broke ground for cultivation, and proceeded to grow such crops and raise such animals as would provide food and clothing for his family. Not even literacy was required for success under such conditions. History tells us that as soon as possible after establishing his dwelling place, the American pioneer provided a school that would make his children literate. From such humble beginnings have developed our magnificent cities and the world's most complex civilization.

Wants Grow from Education

Other types of wants, which are usually termed secondary or cultural, arose. Among them are such desires as: A wish to communicate with one's fellows, which required for satisfaction a postal service; a thirst for information about other parts of one's country and the world, which demanded newspapers, magazines, and books for its satisfaction; a longing to participate in affairs beyond the limits of one's own community, which required at first roads, then railroads, then paved highways, and finally airplanes. Finally some leisure was secured which brought demand for entertainment, involving music and musical instruments, chautauquas, theaters, concerts, and, in our own day, such devices as radio receiving sets.

That such wants and desires grow directly from education may not be clear to everyone. In fact, it is difficult to furnish to doubters evidence of the concrete type. However, figures of a type which can be readily understood indicate the truth of the statement. Mrs. Cora Wilson Stewart, who has devoted the major part of her professional life to an active war on illiteracy, tells us that:

> Only 5 per cent of the illiterates deposit money in banks and only 10 per cent of them pay any taxes other than the poll tax. Iowa, the least illiterate State, has more farmers who own their farms than any other State, while Louisiana, the most illiterate State in 1920, has the fewest farm owners.
>
> There is also a dearth of modern farm implements in illiterate rural sections as revealed by assessors' reports. Vehicles of all kinds are lacking and even such farm animals as milch cows and work horses are scarce. Illiterate localities are the poorest purchasers of paint, for not even the houses are painted. Assessors' lists also show little jewelry, silverware, and few clocks in the homes of illiterates. Moreover, State assessors' reports show that in illiterate counties merchants carry meager stocks of goods and these consist of the poorer and coarser qualities.

Of the five States which showed the highest average per capita wealth in 1922 only one, Rhode Island, had an illiteracy in 1920 of more than the national average of 6 per cent and by 1930 this had been reduced to less than 5 per cent. These five States showed an average per capita wealth ranging from $3,086 in Rhode Island, to $4,007 in California. In the same year the four low States in which the average per capita wealth ranged from $1,216 in Mississippi to $1,773 in Tennessee, had illiteracy percentages ranging from 10.3 to 18.1. Whether one argues that education is a cause of purchasing power or not, it does appear impossible to deny that there is a high correlation between the two.

Effect on Newspaper Circulation

Again the desire for knowledge about the world and what is going on is probably well indicated by newspaper circulation. According to figures compiled in 1927 there are seven States and the District of Columbia in which newspaper circulation equaled 20 per cent or more of the inhabitants. In order of rank in circulation from high to low they are: Kansas, District of Columbia, Minnesota, Utah, Michigan, Iowa, and Nebraska, the two latter being tied with 20.3 per cent. In illiteracy rating these States vary (1926 statistics) from 0.8 per cent for Iowa to 2.3 per cent for Missouri. Although the illiteracy statistics of the 1930 census are not yet complete, they have been tabulated for 42 States, and among these are 7 States which reveal an illiteracy of 10 per cent or more. Only 2 of them, Alabama and North Carolina, have a newspaper circulation in excess of 5 per cent of the population. May we not claim education as a maker of newspaper circulation?

Excerpts from speech delivered by Commissioner Cooper at the meeting of the National Education Association, held in Los Angeles, Calif., June 29–July 3, 1931.

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IF YOU ARE A

As might be expected, a similar situation exists with regard to books. Maxwell Aley, writing in the Publishers Weekly, June 6 ,1931, says:

* * * a high literacy rate seems to mean a proportionately larger number of the population who read books. The literacy percentages in the 1920 census shows the highest rates in the Eastern, North Central, and Pacific Coast States. I do not need to add for an audience of booksellers and publishers that these sections furnish the chief book markets of the country.

The South, with its high average of illiteracy—it ran up to 21.9 per cent in Louisiana in 1920—has long been a backward book market. * * * But it is significant that during the past decade when the South has been making strong efforts to eradicate illiteracy, book sales have increased. Ten years ago many publishers did not "bother" with the South; to-day there is no publisher of any consequence who is not represented in the South by his own traveler or by one who carries the lines of several houses.

I believe I could pile up an array of facts which would convince the most skeptical business man that every dollar invested in education brings returns to American business by creating a higher standard of living with the concomitant variety of economic wants.

Business Must Look to the Schools

I hold that the essential relationships of education and business are these: First, American education is a vast industry not growing out of simple needs of a society which cares for a standard of living that provides only food, shelter, and clothing, but developed in response to a secondary or cultural want; second, literacy and a continued education have developed the American standard of living, which creates business by giving people purchasing power. The future of American business lies in helping the schools to create a still higher standard of living with new cultural wants to be satisfied; and, third, that the amassing of fortunes which have blinded us to these facts has been due largely to exploitation of natural resources and capitalization of social aggregation. In the future business must undertake a scientific and fearless study of its own problems, a program which can be carried out only by schools, colleges, and graduate institutions of business administration; that if American business and American capitalism are to survive Russian Bolshevism and thereby keep American individual liberty from falling before a dictatorship such as exists in Russia, it will be through changing the attitude of business from self-interest and the accumulation of money as a measure of personal success, to an attitude of social service in which capital and labor work together for the good of the entire American Nation.

What Happened at the N. E. A. "Fair"

By WILLIAM DOW BOUTWELL

Editor in Chief, Office of Education

THE ANNUAL EDUCATIONAL fair called the summer meeting of the National Education Association, which opened in Los Angeles June 28 and ran day and night until the eve of Independence Day, was, indeed, the biggest ever.

The siren call of Southern California drew more than 15,000 teachers, supervisors, principals, and superintendents to the convention.

They thronged the "exhibits" of the "fair"; they wandered into general assemblies in the middle of purple paragraphs of blue ribbon speakers; they searched patiently in the superheated sunshine for afternoon sectional meetings; they shopped through the lanes of commercial exhibits subscribing for magazines, buying books, gathering harvests of free literature; they motored through Beverley Hills with friends who pointed out what they thought was Will Roger's ranch, Pickfair, perhaps, and Gloria Swanson's home, probably; they met school friends and professional friends they had not seen for years; they climbed a mountainside to a seat in the Hollywood Bowl to enjoy that native combination musical comedy and miracle show called the Mission Play; they played in the green waves that crash on California's splendid beaches; they purchased presents in the department stores; and then they dispersed to San Francisco, Seattle, Alaska, Hawaii and the national parks. Everyone, in fact, collected ample supplies of pleasurable experiences and fresh ideas, which, after all, are the major and sufficient reasons for going to National Education Association annual meetings.

Four Innovations

President Sutton introduced four innovations in the speaking program. He built one general session around integrating all education; a second on education as youth views it; another on business and education; and devoted an entire day to problems of rural education. The latter program was a national conference called jointly by the National Education Association, the Federal Office of Education, and the National Congress of Parents and Teachers.

The integration of education program was unique in that it brought to the same rostrum representatives of the private schools, the parochial schools, the colleges, the universities, and the public schools, thus affording a remarkable cross section of American education.

The actual material American teachers work on, 25,000,000 boys and girls, are usually left behind when educators meet. At educational conventions hundreds of speeches are delivered about the children of America; they even appear in pictures; but this is the first convention within the memory of this writer that flesh and blood pupils appeared in person. Six representative student leaders from the high schools and colleges in the United States spoke for their fellow millions and acquitted themselves well. No speaker of the entire convention aroused more applause than Herschel Langdon, University of Iowa senior, when he said, speaking on What I Would Do If I Were a College President, that while research was all right in its place, college instructors should be chosen for their abilities as teachers. He struck a responsive chord.

Business and Education

The effect of the depression on school income brought the relation of business and education to the fore. What business thinks about education, if anything, was not very clearly presented, nor were the probable effects of recent economic tide rips analyzed or predicted. Educators, on their side, insisted that education be not permitted to suffer curtailment of expenditures. Probably the most soundly reasoned argument for maintaining and increasing expenditures for education was presented by the United States Commissioner of Education, and it is reproduced elsewhere in this issue.

Out of President Sutton's conviction that the rural schools are the weakest link in the educational chain came the resolve to concentrate on their problems at Los Angeles. Representatives of great organizations dealing with rural life were invited; speakers from the Federal Farm Board, the American Farm Bureau, the Federal Board for Vocational Education, agricultural journalists, and others. During three sessions recognition that improvement in rural schools can only come with improvement in the economic status of the farmer recurred like a Wagnerian *leitmotif*. At the close a committee brought in a report asking President Hoover to call a national conference on rural education and culture.

Assurance that continued national attention will be given to the improvement of rural education appeared in the election of Miss Florence Hale, State supervisor of rural schools in Maine, as presi-

(Continued on page 5)

Collectors Prize Rare Government Publications

The Bulletins You Buy for a Few Cents May Soar to the High Values Placed on the Perry Report and the Jefferson Bible

By VIRGINIA DICKERMAN

Student in Journalism, George Washington University

WHEN YOU HAVE finished reading a Government report or bulletin do you realize that the printed matter which you hold in your hand may, in future years, be worth several hundred dollars?

There is a chance, for instance, that a copy of the first printing of the Wickersham Report, 2,000 copies of which were sold to the public for 15 cents within a week of its publication, may survive to find itself some years hence, when the prohibition struggles of the early twentieth century have become history, selling for a small fortune.

About 1781 the Continental Congress issued a bulletin of instructions "to the captains and commanders of private armed vessels which shall have commissions or letters of marque and reprisals." That does not sound especially exciting, does it? Yet four years ago one of the original bulletins sold for $390!

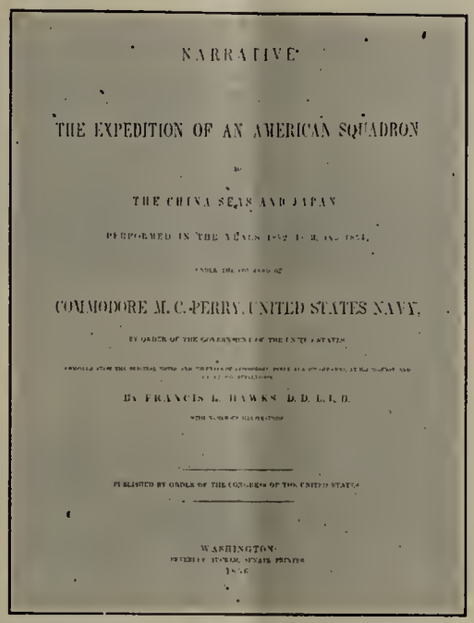
President Jefferson's message on the Lewis and Clark expedition, with a map of the Northwest territory, is worth about $200. And a copy of the first national Thanksgiving Day Proclamation, made in New York in November, 1789, by President Washington, brought its owner the same amount a few years ago.

A copy of the first census, which gave the name of each household and listed the inhabitants of the various States thus: "Free white males of 16 years and upwards, including heads of families; free white males under 16 years; free white females, including heads of families; all other free persons; slaves" sold for $130 in 1928.

Volume Price-Marked $1.50 May Sell For $100

One of the largest industrial plants in the world is the United States Government Printing Office in Washington which, since its establishment on March 4, 1861, has undertaken practically all of the printing required by Congress and the various Federal departments, divisions, and commissions.

Sixty million copies of publications, printed at a cost of $12,500,000, are distributed annually. Ten million of these are sold at cost to the public, most of them at a price under $2 per copy. Yet many of them contain material which is of such great value scientifically or historically that when they are out of print much larger sums are offered for such copies as may be available for sale. Some of them even enter the charmed circle of collectors' items, and a volume which left the printing office price-marked $1.50 may find itself selling for $100.



NARRATIVE

OF

THE EXPEDITION OF AN AMERICAN SQUADRON

TO

THE CHINA SEAS AND JAPAN

PERFORMED IN THE YEARS 1852, 1853, AND 1854,

UNDER THE COMMAND OF

COMMODORE M. C. PERRY, UNITED STATES NAVY,

BY ORDER OF THE GOVERNMENT OF THE UNITED STATES.

COMPILED FROM THE ORIGINAL NOTES AND JOURNALS OF COMMODORE PERRY AND OF THE OFFICERS OF THE SQUADRON.

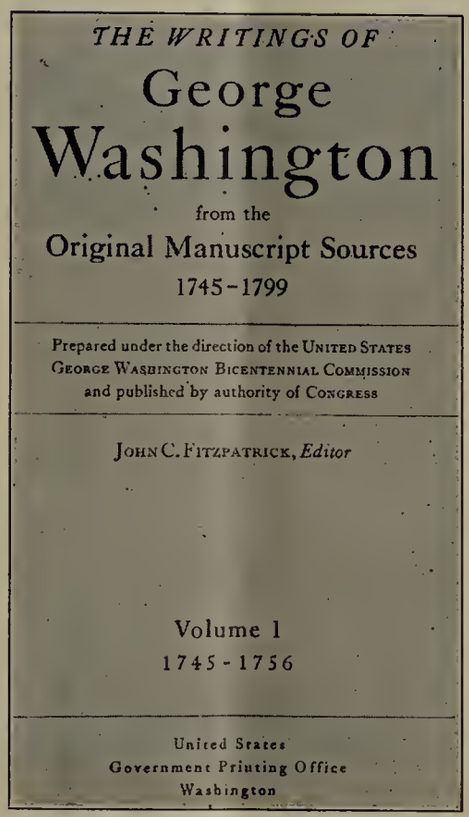
BY FRANCIS L. HAWKS, D.D., LL.D.

WITH NUMEROUS ILLUSTRATIONS.

PUBLISHED BY ORDER OF THE CONGRESS OF THE UNITED STATES.

WASHINGTON:

TITLE-PAGE OF MATTHEW PERRY EXPEDITION REPORT



THE WRITINGS OF

George Washington

from the

Original Manuscript Sources

1745-1799

Prepared under the direction of the United States George Washington Bicentennial Commission and published by authority of Congress

John C. Fitzpatrick, *Editor*

Volume I

1745-1756

United States Government Printing Office Washington

A RARE BOOK OF RARE LETTERS

This title-page is from Volume I of the forthcoming "The Writings of George Washington," for which there is already a large demand. Washington was a prolific writer. His collected writings are expected to fill 25 volumes which the Government Printing Office will offer for sale. The set, which is to be a masterpiece of modern printing, will undoubtedly enter the list of Government rare books.

Such is the case of the Jefferson Bible, more properly known as the "Life and Morals of Jesus of Nazareth," the title which Thomas Jefferson himself gave to his manuscript.

Jefferson collected New Testaments written, respectively, in French, Latin, Greek, and English, and, as he wrote in his introduction, "cut from them every text they had recorded of the moral precepts of Jesus, and arranged them in a certain order, and although they appeared but as fragments, yet fragments of the most sublime edifice of morality which had ever been exhibited to man." The various translations of each text were pasted parallel to each other on a page.

In 1904, upon order of Congress, more than 9,000 copies of the manuscript were made by Joseph Nanz, of Chicago, and were bound at the Government Printing Office in red morocco with gold vine ornamentation. The selling price was then $2.25 but to-day if any owner can be induced to part with a copy he demands at least $100.

There is now on the press of the Government Printing Office the first volume of a set of 25 books which will undoubtedly be among the most valuable of Government publications. This set consists of the writings of George Washington. It is published by the George Washington Bicentennial Commission and will probably be sold on a subscription basis to libraries and similar institutions for $50. The price at which it will be sold to individuals has not yet been determined. It is probable that available copies will increase rapidly in value after the supply has been exhausted.

Prices of Rare Books Vary From Year to Year

Of course the prices for rare books are very unstable and change as often as the volume changes hands. The prices which are mentioned in this article are those at which copies of the documents named have sold recently, not those at which the publications will sell in the future.

In 1925, a report of the Superintendent of the Coast and Geodetic Survey, 1853, which contains a plate by Whistler, sold

for $8; and in 1926 for $15, an increase of almost 100 per cent.

Age Not the Only Factor in Determining Value

One factor which helps to determine the value of rare Government documents, in addition to the reliability or historical character of the contents, is the rarity of the information contained in it. An illustration of the way in which this quality functions is to be found in the annual report of the Smithsonian Institution for 1893 which owes its considerable pecuniary value to an article which it contains on The Poisonous Snakes of North America by Leonhard Stejneger. This article is still a standard dissertation on the subject. In this report, also, is an article on ancient Chinese games from which an enterprising hostess might obtain "something new" in the way of modern entertainment.

Age is not so important a factor in determining the value of rare publications as it is commonly supposed to be and several comparatively recent Government documents have already increased markedly in value.

A Handbook of California Indians, a Smithsonian Institution publication of 1925, which, when issued, sold for $2, was quoted in 1930 by one seller of rare books at $25. A report by Vernon Bailey, entitled "A Biological Survey of North Dakota," printed in 1926 and sold at that time by the Superintendent of Documents for 60 cents, is now, only 5 years later, worth $10.

State Governor Author of Rare Pamphlet

The condition of the publication helps to determine its price also, because lovers of rare books have great reverence for the art of bookmaking, and usually a volume, the binding of which is broken and the pages of which are torn or disfigured, is vastly inferior to its fellow that presents as pleasing an appearance to the eye as its maker intended that it should.

So be careful not to tear out the leaves of that report which just arrived from Washington, and do not soil its pages with your pen—unless you expect to become famous some day, in which case your scribblings may add to the value of the report. Joseph Pennell, in his biography of James Whistler, tells us that the artist who in his early manhood was employed as an engraver by the Government, spent so much of his time engraving superfluous designs around the edges of his plates that he was asked to leave.[1] One of these plates is now among the priceless treasures of the Freer Art Gallery in Washington.

In 1894 a young man who was destined to become a Governor of Virginia wrote a

[1] Coast and Geodetic Survey officials say that Whistler simply did not report for work. There is no record of his having been discharged.

A Street Scene in the City of Walla Walla, Wash.

In an official report of road building in the West, a document published by the Government Printing Office two years after it was created, appears this old print of Fort Walla Walla.

Whistler Mixed Harbor Entrances and Portraits

Probably Whistler's first etching is "The Heads," which he produced on a plate at the United States Coast and Geodetic Survey in 1854–55. The etching is supplemental to a view for clearing Harding Ledge, Boston Bay, Mass., prepared for direction of navigators. J. R. Key, one of Whistler's fellow draftsmen, purchased the original plate for the price of old copper. It is now in the Freer Art Gallery, Washington, D. C.

Matthew Perry's Arrival Which Marked the Opening Up of Japan

Cameras had not been invented in 1853. Drawings "from nature," the next best thing, depict the stirring scenes reported in the 3-volume account of the historic American expedition to the "China Seas and Japan."

report on the Pumunkey Indians of Virginia for the Smithsonian institution. That pamphlet is already rare, and it would not be surprising if in after years when John Garland Pollard has become an historic figure, this report might be listed among collectors' items.

Another governor, Gifford Pinchot, of Pennsylvania, in 1903 wrote a bulletin called "A Primer of Forestry." As a report by one of the pioneers of forest conservation who is also one of Pennsylvania's favorite sons, it is probable that the primer will have a place among the literary treasures of coming years.

Reports Thrilling as Well as Valuable

One of the most fascinating groups of Government publications which have become collectors' items are the reports of great expeditions and explorations.

Among the most valuable from a pecuniary standpoint is the report of the Pribilof Islands by Henry L. Elliott, written about 1868, when that group of Alaskan Islands became a fur seal reservation of the United States. It is worth about $75 to $100.

Lieut. Joseph C. Ives's Report Upon the Colorado River of the West describes a trip down a valley which had been until that time (1857–58) unseen by white men. They had exciting adventures and the record they have left us, illustrated with maps, panoramic views, engravings, wood cuts, and Indian portraits gives us a vivid picture of the Colorado territory as the Indians knew it. If you like thrilling stories of outdoor life, do not miss reading this one.

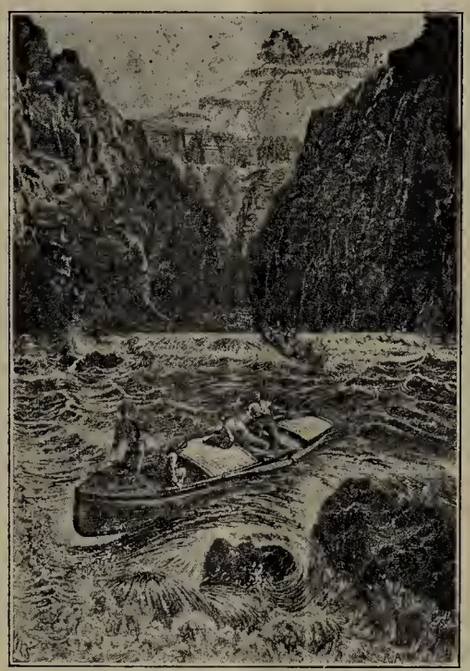
The first volume of Matthew Perry's report on his expedition to Japan deals with the Japanese people and their social customs and is as engrossing as any novel or book of travel that may be found in popular book lists. Dr. Francis L. Hawks, who served as an official reporter of the expedition, wrote the whole report in a style that is as entertaining as it is informing.

Doctor Hawks notes that the secluded islanders were curious about the hundreds of mechanical contrivances from steamboats to buttons (to the sash and kimono-clad Japanese the latter were as odd as the former) which they saw for the first time when Perry's ship called at their ports. Furthermore, they understood the explanations that the Americans made to them of mechanical devices and engineering principles and considered the phenomena to be valuable additions to their own civilization, thus exhibiting in their first contact with the West that adaptability to occidental ideas and customs which brought them, in less than 65 years, into the front ranks of the nationsof the world.

Doctor Hawks describes the hospitality and courtesy which Perry and his men were shown in the homes of the Japanese officials, but the friendly smiles of the women sent shivers up and down the backs of the Americans, because the married women blackened their teeth and discolored their gums horribly with purple spots.

"We should," he says, "think that the practice was hardly conducive to connubial felicity, and it would be naturally inferred that all kissing must be expended in the ecstasy of courtship. This compensation, however, is occasionally lost to the prospective bridegroom, for it is not uncommon for some of the young ladies to inaugurate the habit of blacking the teeth upon the popping of the question."

This volume contains a description of rice culture which reveals much about the agricultural situation in Japan at the time. It also contains a letter from President Fillmore to the Emperor of Japan and the reply of the latter.



NEARLY A MILE IN THE DEPTHS OF THE EARTH

Old wood-cuts depict the dangers that threatened the first expedition to explore the canyons of the Colorado. The Government report of the trials and adventures experienced by Prof. J. W. Powell and his companion naturalists and students who risked their lives in the name of science, is a document as thrilling as Admiral Byrd's "Little America." Their findings were printed in 1874 by the Smithsonian Institution as an illustrated United States Government publication.

Other volumes of the report discuss the fish, shells, birds, and other characteristic products of China, Japan, and some adjacent islands. One volume tells of a visit to Siam, which at that time had two kings, both of whom, to the visitors' surprise, spoke English.

Picturesque scenes of temples and gardens; kimono-clad ladies with high headdresses and gorgeous fans; rice fields and boats are shown in the lithographs and woodcuts which occur in large numbers in the report. And in one corner of most of the illustrations is the legend "Drawn from Nature," so that we may be sure that the charming scenes which they depict are genuine. These illustrations may sometimes be found, as may be the illustrations of other reports, in shops specializing in rare prints. They sell at various prices from 50 cents to $3.

Out of the millions of documents which the Government Printing Office produces year after year there will always be some volumes which will become the prey and pride of collectors because in them is contained a record of an event or discovery which has meant much to the people of the Nation, and because they bear the imprint of men and women who did their work so well that it can not be forgotten.

The highest price ever received by the Superintendent of Documents for a new publication was only $20, a 2-volume work which will be consulted and esteemed as long as this Nation endures. Centuries from now Glenn Brown's History of the Capitol, which tells, through illustrations, the story of the construction of the Capitol from 1792 to 1900, will still be read and prized as a remarkable example of work from one of the largest publishing houses of the world, the United States Government.

Office of Education to Aid in Pennsylvania Survey

W. S. Deffenbaugh, chief of the division of American school systems, United States Office of Education, has been assigned by William John Cooper, United States Commissioner of Education, to represent the Office of Education in connection with the study to develop a 10-year program of public education in Pennsylvania. It is evident that in the formulation of Pennsylvania's program the results of the national surveys in secondary education, teacher preparation, and school finance, being directed by the Federal Office of Education, will be used extensively.

N. E. A. Meeting

(Continued from page 2)

dent of the National Education Association.

Resolutions adopted by the National Education Association which particularly concern the Federal Office of Education recommended the national survey of school finance, which started on July 1, and urged that the Office of Education be authorized to undertake surveys of education for exceptional and handicapped children and of rural education.

More than 3,000 teachers visited the Office of Education booth and inspected the numerous publications on display. This was the first display of its publications which the Federal office has ever made on the exhibit floor of the annual meeting of the National Education Association.

How Rochester Cares for

By EDITH A. SCOTT

Director of Special Education, Rochester, N. Y.

"SCHOOLS CAN NOT equalize children. Schools can only equalize opportunities."

Having accepted that policy the Board of Education of Rochester has gradually extended its endeavors to "equalize opportunities" until to-day it has 16 special services for the handicapped children of the city. These services range from hospital classes to an orthopedic school, and from classes for lip reading to an open-air school.

These 16 services aim to "equalize opportunity" for the child who is physically handicapped, the child mentally handicapped, and the child socially handicapped.

The Mentally Handicapped

Training for the mentally handicapped, which was inaugurated as early as 1906, is required by State law. Teachers are required to qualify for their work and the State places limits upon the size of the classes. The number in a class depends upon ages of the pupils. Those entered in the classes have an I. Q. between 50 and 70. For each class meeting the requirements laid down the State contributes $1,400.

It has been found that all pupils needing educational and social adjustment do not fall within the State requirements for special classes; hence, ungraded classes have been organized. This practice cares for unadjusted pupils in schools where there are no slow-moving grades. Special and ungraded classes in various elementary schools provide for the seriously retarded who have demonstrated their inability to succeed in regular grades.

At the recommendation of the principal, pupils who are candidates for either special or ungraded work are examined by the child-study department after consultation with parents. All factors influencing learning, such as physical condition, home environment, and school history, are taken into consideration. A child is sent, on the basis of the findings, to a center where his needs can best be met.

Aims in Helping Pupils

The organization for the education of the mentally handicapped strives in various ways: (1) To make the pupil "free to learn" by the correction of physical defects and cooperation between school and home. (2) To help a pupil to establish health habits and principles of living which will mean right attitudes toward the family, associates, work, and himself. (3) To give to each pupil according to his capacity working knowledge of reading, numbers, and English and an acquaintance with nature study, geography, and elementary science. (4) To enable each pupil to use his leisure time profitably and happily. (5) To develop habits, skills, and attitudes which will make him self-supporting in unskilled or semiskilled labor.

Because the seriously retarded are limited in their associations, concepts, and ideas; because they do not recognize likenesses and differences readily; because they are slow in their responses; because they are poor in judgment and can not think abstractly or make generalizations—because of all these facts it is apparent that it is only through experiences in which they are interested that habits, attitudes, and skills can be developed. A trip around the school block may be made to furnish material for reading, spelling, English, local geography, nature study, and arithmetic. The making of a playhouse, a trip to pet animal shops, or a visit to a municipal building will furnish engaging material for a month.

Different Work of Girls and Boys

At 13½ years the boys (if physically sound) attend the shop schools. The Boys' Prevocational School offers cabinetmaking including mill work, assembling and finishing, shoe repairing, elementary auto mechanics, and printing (for the ungraded). West Side School for Boys offers brush and broom making, tin smithing, shoe repairing, and a mechanics' shop.

In girls' prevocational classes the pupils learn child care, cooking, serving, laundry, sewing, and various kinds of hand work which will help them to make their own homes more attractive. In several centers there are demonstration houses which offer opportunities for furnishing and beautifying houses which are very much like their own homes.

While the many first-hand experiences are used to teach the "essentials," the major aim in all classes is to train for what might be thought of as by-products, those qualities which make for human fitness—cleanliness, punctuality, courtesy, cheerfulness, truthfulness, ability to work happily with others, a respect for materials, an appreciation for standards of work, a sense of fairness, and right attitude to employer. A teacher who does not see the opportunities for building up an appreciation for these by-products should not be a teacher of special classes.

The One-Legged Boy Makes Goal

In 1920 the Orthopedic School was organized with 13 children. To-day the school enrolls 146. Since its initiation 476 children have passed through the clinic and 394 have at some time attended the school. Fifty have gone to junior and senior high schools.

Before entering, pupils are examined by an orthopedic surgeon. The third floor of the John Williams School No. 5 is the Orthopedic School. The classrooms have furniture adapted to individual needs. Rooms for corrective work are equipped with a baker, an Alpine lamp, and many other appliances. Six trained physiotherapists carry out directions under the guidance of the physician. Each child has a health folder containing history of the case, the family history, X rays, photos, operative sheets, hospital care, directions for use of special appliances, and often pictures before and after operations.

The daily program is practically that of the normal pupil, except for the corrective work periods.

One day I stood watching four or five "lame and halt" orthopedic boys play a game of handball. The boys flew about on

Organization of schools and classes for the handicapped

Class or school	Enrollment	Teachers
For the mentally handicapped:		
1. Special classes for the permanently retarded	728	38
2. Special classes for the backward	216	10
3. Boys' Prevocational School	208	13
4. West Side School for Boys	156	9
For the physically handicapped:		
5. Orthopedic School	146	4
6. Children's Convalescent Hospital	30	3
7. Open Air School	70	4
8. Iola Sanitarium School	80	4
9. Hospital classes	40	2
10. Classes for the hard of hearing	20	2
11. Classes for sight conservation	36	3
*12. Classes for speech correction	773	6½
*13. Classes for lip reading	275	3½
For the socially handicapped:		
14. The shelter	45	2
15. Behavior class	12	1
16. English for the foreign born	66	3
	2,901	108

*Itinerant teachers.

Handicapped Children

One of a series on education of exceptional and handicapped children. Next month: "Opening Windows on Nature for Blind Boys and Girls"

crutches, slid across the floor, even the 1-legged boy managed as by a miracle to make a goal.

The Orthopedic Scout Troop

In the fall a group of 22 spastic primary children will be placed with one teacher. Their development will be carefully recorded. So little is known of the potentialities of this group that it is hoped that much help will come from the study.

The social lives of these children are carefully fostered. There is a large troop of Boy Scouts and one of Girl Scouts, the first orthopedic scout groups ever organized. Dramatic clubs prepare assembly entertainments. Then, there is the "Sunshine Camp" on the lake. This is a combined home and school during nine weeks of the summer. Two teachers and a physiotherapist attend the camp.

Another agency for the handicapped is the children's hospital on the lake front. Here are operative, cardiac, and nervous cases. Three teachers serve these children. Some children in the hospital attend the Orthopedic School when they are well enough to come back home.

An open-air school has been established on the edge of the city in an ideal natural setting. The daily program has in it everything that will help bring the children back to health—medical advice, good food, rest, fresh-air classrooms, out-of-door play, gardening, eight weeks, summer school, and a hopeful atmosphere of good cheer. Who could not get well under such ideal conditions?

Teachers in Hospitals

South of the city is Iola Sanitarium for the tubercular. Here 80 children taken from homes where some member has had tuberculosis attend school. Certain bed patients recommended by the doctor also receive instruction. Most of the children, when returned to their home schools, show no loss of school performance. They pass their grades.

Doctors know, and so do we, that happy patients get well faster than those who fret. For this reason the board of education has sent a teacher to each of two of the largest hospitals. The rooms they preside over are busy places. The amount of time spent in "lessons" depends somewhat upon the immediate interests and needs of the children. Each teacher has prepared herself for the therapeutic work that is so vital to these particular pupils.

Sight-saving and hard-of-hearing classes form a center in one of our new school buildings, where the rooms are large and well lighted, and where there is an excellent dining room. Pupils come to the school by bus. Pupils with handicapped sight or hearing spend part of each day in the regular classrooms of the school. By this means standards of scholarship are maintained and pupils come to feel that they are part of the school life. Teachers of these classes plan their procedure, of course, to the needs of the individual pupils, all of whom are seriously limited because of their special handicaps. In the sight-saving classrooms, the furnishings, the teaching material, and the program have been adapted to the special pupil needs. For the hard of hearing a multiple loud speaker, which is an aid in correct pronunciation, has been installed.

Speech is the tool which has been invented by man to express his ideas. Nothing can be more harmful to self-confidence than defective speech. Inhibitions common to children and adults arise more often than we realize in defective speech. Minor speech defects, aside from preventive orthodontia or minor operations, can be treated directly, but stuttering, which seems to be a symptom of mental maladjustment, must be treated by indirection. Every child who stutters, regardless of his class, receives the attention of a speech teacher who treats each pupil individually. In Rochester last year 148 pupils were treated for stuttering. An oto-laryngologist, who is a speech specialist, sees all pupils who have major speech difficultics.

Testing for Hearing

Once every two years every pupil above the 2B grade, including junior high school, is examined by Audiometer 4A and the otologist. The results fall into four heads, viz:

Hearing	City per cent	Key to placement	Classroom adjustment
Normal	90.4		Pus treated where found.
Borderline	7.9	9–12 units loss in either ear	Front seat with better ear to teacher.
Serious	1.6	15 or more in better ear, 24 in one ear.	Front seat with better ear to teacher. Lip reading recommended.
Very serious	.1	30+ in each ear, or 24+ showing marked retardation in school progress.	Class for hard of hearing recommended.

At the first of each year the otologist examines all pupils who are receiving lip reading. In order to detect needs in the kindergarten, grades I and IIB as early as possible, the otologist examines these children in the schools where he is making regular examinations. Through the cooperation of the school nurses and hospital clinics, all of those whose parents can not afford to pay are given preventive treatment. Practically every child in Group III recommended for lip reading receives instruction.

Finally there are three agencies for the socially handicapped. In the public schools there is one class for adolescent boys who have not been able to adjust to their regular school environment the seniors' behavior problems. The board of education takes charge, also, of the education of delinquent children temporarily detained in the city shelter, which is conducted by the Society for the Prevention of Cruelty to Children.

Third is the work for the non-English-speaking group which aims to teach the English language and help the children to become socially adjusted. Since many of the children have had no educational advantages before coming to America, they must also be given the educational background which will prepare them to enter the grade for which they are physically, socially, and mentally prepared. Thus by 16 different avenues of effort does Rochester, N. Y., "equalize opportunities" for its handicapped children.

Expand Hershey School; Will Enroll 1,000 Boys

Hershey Industrial School, Hershey, Pa., founded by M. S. Hershey, chocolate manufacturer, to educate orphaned boys, will be enlarged at a cost of $1,500,000 to accommodate 1,000 boys. The present school has an enrollment of 350 boys who reside on the premises. Elementary and junior high school academic and agricultural education work will be taught in the structures now standing, while the new buildings will provide quarters for orphaned boys of high-school age.

Bandmastering by Radio

By JOSEPH E. MADDY

Professor of Music, University of Michigan

LAST OCTOBER a superintendent of schools in a small Michigan town asked me if I believed the playing of band and orchestra instruments could be taught successfully by means of the radio in order to bring such instruction within the reach of rural communities which can not afford to engage a band teacher. Four months later more than 3,000 children throughout Michigan, Ohio, Indiana, and Pennsylvania were learning to play through radio lessons given by the University of Michigan.

A course of five half-hour lessons was organized as an experiment to test the practicability of attempting to secure classroom participation in so highly specialized a subject as the playing of band instruments. The lessons were given during school hours, at 2 o'clock in the afternoon.

Both the State department of public instruction and the University of Michigan sponsored the course. The State department sent letters to all school superintendents in Michigan announcing the program, cautioning against haphazard participation, and urging them to place a teacher (not necessarily a music teacher) in charge of each class to see that the students received the instructions without interruption.

The response was immediate. Requests came in for 3,800 free lesson booklets. Each booklet served 17 pupils because the pages containing the music for the various instruments could be separated.

The booklets gave general instructions about the lessons and told what would be expected of each student. The music consisted of 15 well-known songs which I estimated could be learned at the rate of three songs at each lesson. All band instruments except drums were included in the course—all to be taught at once. The procedure was simple and was based entirely upon active participation on part of the pupils.

A studio band was recruited from University of Michigan students. It used one instrument of each type taught. The band played and sang each song several times. The pupils at their radio loud speakers sang along with the radio band until they had memorized the tune. Then the studio band played the tones used in the song, holding each tone long enough to permit the pupils, or most of them, to match the tone on their instruments. Then the studio band and pupils played the song together several times, after which the studio band added the harmony while the pupils played the melody. The effect, at the receiving end of the experiment, was that of a complete band, with pupils playing the melody accompanied by the studio band.

Within 15 minutes of the time they first attempted to play a band instrument these pupils experienced the thrill of playing in a real band.

Students Set Fast Pace

The lesson booklets contained post-card questionnaires (called criticism cards) to be mailed to me after each lesson. These enabled me to correct weaknesses in the method of presentation, especially in regard to timing of each lesson to meet the average student's ability.

Replies received after the first lesson indicated that 98 per cent of the students could progress more rapidly than I had anticipated. After the second lesson many students wrote that they could play all of the 15 tunes. Several of the students joined their school orchestras after two of the radio class lessons. After the third lesson practically all of the students reported that they could play all of the pieces. Henceforth I was forced to add new songs by the rote method. The students asked for more lessons and the course was extended to six lessons.

The last lesson was a combined lesson and demonstration. The previous week I had invited each class within 100 miles of Ann Arbor to send to Ann Arbor to participate in broadcasting the final lesson one member who had received no other musical instruction than the radio lessons. Twenty students, ranging from 10 to 16 years in age, came and successfully replaced the studio band for a full-hour program which included familiar and unfamiliar unison and part songs, solos, duets, and trios. This lesson was conducted precisely like the previous lessons except that the children who had learned to play entirely by means of the radio course served as the demonstration band. There was no longer any shadow of doubt as to the practicability of teaching band instruments by radio.

Advantages of Radio Teaching

Immediately after the fifth lesson I visited 20 of the radio classes scattered throughout Michigan. From these visits I was able to compare the work of the various groups with similar classes directly taught. Three advantages of radio teaching were at once apparent:

(1) Students in the radio class developed better tone quality than those in regularly taught classes because the former had in the studio band good tone quality to imitate.

(2) Usual blatant tone quality of beginners must be controlled in the radio class because the pupils are forced to play softly to enable them to hear the studio band above the sound of their own instruments.

(3) Parent supervision of student's work is frequent with radio pupils, while it is quite unusual in most education. Mother listens to the lesson at home then tests the child when he returns from school.

The best classes I visited were those in charge of grade teachers or vocal music teachers who followed instructions implicitly because they knew nothing about the instruments being taught. The poorest classes were those in charge of band leaders or band players who knew something about the instruments. They supplemented the radio lessons with their own instructions, which always consisted of rhythmic exercises and other problems and only served to distract attention from the fundamental things—tone quality and musical expression.

I felt that most of the pupils in the classes I visited learned more in the five radio lessons than they would have learned if I had taught each class in person. The pupils were tremendously enthusiastic over their accomplishments. Every class that I visited had arranged to continue as a school band.

Classes of 20 students seemed to progress best. Smaller classes were too informal, while larger classes often played so loud that the players could not hear the radio.

Differences in age seemed to make little difference. Three 10-year-old girls, who were among those participating in the demonstration broadcast, played as well or better than the older children in the group. Practically all of the students in the classes visited were able to play the 15 songs in the lesson booklets and many had learned additional tunes which they had found in hymn books, or tunes they had sung or heard.

While the Baby Slept

While my chief concern was in the experimental classes conducted during school hours and under school supervision, the lessons proved equally successful in the case of adults taking the lessons privately in their homes. Most adults are self-conscious, and though anxious to learn to play a musical instrument, are unwilling to be seen carrying an instrument to and from lessons.

Many such individuals welcomed the radio course because they could learn to play in the privacy of their own homes, without telling their neighbors. Letters attest to this. Five relatives, who lived on farms within a radius of 55 miles, each took the lessons at home, then assembled for group practice. One mother thought the lesson period had been timed to suit the convenience of young mothers, so they could take the lessons while the baby was enjoying its afternoon nap.

I have long believed that so-called educational radio programs which attempted to combine entertainment with instruction could not attain permanency and that actual classroom participation is necessary in radio education if it is to endure. The purpose of this experiment was to prove that highly specialized participation is possible if the radio lessons are adequately planned and supervised.

The radio band course was not supplementary to other courses being taught in school, but was a separate unit of endeavor, controlled entirely from the broadcasting studio. How long such a course could continue before interest began to lag is an unsolved question. I believe that 10 to 15 lessons would be the limit, after which interest would decline because of individual differences among the pupils. Perhaps I am wrong. It might be possible to extend a course through an entire year by so planning the work that a new starting point could be reached at certain periods.

Successful teaching of nearly 4,000 students of varying ages to play 12 different musical instruments at the same time is proof that the field of radio education is far greater than most of us have ever realized. But radio education must not be combined with, or confused with, radio entertainment or both will fail.

I thoroughly agree with the educator who once said, "Radio education begins when you get pencils and paper in the hands of students and the pencils begin to work." Whether it be pencil, ruler, or band instrument, the psychology is the same and the measure of success of all radio education can be determined by the amount of whole-hearted participation by the pupils.

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Youngstown and Mississippi School Surveys Started

The Office of Education is now cooperating in conducting three sectional education surveys in addition to the three national surveys on secondary education, teacher preparation, and school finance, according to Dr. L. R. Alderman, chief of the service division.

Surveys are being made of the Youngstown, Ohio, public school system, the publicly controlled schools of Mississippi, and the Southern Appalachian Mountain Region.

At the invitation of the Youngstown Chamber of Commerce and Board of Education, the Office of Education consented to make a study of the city's schools. Considerable information has been collected and actual survey work will begin in September.

The Mississippi study is being made at the invitation of the Brookings Institution, Washington, D. C., and the State.

Early in 1931 the United States Department of Agriculture asked the Office of Education to cooperate in a social and economic survey of the Southern Appalachian Mountain Region, the office to be responsible for that part of the survey relating to education. Most of the work will be devoted to comparing information now available in the various States located in the region and in the offices of the Government departments. It is contemplated that about three years will be required for the completion of this study.

Last year the Office of Education completed a survey of the Buffalo, N. Y., public-school system, and in April a survey was made of home economics education in the junior and senior high schools of Montclair, N. J., with recommendations for curriculum revision.

Williamsburg Region Made National Monument

Recognizing the importance of Williamsburg, Va., both from a cultural and an educational standpoint, President Hoover included the Williamsburg area, by proclamation, in the Colonial National Monument, which insures future preservation of the historic region. Jamestown and Yorktown are the other two historic areas included in the preservation project.

Provision for instruction in character education is made in school systems of 156 cities out of 171 replying to a questionnaire sent out by the Office of Education. Of the 156 cities 134 introduce it with other subjects, and 22 as a separate study.

· SCHOOL LIFE ·

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SEPTEMBER, 1931

The Good That May Come From Depression

UNFORTUNATE as the depression is, one can not lose sight of a real good it will have on the administration of schools. It has caused educators to study the whole administrative system in many places and already there is an unmistakable trend in the direction of a more business-like handling of this phase of public service. It may very well be that out of the present plight, education will be reorganized in many places where its administration is faulty, where there is rivalry, duplication, waste, and lack of coordination.

This is particularly true of administering education in the higher institutions. It is recognized that there are no universally applicable principles governing the organization and administration of higher institutions. Each case must be decided in the light of all the facts which bear upon it. It is pretty generally recognized, however, that competition rather than cooperation among the several States supporting institutions of higher education is the prevailing spirit.

Already there is a tendency of States to coordinate the scattered and rival educational activities among their State-supported schools of higher learning. The Office of Education has just published the survey on public higher education in Oregon made by a commission appointed by the Federal Commissioner at the request of the State with which the office cooperated.

The problem of Oregon is not a new one. To overcome a heterogeneity of administration and lack of uniformity among the five State-supported higher institutions, the legislature enacted a law creating a State board of higher education whose purpose was to unify their activities. Rivalries existed between the land-grant institutions and the State university, and teacher-training institutions introduced other complications. The commission made a thorough study of the entire administration of these institutions and recommended a coordinated and unified system.

When funds first became available for agricultural and mechanic arts courses, some States set up colleges within the university while others erected distinct land-grant institutions. Rival colleges have resulted in many instances, each gradually duplicating the other, whether fitted for offering certain instruction or not.

North Carolina has recently appointed a single board of regents to bring about some unity there. The Federal Office of Education has been called on to assist. On July 24, a subcommittee conferred with the Federal Commissioner of Education as a preliminary step.

It is impossible at present to state to what extent educational funds have been curtailed on account of the depression. However, public leaders are being led to find out just how far their systems can produce efficient results at a minimum cost. The survey of school finance now being launched by the Office of Education should not only be very helpful in consolidating administration in its fiscal aspects but should serve as a means of introducing economies throughout the entire administration which will not cause instruction to suffer.—*W. J. C.*

The Luck of Being a Dunce

BEING SO LONG in the lowest form I gained an immense advantage over the cleverer boys. They all went on to learn Latin and Greek and splendid things like that. But I was taught English. We were considered such dunces that we could learn only English. Mr. Somervell—a most delightful man, to whom my debt is great—was charged with the duty of teaching the stupidest boys the most disregarded thing—namely, to write mere English. He knew how to do it. He taught it as no one else has ever taught it. Not only did we learn English parsing thoroughly, but we also practised continually English analysis. * * *

As I remained in the third form (*B*) three times as long as anyone else, I had three times as much of it. I learned it thoroughly. Thus I got into my bones the essential structure of the ordinary British sentence—which is a noble thing.

And when in after years my school fellows who had won prizes and distinction for writing such beautiful Latin poetry and pithy Greek epigrams had to come down again to common English, to earn their living or make their way, I did not feel myself at any disadvantage. Naturally I am biased in favor of boys learning English. I would make them all learn English; and then I would let the clever ones learn Latin as an honor, and Greek as a treat. But the only thing I would whip them for is not knowing English. I would whip them hard for that.—*Rt. Hon. Winston S. Churchill: "My Early Life: a Roving Commission."*.

Name Expert to Study Radio in Education

Appointment of Cline M. Koon, assistant director of the Ohio School of the Air the past two years, to fill the newly created post in the Office of Education, specialist in education by radio, has been announced by the Secretary of the Interior.

Duties of the new Office of Education specialist will be to initiate and conduct research studies of radio as an educational agency; to organize and maintain an informational and advisory service to schools and other agencies interested in the field of education by radio; to become familiar with college and university extension work so that the part radio as a tool may take in this field may be evaluated; and to prepare material for publication on phases of education by radio.

Mr. Koon was graduated from West Virginia University in 1915 with the degree of bachelor of science, and received his master of arts degree from Teachers College, Columbia University, three years later. For nine years he was principal of high schools in West Virginia.

Creation of the radio specialist position in the Office of Education recognizes the growing importance of education by radio. It was authorized as a result of many recommendations, including one of the national advisory committee on education by radio last year, which stressed the need of such a section in the Office of Education.

The newly appointed radio specialist, through his affiliation with the successful Ohio School of the Air, has made many contacts in the radio field which will be valuable to him in conducting this phase of educational activity in the Federal Office of Education. He assisted in directing educational broadcasts which are now heard regularly in approximately 8,000 schoolrooms.

A $1,000,000 gift for the establishment of a children's dental clinic in Berlin has been offered by Julius Rosenwald, Chicago philanthropist.

Progress in Ten Teacher-Training Investigations

By E. S. EVENDEN

Professor of Education, Teachers College, Columbia University, and Associate Director, National Survey of the Education of Teachers

THE NATIONAL SURVEY of the Education of Teachers is now one year old. What has been accomplished in 10 specific studies started during the year?

The 10 studies and a description of progress made toward their objectives follow:

1. Fact-Finding Study

This study, needed as a basis for more accurate estimates on supply and demand of public-school teachers and administrators, was the largest single project of the first year. Infinite care was taken in the preparation of the data blank in order to secure the most essential data in the simplest and most usable form. State superintendents and State commissioners of education all cooperated in sending these blanks to city and county superintendents, and these in turn sent them to individual teachers.

Nearly a million questionnaires were sent out from Washington, and 460,000 returns were received. This response was gratifying evidence of the professional interest of teachers throughout the United States, and the returns are more than enough to give accurate data for the country as a whole and for most of the individual States. Answers were transferred to Hollerith cards by 35 regular and temporary employees who also sorted the cards. Tables from this study will be finished during the present summer.

2. Curriculum Studies

(*a*) One of the most important investigations of the survey examines the courses of study by means of which teachers are prepared. A general question blank to go to all institutions whose graduates enter teaching was prepared and tried out in a few institutions this summer. It will also be sent out this fall. This blank will secure data upon aims, methods of curriculum making, sequence and rank of courses, special features of content and method, preparation of the instructors, observation and student teaching, and extracurricular activities. (*b*) Standards for selecting a limited number of institutions of different types representing better practices in the preparation of teachers were developed. The list represents seven types of institutions and is also representative of the different regions of the country. (*c*) Plans and data sheets were prepared for the analysis of curricula in order to show (1) the kinds of teachers prepared; (2) amount of their preparation; (3) types of courses offered; (4) prescribed content; (5) major and minor organization; (6) content and method of the 10 most representative courses in 15 major fields of subject matter; and (7) other related studies. (*d*) Plans were made for studying the actual records of courses taken by 4,000 students in the selected list of institutions. (*e*) A check list and test of student knowledge of professional preparation was started.

3. Reading Interests of Teachers

Data for this study have been secured and the report should be available in the near future. This study was undertaken as part of an investigation of the committee on the reading interests and habits of adults of the American Association for Adult Education and the American Library Association. It was also subsidized by the Carnegie Corporation and the Graduate Library School of Chicago University. It was therefore possible for the survey, with a small outlay, to secure the benefit of the experience of Dr. Douglas Waples, of the University of Chicago, in collecting and interpreting the data.

4. Library Facilities

This study, which is closely related to the reading interest study, will show, for different types of institutions preparing teachers, the physical facilities available in the library, the library personnel, and the specific library material for certain selected courses which are taken by most students preparing to be teachers. This study also should be completed very soon and should afford a more accurate comparison than has been possible heretofore of the library equipment of normal schools teachers' colleges, colleges, and universities. The library is quite obviously one of the important elements in the work of any institution preparing teachers.

5. Bibliography of the Education of Teachers

One of the instruments most needed by a survey staff is an annotated bibliography of the field to be surveyed. A scheme for classification, annotation, and cross-referencing for a permanent bibliography has been developed and about 3,000 selected references in this field have already been assembled. The newly inaugurated quarterly bibliographical service of the Office of Education will help to keep this material up to date after it is published. Such a bibliography, left in the Office of Education for use after the survey is completed, will greatly increase and facilitate the service which the office can render to individuals or institutions desiring references on special subjects.

6. Measurement Program

Tests for teaching merit which could be checked for reliability and validity against the rating of teachers and against the progress of children under the teachers' direction are being developed and assembled. A set of these was prepared and tried out upon a group of 37 graduate students at Teachers College, Columbia University, 53 Maryland State Normal School seniors, and 65 Pennsylvania teachers enrolled in extension courses in Pennsylvania State College. Three of thirteen tests were retained. They were further refined and others developed to make a battery covering such items as knowledge of educational books and magazines, the most frequently used concepts in education, and concepts of known difficulty in some of the elementary school subject-matter fields. Preliminary trials were made with in-service teachers at George Washington University and graduate students at Teachers College, Columbia University. Scores made on different tests will be correlated with the ratings of those teachers and with any available measures of pupil progress in order to see if there is any persistent relationship.

7. Supply and Demand of Teachers

Dr. Frank Hubbard, of the research division, National Education Association, made a careful study of the supply and demand of teachers as shown by the records of State superintendents and State commissioners of education. The survey contributed toward his traveling expenses in order that he might visit personally a larger number of States. This study also covered State practices in such matters as certification and the control of the States over the normal schools and teachers' colleges.

8. To Measure Thinking of Teachers

A measuring instrument to discover the educational theory or theories which control the thinking of teachers in colleges and teachers' colleges is being tried out under varying conditions in different types of schools, in several different States and with teachers of different subjects. Results will be compared with other data concerning those who take the test such as the amount and kind of training which they have had, their

(Continued on page 18)

Buffalo Builds a High-School Aviation Course

By WILLIAM B. KAMPRATH

Principal, Burgard Vocational High School, Buffalo, N. Y.

ON APRIL 15, 1931, the Curtiss Aeroplane & Motor Co., Buffalo, N. Y., called upon the Burgard Vocational High School to furnish 10 senior students from its aviation department, prior to graduation time, to accept positions for general plane-assembly work. The personnel manager said that he was very desirous of having these 10 students prior to graduation time, and expressed a hope that some special arrangement might be made for them to complete their course and be accredited as graduates of the school. In order to serve the aviation industries of the city, and of the Curtiss Co. in particular, we immediately made arrangements to comply with the request of the Curtiss executives.

Recently a civil-service examination was held for airport mechanics in connection with the field work at the Buffalo Municipal Airport, and two young men of the aviation department of this school passed at the head of the list and received appointments.

Four-Year Course Offered

On April 1st the evening school held its graduation dinner, and, among others, graduated two young men in its aviation department, who have recently opened up a private flying field of their own, and are conducting the port as a commercial landing field as well as operating a flying service, both locally and cross-country.

These are a few instances mentioned for the purpose of showing the tie-up which exists between the aeronautical work of the school and the industry itself, both in factory and field. Buffalo is an outstanding aviation center. A number of manufacturing establishments are located within its limits. About 10 flying fields are to be found within a radius of 10 miles. It is a terminus for air mail and passenger service. The chamber of commerce and the city generally are thoroughly alive to the possibilities of industrial aviation. Recently substantial appropriations were made for the construction of a seaplane base. This entire situation is, of course, advantageous to students of aviation at this school.

At the present time the 4-year course consists of aircraft construction and repair; aircraft-engine repair; aircraft machine-shop work; aircraft electrical repair; aircraft welding; aerodynamics; meteorology and air navigation; students spending one-half day for four years in shops that are completely equipped and properly appointed for carrying on the above courses, and the other half day in regular high-school subjects, including related trade work in science, mathematics, and drafting.

Our new building, which was opened September 8, 1931, has six shops for aviation work. The advanced aircraft construction shop is one of the largest in any vocational school in the city. It houses about eight complete airplanes, which are the property of the school or are in the shops for overhauling, having been brought from near-by airports. This shop is equipped with overhead tracks, electric hoist for hoisting complete planes from the ground floor to the fourth story, a Curtiss-Wright wind tunnel for experimental purposes, a nibbling machine for metal work, a band saw, variety saw, and various other woodworking machines, as well as a complete tool-room equipment for wing and fuselage work, and assembling and rigging of planes. Planes owned by the school and located in this shop for laboratory work are Cessna high-wing cantilever plane; Eaglerock low-wing cabin monoplane; Fairchild high-wing folding-type monoplane; Eaglerock center section biplane; Travelair and Waco and Army pursuit planes, and one glider.

Shops for Special Work

Contiguous to this shop is the advanced aircraft engine-repair room which is equipped with about 20 airplane engines mounted on test stands and connected up ready for operation and trouble shooting. This shop is equipped with an exhaust system built into the floor in such a manner as to make it possible to eliminate all exhaust gas from the room. It has an overhead track system, making it easy to handle and erect motors on running-in stands. In addition, this shop has all the work benches, valve-grinding machines, and tool equipment of a service department of a modern airplane repair hangar.

The next shop is devoted to the first-year students in general construction and

BUFFALO'S HIGH-SCHOOL AVIATION COURSE RUNS DAY AND NIGHT

Boys who take the 4-year aviation course get an opportunity to work on real planes and real engines. A wealth of equipment, machinery, and materials gives the students an opportunity to perform practical work in all departments of airplane fabrication.

The Report of the Industrial Education Section of the Survey of Buffalo Public Schools by Maris M. Proffitt (Office of Education Pamphlet No. 17) is just off the press and may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 10 cents per copy.

repair, as well as engine work, and is equipped with planes and a dozen airplane engines, as well as several practice fuselages and wings; two airplane engine-test stands; and a paint and dope spraying booth. The fourth airplane shop is that equipped for airplane welding. A separate shop is devoted to aircraft electrical work for instruction in modern aircraft magnetos, aircraft batteries, landing and flying lights, aircraft instrument boards, etc.

The Air Navigation Tower

One complete machine shop is given over to the aviation department for training in airplane machine shop practice, including flat metal fittings work, tube bending, and general machine-shop practice as involved in airplane work. Every aviation student spends 10 weeks in this form of specialized machine-shop work as it relates to aeronautics.

One of the most interesting rooms in the entire aviation department is the one in the tower of the building which is equipped as a laboratory for the study of meteorology and air navigation. In this room may be found all the modern weather instruments, such as wind-direction and wind-speed dials and recorders, sunshine and rainfall devices, cloud indicators, barometers, altimeters, earth-inductor compasses, in addition to every type of aerial map and meteorological chart necessary for training of pilots, student flyers, and airport mechanics. Located on the roof outside the tower is a platform upon which are mounted the outside weather-recording instruments.

In addition to work on planes, engines, and equipment owned by the school, the students do a great deal of work on three airplanes: A Waco, an Eaglerock, and a Commandaire, which are owned by the three Burgard Vocational High School flying clubs that have been organized by the school and are sponsored and directed by the instructors in aviation. Repairs and complete overhauls on these ships are made at regular intervals by transporting the ships from the airport to the school, and, in other instances, repairs are made at the airport where the school is fortunate to own a small workshop equipped with tools, workbenches, lockers, and such materials as are needed for service work at the port.

The flying clubs, which have been in operation since May, 1927, have so far trained approximately 40 fliers. There are at present 3 transport pilots, 10 limited commercial pilots, and the others are private pilots accumulating hours for their more advanced tests.

In the day classes the aviation department has accommodations for approximately 150 students. In the evening school registration is limited to workers in the aircraft factories, pilots, student fliers, and airport mechanics. Enrollment is restricted to 250. Our instructors are practical men who, in addition to thorough experience in airplane factories, are also interested in flying. One of the men is a transport pilot and teaches all the flying to the members of the airplane clubs, which pay him the standard rate for such instruction. These club ships are owned by members of the club, and all expenses in connection with their upkeep are taken care of on a pro-rata basis, there being approximately 10 members in each club.

The manufacturers in and about Buffalo, as well as the owners and operators of fields and flying services, are actively interested in supporting and promoting aeronautical instruction at this school. The United States Navy and the United States Army aided with a generous loan of a great deal of equipment, including engines, planes, and instruments.

Naturally, the aviation course is extremely popular, and last year it became necessary to turn away hundreds of young men who could not be accommodated in spite of the extensive provisions made for this work by the board of education. No freshmen or sophomores were admitted last September. The registration was limited to high-school juniors, seniors, and graduates.

Seventeen Named to Chart Course of School Finance Study

THE NATIONAL SURVEY of School Finance, authorized by Congress at a cost not to exceed $350,000 over a 4-year period, is now under way in the Federal Office of Education.

Since the study was launched six weeks ago, more than a dozen temporary employees, including several recognized finance experts, have been making preparations for the more comprehensive work which will follow.

Timon Covert, Federal Office of Education specialist in school finance, and Eugene S. Lawler, senior specialist in the Finance Survey, have been directing preliminary investigations, with the cooperation of Dr. Carter Alexander, Teachers College, Columbia University, and Dr. Mabel Newcomer, professor of economics at Vassar College.

Seventeen finance specialists appointed to the advisory committee of the finance survey have been invited to meet with William John Cooper, United States Commissioner of Education, and Prof. Paul R. Mort, director of the School of Education, Teachers College, Columbia University. Commissioner Cooper is director of the finance survey and Professor Mort is associate director in active charge of the national study. At the meeting, which will be held in the office of Commissioner Cooper, more definite plans for the various survey projects will be formulated.

The 17 finance specialists appointed by the Secretary of the Interior as finance survey consultants are: William G. Carr, director of research, National Education Association, Washington, D. C; Lotus D. Coffman, president, University of Minnesota, Minneapolis, Minn.; Albert S. Cook, State superintendent of schools, Baltimore, Md.; N. R. Crozier, superintendent of schools, Dallas, Tex.; Fred. R. Fairchild, professor of political economy, Yale University, New Haven, Conn.; Mark Graves, State tax commissioner, Albany, N. Y.; Robert M. Haig, professor of business administration, Columbia University; New York, N. Y.; Arthur N. Holcombe, professor of government, Harvard University, Cambridge, Mass.; L. F. Loree, president, Delaware and Hudson Railroad, New York, N. Y.; Harley L. Lutz, professor of public finance, Princeton University, Princeton, N. J.; Felix M. McWhirter, president, Peoples State Bank, Indianapolis, Ind.; Fred W. Morrison, State tax commissioner, Ralcigh, N. C.; Henry C. Morrison, professor of education, University of Chicago, Chicago, Ill.; Orville C. Pratt, superintendent of schools, Spokane, Wash.; George D. Strayer, director of educational research, Teachers College, Columbia University, New York, N. Y.; Fletcher Harper Swift, professor of education, University of California, Berkeley, Calif.; and Rolland A. Vandegrift, director of finance, State department of finance, Sacramento, Calif.

Teach Mental Hygiene in New York High Schools

Mental hygiene is now taught in third-year classes of New York City high schools, with an aim of helping a student discover his own personality, and correct such weaknesses as may stand in the way of his full development. A course in race hygiene is being prepared for fourth-year students.

Beginning this term only those who can show high marks in earlier studies will be admitted for higher learning to the National University of Mexico.

Free Washington Study Course Ready For Teachers

By HAZEL B. NIELSON

Director of Educational Activities, George Washington Bicentennial Commission.

PARTICIPATION IN THE nation-wide celebration of the two hundredth anniversary of the birth of George Washington is an activity that will be found in every schoolroom of the Nation this year and 1932. From the primary grade to the university there will be programs, special projects, and courses of study devoted to the "Father of His Country."

The United States George Washington Bicentennial Commission has material for distribution for all divisions of school work and their projects. One of the commission's educational activities of special interest to teachers and student-teachers is the George Washington Appreciation Course published in handbook form.

The aim of this course is to present historical facts of George Washington's life; to instill in the hearts of the students an appreciation of George Washington's contributions to his own period and to posterity, and to interpret the history of the outstanding movements and developments of his period, so that all pursuing the course may be inspired to develop the spirit of Washington in the students that will come under their influence.

Course Has 12 Units

The appreciation course may be presented by four methods: (1) Residence, pursued by students in residence; (2) correspondence, carried on through correspondence by an individual or study group; (3) radio, not designed for school credit, but certificates of recognition will be issued by the commission; and (4) historic travel, including trips to Washington, the Nation's capital, arranged by school authorities as a continuation of the residence or correspondence courses or given as a separate course.

Order Blank for Washington Course

GEORGE WASHINGTON BICENTENNIAL COMMISSION, *Washington, D. C.*

DEAR SIR: Please send me a copy of the George Washington Appreciation Course.

Name_____

Address_____

Although the George Washington Appreciation Course was especially designed for teachers, it may be pursued by any adult or study group. Many historical societies are organizing groups to avail themselves of the opportunity.

The Handbook of 200 pages covers the 12 units of the course. It also lists the material published by the commission.

Washington's Early Life

The first unit, The Setting for the Course, presents the historical and geographical conditions at the time of George Washington's birth in 1732. Henry Cabot Lodge wrote, "To know George Washington, we must first of all know the society in which he was born and brought up."

Unit two describes the Early Life of George Washington, presenting the interesting facts about his family, home, and activities, stressing Washington's rules of civility.

The third unit deals with The Young Manhood of George Washington, featuring the youth himself, his activities—life in the home of his brother Lawrence and in the home of Lord Fairfax, his love of horseback riding and fox hunting. His early occupations as a surveyor, soldier, politician, and farmer at Mount Vernon are brought out.

Next Month

"What Poems and Stories About Washington Children Like Best"

In unit four, George Washington a Leader of Men during the Struggle for Independence, the history of the Revolution is presented, stressing Washington's part in the Revolution, the race contributions to the American Army, and the contributions made by women during the Revolution.

The fifth unit presents the period of peace following strife. George Washington a Private Citizen Immediately Following the Revolution furnishes many new fields for learning of Washington as a builder of peace, of his interesting life as a farmer, his home life, and his many friends.

Unit six, entitled "George Washington a Leader in the 'Critical Period' of American History (1783–1789)," introduces an opportunity for a study of the background of the Federal Constitution, the essentials of American constitutional government. The part played by George Washington in the creation of a nation is emphasized.

This is followed in unit seven by George Washington the Executive, an understanding of the international relations which confronted Washington. Then follows in unit eight, George Washington a Private Citizen following the Presidency, the story of his last years at Mount Vernon, when people came from far and near to pay him homage. Unit nine, Selected Tributes to George Washington, will be helpful as a reference for authentic tributes from the time of Washington's death to the present.

Historic Travel Course

While unit ten introduces a study of Washington the Nation's Capital, it is not a departure from the achievements of Washington, for topics refer to Washington's participation in the city's creation. Many references are made to the publications about the city and in particular to the available material published by the Fine Arts Commission, and The Capital of the United States: a Heritage from George Washington, being prepared by the United States George Washington Bicentennial Commission. The material is so arranged that it may be correlated with a study of art, civics, and geography. As a whole it furnishes a background for those enrolling in the historic travel course.

A distinctive unit in the appreciation course is unit eleven, Correlation of This Course with Other Subjects of the Curriculum in which suggestions are made for linking up a study of George Washington with agriculture, art, business, civics, geography, health education, home economics, literature, and music, as well as with the extracurricular activities. Unit twelve will give the student the opportunity of considering the Contributions of George Washington to Civilization.

The use of the handbook is not dependent upon a particular textbook. The two main sources of information prepared by the commission to be used with this handbook are:

1. Forty-eight papers on the subjects in the 12 George Washington programs which are issued in a series of 12 pamphlets. The list of selected books relating

The Work of the National Flag Association

By JAMES A. MOSS

Colonel, United States Army, Retired; President General of the United States Flag Association

THE FIRST STEP in education, which will, in time, control the war instinct, must be the inculcation of rational patriotism—that is, patriotism free from egoism, vainglory, braggadocio, and jingoism; patriotism that recognizes the fact that while every man should love his country and be loyal to its flag, there are men of other lands who are just as much entitled to love their countries and be loyal to their flags; a patriotism that realizes no one country has a monopoly on the good things of the world, and that every country can learn things from other countries; a patriotism whose spirit is the kinship of the human race.

Program of the Association

As a matter of fact, rational patriotism is a sentiment whose spirit is found in the eternal principles of freedom, equality, justice, and humanity on which the Republic of the United States of America is founded.

Basic principle.—With the inculcation of rational patriotism as its purpose the program of the United States Flag Association is founded on the principle that in order to have proper respect and consideration for the ideals, traditions, and institutions of other countries one must first understand and appreciate the ideals, traditions, and institutions of his own country.

Scope.—The program consists of two parts: (1) *Annual flag project.*—Annually competitive flag projects, in which suitable awards are offered, are held among the high schools of the United States, each project consisting of (*a*) a certain number of questions on the ideals and institutions symbolized by the flag of the United States, and (*b*) a short essay on some suitable subject. In each annual project the idealism of the Flag of the United States as a symbol of good will toward other countries is emphasized, and special stress is placed on our national emblem as symbolizing the great peace accomplishments of the Nation rather than its war achievements. (2) *Patriotic pilgrimage and good-will trip.*—The regional winners in the competitive flag project are taken on a pilgrimage to patriotic shrines in this country and given a trip to one or more foreign countries for the purpose of (*a*) extending greetings of good will to the children of such countries from the children of America; and (*b*) inviting the youth of the countries visited to join the youth of the United States in forming a union of friendship among the youth of all the nations of the earth.

Advisory Council Formed

The program of the United States Flag Association is strongly indorsed by United States Commissioner of Education Wm. John Cooper, who has expressed the hope that it would be adopted by all the States of the Union as part of their civic education schedules; also by Secretary of the Interior Ray Lyman Wilbur, who has characterized the flag association's program as "logical, sound, and scientific."

Henceforth, the program of the United States Flag Association for the education of American youth in rational patriotism will be conducted with the guidance of an educators' advisory council which consists of the president of the National Congress of Parents and Teachers, the president of the National Education Association, the president of the World Federation of Education Associations, and State superintendents and commissioners of education, 41 of whom have accepted service as members of the council. United States Commissioner of Education Wm. John Cooper is chairman of the council.

Accomplishments So Far

The first year more than 250,000 boys and girls, representing 4,000 schools and other units, participated in the program of the United States Flag Association. Eighteen boy and eighteen girl regional winners were assembled in Washington and taken on a pilgrimage to several of our principal patriotic shrines, and two girls and two boys were then sent on a good-will trip around the world. This year 11 boys and girls, representing youth organizations, schools, and groups, were taken on the patriotic pilgrimage in this country and afterward sent on a good-will trip to France and England where they were received by the Prince of Wales, Prime Minister MacDonald, the Archbishop of Canterbury, the Lord Mayor of London, the President of France, and Mr. Briand, all of whom commended them on the purpose of their visit. In both France and England the good-will visit of our young envoys of friendship struck a most sympathetic and responsive chord. The Minister of Public Instruction of France has promised that the visit will be returned next year by a group of children to be selected from the public schools of that country, and there is reason to believe that a group of British boys and girls will also make us a return good-will visit.

It is planned that the next good-will trip of the United States Flag Association will be to Germany, Austria, and Italy.

It is hoped that after the movement for the inculcation of rational patriotism in youth has become established in the United States similar projects will be started in other countries, and in time be carried on in all the countries of the world in an organized, systematic way.

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to George Washington used as authority for these papers is found on pages 9 to 12 of the pamphlet of programs issued separately.

2. Sixteen pamphlets of the series honor to George Washington and readings about George Washington. Selected authorities are listed in each pamphlet.

Reference is made to many current histories and biographies. Many quotations are included in each unit, which will be helpful to the teacher or student who does not have access to a large library. Each unit is prefaced by a brief outline setting forth the main topics and correlated subtopics to be considered in the developed outline.

A valuable feature of the handbook is the introduction of 25 black-and-white illustrations, which give a visual presentation of each period of Washington's life. This feature arouses enthusiasm for an exhibition of Washington material in the schools.

An examination of the handbook reveals that the Washington material seems to be without end. The material in the handbook presents to the teacher what is authentic and worth while for use in the schools where building for good citizenship is a principal concern. Thousands of handbooks have already been sent to every section of the country.

Special Opportunities for Gifted Students

For art students of more than average ability in public schools of Detroit, through cooperation of the Detroit Institute of Arts, Saturday morning classes have been established, and a total of about 60 students receive instruction. Teachers are provided by the board of education. Soundness of the teachers' judgment in their selection of students for the special opportunity was verified by an art-judgment test given by a member of the staff of the University of Iowa, which rated 40.6 per cent of the special Saturday students as unusual, 40.6 as superior, and the remaining 18.8 per cent attained a high average.

When Teachers of the World Met at Denver

By JAMES F. ABEL

Chief, Division of Foreign School Systems, Office of Education

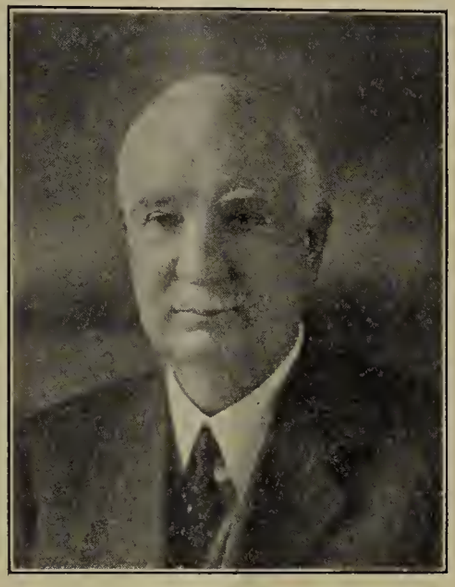
"LET ALL THE nations be gathered together and let the people be assembled" is inscribed on the corner stone of the municipal auditorium in Denver. Problably the man who chiseled those words there in 1907 had little thought that in a short two dozen years the aftermath of a World War and threats of other wars would bring to that building men and women teachers from 25 nations to consider how education can be so shaped as to create better understanding among all peoples and prevent war for all time.

But during the last week of July they were there out of places as distant from Denver as this little planet of ours affords. Turbaned Indians versed in Hindu lore from the India that Columbus hoped to reach; Indians in feathers and moccasins from the land he did reach; orientals from the China that has had many more centuries of experience with civilization than any other country, and from westernized Japan; folk from old Baghdad, Palestine, and Syria, and from new New Zealand; occidentals out of the west and center of Europe, and the West, no longer wild, of the United States; from republic, democracy, kingdom, empire, colony, and protectorate, Near East, Far East, near West, far West, far North, and far South came together for one purpose, the outlawry of war.

Despite the economic depression and the inland location of the meeting place they came; 104 from other countries, more than 1,800 from parts of the United States outside of Colorado, while the State and city furnished 2,000.

Representatives of a Million Teachers

The specific occasion for this gathering was the fourth biennial conference of the World Federation of Education Associations, a federation that was founded in San Francisco in 1923 and held its previous meetings at Edinburgh, Toronto, and Geneva. Still a young federation—for eight years is a very short time in the life of movements like this—it now has in its full membership about 25 organizations, including such large and powerful groups as the National Union of Teachers of England and Wales, the Bund Entschiedener Schulreformer of Germany, All India Federation of Teachers Associations, Japanese Education Association, Canadian Teachers Federation, and the National Education Association of the United States. Among its associate members are 29 State education associations' 46 city and town organizations of teachers' 3 of country-wide membership, 5 connected with universities and teachers' colleges, and 20 associations like the National Congress of Parents and Teachers, interested in some special phases of human training such as adult education, care of crippled and defective children, and nursery schools. In toto the groups that go to make up the federation must have a membership of nearly a million teachers and other persons interested in education.



SECRETARY OF WORLD FEDERATION

Dr. Augustus O. Thomas, founder of the World Federation of Education Associations, has retired from the presidency to become executive secretary. Dr. Paul Monroe was elected president.

For this Denver meeting the federation was organized into 14 departments, among which were: Rural life, illiteracy, social adjustment, health education, geography, preparation of teachers, educational crafts and one each for the four levels of instruction. In addition the five Herman-Jordan committees set up to carry on the plan to produce world understanding and cooperation through education for which Dr. David Starr Jordan won the $25,000 Herman prize were in regular session.

Monroe Speaks on World Unity

The sessions of the home and school, and child health departments and those of the social adjustment section drew large groups, for it must be kept in mind that this federation is primarily one of teachers, teachers of the kind that do the daily classroom work. Here were the real and the tangible that they could learn and understand and use for the benefit of the children in their care. Interest in these sessions was heightened by reports of conditions in other countries.

The general meetings were shaped, of course, to emphasize the main purpose of the federation, "the promotion of friendship, justice, and good will among the nations of the world." Before the second general meeting came M. Georges Milsom, director of the League of Red Cross societies, to tell in French of the work of the Red Cross and the Junior Red Cross with their twelve and one-half millions of members carrying on relief duties in 48 countries. Following him Dr. Paul Monroe, director of the International Institute of Teachers College, Columbia University, told the assembly that the world had attained something of economic unity, that it is approaching political unity, and that it is moving slowly toward cultural unity. In support of his belief in the growing cultural unity he cited, first, the large number of students attending foreign universities, 4,000 in France, 1,000 each in England and Germany, and 10,000 in the United States; second, the political effect of the cinema; third, the several countries that are adopting the Latin alphabet; and, finally, the modern means of rapid communication and travel.

New President Elected

At the strikingly interesting Friday session speakers read their papers from a stage on which were placed six machines connected with international telegraph and radio lines. Messages of greeting were sent to Toronto, London, Paris, Buenos Aires, Honolulu by way of New York, Shanghi, ships in the Atlantic and Pacific Oceans, and to various places in the United States. The replies came back in from 5 to 20 minutes after the sendings. On the map of the world, placed at the back of the stage, electric lights traced the courses of the messages.

Two changes in the federation's administrative personnel are of unusual interest. Dr. Augustus O. Thomas retired as president and Dr. Paul Monroe was chosen as his successor. Doctor Thomas, who is the founder of the organization and for eight years has filled its difficult presidency, is offered the place of executive secretary and a remuneration in part commensurate with the heavy and increasing duties of the position. For Sir Frank Goldstone, long secretary of the National Union of Teachers of England and Wales, attendance at Denver was one of the last of his official duties. He retired on September 1 and carries with him his recently acquired knighthood conferred

Are You Writing a Thesis? Read This Offer

Fresh facts! Who wants some fresh facts?

The Office of Education has on hand the finest collection of data on the teaching personnel of the United States ever brought together. Qualified research students may obtain it on very good terms.

Early last spring the Office of Education sent out a 2-page questionnaire to the 1,000,000 teachers of the United States. Nearly half a million teachers filled in the questionnaire. Information they supplied has been transferred to tabulating cards which contain all information except names and addresses. The *master* cards are being retained by the Office of Education for use in the National Survey of the Education of Teachers, progress of which is reported elsewhere in this issue, but the Office of Education offers to permit any State department of education, university, or qualified research agency to obtain *duplicate* cards for any State or any major groupings of teachers, such as all social-science teachers. Interested students will apply through some such agency.

Some agencies have already taken advantage of this offer. The State Teachers College at Greeley, Colo., has requested cards for Colorado teachers, the University of Minnesota has asked for Minnesota cards; both Nebraska and Pennsylvania State Departments of Education have asked for duplicate cards for use in State surveys. Doctor Krey, of the University of Minnesota, has asked for duplicate cards for all social-science teachers of all the States.

In the opinion of the directors of the National Survey of the Education of Teachers this information on teaching personnel, collected on a large scale for the first time, offers a golden opportunity for advanced workers in education to make studies of problems in education for which data have never before been available. Graduate students who plan theses this year will do well to consider this valuable mine of information in Washington, D. C.

For information on what material can be had on *duplicate* cards, how it can be obtained, and the cost, write to United States Commissioner of Education, Department of the Interior, Washington, D.C.

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by the King of England for his services to education.

Among the more important recommendations of the conference were: (1) That an international university board be formed to establish a uniform system of evaluating entrance credits and to assist in adjusting the foreign student to his new environment; (2) that teacher-training institutions make the study of international relations and world peace a required subject in the curriculum; (3) that the study of the feasibility of international radiobroadcasting of educational programs for school children of other nations be commended to the national educational authorities and to those in charge of radiobroadcasting in each country in the hope that a plan of cooperation to this end may be worked out; (4) that teachers colleges and schools of education having graduate departments offer courses in comparative education where not already offered, and that qualified students be encouraged to elect these courses; and (5) that the federation pledges its active support to the purpose of the conference for the reduction and limitation of armaments. Other resolutions dealt with education for young people living in rural areas, means for maintaining continuous contacts among workers in the field of child health, and the teaching of geography in such a way as to give a clearer appreciation of the common life problems of all peoples and of their contributions to present-day world civilization.

Where and just when the fifth session will be held is not yet decided.

Drawing by Robert G. Eakel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT

Librarian, Office of Education

Under the caption "Socrates on the 8-hour shift" John Palmer Gavit has contributed a sparkling article to the June *Survey Graphic*. Rollins College is the subject discussed. ✍ ✍ ✍ The reorganization of the Office of Indian Affairs is discussed at length in an article by Lewis Meriam in the June *Survey Graphic*. The title, "Indian education moves ahead," shows something of the author's enthusiasm for the new plan. ✍ ✍ ✍ "Keeping up with our children," an address delivered by the United States Commissioner of Education, William John Cooper, before the parent-teacher section at Ypsilanti, Mich., in January, 1931, appears in full in the May issue of *The American Schoolmaster*. Another address of Doctor Cooper's "A democratic method of performing an autocratic function" is published in the *Educational Outlook* for May. ✍ ✍ ✍ The June number of the *Journal of Adult Education* contains several of the papers in full, and abstracts of many others, which were presented at the sixth annual meeting of the American Association for Adult Education. These, with the report of the director of the association, also contained in this issue, give a clear account of the progress of adult education. ✍ ✍ ✍ In discussing the "Functions of the Junior College Library," in the *Junior College Journal* for May, Edith M. Coulter points out some of the opportunities afforded by it, that are too often overlooked by junior college administrators. ✍ ✍ ✍ The *Liberal Arts College Bulletin* for June is devoted to the historic development of American colleges. The articles are well illustrated and trace the growth of the colleges from colonial days. ✍ ✍ ✍ In the *Scottish Educational Journal*, for July 10, appears an account of an unusual summer school. At New College, Oxford, there was held from June 27 to July 4, a course for leaders of group discussions of wireless talks. It was under the auspices of the Central Council for Broadcast Adult Education. During the past year more than a thousand small groups have met to discuss and criticize radio programs. An interesting account of this summer conference shows how the leaders of these groups are prepared for their task. This newest phase of education was discussed in a building that has been used continuously for educational purposes since April, 1388. ✍ ✍ ✍ Roy N. Anderson of Teachers College, Columbia University, in an article in the *Personnel Journal* for August, discusses occupations for college women under the title "What may the college woman expect by way of a job?" He presents statistics of occupations and salaries of 891 college women. ✍ ✍ ✍ Two articles that should be of special interest to those who were unable to attend the Los Angeles meeting of the N. E. A., as well as to those who were there, appear in *School and Society* for July 25 and August 1. The first, by William Dow Boutwell, sketches the high lights of the program and gives in full the resolutions adopted by the convention. The second, from the pen of Doctor McAndrew, paints a brilliant picture of the social and "extraconventional" phases of the meeting.

Geography lessons are not what they used to be. In Yellowstone National Park nearly 90,000 persons attended lectures and went on field trips during the month of June as compared with about half that number for the same period last year.

New Books in Education

By MARTHA R. McCABE

Library Division, Office of Education

Bagley, William C. Education, crime, and social progress. New York, The Macmillan Co., 1931. xiv, 150 p. tables, diagrs. 12°.

While the author is not blaming our scheme of education with the present conditions of crime, divorce, prevalence of corruption in public office, etc., he does attempt a thoughtful presentation of material which involves a two-fold purpose: To identify the elements of weakness in our educational system; and to suggest elements of strength to replace them. Two outstanding problems confront us: The by-products of the Industrial revolution, social and economic change, unemployment, etc.; and some of the things that the American people are *not* doing, characterized by President Hoover as "the subsidence of our institutional foundations." The author deals with the handicaps of character education, discipline, and dogma, the shibboleths of the curriculum, the fallacy of the aim of rural education to keep the rural child on the farm, scrapping the traditional school subjects and replacing with "activities"; and other pet theories of educators and slogans of teachers—the play way, creative impulse, free school, etc.

Burgess, Isaac Bronson. The life of Christ. For the use of students of high-school age. Adapted from The life of Christ by Ernest D. Burton, and Shailer Mathews, by Isaac Bronson Burgess. Rev. ed. Chicago, Ill., The University of Chicago Press, 1930. xxii, 282 p. illus., maps. 8°. (The University of Chicago studies in religious education, ed. by Shailer Mathews, Theodore G. Soares, W. C. Bower. Constructive studies)

This constructive study attempts to meet the need of the teacher without too strict an adherence to any predetermined curriculum, so the editors state, with special stress placed upon stimulating the self-activity of the student, expecting the teacher to discover the special needs of the class being taught. The point of view taken is that re-experience of historical events is possible and that a transfer of experience may be made by the pupils, who thus are trained in the use of constructive imagination and to apply such to their own needs in any life situations that may arise. In this case, the aim is to apply the life and teachings of Jesus to life situations and social conditions to-day.

Department of supervisors and directors of instruction of the National Education Association. Fourth yearbook. The evaluation of supervision . . . New York City, Bureau of Publications, Teachers College, Columbia University, 1931. vii, 181 p. tables, diagrs. 4°.

This study was compiled by a committee of the department composed of eight specialists, Clifford Woody being chairman, and is the fourth in a series of studies on supervision. The output of publications of this department suggests the growing importance of the work of supervisors of instruction in the school system. The book has several objectives: To outline criteria to be applied in evaluating supervision; to offer essential procedures in simple form; to review existing literature with a summary of procedures and techniques employed; to tabulate investigations made by members of the department regarding evaluation of supervisory activities; and to give a check-list for supervisors to use in self-evaluation. It is the result of group thinking, and not of individuals, is theoretical in part only, the major section consisting of summaries of published investigations and studies undertaken by the membership of the department.

Engelhardt, Fred. Public-school organization and administration . . . Boston, New York [etc.] Ginn & Co. [1931] xvi, 595 p. tables, diagrs. 8°.

To apply the same effective principles of business management to the school systems that are used by successful business organizations is the objective of school executives to-day. To know how to do this is their problem. The author presents a careful collection of facts and suggestions for school boards and superintendents in the organization and administration of all of the parts and activities that contribute to the school system. This includes not only the legal aspects and the finances involved, but the subjects of the personnel, school programs, the curriculum, supervision in its varied aspects, the library in the school, and the organization for research. While the study is primarily intended for school executives, and for the most part deals with school districts, and not the work of the State, the author had in mind its use by training schools for the preparation of superintendents, principals, and supervisors.

——— Thirtieth yearbook. Part II. The textbook in American education. Prepared by the society's committee on the textbook, W. C. Bagley, B. R. Buckingham, G. T. Buswell, W. L. Coffey, N. B. Henry, F. A. Jensen, C. R. Maxwell, Raleigh Schorling, and J. B. Edmonson, chairman, assisted by Ellwood P. Cubberley and Herman G. Richey. Edited by Guy Montrose Whipple. Bloomington, Ill., Public School Publishing Co., 1931. viii, 364 tables. 8°.

This study fills a long-standing need for a careful investigation of the position and problems of textbooks in our educational program. It includes not only the making of textbooks, but conditions under which they are selected and distributed, methods of analysis, problems of reading difficulty and vocabulary, techniques for selecting the material to be used, illustrations, type, questions, exercises, etc. Five years of activity were consumed, the investigation involving conferences with both schoolmen and publishers, study of textbook legislation, and other important questions. A bibliography of 91 annotated, unclassified entries concerned with textbooks is furnished.

Thorndike, Edward L. Human learning. The Messenger lectures, Cornell University, fifth series, 1928–29. New York, The Century Co., 1931. 206 p. tables, diagrs. 12°. (The Century psychological series, Richard M. Elliot, editor)

While a part of the material incorporated in this volume has been used by the author elsewhere, much of it consists of discussions of results of very recent experiments in the field. Everyone is interested in man's ability to learn. The author has presented his theory of the evolution and future possibilities of human learning, accompanied by many experiments in connection with it in an interesting and lucid manner. He states "that man's power to change himself, that is, to learn, is perhaps the most impressive thing about him."

Thwing, Charles Franklin. American society. Interpretations of educational and other forces. New York, The Macmillan Co., 1931. ix, 271 p. table. 12°.

Doctor Thwing has chosen the period just before the Great War and the decade just following as the setting for these chapters. In his long connection with Western Reserve University he has had opportunity to observe widely the way in which higher education functions and its articulation with society, and to formulate interpretations therefrom. He deals with the best and worst in American society, with the American family, the effect of the war on European higher learning, and gives a comparison of our Civil War and the Great War. He describes liberal education and society after the Great War and discusses the tests of civilization with application to our own Nation, and finally, the growth of institutions in American society.

Teacher-Training Survey

(Continued from page 11)

teaching experience, and various other factors. If there seems to be any consistent relationship between the results of the test and any or all of these other factors in a teacher's equipment, it is planned to give the test to larger numbers of teachers and also to find whether it has any value as a test or diagnostic instrument for teachers during their preservice period of preparation.

9. History of Teacher-Training

A comprehensive history of the training of teachers in the United States is being prepared. This study will point out any discoverable trends which have affected the development of our teacher-training institutions and practices. Such a historical study is needed as a basis for interpreting present problems and for evaluating proposals for future programs. The possibility of preparing a study on the social and economic status of teachers is also under consideration.

10. In-Service Preparation of Teachers

Because of the very rapid rate at which standards for teachers have been raised in recent years it has been necessary for increasingly large numbers of teachers to secure additional education and professional preparation during the times they have been employed. As a result in-service preparation of teachers has become very important in the teacher-training programs of most States. The survey has started extensive studies on in-service education.

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.

Training Objectives in Vocational Education in Agriculture. 1931. 31 pp. (Federal Board for Vocational Education. Bulletin No. 153, Agricultural Series No. 39.) 5¢.

General aim, nature, and scope of vocational education in agriculture. Prepared primarily for the use of agricultural teachers in vocational departments and may he adapted to all-day, part-time, and evening classes. (Vocational education; Agriculture; Adult education.)

Slip Covers. 1931. 8 pp., illus. (U. S. Department of Agriculture, Bureau of Home Economics, Leaflet No. 76.) 5¢.

Uses of slip covers, complete instructions for making them, and selection of material. (Home economics.)

A Public-Health Survey of Oklahoma. 1931. 24 pp. (U. S. Treasury Department, Public Health Service, Reprint No. 1458.) 5¢.

Brief outline of why and how agencies outside the health department should be organized and utilized; the existing machinery for public-health work in the State department of health—its defects and its needs. (Puhlic health; Parent-teacher associations.)

Feeble-minded and Epileptics in State Institutions, 1926 and 1927. 1931. 62 pp. (U. S. Department of Commerce, Bureau of the Census.) 15¢.

Admissions, discharges, and patient population for State institutions for feehle-minded and epileptics. (Special education.)

Animal and Vegetable Fats and Oils. 1931. 27 pp. (U. S. Department of Commerce, Bureau of the Census.) 5¢.

Production, consumption, imports, exports, and stocks of animal and vegetable fats and oils. (Economics; Chemistry, Geography.)

Yearbook of Agriculture. 1931. 1113 pp. (U. S. Department of Agriculture.) $1.50 cloth.

In short popularly written articles the results o research and service activities conducted by the United States Department of Agriculture are given. (Economics; Research; Agriculture.)

The Speech Defective School Child—What Our Schools are Doing for Him. James Frederick Rogers, M. D. 31 pp. (Office of Education Bulletin, 1931, No. 7.) 10¢.

Contents: I. Defects of speech; II. Special work for speech-defective children in city school systems; III. What some State departments of educatlon are doing; IV. The problem of the small community; V. Summary. (Special education.)

Survey of Public Higher Education in Oregon. 298 pp. (Office of Education Bulletin, 1931. No. 8.) 45¢.

Made upon request of the president of the Oregon State Board of Education. (Higher education.)

Eggs at Any Meal. 1931. 8 pp. (U. S. Department of Agriculture, Leaflet No. 39.) 5¢.

Recipes for cooking eggs in favorite comhinations such as omelets, souffles, whips, custards, sauces, and salad dressings. (Home economics.)

Beef Production on the Farm. 1931. 14 pp., illus. (U. S. Department of Agriculture, Farmers' Bulletin No. 1592.) 5¢.

Development of beef cattle in the United States, the breeding stock, feeding and management of the herd, feeding and management of calves, salt requirements, feeding cattle for market, and sanitation and disease preventions. (Animal Husbandry.)

Some Common Disinfectants. 1931. 10 pp. (U. S. Department of Agriculture, Farmers' Bulletin No. 926.) 5¢.

Properties and uses of some of the disinfectants tha. are commonly used ahout the household and the farmt (Agriculture; Chemistry.)

Feeding Chickens. 1931. 22 pp., illus. (U. S. Department of Agriculture, Farmers' Bulletin No. 1541.) 5¢. (Poultry husbandry.)

Fig Insects in California. 1931. 72 pp. illus. (U. S. Department of Agriculture, Circular No. 157.) 20¢. (Horticulture.)

Reports to the President on: Woven wire fencing and netting (No. 5), 16 pp., 5¢; Wood flour (No. 6), 10 pp., 5¢; Pigskin leather (No. 7), 8 pp., 5¢; Hats, bonnets, and hoods of straw (No. 8), 10 pp., 5¢; Maple sugar and maple sirup (No. 9), 13 pp., 5¢; Wool floor coverings and ultramarine blue (Nos. 10 and 11), 14 pp., 5¢; Edible gelatin (No. 13), 8 p., 5¢; Wool-felt hat bodics and hats (No. 15), 12 pp., 5¢; Cigar-wrapper tobacco (No. 16), 43 pp., 10¢. (U. S. Tariff Commission.) 1931. (Economics; Agriculture; Geography.)

Report of the Virgin Islands Agricultural Experiment Station, 1930. 1931. 19 pp., illus. (U. S. Department of Agriculture, Office of Experiment Stations.) 5¢.

Includes the report of the director of the animal husbandman and veterinarian, of the horticulturist, of the agronomist, of the agriculturist for St. Thomas and St. John, as well as a report on meteorological observations. (Agriculture; Animal Hushandry; Horticulture, Meteorology, Geography.)

Suggestions for Teaching the Job of Controlling Black Stem Rust of Small Grains in Vocational Agriculture Classes. 1931. 16 pp., illus. (Federal Board for Vocational Education, Leaflet No. 1.) 10¢.

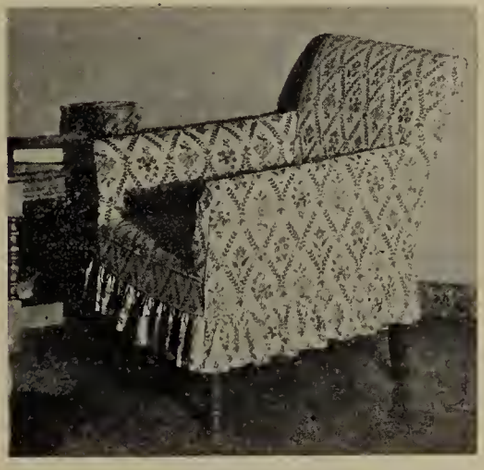
Prepared in order to assist teachers of vocational agriculture in offering systematie instruction in the control of hlack stem rust, in connection with the grain growing enterprises included in the yearly curriculum. (Agriculture.)

Chemical Industry and Trade of Portugal. 13 pp. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 760.) 10¢.

Portugal's foreign trade in chemicals—imports and exports and trade with the United States; her production and trade—naval stores, wine lees, crude drugs and botanicals, agricultural chemicals, insecticldes, paints and varnishes, medicinal and pharmaceutical preparations, toilet preparations, and other chemicals are discussed. (Economics; Chemistry; Geography.)

Flame Safety Lamps, Devices for Detecting Fire Damp, and Miners' Electric Lamps. 1931. 67 pp., illus. (Federal Board for Vocational Education, Trade and Industrial Series No. 12.) 15¢.

Technical information for use in vocational training classes, particularly evening trade extension courses for coal miners. (Vocational education; Safety education.)



Slip Covers are Now Being Used the Year Round

Full instructions for making them are given in Department of Agriculture, Bureau of Home Economics Leaflet No. 76, available from the Superintendent of Documents at 5 cents per copy.

Programs for the Nation-wide Celebration in 1932 of the Two-hundredth Anniversary of the Birth of George Washington. 1931. 32 pp. (George Washington Bicentennial Commission.) Free.

For patriotic societies, clubs, and all organizations, schools, colleges, and other educational institutions. (Civics; History.)

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DEPARTMENT OF THE INTERIOR

U. S. GOVERNMENT PRINTING OFFICE: 1931

SCHOOL LIFE

VOLUME XVII
NUMBER 2

OCTOBER
1931

In this Issue

Photograph from Oakland Public Schools

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What Parent-Teacher Association or Woman's Club would not be interested in discussing such topics as: Teaching Health in our Schools; the Child's Nutrition; The School Nurse; Correction of Physical Defects, etc.? Pertinent questions on each topic are included so that the discussion leader will have little trouble in keeping the group interested.

Bulletins

Supplement to Bulletin 1930, No. 24, Accredited Secondary Schools in the United States. 26 p. Free.

Record of Current Educational Publications, April 1–June 30, 1931. Martha R. McCabe. (Bulletin 1931, No. 16.) 106 p. 15c.

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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. XVII WASHINGTON, D. C., OCTOBER, 1931 No. 2

Opening Windows on Nature For Blind Boys and Girls

By EDWARD E. ALLEN

Director, Perkins Institution and Massachusetts School for the Blind

BLIND CHILDREN at school soon become so much like other children that their teachers often forget that many of the common facts of nature are likely to remain unknown to them. Helen Keller when first taken to bathe in the sea was astonished to find the water salt, demanding: "Who put salt in it?" Of seven older girls at Perkins Institution who were asked by an investigator, "How many legs has a snake?" only one knew and she only from reasoning that it could have none because God had condemned it to walk upon its belly.

City school children learn about most natural objects from pictures. These being useless to children who can not see them, we at Perkins Institution substitute for the most part actual specimens and models which may be handled. Stuffed animals, including snakes and monkeys of various sorts and sizes, sundry enlarged flowers and anatomical specimens, shells, crystals, and minerals serve our winter needs, but during fall, spring, and early summer the institution grounds supply inexhaustible material of the commonest sort—material which is far more attractive, of course, because it is real and often alive. On our 34 acres grow not only the common trees but also shrubs like lilacs and vines like climbing honeysuckle, planted for their sweet-smelling blossoms and in such abundance that the children may pick them, with flower gardens and kitchen gardens, several orchards, not forgetting nut-bearing trees, vineyards, all sorts of small fruits, and a pond of water lilies. We have put up many bird houses and can boast of having a bird sanctuary. There are families of ducks and geese, several hundred hens to supply fresh eggs, a dog or two and a farm horse.

For a few seasons the primary boys have themselves kept poultry and vied with one another in feeding, watering, and shutting them in nights, but best of all in gathering the eggs—not once but two or three times a day and, when enough had accumulated for their own school family of 40 persons, eating their eggs as an extra or, if such meals became too common, selling the surplus eggs and using the proceeds for something selected by themselves—a new football, for example.

To a child a hen acquires an individuality with a name. When last year one of the flock developed a swollen eye the boys secured a bottle of argyrol solution from the school nurse and swabbed the eye. A week or more of this treatment effected a cure, and the hen was then christened "Argyrol." She thus became a special hen and ever afterwards received extra attention.

A Boy Needs a Dog

As fun from poultry keeping bred a demand for other stock, there followed by special permit for "educational purposes" from the town of Watertown, two little spotted pigs, which the boys named Amos and Andy, then two others. When the pigs became hogs and had to be sold, our steward substituted two grown sheep, each of which later presented the owners with a lamb.

One year a teacher brought a puppy dog to school. This teacher reported: "I am very sure that all the boys have been greatly benefited from association with the dog. The animal has made them tenderer, more charitable toward one another, and more obedient to me. They seem to understand themselves better. A boy who grows up without a dog misses a lot of (what some people may call) socializing experience."

The sheep mostly took care of themselves, but having made halters for the sheep, their masters often led them to pasture where the grass grew thickest. The sheep which first jumped out of its pen was named "Lightfoot," the other, for an even more obvious reason, "Longnose." Both liked gingersnaps and peanuts. When the boys wanted to call these sheep to them all they had to do was to shake a paper bag of peanuts. They did this later for the sheepshearer who couldn't catch them. The shearing attracted not only all of the children of the kindergarten, but many of the adults, for it was a new spectacle. The boys who had been embracing the sheep all winter were keen to feel them after their coats had been removed and to examine the fleeces and weigh them. Their touch perceived the oil in the fleece and a few had a chance to observe how it dripped over the fingers of the sheep shearer.

The birth of the lambs presented our pets in a new aspect. The unmistakable tones of love and solicitude with which the mothers addressed their young and their constant care of them were not unnoticed. "Just like a real mother," said our smallest pupil.

The Out-of-Doors as One Blind Girl Sees It

We feel that all these experiences enlarge the horizon of our pupils. We believe that "chores" which have to be attended to morning and noon and night,

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in hot weather and cold, and faithfully withal, so that their charges shall not want, are a wholesome thing for all boys and girls, even though they can not see at all or are only partially blessed with sight.

BLIND BOYS SAWING WOOD FOR THEIR SCHOOL FIREPLACES

The work of the Perkins Institution in helping blind boys and girls discover the thrilling world of nature through skillful use of the four senses remaining to them has significance for the teacher of normal children. It adds dramatic proof of the importance of activities in the learning process.

Several of our former pupils who live on farms milk cows, and not a few earn a good living at poultry keeping, selling day-old chicks and eggs.

The children are introduced to Mother Nature when at the kindergarten age. At morning assembly in the upper school someone announces the local or community news, for example, that the day-old chicks have just arrived by mail; that the fruit trees will be sprayed the next morning; or that the bees swarmed the day before; and he explains the processes in detail. Sometimes he reads aloud poems on nature. The idea and purpose is to enlarge and extend the view of these children whose natural windows are closed. When they are grown up knowledge and the capacity to utilize the fundamentals of living will be their bread and meat, but insight into wonders of nature will supply the wine of the spirit.

A graduate writes: "Where our teacher acquired the faith that trees and grass and birds and all kinds of living and growing things—snakes, frogs, and all—could be made to mean so much to blind children as they did in her nature study classes, I am sure I do not know. But it was a great faith, and I am glad to say that I had sense enough to write and tell her that, from the joy in life and in the out-of-doors which we all feel now, I was sure her faith was justified. It was not enough that we should examine the specimens in the museum or in the open, and learn their family history, though that was interesting and profitable; we were made to realize how much beauty there was in the fitness of things, in the marking on a turtle's shell, the curve of a duck's neck and breast, the fur of a fox, and a thousand other things."

Nature study taught the older pupils is methodically and systematically pursued and yet kept interesting. Why not, indeed? The right sort of teacher can make it absorbingly so. Her girls will bring her word when the oriole is heard; and so with the other arriving migrants. The result is a bird calendar for Watertown. A certain blind girl, keen of hearing, is able to catch dragon flies without injuring their lovely gauzy wings. She hears one hitting against a window; her hand closes over it; and presently her teacher hears a knock at the door and a voice saying: "Here's a present for you."

The development of beautiful moths from cocoons is a valuable experience to any imaginative girl observing the transformation. One had a cocoon in a box in her room. Lights were out and all pupils in bed. Sharp ears heard a rustling in that box. Instant excitement. The eagerly awaited had arrived, and the head teacher was startled at the sudden appearance in her doorway of several night-robed figures. Nothing else was of importance until that beautiful great moth was safely housed in a shoe box, that it might be exhibited on the morrow.

One of the girls, who didn't know how many legs a snake has, explained that she had been unwilling even to touch a stuffed snake from the museum. Last year two other girls who are less squeamish and who fully understand that all our little snakes hereabouts are harmless came to find delight in allowing them to glide through their bare hands.

(Continued on page 31)

FEEDING THE TWO PIGS WHICH WERE SOLD WHEN GROWN

Animals at the Perkins Institution are more than pets. The students raise chickens, pigs, sheep, and other livestock. Surplus eggs they sell and with money received purchase play equipment. The shearing of their sheep brought to them a full understanding of wool as a source of clothing.

The White House Conference Carries On

THE TWO SESSIONS of the White House Conference on Child Health and Protection—the general session in November, 1930, and the meeting of the medical service section in February, 1931—brought to a close the study and deliberation on the part of the conference members. Another phase of the conference then began. The facts and judgments must be used. The information so painstakingly gathered must be widely disseminated. The work of the conference must pass into the hands of organizations and individuals enthusiastically interested in the welfare of children, who would broadcast the conference recommendations and work for their nation-wide acceptance and use.

This second phase of the White House Conference stretches far out into the future. State groups, and a number of national organizations have begun the important follow-up work. They are meeting to plan programs, and are considering how the findings may be put into practice.

Nine States Have Held Conferences

Several States—Indiana, Georgia, Utah, New Jersey, New Hampshire, Florida, Virginia, Mississippi, and Maine—have already had follow-up conferences.

Now that the summer is over, many other States are preparing to take action. Michigan will hold its White House Conference meeting on November 9; Louisiana, November 12–14; Kentucky, November 18; Virginia, November 23–24; Ohio, January 26–28, 1932.

At these gatherings, an evaluation is made of the State's child health and protection program in relation to the White House Conference recommendations and conclusions, and conclusions are reached as to future work.

Many counties and municipalities have been considering the White House Conference findings in relation to the needs of the community. In New Rochelle, N. Y., 62 local organizations under the sponsorship of the League of Women's Organizations held a public meeting at which the work being done for the children of the city was appraised.

Millions of Children's Charters

An eight weeks' survey based on the objectives of the Children's Charter was conducted in Springfield, Mo. This was sponsored by the Parent-Teacher Council of Springfield.

In all the conferences, both State and local, not only have Government agencies been represented, but equal cooperation has been obtained from private organizations such as the Federation of Women's Clubs, League of Women Voters, Parent-Teacher Associations, Women's Christian Temperance Union, Young Men's Christian Association, and Young Women's Christian Association, Boy Scouts, Girl Scouts, Campfire Girls, service clubs, church clubs, medical and dental societies, Rotary, Kiwanis, and Lions Clubs, and the American Legion. Acceptance of responsibility for local results by these unofficial groups insures a continuing and effective interest in carrying out practical measures.

The Children's Charter, which crystallized the findings of the White House Conference, is being reprinted and circulated by many of these organizations so that it has already become the accepted statement of principles for all who are concerned for the welfare of childhood everywhere under the American flag. The reprints in one form or another now run into several millions.

Many national organizations are building their future programs of child welfare on the Children's Charter. The American Legion based its Child Welfare Conference, held in Detroit in September, on the charter, and is making certain of the White House Conference findings part of each of its district programs.

The National Congress of Parents and Teachers chose "The Challenge of The Children's Charter" as the theme of its May meeting at Hot Springs, Ark.

Towns, universities, organizations, and individuals are making the charter known to the public.

The International Council of Religious Education recommended to its members that the charter be read and studied in the churches and Sunday schools during religious Education Week, September 27 to October 4.

The town of Radburn, N. J., a community keenly alive to the needs of children, has selected three articles of the Children's Charter as a goal toward which to progress in its child health work.

The bureau of parental education of the University of Arkansas has sent out a copy of the Children's Charter to every county and city superintendent of schools in the State.

In the Civics Class

From New York City comes an instance of how individual teachers are using the charter. Samuel P. Abelow, teacher of civics in the Julia Richman High School there, built one of his lessons around it. He first read to his class an article on the charter by Secretary of the Interior Ray Lyman Wilbur. Then a student read the charter. Each point was discussed by the students and its subject copied in their notebooks. At the end of the period Mr. Abelow asked the students to write letters, addressed to Secretary Wilbur, giving their opinions of the charter, and describing one activity New York City is conducting in accordance with its principles.

The influence of the conference is beginning to be apparent. New projects take time to develop, but already some tan-

gible instances of the widening circle of this influence are available. Howard University, Washington, D. C., has introduced a course for colored nursery school-teachers. At Boston University, School of Education, a Saturday morning course of "preparation for health training of the child in the home" was given during the second semester this year under the direction of Mrs. Gladys Beckett Jones, head of the Institute of Homemaking. These educational developments were directly stimulated by what was said at the White House Conference.

Publications Are Ready

Before very long the detailed reports of the many committees of the national conference will be available in book form. They are being sent to press as rapidly as they can be edited for the printer. Books published by the conference to date are listed on this page.

Other volumes will appear through the fall and winter months. They will consist of committee reports or combinations of subcommittee reports on related subjects. Later on, if there is a special need for separate sections of the general volumes, these will be published as reprints in paper covers.

It is not yet possible to predict the total number of volumes. It probably will not be less than 30.

The sales price of the conference books is based on the cost of production and distribution. In every case they are sold at a price one-third to one-half of what a similar book in a specialized field would cost if commercially produced.

In addition to the published reports of the conference a series of pamphlets has been issued, utilizing the information of the committee reports to suggest solutions to parental problems. These pamphlets, which will be followed by others from time to time, consist of three series. Prices on the books, pamphlets, and Children's Charter with information on how they may be obtained is given with the adjoining list.

White House Conference Publications

Books

White House Conference, 1930

Abstracts, reports of committees of conference, and addresses of general conference. February, 1931. 365 pages. Board edition, 50 cents; cloth edition, $2.

The Home and the Child

Report of Subcommittee on Housing and Home Management. June, 1931. 165 pages, cloth bound, illustrated, $2.

Pediatric Education

Report of Subcommittee on Medical Education. June, 1931. 109 pages, paper bound, 50 cents.

Communicable-Disease Control

Report of Committee on Communicable-Disease Control. July, 1931. 238 pages, cloth bound, $2.25.

In the hands of the printer are three more volumes:

Nursery Education

A Survey of Institutions for Education and Training of Child Under Six by the Committee on the Infant and Preschool Child. Cloth bound, $2.

Special Education—The Handicapped and the Gifted

Report of the Committee on Special Classes.

Health Protection for the Preschool Child

A National Survey of the Use of Preventive Medical and Dental Service for Preschool Children by the Committee on Medical Care for Children.

Order from the Century Co., New York City.

Pamphlets

Series on Growth

Responsibilities of the Present-Day Family.
How Children Grow Physically.
How Children Differ Mentally.
Learning to Talk.
The Changing Drama of Behavior.

Series on Personality

Mental Health Begins at Home.
Home and School: Partners in a Common Venture.
How Communities Influence Their Children.
Vacation—Profit or Loss?
The Uses of Leisure Time.

Series on Habits

What Do Parents Need to Know?
Habits That Make or Mar.
Habits of Sleep and Repose.
Habits of Eating.
Habits of Independence.

Single copy—10 cents; complete set of 15—$1.25. Quantity price upon application.

Children's Charter

Size 17 by 19, suitable for framing

	Printed on white stock in gold, blue, and black, price per copy	Printed in Chinese red and black on Fossil—ivory-colored stock—price per copy
Single copy	$0.20	$0.15
2 to 3 copies	.15	.10
4 to 10 copies	.13	.08
11 to 25 copies	.12	.07
26 to 99 copies	.10	.06
100 to 499 copies	.095	.055
500 to 999 copies	.09	.05
1,000 copies or more, plus transportation, per thousand	85.00	45.00

Attractively framed in black and gold. Price $2.50, plus postage.

Order from the White House Conference, Washington, D. C.

Educational Broadcasts for Schools

The Office of Education has received announcement of the following educational broadcasts that will be available to schools during the present school year:

Beginning	Hour	Title	Will be broadcast—	Through—	For additional information address—
Oct. 9	11 a. m. to 12 M.—E. D. S. T.	NBC Music Appreciation Hour.	Fridays	NBC Network	NBC Music Appreciation Hour, National Broadcasting Co. (Inc.), 711 Fifth Avenue, New York, N. Y.
Nov. 9	2.30 p. m. to 3 p. m.—E. S. T.	The American School of the Air.	Daily	ColumbiaNetwork	The American School of the Air, 485 Madison Avenue, New York, N. Y.
Oct. 5	2 p. m. to 3 p. m.—E. S. T.	The Ohio School of the Air	do	Station WLW (Cincinnati).	B. H. Darrow, director, State House Annex, Columbus, Ohio.
Sept. 14	9.10 a. m. to 10.15 a. m.—C. S. T.	WMAQ Educational Program	do	Station WMAQ (Chicago).	Judith C. Waller, vice president, Station WMAQ, Chicago, Ill.
Sept. 17	11 a. m. to 11.45 a. m.—P. S. T.	Standard School Broadcast	Thursdays	NBC Pacific coast stations.	Standard Oil Co. of California, 225 Bush Street, San Francisco, Calif.
Sept. 9	9.10 a. m.—E. S. T.	Cleveland Arithmetic Lessons			Ida M. Baker, Western Reserve University, Cleveland, Ohio.
Oct. 5	11.30 a. m. to 12—E. S. T.	North Carolina Radio School	Daily	WPTF	State Department of Public Instructions, Raleigh, N. C.
Oct. 17	8.30 p. m. to 9 p. m.—E. S. T.	National Advisory Council on Radio in Education.	Saturdays	NBC Network	National Advisory Council on Radio in Eaucation, 60 E 42d St., New York City.

Ohio State University, University of Illinois, and several other college stations are planning to broadcast educational programs especially for schools.

Work Started on 15 State Histories of Education

By STUART G. NOBLE

Chairman, Committee on State Histories of Education and Professor of Education, Tulane University

UP-TO-DATE, scholarly histories of education in 15 States are now being written by qualified educators. The States which are subjects of the historical studies are: California, Connecticut, Georgia, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Nebraska, New Jersey, Oklahoma, Oregon, Utah, and Washington.

These State histories of education are sponsored by the national committee on State histories of education and the Office of Education. The latter has agreed to publish a series of State histories if satisfactory manuscripts are prepared by volunteer authors.

Only Eight Up-to-Date Histories

Preparation of histories of education in the respective States is an outgrowth of the first report of the national committee on State histories which revealed that only 8 of the 62 extant State histories of education are reliable and up-to-date and that 9 States have no published account whatever of the development of their school systems.

The committee, which is composed of 22 college professors, outlined in its second report the specifications for the proposed new series of State histories of education. Its third and most recent report, which was given before the National Society of College Teachers of Education at Detroit, February 24, 1931, recorded the progress in preparing manuscripts.

Specifications Drawn Up

The authorship should interest students of educational history resident in centers where documentary materials are abundant. Graduate students in this field may find the possibilities for research quite adequate for meeting the requirements for higher degrees. Some of the histories will doubtless be prepared as dissertations for the doctor's degree.

A State history of education is defined by the committee as a "readable narrative of convenient length covering the entire span of the history of the State." In case it may seem wise, for considerations of space, to limit the treatment of the older States, the committee advises that private schools and higher institutions be not included. In addition to the history of school administration, curricula, and practices, the committee recommends a treatment of such social and cultural factors as the elimination of illiteracy, the circulation of newspapers and magazines, the development of libraries, and economic changes that have modified living conditions. Such a comprehensive treatment may call for a treatise several hundred pages in length.

Continues Old Policy

The series as a whole will present an account of the development of the American public-school system from the earliest times down to the present. This account will do justice to the local efforts in every State. From it, in time, the true history of education in the United States may be written.

The Office of Education's agreement to publish the histories is in line with the policy inaugurated by United States Commissioner of Education Dawson in 1887 and for many years pursued by the Federal Office of Education. Some will remember the histories of State school systems, known as "Contributions to American Educational History," which were issued as circulars of information. They are now long out of date and out of print. These publications, commendable in their day, rendered a worthy service to the cause of education. The present administration, under the direction of Commissioner William John Cooper, finds that the record of educational developments in the several States should, where necessary, be set straight, and that new accounts, conforming to modern standards of scholarship, should be made available to students of this and future generations. Before local source materials are scattered or lost, they should be put into permanent record.

Writing of State histories is an open field which anyone may enter who desires to contribute a manuscript. The completion of the project will not be rushed even though it may take several years to provide a volume for each State. The committee thinks that a corps of volunteer authors will produce a better quality of work than would a group impressed into service and assigned to "write up" the respective States. The series will be made up of carefully prepared manuscripts which the committee will select from those submitted for appraisal. Prospective authors who wish to avoid the possibility of duplicating another's work, should inquire of the chairman of the committee concerning what manuscripts are already in progress.

The committee on State histories is as follows: John C. Almack, Stanford University; C. F. Arrowood, University of Texas; Eugene A. Bishop, University of Washington; L. E. Blauch, North Carolina State College for Women; John S. Brubacher, Yale University; Ava H. Chadbourne, University of Maine; Sheldon E. Davis, Montana State Normal College; I. N. Edwards, University of Chicago; Frederick Eby, University of Texas; F. C. Ensign, University of Iowa; W. J. Gifford, State Normal College, Harrisonburg, Va.; Harry G. Good, Ohio State University; Zora Klain, Rutgers University; Edgar W. Knight, University of North Carolina; George F. Jackson, University of Michigan; Stuart G. Noble, Tulane University; A. O. Norton, Harvard University; A. A. Reed, University of Nebraska; Edward H. Reisner, Teachers College, Columbia University; R. F. Seybolt, University of Illinois; H. D. Sheldon, University of Oregon; Guy F. Wells, New York Training School for Teachers; and Thomas Woody, University of Pennsylvania.

The Result of Education

"How old are you?" inquired the visitor of his host's little son.

"That is a difficult question," answered the infant prodigy. "The latest personal survey available shows my psychological age to be 12, my moral age 4, my anatomical age 7, and my physiological age 6. I suppose, however, that you refer to my chronological age, which is 8. That is so old-fashioned that I seldom think of it any more."

New Bulletins on Agricultural Education

A series of monographs setting forth the principles and practices of cooperative marketing of agricultural commodities and food products, which should be helpful to teachers of vocational agriculture, is being prepared through the cooperation of the Agricultural Education Service, the Federal Farm Board, and the Federal Board for Vocational Education. Three of the monographs now available from the Superintendent of Documents, Washington, D. C. (5 cents each), are Marketing of Livestock, Monograph No. 10; Marketing of Grain, Monograph No. 11, and Marketing of Cotton, Monograph No. 13. The fourth bulletin of the series, Marketing of Dairy Products, is in print.

Into what professions do graduates of agricultural courses in various land-grant colleges go? An Office of Education study shows only 937 out of a total of 5,231 graduates actually entered farm work.

MRS. KATHERINE M. COOK, chief of the special problems division of the Office of Education, recently returned from an extensive school observation trip which took her north as far as Nome, Alaska, and south as far as Oaxaca, Mexico. In Mexico she found that the revolution of 1917 has produced a revolution in education for Mexicans. For the first time the Federal Government is making a strenuous effort to establish schools for the native rural population, the millions of Indians, sons and daughters of the Aztecs, Toltecs, and Mayas, who make up two-thirds of the population. This article on a Mark Hopkins' sort of rural Mexican school is the first of a number of articles by Mrs. Cook which will appear in SCHOOL LIFE.

FROM A SCHOOL READER PRINTED

The Mal del

By *Katherine M. Cook*

Chief, Division of Special Problems, United States Office of Education

SAN GABRIELITO, a Mexican reincarnation of Mark Hopkins and the boy and the log, is one of four regional residence schools for Indians established and maintained by the Federal Government.

I saw it first from across a yellow river—swollen to a torrent by a thunderstorm—a low, white stuccoed, red-roofed, unfinished adobe school.

With two representatives of Mexico's Department of Education I had journeyed from the capital on the high plateau in an automobile that went west over the mountain passes to the State of Guerrero which borders the Pacific. Guerrero is lower than the plateau states and therefore tropically luxuriant. From Iguala we bounced in an automobile over a near-impassable road which ultimately became impassable. A mile walk along the trail brought us to the steep bank of the rushing river.

There was only one way to get across. I mounted the pony-size Mexican horse. A Mexican Indian boy climbed up behind to hold me on. Another took the horse's bridle. The steed braced its legs, tobogganed down the rain-soaked mud bank and splashed across the river.

On the other bank the 35 Indian boys of the mal del pinta school, officially known as *Casa del Internado Indigena de San Gabrielito*, were drawn up in military order to receive the visitors.

Mal del pinta means literally the spotted illness. It is a curious and rare noncontagious disease which afflicts Indians in certain regions of Mexico. It manifests itself by a peculiar discoloration of the skin. Indians who have mal del pinta are often made outcasts by their fellow tribesmen.

From communities of such unfortunate Mexican natives were drawn the 35 boys ranging from 10 to 18 years of age of the San Gabrielito School. Mexico has only four regional resident schools. Most of Mexico's new schools are Casas del Pueblo, houses of the people, community institutions to a degree unknown in the United States.

MEAL TIME AT THE CASA DEL INTERNADO INDIGENA DE SAN GABRIELITO

A few of the 35 Indian boys who came to San Gabrielito with nothing but a blanket and the clothes on their backs, but with the help of the teacher made shoes, leather belts, hats, chairs, beds, and other necessary articles. Each boy earned enough money to buy himself at least one change of clothing.

Seven thousand such rural schools are scattered throughout the country of Mexico, *alike* in that they have the same purpose, namely, to lead in the upbuilding of the community economically, socially, spiritually; *different* to the extent that the needs of the communities they are serving are different. The primary purpose of each rural school is the upbuilding of the community.

Because taking children out of their environment to be educated is not in keeping with the conception of education indicated, it receives scant favor in Mexico.

Residence Schools Fill an Unusual Need

However, there are still many backward communities not reached by local rural schools, many communities which probably will not develop for some time the interest and spirit essential to the success of a school. There are approximately 3,000,000 Indians still speaking only the native tongue to whom Spanish is a foreign language. There are primitive settlements which still find a school an economic impossibility. The residence

BY THE MEXICAN GOVERNMENT

Pinta School

school, therefore, has a place in the scheme of integration when such unusual conditions prevail.

As one effort to meet such situations the *Casa del Estudiante Indigena*, an experimental residence school for Indians, was established near Mexico City a few years ago. The fundamental aim of this school is "the gradual redemption of our people of native race, and also the hope of making our high-caste people realize that the Indians are capable of redemption from the condition in which they are and that when educational opportunities are placed within their reach they develop in a remarkable way."

New Schools Being Established in Native Population Areas

But school officials learned that the students coming to a residence school identify themselves with their new environment quickly and completely, even sometimes to the degree of not wishing to return to their original homes. For this reason the Federal Government in establishing new regional residence schools is locating them in the heart of the most purely native population areas in the hope that they will offer the benefits of a residence school and be yet free from the objectionable tendency of this type of school to wean its students permanently away from their native environment.

At present there are four such residence schools, two in the State of Chihuahua, another in Chiapas, and the fourth, the mal del pinta school in Guerrero among the Aztec group. Students from these schools, it is hoped, will return to their home communities forming the educational leaven which will reform community environments more nearly in conformity to the essential standards of civilized society.

The school building I saw had been started in April. On August 1 it was rapidly nearing completion. New red tiles gleaned on its long low roof. It was fast becoming a graceful, lovely structure fitting perfectly into the open country that lay around it. I wonder if 35 American boys and their teacher could build such a school unassisted?

For these boys, directed by their teachers, did build their school. They came to San Gabrielito with nothing but a blanket and the clothes on their backs, and those were rags. The Government supplied the teachers and 12 pesos a day for food. That was all. A neighboring ejido, or free community, gave the land, 40 acres, which, when I saw it, was green with corn and peanuts carefully cultivated by the students.

School Started With Nothing But Teachers and Pupils

It is difficult to imagine starting a school with nothing but pupils and teachers. But that is what they did. At first they slept on the ground. Their initial assignment was to make beds. Each boy made his own bed, a cot on the order of our Army cots. In place of canvas each boy wove a matting of fiber.

The second necessity was clothes. Each boy must earn enough money to buy himself at least one change of clothing. This was no easy task in a land where handicraft articles can be purchased for a song. But with the help of the teacher they made shoes, leather belts, hats, chairs, and other articles. The boys who welcomed us were dressed in clean suits of cotton cloth, suits they had purchased with money they had themselves earned.

Meanwhile the building of the school went forward. The work started without a bond issue, without any money expended for materials. Teachers and pupils sweated in the sun making adobe bricks. They built their own kiln and fired the red tiles made from clay near by. They were the masons who erected the adobe pillars. They were the plasterers who stuccoed the pillars white. They were the woodsmen who cut the timbers. They were the carpenters who sawed the beams and lifted them into place. They were the blacksmiths who forged the hinges and other articles of steel and iron. They were the tinsmiths who made the lamps. These pupils and teachers were even the well diggers who dug the well. This is truly their school, for they made it.

It is an attractive building of one story, stuccoed, painted in white, with a fine red roof. Its tile roof spreads over one large

(Continued on page 33)

WORK ON THIS SCHOOL WAS STARTED WITHOUT A BOND ISSUE

Teachers and pupils sweated in the sun making adobe bricks; they were masons, plasterers, woodsmen, carpenters, blacksmiths, tinsmiths, and even well diggers. It is now an attractive building of one story, stuccoed, painted in white with a red tiled roof.

Favorite Poetry and Prose about George Washington

By *James Hay, Jr.*

George Washington Bicentennial Commission

GEORGE WASHINGTON'S COAT OF ARMS

"WASHINGTON'S BIRTHDAY," the poem by Margaret Sangster, and "Rules of Civility and Maxims," copied in George Washington's own hand as guidance for himself when a lad, are regarded by the school-teachers and educational authorities of the country as the most popular and useful poetry and prose selections for declamatory contests on the subject of the Father of His Country.

This fact is indicated by replies sent to the United States George Washington Bicentennial Commission's letter of inquiry intended to ascertain what recitations on this subject the school-teachers preferred. The letters, circulated in connection with the commission's nation-wide educational contests, were sent to every State in the Union and to educational authorities eminent in their work.

Under the Elm Is Second

In reply 158 persons contributed selections of poetry. The 158 named 69 different selections. For each of 36 selections there were votes by more than one person. Ninety contributed selections of prose. They named 48 different selections, and 14 of these selections were named by more than one person. Fifty-odd titles of poetry and prose, submitted in the letters, were discarded by the commission either because they were not historically accurate or because they did not refer specifically to George Washington.

Margaret Sangster's "Washington's Birthday," which headed the poetry selection, was recommended by 26 persons who represented 15 different States. Among the 26 were: A past national president of the National Education Association, three State superintendents of education, officers of divisions of the National Education Association, librarians, university professors, deans of education, city superintendents, assistant city superintendents, principals of elementary associations and schools, and primary supervisors.

James Russell Lowell's "Under the Elm" was the second choice in poetry, 24 persons from 18 States recommending it. This group included fully as representative a number of eminent educators as those in the number naming "Washington's Birthday" by Miss Sangster.

Other poems selected, with the number of persons recommending them, were as follows: Hezekiah Butterworth's "Crown Our Washington," 10; Harriet Monroe's "Washington"—from "Commemoration Ode," 10; Lord Byron's "Washington," 9; William Cullen Bryant's "The Twenty-Second of February," 8; Oliver Wendell Holmes's "Washington's Birthday," 8; Nancy Byrd Turner's "Washington," 7; Eliza W. Durbin's "Our Washington," 6; Rufus Choate's "The Birthday of Washington," 6; John G. Whittier's "The Vow of Washington," 5; the anonymous "Tribute to George Washington," 5.

"The Rules of Civility," which for a long time were thought to have been an original composition by George Washington, are now known to have been copied by him from an old book. There are more than a hundred of these rules covering practically every phase of human conduct, and it would be impractical to have the whole taken as a declamation. A group of the most striking and useful of the rules will appear in a pamphlet put out by the commission.

The second prose selection in popularity was "The Farewell Address" by Washington himself, for which there were 10 votes. Other selections, with the number of persons recommending

(Continued on page 36)

★ ★ ★ ★

'TIS SPLENDID TO LIVE SO GRANDLY

'Tis splendid to live so grandly
That, long after you are gone,
The things you did are remembered,
And recounted under the sun;
To live so bravely and purely,
That a nation stops on its way,
And once a year, with banner and drum,
Keeps the thoughts of your natal day.

'Tis splendid to have a record,
So white and free from stain
That, held to the light, it shows no blot,
Though tested and tried again;
That age to age forever
Repeats its story of love,
And your birthday lives in a nation's heart,
All other days above.

And this is Washington's glory,
A steadfast soul and true,
Who stood for his country's honor
When his country's days were few.
And now, when its days are many,
And its flag of stars is flung
To the breeze in defiant challenge,
His name is on every tongue.

Yes, it's splendid to live so bravely,
To be so great and strong,
That your memory is ever a toesin
To rally the foes of the wrong;
To live so proudly and purely
That your people pause in their way,
And year by year, with banner and drum,
Keep the thoughts of your natal day.

—*Margaret E. Sangster.*

★ ★ ★ ★

A leaflet "Helps for teachers in celebrating the George Washington Bicentennial," will be available from the Office of Education about December 1.

Teachers *Are* Cultured Persons

Newark Learns Through Unique Exhibit That Its Children Associate Daily with Teachers Who are also Fine Artists, Sculptors, Craftsmen, and Authors

By L. B. JOHNSON

Newark Teachers' Association

ABILITIES IN THE arts and crafts, in literature, music, dancing, and dramatics, which have been hidden under the masks of teachers who enter their classrooms promptly in the morning and leave them—not so promptly—in the evening, were brought to view in Newark, N. J., by the Newark Teachers' Association Exhibition from April 13 to April 27. The exhibition was the result of cooperation between the association and the Newark Museum, and was, its sponsors believe, the first of its kind.

Its purpose was to show the unsuspected talents and interests of the teachers outside their profession. The teachers hoped to convince the public that in its school staff Newark has a group of cultured citizens whose value to the community can not be measured by their service in the classroom. Lastly they sought to illustrate the observance of the first of the 10 commandments for American teachers: "Thou shalt have other interests outside thy schoolroom."

Sculpture to Hooked Rugs

The Newark Museum made available for the teachers one of its large exhibit rooms and the assistance of its trained staff in setting up and preparing the material. The teachers' association, through committees, urged all teachers to contribute objects which they had made, books or articles they had written, or any other illustration of their activities outside the profession.

The result was astonishing, even to those who had originated the project. Even after the committee and the museum had rigorously weeded out all objects which did not come up to rather high standards of attainment and which would not bear comparison with the highest professional accomplishment in their fields, it was found that more than 100 teachers were directly represented in the exhibit proper, and by sufficient material to fill the available space to overflowing.

Sculpture, oil paintings, period furniture, etchings, textile designs, jewelry made from precious metals, other metal work, pottery, costumes and costume designs, architectural designs, models, photographs, lace and embroidery, hooked rugs, lamps and lamp shades, wall panels, and hangings provided the bulk of the material. Some of the best of the art work was contributed by teachers in the Newark Public School of Fine and Industrial Arts, notable among it being several wood carvings by Moritz Loeffler, whose work in this field is nationally known, and an oil painting, At Tyringham Valley, by Gustav Cimiotti. The work of the special art and grade teachers was on an equally high plane, however, and the number of exceptionally fine oil paintings from these was amazing.

Reproduce Period Furniture

Manual training teachers in the Newark schools appeared to have specialized in reproducing, for their own use, the furniture designs of master craftsmen. Heppelwhite, Chippendale, and Duncan Phyfe chairs, all authentic and excellent reproductions, added much to the exhibit.

At the same time several Newark teachers who had done professional lecturing filled the museum auditorium for several evenings, and an entertainment was given in a high-school auditorium which enlisted the musical, dancing, and dramatic talents of another hundred teachers. The first half of the program was musical, several of the most talented teachers contributing songs and instrumental numbers. In the second half Molière's *Les Precieuses Ridicules* was presented, with costumes and scenery designed and made by teachers, teacher actors, and a special divertissement consisting of a series of dances in which 75 teachers took part.

The whole project attracted considerable attention on the part of the public. The newspapers devoted space to it in both the news and editorial columns, and the citizens of Newark attended both the exhibit and the special entertainments and lectures, with interest.

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Florence, Cultural Center of Italy

In the building of the new present-day Italy, Florence emerges as its cultural center. This is not a new rôle for this city of art and music. It is more of a twentieth century Renaissance, a renewal of Florence's fame as a mecca for students. A list of the chief institutions of education and libraries of Florence has been made available for both the foreign and native students, of which the following is a part: Included in the foregoing are the Royal University of Florence, Royal Institute of Social Sciences, Royal Institute of Economics and Commercial Sciences, Royal Institute of Agriculture and Forestry, The Military Geographical Institute, The Luigi Cherubine Royal Conservatory of Music, The Fidenti Academy of Speech and Theatricals, The Academy of the Italian Language, Georgophile Academy, The Italian Association of Anthropology and Ethnology, Academy of Medical Physics, Asiatic Society of Italy, Italian Association for the Research of Greek and Latin Papyri, National Association of Learning, Fascist Association of Learning, Society of the Lovers of Music, Philharmonic Society, National Archives, National Library, Riccardian Library, Philosophical Library. The oldest of these is the Royal University of Florence, founded in 1328.

Trade Training for Small Cities

How can small cities and semirural communities provide vocational training for industrial employments? A bulletin of the Federal Board for Vocational Education endeavors to answer this question. The publication, Bulletin No. 157, Trade and Industrial Series No. 45, Trade Preparatory Training for Small Cities and Rural Communities, tells the need for and problems of trade training in the small community, and factors to be considered in establishing trade courses. The price is 20 cents.

Plan House for French Colonial Students

A dormitory for students from all the French overseas possessions except Indo-China, which already has its own house in the university community, has been planned by a committee of the French Colonial Institute, as a part of the Paris University City.

Journalism students and teachers anywhere in the United States may by written request be placed on the mail list to receive the Weekly Clipsheet of the United States Agriculture Department. Letters should be addressed to the Agriculture Press Service, Department of Agriculture, Washington, D. C.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
by The UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor - - - - WILLIAM DOW BOUTWELL

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OCTOBER, 1931

A Clash Between Two Methods [1]

FOR MANY YEARS there has been a clash among educators between two methods—one of general cultural training, and the other that of specific vocational preparation. This clash need not continue. Even those who proceed successfully with the general cultural training can well be subjected to a study of their aptitudes and possibilities. The ordinary group of students in one of our colleges is apt to have some 40 per cent of its number without a definite objective or definite vocational or professional aim. One of the commonest experiences is to see a young man or woman of ambition and aspiration who has no idea how to use his capacities so that he can fit satisfactorily into the economic life about him. We have spent too little time all the way through our school mechanism in studying the capacities of individuals and in developing these capacities when we once have knowledge of them.

Nature works in her own ways and nature has determined that only a certain proportion of any generation shall be artistically gifted, or possess the highest grade of intelligence or be mechanically minded, or have a body capable of accurate neuromuscular activities.

Our schools contain all kinds of people and must have a variety of opportunities for them. One of the most important things in life is to get each individual at work and to have that work engrossing, interesting, productive, and satisfying to the individual. To do this, timely and appropriate training in the school years is almost imperative. The dissatisfied are the ones who make our social problems.

The greatest difficulty in any plan of vocational instruction is that we can have but comparatively little idea of what the requirements of our civilization will be at the end of a decade in any given field of endeavor. The changes are rapid, but the human being is adaptable and with certain types of fundamental training there is hope that he can soon be brought into line with the true situation. Many of our great industrial groups have found it necessary to add training schools for the sake of keeping down the overturn in personnel and to bring about efficiency. There is rather widespread feeling that our present educational system leaves the student at the end of the elementary or even the high-school course somewhat bewildered and illy trained for the jobs ahead of the majority of them.

Several major surveys of education are projected to analyze our educational plans and to determine what can be done in the way of improvements. Never was there a time when studies and experiments in the vocational training of our youth were more necessary than to-day. In the midst of this present industrial change certainly a considerable number of our students should have the opportunity of attending vocational schools. In all schools there should be vocational guidance so that there can be the right emphasis upon the adjustment of the child, both in the school and out of the school. If we can not have vocational training we should at least have vocational counsellors who can help to guide our boys and girls in the selection of an occupation suitable to their particular capacities and also one in which recruiting of new members will probably take place.

The lack of knowledge of the ordinary boy and girl of the vocations and of the professions is appalling. The reasons for choosing certain occupations are often of the most incidental character, and often come as a result of following certain fancies or prejudices of students or parents.

There is a great waste in the transition from school to work. This is particularly true at the present time because of the emphasis in the secondary school system and even in the elementary school system of the preparation of students who are going on for college work. It has been a great thing for our country that the number of students going in for college work is a very large one, but the majority will stop with the secondary school. If we are to avoid maladjustment in occupational life, we must have more schools of vocational training and more courses testing the vocational capacities of students in all of our schools. We must not let the fetish of cultural education interfere with an up-to-date and effective training of our children. Those who have economic ease can afford to prolong their training regardless of vocation or profession, and those of superior ability should be encouraged to do so. But those who are self dependent must make every day count. The man or woman who wants what we call culture can obtain it better if he has economic independence through the use of the capacities that he has trained and developed.—R. L. W.

[1] Excerpt from address by Ray Lyman Wilbur, Secretary of the Interior, delivered at Smith Vocational Training High School, Yellow Creek, Pa.

Research: A Definition

Dr. Nicholas Murray Butler, president of Columbia University, was discussing with the late Prof. Brander Matthews the subject of originality and plagiarism. Professor Matthews, according to a recent issue of The Golden Book, had written a long article on the subject and he explained the problem to Doctor Butler in this wise:

"In the case of the first man to use an anecdote there is originality. In the case of the second there is plagiarism. With the third, it is lack of originality, and with the fourth it is drawing from the common stock."

"Yes," broke in Doctor Butler, "and in the fifth case it is research."

Indian Service Fills 800 School Positions

Nearly 800 educational positions in United States Indian territory have been filled during the past year, according to Dr. W. Carson Ryan, education director of the Indian Bureau in the United States Department of the Interior.

Appointments included superintendents of schools, principals, visiting teachers, home-economics teachers, heads of departments of home economics, girls' advisors, directors of boys' activities, teachers of physical training, teachers of fine arts, and elementary instructors. Of 614 elementary teachers now in the Indian Office employ, 100 are new appointees.

Four Indian reservations have been placed under the jurisdiction of experienced school men. Dr. Joe Jennings will act as superintendent of education in Pine Ridge Reservation, S. Dak., where there are nearly 8,000 Indians and 27 Indian schools. He was formerly county educational superintendent in Tennessee, a high-school inspector in Nashville, and director of extension in the State Teachers College at Livingston, Ala.

Turtle Mountain Reservation, N. Dak., has been placed under the superintendency of J. Arthur Anderson, who has filled various teaching and administrative positions throughout the State of Minnesota. He recently received his doctor's degree from the University of Minnesota. In this reservation is the largest development of consolidated schools in the entire Indian territory. No Indian home is more than a mile away from an Indian consolidated school.

The third superintendent, Richard N. Tisinger, a graduate of Virginia Poly-

technic Institute and Cornell University, directs the educational work in the Pima-Papago Reservations. He was a county superintendent of Richmond, Va., schools and has had wide experience as a foreign missionary. For three years he taught in the Reformed Church Mission College in China and later was on the research staff of the rural social organization department at Cornell University.

Carl H. Skinner, school superintendent for seven years in Fairview, Nortonville, and Ashland, Kans., and three years in St. Paul, Nebr., has been appointed superintendent of the United States Indian School at Phoenix, Ariz. He received his bachelor of arts degree from Teachers College, Emporia, Kans., and just completed his work for a doctor's degree at Leland Stanford University in California.

Another forward movement in Indian education has been the appointment of George C. Wells, secretary of the State board of education in Oklahoma, to the position of State supervisor of Indian education in that State. This is the first real step toward cooperation between Federal and State Government where progress will be directed in close cooperation with State offices.

Education of the Blind

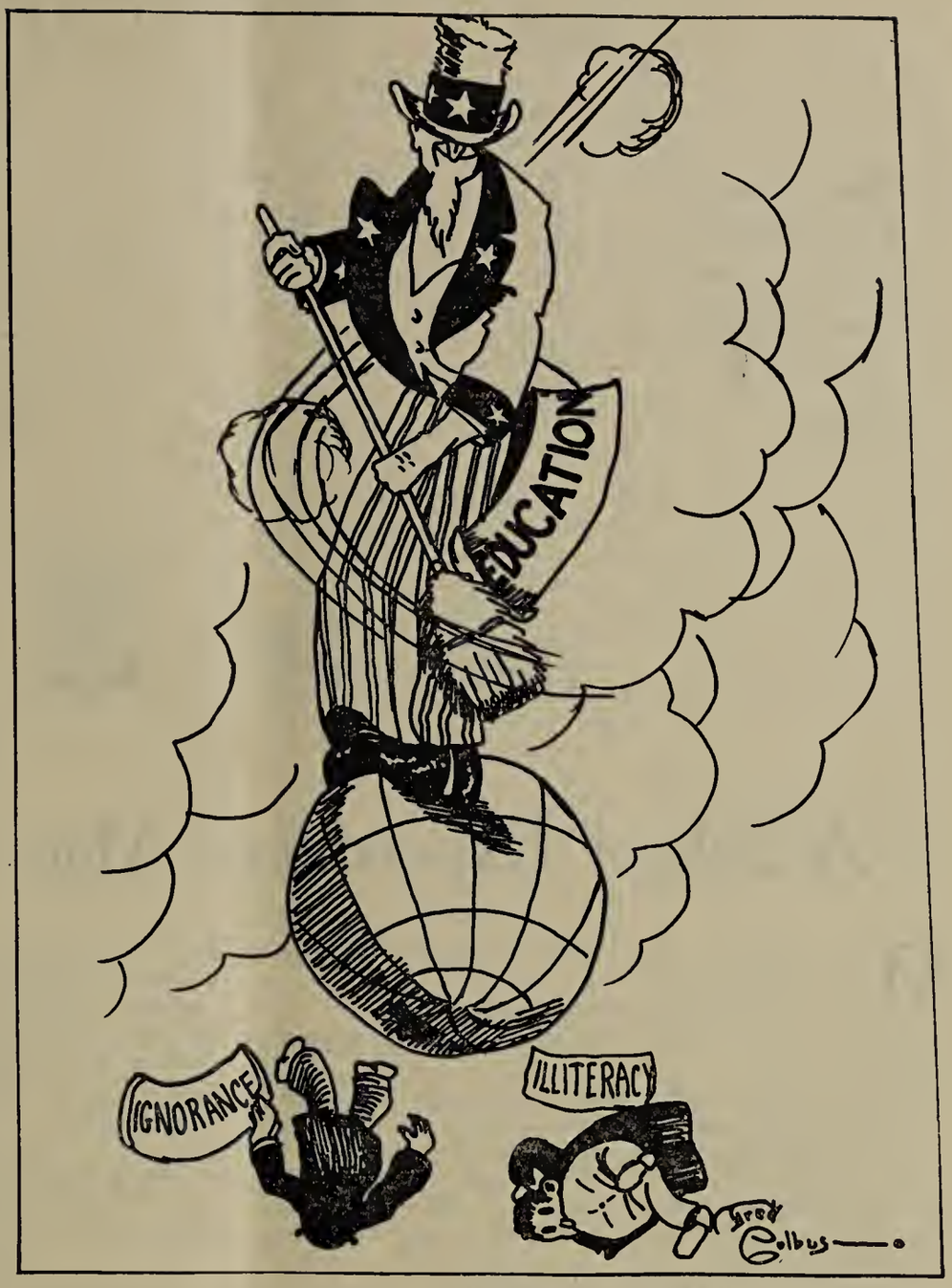
(Continued from page 22)

Learning to Identify Trees

One nature teacher labels in braille on a tag of thin brass one of each sort of tree and bush, telling her class about where to find them, and thereafter holds each responsible to recognize every one from its tangible characteristics; chiefly the shape and feel of its leaf. And just as the boys will eagerly feed and water their pets before eating their own breakfast, so some girls will explore the estate morning after morning for the newly labeled trees and bushes. It is not that they all know they will later be examined by the teacher both in the field and in class; they often become so enthusiastic at their discoveries that they communicate this keen source of pleasure to schoolmates not taking the study in course. Two learned to recognize some 70 plants new to them.

During a public demonstration last season a class exhibited an empty beehive, repeatedly separating and reassembling the several parts—bottom board, brood chamber, queen excluder, honey super, and cover. One of the demonstrating girls delightedly wore a bee veil and bee gloves. She announced that when she grew up she was going to keep bees. She knew that François Huber, the first scientific student of bees, was blind, for she had read all about him in The Heroes of the Darkness.

AMERICAN EDUCATION WEEK, NOVEMBER 9 TO 15



Cartoon by Fred Colbus, Balboa High School, San Francisco

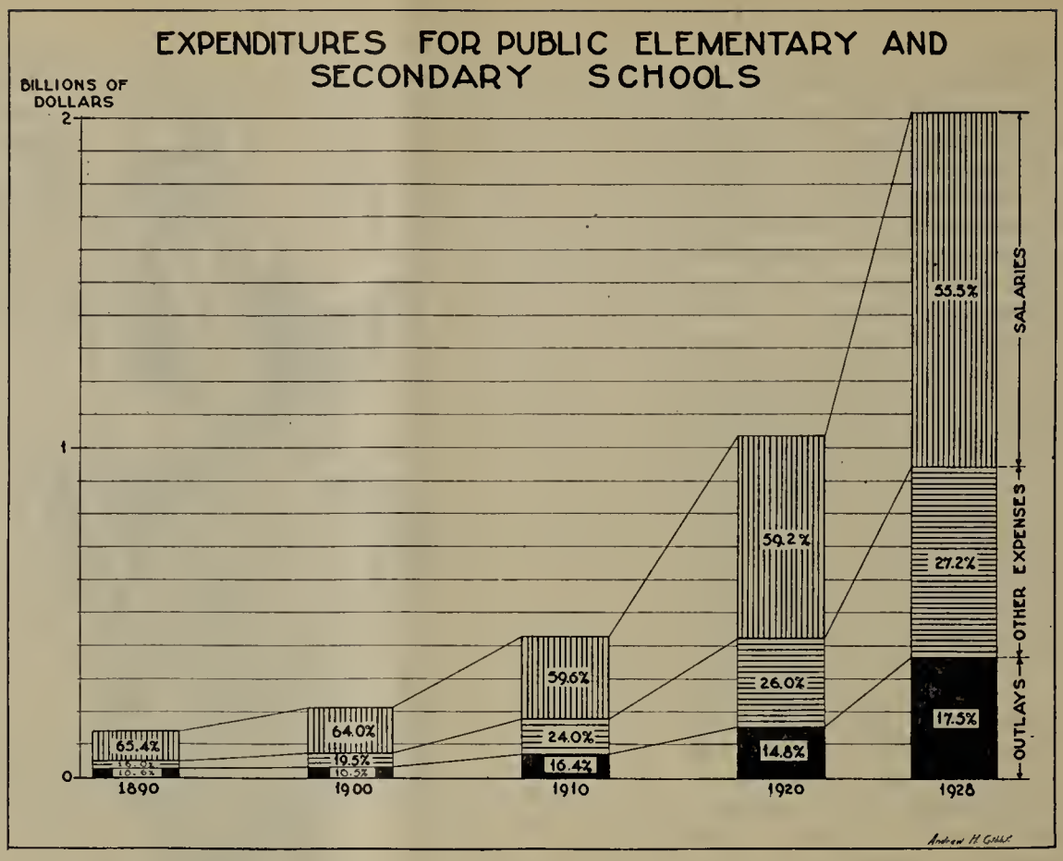
With one out of every four Americans attending some kind of school, it is worth while that parents, teachers, pupils, taxpayers, and officials pause in their routine of duties during American Education Week and familiarize themselves with what the schools as a whole are doing for the communities in which they have been established and for the students whom they serve. Suggestions for celebrating American Education Week can be obtained from the National Education Association, Washington, D. C.

Damrosch Program Begins Fourth Season

THE NBC MUSIC Appreciation Hour, one of America's major achievements in educational broadcasting, directed by Walter Damrosch and sponsored by the National Broadcasting Co., was launched October 9 for the fourth season. Sixty-one stations of the combined NBC networks radiated the music Mr. Damrosch interpreted which was heard by several million persons.

For three years Damrosch has directed his music-appreciation program until to-day it reaches more school children than probably any other educational broadcast. Its effectiveness has been increased by use of instructors' manuals, available free, which guide teachers in preparing classes to receive the broadcasts and to participate actively in their reception. Student notebooks (10 cents each or $9 a hundred, delivered) have also proven valuable textual aids for these programs. The notebooks include thematic excerpts for singing or visual recognition, photographs of composers and orchestral instruments, cut-out projects (for the lower grades) tests, blank pages for the student's notes and clippings, as well as suggested correlations with other school subjects (for the upper grades).

What We Pay for Education; the Field which the School Finance Survey Will Explore



A School Expenditure Map For America

WHY HAS EXPENDITURE for education increased so markedly?

Where will present tendencies lead?

What are the conditions that should determine teachers' salaries?

What advantages are obtained by communities spending exceptionally large amounts for education?

The National Survey of School Finance is starting off on its 4-year inquiry by posing for itself the most frequently asked and most unanswerable questions on the costs of education. Above are four of the puzzling problems for which the survey hopes to find answers.

Around the Council Table

Commissioner William John Cooper, director, and Dr. Paul R. Mort, associate director, introduced the central unknown questions of school expense and a tentative outline of the field of school finance which the survey will explore, at the first meeting of the board of consultants which was held in the office of the Secretary of the Interior on September 14.

Around a great oval mahogany council table were gathered as unusual a group of American leaders as ever met to discuss nation-wide problems of education: L. F. Loree, president of the Delaware & Hudson Railroad; Albert S. Cook, State superintendent of schools, Maryland; Lotus D. Coffman, president, University of Minnesota; N. R. Crozier, superintendent of schools, Dallas, Tex.; Orville C. Pratt, superintendent of schools, Spokane, Wash.; Felix M. McWhirter, president, Peoples State Bank, Indianapolis; Fred W. Morrison, State tax commissioner, North Carolina; Mark Graves, State tax commissioner, New York; Rolland A. Vandegrift, director of finance, State department of finance, California; Fred R. Fairchild, professor of political economy, Yale University; Arthur N. Holcombe, professor of government, Harvard University; Harley L. Lutz, professor of public finance, Princeton University; Henry C. Morrison, professor of education, University of Chicago; Fletcher Harper Swift, professor of education, University of California; Dr. George D. Strayer, director educational research, Teachers College, Columbia University; and Dr. William G. Carr, director of research, National Education Association. Of the 17 members named on the board of consultants, only Prof. Robert M. Haig, professor of business administration, Columbia University, was unable to be present.

Thirteen Avenues of Inquiry

Associate Director Mort presented a tentative outline of the field of school finance. The dollar, it was plain from his 13-point analysis, is a door that opens onto every phase of education. Following are the tentative major avenues of inquiry which the survey may pursue: (1) Financial implications of principles underlying American education; (2) the present status of expenditures for educational purposes; (3) predictable changes in expenditures for schools; (4) school indebtedness; (5) educational returns for school expenditures; (6) sources of school support; (7) ability to support schools; (8) State support systems; (9) the Federal Government and school finance; (10) school organization and control as related to school finance; (11) increasing the efficiency of school expenditures; (12) school financial accounting, auditing, and reporting; (13) bibliography on school finance.

An expenditures map of American education, Doctor Mort suggested, could be the objective of the inquiry into the present status of expenditures for educational purposes. Out of studies of facts available would come a chart of the high and

21 Unknowns of School Finance

The cost of public education:

1. What do we pay for education?
2. Why has expenditure for education increased so markedly?
3. Where will present tendencies lead?
4. How much public expenditure is really needed?
5. What can we afford to spend for education?

Returns for money spent:

6. Why do expenditures vary so widely from place to place?
7. What advantages are obtained by communities spending exceptionally large amounts for education?
8. What disadvantages are suffered by communities spending exceptionally small amounts for education?

The tax burden for public education:

9. Under present financing systems, how is the tax burden for education distributed?
10. What changes in taxation and in State and Federal aid would bring about a more defensible distribution of burden?

The elimination of backward areas in American education:

11. Why do they exist?
12. What will it cost to eliminate them?

Efficient expenditure for educational funds:

13. How can we secure greater value for what we spend?
14. How can we effect economies?
15. To what degree, if any, are we wasting money through the overeducation of some boys and girls?
16. What is the extent of waste suffered through failure to give some individuals sufficient education to develop their real potentialities?

Public education during business depression:

17. How should education be dealt with during business depressions?

The use of indebtedness:

18. What place is indebtedness now taking in educational finance?
19. What place should it take?

Public enlightment on educational finance:

20. How can the public be continually informed on the pertinent questions of educational finance?

The economic status of the teacher:

21. What are the conditions that should determine salaries of teachers?

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the low spots of American education; the relative expenditures for different levels from nursery schools to universities; the charges for overhead and administration; and the contributions of city, county, State, and Nation. Once this map is made some of the changes which the future will bring may be predictable.

What we get for what we pay is another problem which the board of consultants agreed was elusive but vital. There was also acceptance of the fact that the present state of school accounting and reporting left much to be desired, a condition that the present survey may help to correct.

Two Points of View

It became obvious from the discussions of the experts assembled that present business difficulties are rapidly elevating some of the problems which the survey faces to questions of national importance. While some looked forward to a diminishing of the school expenditures problem with the return of prosperity, other members voiced the opinion that the elaboration of Government services, including education, which demand higher and higher taxes can not go on forever.

Doctor Mort announced that the first step of the survey was to assemble a bibliography. More than 4,000 references have already been assembled under the direction of Dr. Carter Alexander who performed a similar task for the educational finance inquiry in 1921–1923. More than one-third of the articles selected have already been abstracted. This bibliography will probably be printed for the use of workers in this field as well as survey staff members.

The finance survey staff of specialists now includes Dr. Carter Alexander, professor of school administration, Teachers College, Columbia University, expert consultant; Dr. Mabel Newcomer, professor of economics, Vassar College, expert consultant; Dr. Ward G. Reeder, professor of school administration, Ohio State University, expert consultant; Eugene S. Lawler, Office of Education senior survey specialist; Timon Covert, Office of Education specialist in school finance; Dr. David H. Sutton, associate specialist in school finance, Ohio State University, and Dr. Arnold E. Joyal, associate specialist in school finance, University of California.

Temporarily employed staff members working mainly on the school finance bibliography include: Mrs. Blanche B. Wilcox, George Washington University; Robert M. Scott, Gordon McCloskey, and Wilbur I. Gooch, Teachers College, Columbia University. W. I. Pearman and John W. Sahlstrom, Teachers College, Columbia University, are also on the staff of temporary survey specialists.

At the next meeting of the consultants, which will probably be held next February, Doctor Mort will offer a detailed program for the survey incorporating many of the suggestions offered at this meeting. This program will present the questions which can be investigated with the $350,000 authorized by Congress for making the survey.

The Mal Del Pinta School

(Continued from page 27)

room with a small section partitioned off as an apartment for the director. The large room is the living room, shop, dining room, schoolroom, and bedroom of the boys and the other teachers. A small lean-to at the end of the building is the kitchen.

Basket Ball a Widely Popular Sport Throughout Mexico

At the time I visited the school, three months after the students and teachers first came to their 40 acres, it was well established and in successful operation. It has five teachers paid by the Federal Government and an allowance from the Federal and State Governments of 12 pesos per day for food. Products of the boys' work, such as hats, shoes, belts, chairs, and other articles were steadily increasing in number. They will be sold to buy additional tools and necessary equipment for the building. Already their earnings have purchased instruments for a school orchestra and for basket balls. They already have a fine field in which to play basket ball, a game which is widely popular throughout Mexico, perhaps because it is so similar to a game played by the ancient Indian tribes in the days of their glory.

The Federal Office of Education in establishing the school hopes to make it an instrument for extending education to the communities from which the boys were selected which have not hitherto maintained schools. Afflicted as they have been with a misunderstood and apparently incurable disease, the Indians of these communities have shunned and been shunned by their neighbors. Teachers willing and able to go among them, establish a school, and rehabilitate the communities were difficult to find. San Gabrielito will, therefore, be a teacher-training as well as an industrial residence school. From it boys and girls (next year as many girls as there are boys will be provided for) will carry back to their native villages a double hope—one of physical as well as of social rehabilitation.

Trends in Junior High School Programs of Studies

By EDWIN S. LIDE

United States Office of Education

THIS IS the third of a series of articles written for SCHOOL LIFE *giving preliminary findings of the important National Survey of Secondary Education. Articles scheduled: "Hints from Progressive High-School Libraries," "The High-School Student's Working Day." EDITOR.*

ONE DIVISION of the curriculum project of the National Survey of Secondary Education is made up of several investigations of junior and senior high school programs of studies. This article reports certain facts regarding one of these investigations. It compares 60 junior high school programs of studies dated 1915 to 1920 with programs in use in the same schools in 1929–1931.

During the 10-year period the different subject groups such as English, social studies, and mathematics have been vieing with each other for a more important place in the program of studies. Of the details reported in one of the larger investigations of such changes those presented here relate to shifts in the subject groups over the 10-year period. Specifically, they attempt to answer such questions as, What are the changes in the number of schools offering the various subject groups in the different junior high school grades? What are the changes in the proportion of the total number of periods devoted to each subject? How many courses [1] were offered within each subject field in the decade? What are the changes in the number of schools requiring the different subject groups and important courses within subject groups?

Because the programs compared are from the same schools in each instance, the changes reported are actual, rather than typical. The range in population of the cities selected is represented at one extreme by junior high schools in 14 cities of less than 10,000 population, at the other by schools in 5 cities of more than 500,000 population. The cities are located in 21 different States, well distributed geographically.

TABLE 1.—*Number of schools in which each of the major subjects is represented in grades 7, 8, and 9 for 1915–1920 and 1929–1931*

Subject	1915–1920			1929–1931		
	Grade 7	Grade 8	Grade 9	Grade 7	Grade 8	Grade 9
1	2	3	4	5	6	7
English	58	60	55	59	60	60
Social studies	57	58	47	59	60	55
Mathematics	58	59	54	59	60	59
Science	34	41	47	32	48	54
Physical education	41	41	36	57	58	53
Fine arts	57	54	45	57	58	54
Manual arts	52	58	50	58	58	58
Domestic arts	53	59	50	57	58	59
Commerce	21	33	38	7	18	51
Foreign language	32	45	55	11	30	60

Almost all 10 subject groups were more popular in 1929–1931 than in 1915–1920, judging from figures presented in Table 1, showing the number of schools in which each subject was offered in the separate grades for 1915–1920 and 1929–1931. The importance of English is reflected in the fact that it is offered by all schools in all three grades for both periods.[2] For the 1929–1931 period all subjects are offered in all three grades in at least five-sixths of the schools except for foreign language, commerce, and science.

Physical education is the only subject field, however, for which the increments are consistently significant in all three grades. Considering the grades separately it seems that on the whole the largest increments for the various subjects are in grade 9. This is especially true for mathematics, social studies, manual arts, domestic arts, and fine arts. While these groups also show gains for grades 7 and 8 the fact that they were represented in almost all schools in these grades during the early period makes considerable increase during the 10-year interval impossible.

Foreign language and commerce show a marked decrease in the number of schools in which they are offered in grades 7 and 8, but they record an increase in grade 9 during the late period. For the 1929–1931 period, science likewise shows considerable increment in grade 9, and to a less degree in grade 8, but is offered in only 32 schools in grade 7, which is 2 less than for the early period. The better representation for 1929–1931 of the

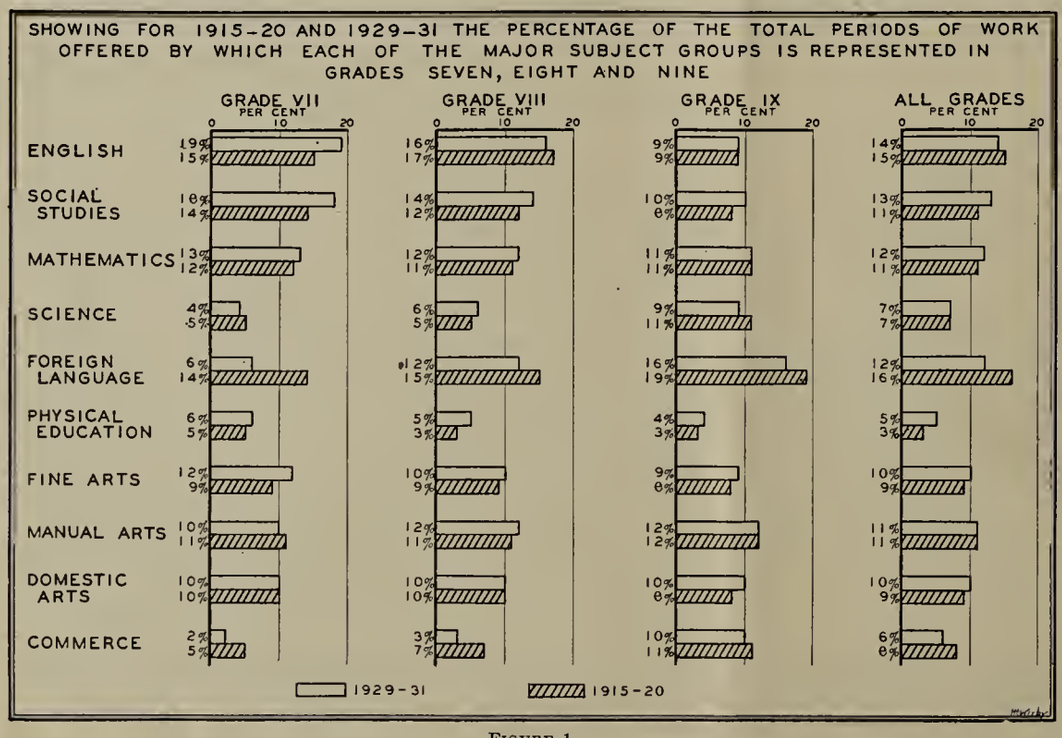


FIGURE 1

[1] By courses are meant those subdivisions of content materials within a subject-matter field which are offered as a semester's or year's work in that field.

[2] For the 1915–1920 period, out of the 60 schools represented no seventh-grade program of studies was secured from 2 schools, no eighth-grade program from 1 school, and no ninth-grade program from 5 schools. For the 1929–1931 period, the seventh-grade program of one of the 60 schools was not secured. Sixty programs are represented in all other grades.

several subject fields in the ninth-grade offerings seems to reflect a trend toward a more continuous junior high school program.

Tendencies toward change in the relative importance of the various subjects are more readily seen from Figure 1, which shows the percentage each subject usurps of the total number of periods of work scheduled for all subjects.

In the case of four subjects—English, mathematics, science, and manual arts—very little continuity over the 10-year period in the comparative percentages for the respective grades appears. English increases in grade 7, decreases in grade 8, remains constant in grade 9, and shows very little change over the 10-year period, all three grades considered. Somewhat similar variations, in nearly all cases slight, are shown for mathematics, science, and manual arts. There is likewise very little change for domestic arts except in grade 9.

Social studies, physical education, and fine arts, however, show consistent and in some instances a marked percentage of increase for all grades. Contrariwise, foreign language and commerce show consistent reductions.

Changes over the 10-year period in the nature of the offerings within the subject fields are revealed from Figure 2, showing the average number of separate courses offered within each major subject field. Grouped under the heading "Socializing-integrative" activities, averages for activities such as home-room, clubs, guidance, and the like, where they are scheduled as a part of the daily program, are shown.

The diagram reads as follows: For 1915–1920, in all three grades the average number of courses in English (such as grammar, spelling, literature, and the like) which are given a distinct place in the program of studies is 7.4; the range in number scheduled by the middle 50 per cent of schools is from 5.2 to 9.5 courses. For 1929–1931, the median school scheduled 5.9 courses, and the range of the middle 50 per cent is from 3.9 to 8 courses. The diagrams representing mathematics, social studies, and the remaining groups are to be read in like manner.

Seven of the eleven groups represented show a reduction in the median and in the range of the middle 50 per cent of courses offered. The reduction, while only slight in the field of mathematics, social studies, science, and domestic arts, is more noteworthy in English, foreign language, and commerce. Increases appear for physical education and fine arts and for manual arts and "socializing-integrative" activities as well.

Increments have almost always been consistent for all three grades in the fields of social studies, physical education, and fine arts. They have been almost as consistent in indicating reduced offerings in the fields of foreign language and commerce, and in a less number of cases in the field of English. In the light of recent reformulations of the aims of secondary education, there is no doubt an intimate relationship between the increases shown for the three subjects indicated and the emphasis placed on the civic-social-moral, the health, and the avocational aims of education. The reductions shown for foreign language and commerce, especially in grades 7 and 8, reveal a tendency to provide for specialized college and business preparation only during the last year of junior high school.

In grades 7 and 8 more subject fields are represented in the requirement of the average school for 1929–1931 than for 1915–1920. Adding "socializing-integrative" activities as one of the 10 major fields and dividing fine arts into music and art gives 12 subject fields. The average number of fields required in grades 7, 8, and 9 for 1915–1920 is 6.38, 5.93, and 3.83, respectively. For 1929–1931, averages for grades 7 and 8 had increased to 7.15 and 7.22 subject fields, respectively, while for grade 9 a reduction to 3.5 fields is shown. There is for each period a wide variation between the number of fields required in grades 7 and 8 and the number required in grade 9.

Requirements in the major subject fields and in "socializing-integrative" activities as listed in five or more schools, are shown for grades 7, 8, and 9, 1915–1920, and 1929–1931, in Table 2. In the later period an increased number of schools make requirements for practically all fields in all grades, but marked increments appear in only a few fields. Although increments in music and art are not so significant, those in social studies, "socializing-integrative" activities and physical education can be construed as further revealing the tendency to place more emphasis on certain modern educational objectives. Science, which showed no significant shifts in its total offering, is required by an increasingly large number of schools in grades 8

TABLE 2.—*Requirements in the major subject fields and in "socializing-integrative" activities as listed by five or more schools for grades 7, 8, and 9, 1915–1920 and 1929–1931*

Subject field	Number of schools in which required					
	1915–1920			1929–1931		
	Grade 7	Grade 8	Grade 9	Grade 7	Grade 8	Grade 9
1	2	3	4	5	6	7
ENGLISH						
Composition	16	17	10	11	11	8
Grammar	20	22	4	9	8	2
Literature	23	23	12	18	18	11
Penmanship	14	12	1	14	8	0
Spelling	14	17	3	9	6	3
Penmanship and spelling	17	15	1	11	9	1
English	33	35	43	45	46	47
MATHEMATICS						
Algebra	1	14	26	0	1	17
Arithmetic	50	42	0	26	23	0
Commercial arithmetic		4	7	1	1	7
General mathematics or mathematics	6	12	5	34	38	14
SOCIAL STUDIES						
Citizenship	2	3	3	3	5	5
Civics, commercial civics, or vocational civics	7	27	10	7	24	14
Geography	48	17	1	36	11	3
History	22	24	2	19	21	2
United States history	22	28	2	18	17	0
Vocations	0	0	0	2	6	3
Social studies	2	2	1	17	17	11
PHYSICAL EDUCATION						
Health	2	1	1	11	11	8
Physical training	28	34	30	37	42	36
Physical training and health or Physical training and hygiene	6	3	1	5	2	3
SCIENCE						
Elementary science	3	2	0	3	6	0
General science	3	7	10	6	19	15
Hygiene	7	5	1	13	6	2
Physiology	12	11		2	3	2
Science	2	6	3	5	7	5
MANUAL ARTS						
Mechanical drawing	5	6	2	6	8	0
Metals	3	1	0	5	3	1
Printing	4	6	0	4	5	0
Shop	10	9	3	11	12	2
Woodwork	9	4	1	13	5	0
Manual arts	25	21	2	23	23	5
DOMESTIC ARTS						
Clothing	18	12	1	21	18	0
Foods	12	16	2	17	19	1
Domestic arts	22	22	3	21	19	7
MUSIC						
Chorus and vocal	3	4	5	2	3	3
Music	45	40	16	47	42	15
ART						
Drawing	36	26	10	39	30	8
Free-hand drawing	5	5	1	3	2	0
SOCIALIZING-INTEGRATIVE ACTIVITIES						
Auditorium or assembly	2	2		7	8	7
Clubs	0	0	0	4	5	6
Clubs, guidance, and assembly	0	0	0	8	8	6

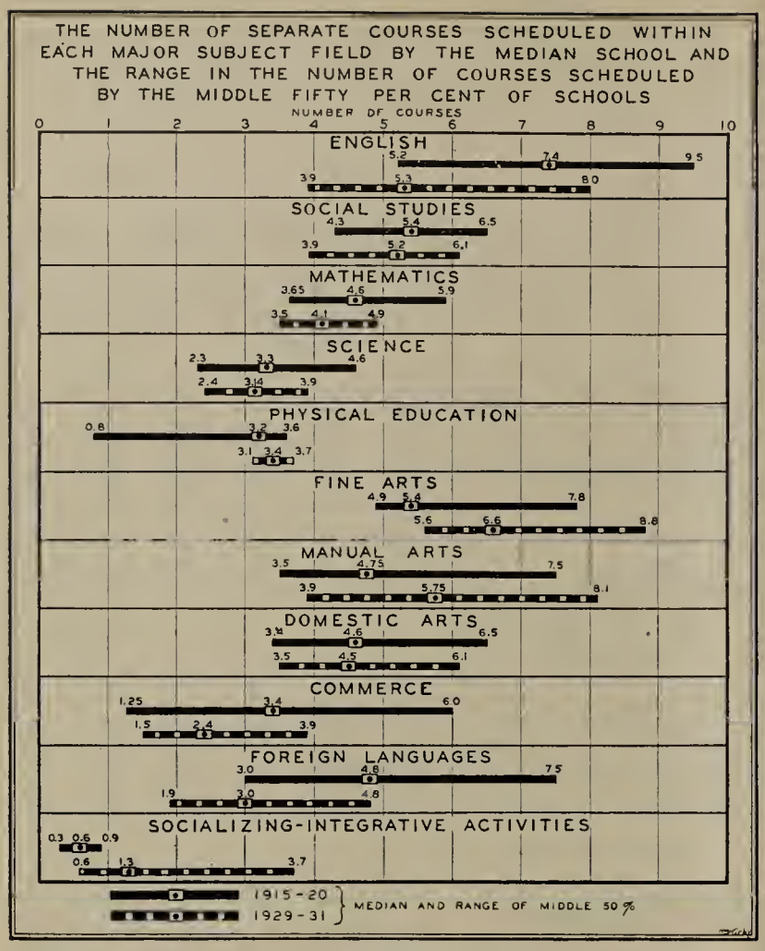


FIGURE 2

and 9. No data are shown in the table for foreign language and commerce. Requirements were made in the former field by only two schools for 1915–1920 and by no schools for 1929–1931. In the latter field, there were no requirements for 1915–1920, but junior business training was required in five schools for 1929–1931.

The names of individual courses listed within the major fields throw some light on the nature of the content of the courses required at the separate periods. In English, the reduction in the number of schools requiring such specialized courses as grammar, composition, penmanship, and spelling and the increase in the number of schools requiring a generalized course designated merely as "English" are noteworthy. The reduction in time allotted to total offerings in this field as revealed in the preceding section has been brought about no doubt through fusion of specialized courses into one generalized course. If integration has been accomplished without elimination of essential subject matter, economy of time and exploration are likely better realized through English courses of the type offered during the later period.

The reductions already shown in the number of courses offered in the fields of mathematics, social studies, and science are likewise accounted for to some extent by the data shown in Table 2. In mathematics there has been a reduction in the number of schools requiring arithmetic and algebra, accompanied by an increase in the number of schools requiring general mathematics. In social studies, the number of schools requiring specialized courses in geography and history has decreased, while the number requiring a general course designated as "social studies" has increased. It is also significant in view of the vocational and exploratory functions assigned to the junior-high school that a number of schools are requiring a course in vocations for 1929–1931, although no schools required this course for 1915–1920. In the field of science is to be noted not only the increased number of schools requiring general science, but the shift from physiology to hygiene over the 10-year period.

Conclusions

The data which have been presented tend to show that in general the 1929–1931 program is more representative of all subject fields than is the 1915–1920 program. Social studies, physical education, and fine arts seem to have profited, mostly at the expense of foreign language and commerce. While increases for physical education are more noteworthy, increments in all three subject groups named are of sufficient significance to justify the conclusion that the health, civic-social-moral and avocational aims of education are receiving greater emphasis.

Considering the grades individually, the most noteworthy expansions have been in grade 9. In this grade the increments shown for the several subject groups are more the result of a general expansion of the program than at the expense of other subject groups. The fact that fairly consistent increases are shown for manual arts and domestic arts shows a tendency toward practical offerings in this grade. Such data may be marshalled to indicate trends toward a better balanced program.

Better articulation between the two lower and the upper grade of the junior-high school is also evident in the greater number of schools offering and requiring generalized and exploratory courses such as general mathematics, general science, vocations, and junior business training. Lack of complete articulation between grades 7 and 8 and grade 9, however, is revealed in the tendency to postpone foreign language and commercial courses until the ninth grade and in the great variation in the amount of work required in grades 7 and 8 as contrasted with the amount required in grade 9.

Poetry and Prose About George Washington

(Continued from page 28)

them, were: "The Character of Washington" by Thomas Jefferson, 9; "The Character of Washington" by Daniel Webster, 7; "The Character of Washington" by Henry Cabot Lodge, 6; and "The Character of Washington" by Edward Everett, 5.

Contests Planned

The United States George Washington Bicentennial Commission's plan for nation-wide educational contests includes declamatory, essay, and oratorical contests, all open to the students of all public, private, and parochial schools. The commission is now preparing a pamphlet of selections of prose and poetry relating to George Washington, and from this list the contestants in the declamatory contests may make their choice of subjects. The pamphlet will be distributed among the teachers of all schools whose students enroll as contestants in the declamatory contests. This is being done because in such a contest there must be some uniformity in the subjects of the declamation.

To the winner of the declamatory contest in each State, the United States George Washington Bicentennial Commission will present a commemorative bronze medal. The State winners will be determined by the following series of elimination contests: First, contests in each schoolroom; second, contests among the winners in each room; then among the winners of the various schools in each city or town; then among the cities and towns comprising the next higher subdivision in the State educational organization; and finally among the winners of those subdivisions of the State.

The Paris Meeting of the International Congress of Childhood Education

By MARY DABNEY DAVIS

Senior Specialist in Nursery-Kindergarten-Primary Education, United States Office of Education

THREE THOUSAND THREE HUNDRED DELEGATES from 24 countries of Europe and the Americas met this summer in Paris to give and to receive ideas on the education and development of young children.

The everyday programs of work and play as carried on in these different countries for children from 2 to 7 years of age were described and demonstrated. It made little difference whether the schools were called the écoles maternelle, kindergartens, jardins des enfants, nursery schools, or primary schools. Interest of all nations centered upon the child's mental and physical health and upon the most adequate environments for promoting the young child's welfare. Delegates asked innumerable questions of those in charge of schools and demonstrations and contributed descriptions of how they met similar problems at home. A sense of self-sufficient national identity gave way to a feeling of international unity through the universal interest in education.

The congress provided lectures, many of them illustrated with stereopticon slides, and demonstrations of methods and materials of instruction. Motion pictures were shown between the meetings. No discussion groups were organized, but during visits to schools and before and after meetings groups of delegates gathered informally to compare notes.

Doctor Riemens-Reurflag, professor of child development at the University of Amsterdam, Holland, reported on a regional survey in which the progress of a Province was being measured in the light of its public health and educational programs. In this lecture and in many others open-air schools were strongly advocated.

Doctor Muchow, of Hamburg, Germany, analyzed the psychological value of *play* for young children. Doctor Decroly of the University of Brussels described and illustrated with motion pictures, a recent research on the beginnings of imitation in young children.

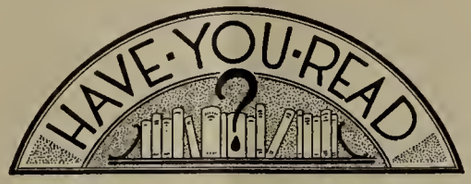
Doctor Piaget, associate director of the J. J. Rousseau Institute of Geneva, Switzerland, discussed child psychology and emphasized the fact that under the age of 6 a child has no social language. The large amount of playground space provided for each child in the schools with which Doctor Piaget works and the individual method of instruction followed were considered by some to interfere with social play and consequently with social language.

Among other topics included in the program of lectures were the following: The desirability of making science the core for the school curriculum, adequate training of teachers, parent education, continuity among the programs planned for the several age levels of children, the development of retarded children, and equipment and housing.

Busses made it possible to visit schools in the towns and cities surrounding Paris.

Organized under the patronage of the President of the Republic of France and his official family, and of the political and educational heads of the city of Paris and its adjoining towns, the congress was given the importance due the young child.

In the final meeting a representative delegate from each country described what the conference had meant to her and what messages were being carried home. The keynote of all these brief reports was an expressed confidence that with the development of young children, properly guided, rested the solution for a future international peace. They felt that a genuine respect for others ingrained from the beginning, as well as a realization of individual responsibility, would strengthen effectively international confidence and cooperation.



Drawing by Robert C. Eakel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT

Librarian, Office of Education

It seems to be the fashion these days, to find out what the student is thinking. In School and Society, for August 22, there is an article by Herschel G. Langdon, senior at the State University of Iowa, on "What would I do if I were a college president?" The college presidents of whom he asked suggestions for an answer invariably replied, "Resign." However, in spite of this advice he outlines a plan for better enabling colleges to turn out graduates who shall "be first of all cultured and human." ⁂ ⁂ ⁂ The training and duties of the business manager of the city school system are discussed in the Nation's Schools for August. Dr. William John Cooper, United States Commissioner of Education, under the title "'Divided houses' that endanger public education," emphasizes the fact that friction between the business and professional functions of education must be avoided if the schools are to perform their proper function and provide for the educational needs of the community. ⁂ ⁂ ⁂ In the New York Times Book Review, for August 30, Gamaliel Bradford makes a strong plea for "Biography's place in the modern scheme of education." Five hundred years ago the scholar was a man who knew everything. Knowledge has now extended so far in all directions that even the expert is unable to keep up with the reading in his own particular subject. He then suggests the study of biography as a means of stimulating interest, and as an inspiration to achievement. "Biography" he says "is the autobiography of humanity. Can there be any study of greater educational value and utility?" ⁂ ⁂ ⁂ A correspondent writing to the Educational Supplement of the London Times, for August 22, points out some of the educational advantages accruing to the young worker by means of the 5-day week. An increasing use is being made of the week-end for social study groups under the Workers' Educational Association. Saturday morning classes could take the place of evening schools with great advantage to the young people. "A well-thought-out morning program," he writes, "would probably be of far more value than two evenings devoted to education after an exhausting day in the workshop." ⁂ ⁂ ⁂ Owen D. Young made a remarkably fine commencement address and conferred the degrees at St. Lawrence Univeristy at the close of the summer session in August. This address appears in full in School, for August 20. ⁂ ⁂ ⁂ The Nation's Business, for August, reports the results of a questionnaire sent to each school that uses a public address system, by means of which radio programs, phonograph records, and talks are distributed and released to any and all parts of the school system. The article is written by G. N. Kefauver and H. C. Hand, of Teachers College, Columbia University. The discussion gives details of the installation and use of the system, and should be especially valuable to superintendents who are weighing the advantages and disadvantages of one of the newest developments of the use of radio in education.

⁂

What is an education worth? In a recent lawsuit at Seattle, Wash., the valuation of a college education for two was placed at $60,000.

What We Do NOT Know About Child Health

By JAMES F. ROGERS, M. D.

Senior Specialist in Health Education, Office of Education

MOST OF OUR educational work is founded on supposition rather than fact which accounts for the rather sudden and violent changes in our ideas concerning the teachings of hygiene and physical education which have taken place from time to time.

You will remember perhaps that Dr. Samuel Johnson was once asked by a lady why he allowed a certain mistake in a definition to occur in his dictionary. He replied, "Madam, it was on account of ignorance—plain ignorance." The committee on growth and development of the White House Conference on Child Health and Protection was candid enough to confess its ignorance of a great many things. And since these very distinguished workers are ignorant, we who are engaged in physical education also are ignorant and we should keep in mind that we are quite likely very much astray in many of our theories and practices.

The Most Important Finding

You will probably be surprised, and I know you will smile, at one of the conclusions of the committee on growth and development and yet I think it is the most important of its findings. It is that *no two children are alike.* Now this fact is just the one on which we have *not* been founding our work. We have been trying to have children all weigh alike, all drink the same number of glasses (size, fortunately, not specified) of water, all drink the same number of pints of milk, all sleep the same number of hours, all stand and sit alike, all take the same exercises for the same number of minutes, etc.

With regard to the classification of children according to types, the committee "recommends the avoidance, as far as possible, of the use of the term 'type.'" The committee states that there is such a thing as heredity but what we as yet know about it is only along very general lines.

They admit that very little is known concerning the subject of fatigue, which is so important a matter in all child activities. The thing is real enough but it is extremely complicated. They hope something will be learned in the future. They do point out the existence in many school children nowadays of a condition which seems to be one of chronic fatigue and which has been named school sickness. It seems to be due to the unnatural demands of school life on the child with resulting sleeplessness, lack of appetite, and general depression. The committee believes that such a child is in need of more freedom from restraint and more play.

Another Unknown Fundamental Fact

About the endocrine or ductless glands they tell us that not very much is known and that we must be on our guard against hasty and premature generalization concerning their influence. They say that while "it is apparent that the temperament and degree of mental activity of an individual is definitely affected by these organs, it would be a mistake to think of them as the prime determiners of personality."

As regards nutrition they speak with more confidence, but they acknowledge that in connection with feeding we do not know such a fundamental fact as what the optimal rate of growth of a child should be.

As regards the damaging effects of disease the conference recommends that these be reduced to a minimum by due protection and adequate nutrition during the period of rapid recovery and of growth during convalescence. This is a point which should be kept in mind.

One statement appears four times in the reports to the effect that "the physical education and recreational program should be based upon individual needs." Notwithstanding its repetition this is least likely to be really kept in mind. I am a believer in compulsory provision for physical education, but when it comes to compulsory participation of a child in activities for which he is not fitted, either physically or mentally, it is an entirely different matter.

Away back in 1590 Admiral Hawkins saved his crew from scurvy by feeding them lemon juice, and yet with all the efforts put forth by hygienists it was not until more than 250 years later that so simple a health measure was made compulsory in the British Navy. Public authorities and the public generally are not quite so phlegmatic nowadays.

Whatever support we may receive it behooves us to examine into the quality of our own work by the light of the findings of the conference and make such changes as seem desirable. After all, the public is more responsive to good works than it is to fine theories. As Sir Gilbert Murray says, "The only thoroughly good method of propaganda is that which works through unconscious example and indirect influence."

From an address before the Southern Section, American Physical EPucation Association, Louisville, Ky.

Information That Can Be Obtained From the Agriculture Department

Just what is being accomplished in agriculture and home economics cooperative extension work by the United States Department of Agriculture, with the cooperation of State agricultural colleges, is contained in a complete file of extension-work reports in the Cooperative Extension Work Office, Washington, D.C.

According to M. C. Wilson, director of extension studies, these reports submitted by farm agents and other extension workers in all parts of the United States are carefully key indexed under numerous classifications so that activity in any phase of cooperative extension work may be located without delay.

Digests of much of this material may be obtained from the Extension Service, Office of Cooperative Extension Work, Washington, D. C. Subjects include: Agricultural economics, agricultural engineering, agricultural technology, animal industry, clothing and millinery, extension administration and teaching, entomology, farm crops, food and nutrition, forestry, health, horticulture, home management and house furnishings, plant diseases, rodents—predatory animals—birds, soils, veterinary science, weeds, weather forecasts, and child training and parental training.

Bad Behavior—Low Marks

Does a teacher reflect the liking or disliking of a student in his marking? Tests by Dr. P. M. Symonds, of Columbia University, reveal there is a slight tendency for teachers to assign lower marks to pupils showing undesirable conduct than their achievement on objective tests indicates that they deserve.

The Metropolitan Museum of Art, New York City, is again sponsoring free lectures, gallery talks, study hours, and story hours for public-school teachers, museum members, and school children. Radio programs and motion pictures will be used to extend and more effectively present the educational work of the museum.

Dr. Edgar C. Higbie, president of the Eastern State Teachers College, Madison, S. Dak., since 1921, has accepted the presidency of the Wilson Teachers College, Washington, D. C.

Before the World War only about 27 per cent of the Russian people could read and write. The percentage in 1930 was reported as 62.

MAKING SNOWSHOES IN THE MANUAL TRAINING DEPARTMENT, EKLUTNA INDUSTRIAL SCHOOL

One of the numerous illustrations appearing in "General Information Regarding the Territory of Alaska" available from the Superintendent of Documents at 40 cents a copy

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.

General Information Regarding the Territory of Alaska. 1931. 152 pp., illus. (Department of the Interior.) 40¢.

Accurate information from the most authoritative sources available on the varied aspects of this outlying possession. (Geography; History; Economics; Education; Agriculture; Forestry; Fisheries.)

Organization and Teaching Procedure to be Followed in Evening Agricultural Schools on the Marketing of Grain. 1931. 14 pp. (Federal Board for Vocational Education, Monograph No. 11. 5¢.

Suggestions for teachers—the result of the united efforts of the Federal Board for Vocational Education and the Federal Farm Board to lay greater stress on the teaching of cooperative marketing. (Vocational education; Agriculture.)

The Blind and Deaf-Mutes in the United States, 1930. 23 pp. (Department of Commerce, Bureau of the Census.) 10¢.

Statistics of the enumerated blind and deaf-mute population classified by sex, color, and age by geographic divisions and States. (Special education.)

Price lists: No. 37, Tariff and Taxation; No. 68, Farm Management.—Farm accounts, credits, marketing, homes, and statistics. (Government Printing Office.) Free.

Weeds—How to Control Them. 1931. 29 pp., illus. (Department of Agriculture, Farmers' Bulletin No. 660.) 5¢. (Agriculture.)

The More Important Apple Insects. 1931. 106 pp., illus. (Department of Agriculture, Farmers' Bulletin No. 1270.) 15¢.

Designed to acquaint the grower with the many insect pests that may attack his crop of apples. Short descriptions of 62 species or groups of species of insects that infest American apple orchards and tells briefly what can be done to reduce the damage caused by them. (Agriculture.)

Biennial Survey of Education in the United States, 1928–1930. (Advance pages.) Chapter I—School administration and finance. W. S. Deffenbaugh and Timon Covert. 58 pp., 10¢; Chapter XI—Education of exceptional children. Elise H. Martens. 38 pp., 10¢; Chapter XIII—College and university education. Walton C. John. 44 pp., 10¢; Chapter XVI—Engineering education. F. L. Bishop. 7 pp., 5¢. (Libraries; Special education; Higher education; School administration and finance.)

Industrial Education Section of the Survey of the Buffalo Public Schools. Maris M. Proffitt. 34 pp. (Office of Education, Pamphlet No. 17.) 10¢. (Industrial education; Vocational education.)

Per Capita Costs in City Schools, 1929–30. Lula Mae Comstock. 13 pp. (Office of Education, Pamphlet No. 19.) 5¢. (School finance.)

School Health Activities in 1930. James Frederick Rogers, M. D. 33 pp. (Office of Education, Pamphlet No. 21.) 10¢.

Summary of information collected for the White House Conference on Child Health and Protection. (Health education.)

Wood-liquid Relations. 1931. 35 pp., illus. (U. S. Department of Agriculture, Technical Bulletin No. 248.) 10¢.

A general summary of the present knowledge of wood-liquid relations. This bulletin is intended to prepare the way for a series of publications reporting experimental research on various parts of the general problem. The most significant portions of the variable information will be correlated as far as possible by means of the general physical laws applicable. (Forestry; Manual training; Physics.)

Free Government Price Lists. Engineering and surveying—coasts, rivers, harbors, engines, tides, compass terrestrial magnetism, No. 18; Foods and cooking—canning, cold storage, home economics, No. 11; Handy books, No. 73; Insular possessions—Guam, Philippines, Porto Rico, Samoa, Virgin Islands, No. 32; Irrigation, drainage, and water power, No. 42.

Sanitary Drinking Facilities with Special Reference to Drinking Fountains. 28 pp. (U. S. Department of Labor, Bulletin of the Women's Bureau, No. 87.) 10¢.

Recommendations are made and standards set up for the sanitary service of drinking water with equipment which will protect the health of individuals. Contains a summary of State laws, rules, and regulations concerning drinking facilities in places of employment. (Public Health, School Administration.)

Organization and Functions of Research Bureaus in City School Systems. 1931. 14 pp. (Office of Education, Leaflet No. 2.) 5¢.

State Aid for School Consolidation and Pupil Transportation. 1931. 9 pp. (Office of Education, Leaflet No. 3.) 5¢.

Information concerning State school funds provided specifically for consolidated schools and pupil transportation in the United States, and the conditions under which they are granted. (Rural education; School finance.)

Record of Current Educational Publications, January 1–March 31, 1931. 105 pp. (Office of Education Bulletin, 1931, No. 9.) 15¢.

Lists outstanding articles in educational periodicals and important new books in the field of education selected by 13 specialists in major fields of education. (Library science; Educational research.)

Standard Breeds and Varieties of Chickens. 1930. 37 pp., illus. (U. S. Department of Agriculture, Farmers' Bulletin No. 1506.) 10¢.

The American, Asiatic, English, and Mediterranean breeds and varieties described in this bulletin constitute the great majority of chickens used for the purpose of producing either eggs or meat, or both. (Poultry husbandry; Agriculture.)

Survey of Higher Educational Institutions of Arkansas. 139 pp. (Office of Education Bulletin, 1931, No. 6.) 25¢.

Made upon request of the Governor of the State of Arkansas. (Higher education; Comparative education.)

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If *8* out of *9* Newspaper Men Didn't Know—

Nine top-notch newspaper men were talking at the big round table in the tall-windowed dining room of the National Press Club in Washington, D. C. Their names were names you see in bold-face type above news dispatches and magazine articles—men whose business it is to know *more* about *more things* than probably any other men in America.

"Here's a question for you," said a tenth correspondent, easing himself into his favorite chair.

"What," he asked, "is a secondary school?"

Eight didn't know.

"Has it something to do with high schools?" ventured the ninth.

If 8 out of 9 experienced news hawks don't know what a secondary school is, what does the average parent think when he hears or reads: Secondary schools, curriculums, Stanford achievement tests, or medians?

Superintendents are not sibyls, principals are not priests of twentieth-century Delphic mysteries of education. They are stewards of a public trust.

American Education Week, November 9 to 15, is the week they report on their stewardship. It is the schoolman's and schoolwoman's opportunity to tell citizens in plain English what modern education really is. It is their opportunity to help thousands of communities to take stock of their greatest community enterprise—education.

Many American Education Week speakers find it effective to paint local school conditions against the State or national scene. Useful facts for speakers can be found in Federal Office of Education perspectives of education. A list of 1,000 United States Publications on Education will be sent you free upon request.

Office of Education

DEPARTMENT OF THE INTERIOR

U. S. GOVERNMENT PRINTING OFFICE: 1931

SCHOOL LIFE

VOLUME XVII
NUMBER 3

In this Issue

Courtesy of the Metropolitan Museum of Art
SEEING LIFE THROUGH ARTISTS' EYES

NOVEMBER
1931

In this Issue

Official Organ of the Office of Education
United States Department of the Interior, Washington, D. C.

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

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The Schools and Unemployment

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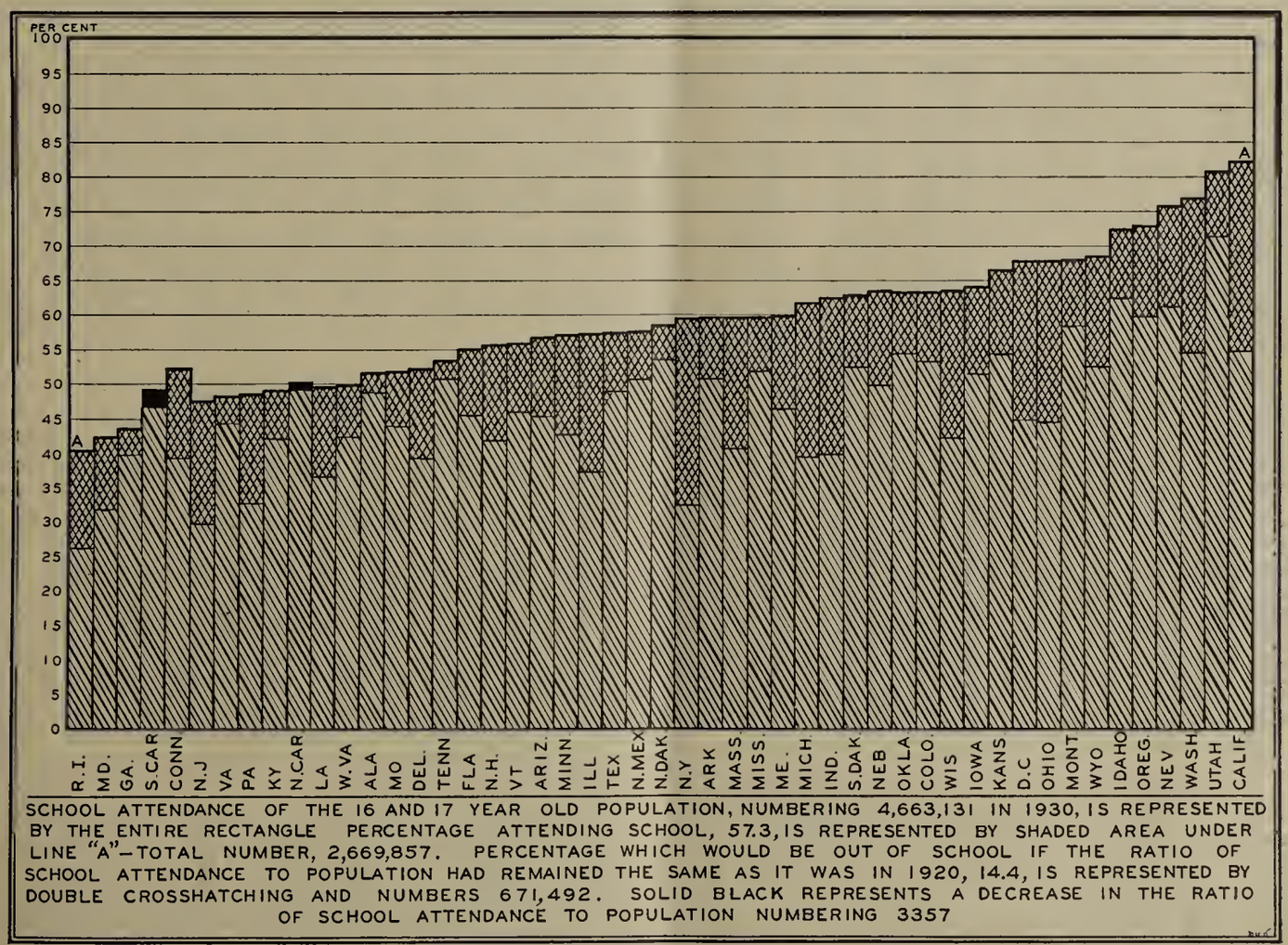
IN PERIODS of national distress such as the present unemployment situation represents it is common practice to inquire what this or that agency is doing toward remedying the adverse condition. At such times there is a general assumption that all social and economic institutions, whether directly or indirectly related to the national problem, should be checked to ascertain what they have done or may be expected to do in the way of relief measures. The question has been frequently asked, "What are the schools doing to help solve the unemployment problem?" Numerous attempts have been made in various ways to find an objective answer to this question that will redound to the credit of the schools.

In order to deal fairly with the schools in reference to this question it is necessary to bear in mind that the principal function of public-school education is to provide effective training for citizenship, which implies efficiency in the performance of activities involving intellectual, social, moral, and vocational abilities. The extent to which the schools are discharging this responsibility in an acceptable manner may be measured by (*a*) the character of the training program provided and (*b*) the number of persons for whom the program is planned, that are enrolled for the educational training. The best answer, therefore, to the question, "What are the public schools doing to help improve the unemployment situation," is to be found

How Increased Holding Power of Schools Cuts Down Number of Young People Competing For Jobs



SCHOOL ATTENDANCE OF THE 16 AND 17 YEAR OLD POPULATION, NUMBERING 4,663,131 IN 1930, IS REPRESENTED BY THE ENTIRE RECTANGLE PERCENTAGE ATTENDING SCHOOL, 57.3, IS REPRESENTED BY SHADED AREA UNDER LINE "A"—TOTAL NUMBER, 2,669,857. PERCENTAGE WHICH WOULD BE OUT OF SCHOOL IF THE RATIO OF SCHOOL ATTENDANCE TO POPULATION HAD REMAINED THE SAME AS IT WAS IN 1920, 14.4, IS REPRESENTED BY DOUBLE CROSSHATCHING AND NUMBERS 671,492. SOLID BLACK REPRESENTS A DECREASE IN THE RATIO OF SCHOOL ATTENDANCE TO POPULATION NUMBERING 3357

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through a study of present school enrollments and the types of work offered in the public schools. For this purpose a study was made of the comparative population and school attendance of 16 and 17 year-old boys and girls for the years 1920 and 1930. The basic figures for this study were taken from the 1930 census returns.

Out of Competition for Employment

The results of this study show that if the 1920 ratio ~~per cent~~ of school attendance to population for persons 16 and 17 years of age had remained the same as for 1920, 671,491 young people now attending school would be out of school and would be potential competitors with the adult group for employment. The holding powers of the schools over this potential wage-earning group varies considerably by States, but for the United States as a whole the percentage of 16 and 17 year-old boys and girls attending school increased from 42.9 per cent in 1920 to 57.3 per cent in 1930. The chart shows these percentages by States graphically. The accompanying table gives data for both population and school attendance.

Population and school attendance of 16 and 17 year-old boys and girls

State	Population, 1930	School attendance, 1930	Per cent of school attendance, 1930	Per cent of school attendance, 1920
1	2	3	4	5
Nevada	2,688	2,036	75.7	61.4
Wyoming	8,014	5,478	68.4	52.6
Delaware	8,569	4,453	52.0	39.1
Vermont	12,753	7,108	55.7	46.0
District of Columbia	13,365	9,051	67.7	44.8
New Hampshire	15,769	8,745	55.5	41.7
Arizona	16,064	9,089	56.6	45.3
New Mexico	17,396	9,980	57.4	50.6
Idaho	18,231	13,188	72.3	62.3
Montana	20,468	13,903	67.9	58.3
Utah	21,072	17,047	80.9	71.4
Rhode Island	25,396	10,270	40.4	26.3
Maine	27,916	16,697	59.8	46.5
South Dakota	28,163	17,695	62.8	52.6
North Dakota	30,712	17,297	58.4	53.4
Oregon	33,525	24,397	72.8	59.7
Colorado	38,285	24,215	63.2	53.2
Nebraska	53,785	33,995	63.2	49.7
Washington	55,021	42,262	76.8	54.5
Florida	56,142	30,901	55.0	45.5
Maryland	58,840	24,835	42.2	31.7
Connecticut	60,230	28,479	47.3	33.0
Kansas	71,336	47,347	66.4	54.4
West Virginia	72,195	35,981	49.8	42.3
Arkansas	82,395	49,005	59.5	50.8
South Carolina	86,710	40,478	46.7	49.2
Louisiana	87,624	43,384	49.5	36.8
Iowa	90,661	57,889	63.9	51.4
Mississippi	91,752	54,713	59.6	51.7
Minnesota	97,256	55,476	57.0	42.5
Oklahoma	102,189	64,559	63.2	54.2
Virginia	104,501	50,476	48.3	44.3
Kentucky	105,622	51,941	49.2	42.5
Wisconsin	109,589	69,473	63.4	42.2
Tennessee	112,960	60,043	53.2	50.7
Indiana	114,727	71,629	62.4	39.9
Alabama	123,494	63,646	51.5	48.8
Missouri	132,487	68,413	51.6	43.9
Georgia	136,036	59,267	43.6	39.7
Massachusetts	147,627	87,779	59.5	40.6
New Jersey	147,629	70,210	47.6	29.9
North Carolina	148,633	73,241	49.3	50.1
California	167,003	137,125	82.1	54.7
Michigan	167,197	103,177	61.7	39.4
Ohio	230,795	156,336	67.7	44.4
Texas	244,445	139,716	57.2	48.8
Illinois	272,342	155,619	57.1	37.1
Pennsylvania	373,476	181,573	48.6	32.8
New York	420,052	249,610	59.4	32.6

In two States, North and South Carolina, there was a slight decrease in the percentage of the 16 and 17 year-old population attending school in 1930. For the former State, the percentage in 1920 was 50.1, in 1930 it was 49.3; for the latter it was 49.2 in 1920 and 46.7 in 1930.

In 1920 the total population of persons 16 and 17 years of age amounted to 3,828,131 of whom 2,057,422, or 53.7 per cent, were rural and 1,770,709, or 46.3 per cent, were urban; in 1930 this population group amounted to 4,663,137 of whom 2,289,544, or 49.1 per cent, were rural and 2,373,283, or 50.9 per cent, were urban. In 1920, 39.2 per cent of the urban population attended school and in 1930 there were 60.5 per cent in school. The percentage of the rural population attending school in 1920 was 46.1 and in 1930 it was 53.9.

In some of the States there was an absolute decrease in the rural population of this age group. Notwithstanding this fact, a few of these States made an absolute gain in the number of pupils attending school. For example, the rural population of this age group in Illinois in 1920 numbered 80,459; in 1930 it had decreased to 77,874 yet the rural school attendance increased from 34,911 in 1920 to 42,211 in 1930. In Minnesota the rural population of this age numbered 55,582 in 1920 and only 54,806 in 1930. During this time, however, there was an absolute increase in school attendance of this group, the attendance for 1920 being 21,654 and for 1930 being 26,482. During the decade the rural population of Missouri decreased by 1,562, but there was an absolute increase in rural school attendance of 1,180.

Among the factors which may be mentioned as contributing during the past 10 years to the increased percentage in school attendance of the 16 and 17 year-old population group, with the consequent result of eliminating them as potential competitors with adults for employment.

1. The increase in the amount and character of vocational training offered in the public schools. For example, in the day vocational-industrial schools of Buffalo there were enrolled in September, 1930, a total of 2,365 students, of whom 932, or 39.4 per cent, were 16 and 17 years of age. While no comparable enrollment figures are available for 1920, the enrollment for that year would not exceed a small fraction of the 1930 enrollment. In 1930 there were in the United States, 981,649 pupils enrolled in all types of federally aided vocational classes. For classes in 1920 this enrollment amounted to only 265,058.

2. The age for compulsory school attendance has been increasing and the attendance laws have been better enforced.

3. The age at which youth is accepted into employment is increasing. There are a number of factors operating to bring this about, two of which are the increasing need for technically trained and skilled workers and the increasing use of power machinery which tends to eliminate unskilled labor.

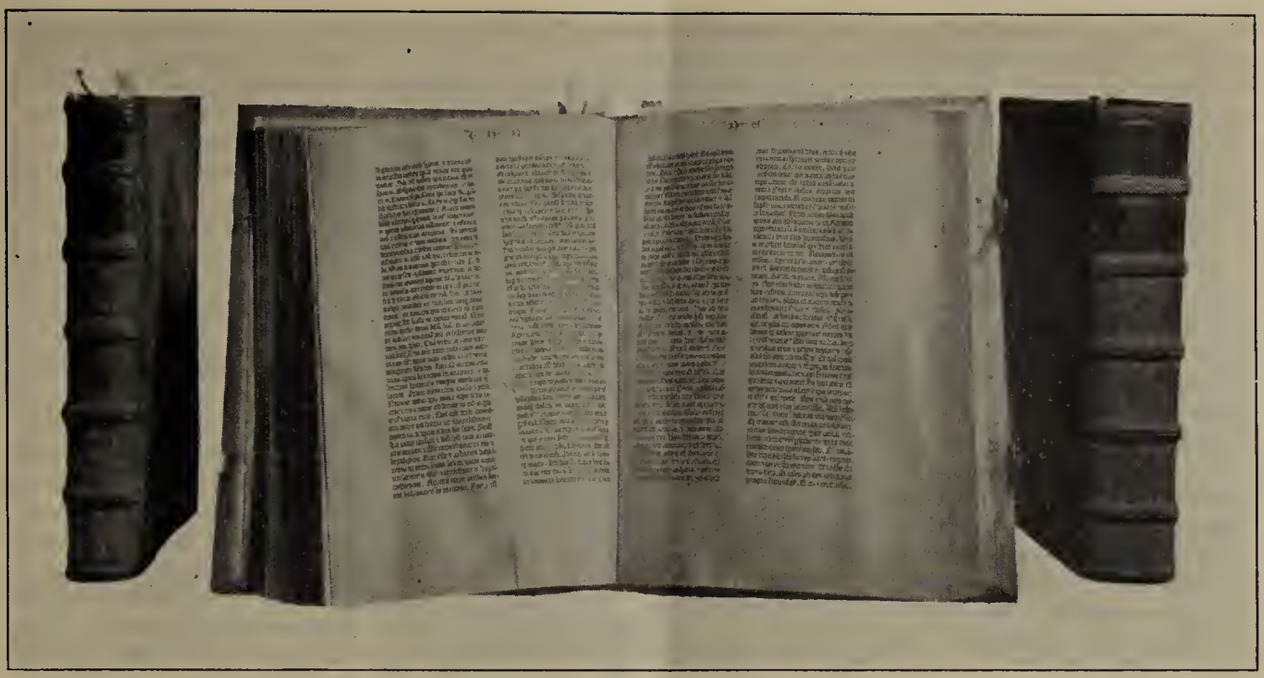
4. There is a growing recognition by students, parents, and employers of the practical value of the educational training offered in the upper years of the public-school curriculum.

A Man to be Envied

ONE WOULD scarcely expect to find the outstanding world authority on the history of magic in the Office of Education. Yet that is where an expert, skilled at once in the blackest and brightest of arts, magic, and education, was to be found up until October 23. On that date Dr. Henry Ridgley Evans, assistant editor, retired after 44 years of continuous service in the Office of Education.

Every member of the staff who has known Doctor Evans secretly envies him. Think of retiring at 70 to an active life pursuing a hobby in which one stands preeminent in the world! Doctor Evans has orders for two books. His addresses will be the Library of Congress, the Bibliothéque National, Paris, and the British Museum. The best rewards of a life devoted to scholarship are the riches of accumulating interests.

And Doctor Evans is a true scholar; expertly competent in his own field and yet a good companion in any other field of human activity. He was born two or more generations too soon. England appreciates a Doctor Evans with better discrimination than the United States. We in the Office of Education will miss his ability, his kindly counsel, and his example of the easy poise of a Southern gentleman.



Library of Congress Copy of the Gutenberg Bible is in Three Volumes

"The Greatest Book in the World"

By Frederick W. Ashley

Chief Assistant Librarian, Library of Congress

THE PRICELESS gem of the Vollbehr collection is the Gutenberg Bible, the costliest piece of printing existing anywhere. Mrs. Harkness in 1926 paid for the copy on paper, which she gave to Yale University, about $120,000. That was known as the Melk copy, from the Melk Monastery in Austria, which had long owned it. The Melk copy is 385 millimeters in height, 267 in width, and it is on paper. The Vollbehr copy is 407 millimeters high, 280 in width, and it is on vellum.

In 1911 Henry Huntington bought at auction in New York a vellum copy for $50,000—the highest price ever paid for a book up to that time. It is 8 millimeters taller and 10 millimeters wider than the Vollbehr copy; it lacked two leaves. The Vollbehr copy is complete and perfect.

On July 3, 1930, when the appropriation for the Vollbehr collection was approved, the Library of Congress copy was reposing in the Benedictine Monastery of St. Paul, in the Valley of the Lavant in Carinthia, a mountain province in the western part of Austria, 150 miles northeast of Venice.

In an old abbey whose recorded history reaches back more than 800 years, our great book had been carefully guarded since 1809, more than 120 years. Before that it had been preserved for more than 300 years in another Benedictine Monastery at St. Blasius in the Black Forest which had acquired it in Paris soon after publication, perhaps as early as 1465. When the troubles begun by the French Revolution began to spread eastward and armies began to cross the Rhine, here only 15 miles distant, and works of literature and art became the prey of invaders, a safer place was sought.

It belongs to the American people—the $300,000 Gutenberg Bible recently purchased for the Library of Congress.

A Book That Was "Lost"

St. Blasius is in the southern part of the Grand Duchy of Baden, about a dozen miles from the border of Switzerland. In 1794 the archives and the best books of the Monastery were taken into Switzerland; later removed to Upper Austria (the records of these wanderings are still preserved). After 15 years migration the treasures were taken to St. Paul in the Lavant Valley. While at St. Blasius, bibliographers who had begun about 1760 to take special interest in early printed Bibles had known about this copy and had come from considerable distances to see it. But the 15 years of anxiety had taught to the Benedictines the lesson of caution. Even the best informed bibliographers lost track of this copy; even as late as 1886 one of them suggested in a printed book that our Bible must have perished as old parchment, used up by the goldsmiths or bookbinders in the Black Forest.

(The bindings of many old volumes are made up of parchment that had once been leaves in older books or manuscripts. Goldsmiths were among the greatest "enemies of books," far more destructive than bookworms. A goldbeater's mold is a collection of about 800 leaves of parchment or vellum fixed in a metal frame. Between these parchment leaves flattened pieces of gold are placed and hammered out into gold leaf.)

The Bible, however, had not perished. In 1851, in a description of the rarities existing at the St. Paul Monastery, in a library journal published at Leipzig, is mentioned the Gutenberg 42-line Bible, as one of the most beautiful and most costly ornaments of the St. Paul library. We have long had that journal in the Library of Congress. In 1900 Paul Schwenke, one of Germany's foremost modern bibliographers, rediscovered it at St. Paul and in 1923 he published a learned essay (in his book entitled "Johann Gutenberg's 42-line Bible") describing the copy.

Ad Multa Saecula

In 1926 the abbot of St. Paul announced in the New Free Press (Vienna) that the Bible had been sold to Doctor Vollbehr. Doctor Vollbehr had made a contract with the abbey authorities for its purchase

Note.—A later issue of School Life will tell the story of how the United States purchased Doctor Vollbehr's remarkable collection of 3,616 incunabula (literally "cradle books" printed before 1500) which reveal fifteenth-century culture and customs in everything from cooking to mathematics.

for $150,000. The Austrian government then intervened and told the monastery that the price must be raised to $250,000. Doctor Vollbehr agreed and paid down a considerable deposit. When he came to settle for it in 1930, heavy interest charges, an export tax of $25,000 and other items brought his total outlay up to more than $300,000.

As soon as he had seen the bulk of his collection of 3,000 volumes safely delivered at the Library of Congress, he went to Europe to get the Book—"Greatest Book in the World." It happened that the Librarian of Congress was in Europe, and he took advantage of his presence there to meet Doctor Vollbehr in St. Paul and saw the Bible in the hands of the venerable religious order that had guarded it for almost 500 years. The transfer of the Bible was the occasion of some ceremony, at which Doctor Peissl, of the monastery staff, addressing Doctor Vollbehr, said in part: "Dear Doctor, we are about to put into your hands the most precious jewel of our archives. . . . The alienation of this famous work was a necessity brought about by a financial crisis in consequence of the Great War. We hold responsible for this grievous loss those who conjured up the World War. As our monastery was going to convert the book into victuals, you became the saver of our lives by its purchase. Special thanks are due to you by preserving the book from becoming an object of commerce, since you are putting it in the Library of Congress, where it will be a possession forever, far more accessible to the world than ever before. We congratulate you, dear Doctor, and the United States of America upon the acquisition of this 'Book of Books,' with the formula of benediction, 'Ad multa saecula.' God have you in his keeping."

Let No Man See It Without Reverence

August 16 witnessed the delivery of the Bible to the United States at the American Legation in Vienna. Our Minister, Mr. Stockton, sealed the books (for it is in *three* volumes) in a water-tight metal case, inclosed them in a cubical trunk, sealed the trunk with the seals of the legation, and sent it, for Doctor Putnam, by special legation courier to the deck of the *Leviathan* in Cherbourg Harbor, and delivered it to Doctor Putnam, who brought it across. Two of our people brought it to Washington on the day the steamship reached New York.

Back at St. Paul, two days after the Bible had started on its way to America, a windstorm swept through the Lavant Valley and a bolt of lightning striking a spire above the monastery made a considerable breach in it.

Henry Stevens, the famous American book dealer and bibliophile who spent most of his life in England, wrote this about 1872 to George Brinley, to whom

Book Week
November 15-21, 1931

he had sold the second Gutenberg Bible to come to America.

"Pray, sir, ponder for a moment and appreciate the rarity and importance of this precious consignment from the Old World to the New. Not only is it the first Bible, but it is the first book ever printed. It was read in Europe half a century before America was discovered. Please suggest to your deputy that he uncover his head while in the presence of this great book. Let no customhouse official or other man, in or out of authority, see it without first reverently raising his hat. It is not possible for many men to touch or even look upon a page of a Gutenberg Bible."

The text of this Bible is what has been called for hundreds of years the "Vulgate," which means the text "commonly" circulated—the Latin edition, translated from the Hebrew, Greek, and earlier Latin manuscripts in which various parts of the Scriptures had existed from earliest times. The Vulgate was the work of the greatest scholar of his age, who about the year 382 A. D. left the luxury and learning of Rome where he had been secretary to Pope Damasus to spend the rest of his life (about 35 years) in a monk's cell in Bethlehem. (He finished his translation about the year 404 A. D.) He was called in Greek, Hieronymous, which means "sacred name." We call him St. Jérome or Jcróme. For a thousand years his version of the Bible existed only in manuscripts of which about 8,000 are still extant, most of them now more than 480 years old, many of them very much older. "It is to St. Jerome that Europe stands forever indebted for the preservation of her spiritual and intellectual inheritance from the deluge of northern barbarism. Upon the Vulgate the whole literature of Western Europe depended from the time Christianity became the prevailing religion down to the time of the Reformation."

It was the Vulgate that Wycliffe translated into English (about A. D. 1360) a hundred years before Gutenberg made the first printed Bible; but Wycliffe's version wasn't put into print until 1864, over 500 years after it was translated. The Vulgate is the authorized Catholic version of the Bible in Latin. It contains the Apocrypha as well as the Old Testament and the New. Catholics translated it into English beginning about 1582 and ending in 1610, at Douai in France—whence the English Bible for Catholics is frequently called the Douai Bible—The Vulgate in English. (Modern editions omit the Apocrypha.) It does not radically differ in thought from the King James version of 1607.

How Its Age Is Known

England, the country which more than any other in after years was to be distinguished by its zeal in printing and circulating the Bible, was almost the last country in Europe in which a Bible in the common language of the country was printed. The first New Testament in English was printed in Cologne in only 1525, and the first English Bible (the *whole* Bible) to be printed in England came from the press of James Nycolson in London, in 1537.

It is to be expected that the first book printed will be found to differ from the books that followed it. The Gutenberg Bible differs in that it gives no information as to the time when it was printed or the place or the printer. It has no title page, no colophon (or closing statement giving some of the information usually found on a title page). Its 641 pages are unnumbered; they are without catchwords to show the sequence of the pages.

How, then, do we know its age?

There exists in the Bibliothèque Nationale in Paris a copy of this Bible in two volumes, at the end of each of which the rubricator has left note that he finished illuminating and binding the second volume on Assumption Day (August 15), 1456, and the first volume on St. Bartholomew's Day (August 24), 1456. (St. Bartholomew's Day in Paris—116 years before the massacre of St. Bartholomew's Day in 1572. What ages in the history of man have passed since then!) Therefore, it is certain that the printing of the book was finished before those dates.

The poem 'Tis Splendid to Live So Grandly, sometimes called "Washington's Birthday," by Margaret E. Sangster, printed on page 28 of SCHOOL LIFE for October, 1931, as the most popular and useful poetry selection for declamatory contests on the subject of Washington, should have carried the line "From LeRow's Pieces for Every Occasion, published by Noble & Noble, New York," since the copyright to the book from which this poem was taken is held by the publishing house.

School Sickness

By James Frederick Rogers, M. D.

Consultant in Hygiene and Specialist in Health Education, Office of Education

AT THE SESSION of the White House Conference dealing with the fundamental facts of child development it was most solemnly announced by one of the distinguished conferees that "*no two children are alike.*" The emanation of such a pronouncement from so august a body would seem to rival the emergence of a mouse from the traditional travail of a mountain. But a mouse is more marvelous than a mountain and this declaration of the White House Conference is, to our thinking, the most momentous which that important body brought forth.

There was mention at this same session of the conference of a not uncommon condition of childhood called "school sickness." If the pedagogues concerned had known and acted on the conference conclusion just referred to there would be no school sickness. Now that the conference has been held and its conclusions broadcasted there is no further excuse for the existence of this disease. The subject is, however, scheduled for a meeting of school physicians in the fall of 1931 but possibly it will then be only of historic interest.

The term "school sickness" was first used, we believe, by Dr. J. V. Treynor, of Council Bluffs, Iowa. He described the condition as characterized by nervousness, irritability, restlessness, anxiety, and a highly emotional state. The child usually has a poor appetite, he sleeps badly, and may have night terrors. These symptoms begin soon after school commences and grow worse as the term advances. They are aggravated by mental examinations and by athletic contests. The child improves during vacations but not wholly, for daily the shadow of the school looms nearer. With a longer school year the outcome might be more serious for, although the child is usually tenacious of life, there *have been* school suicides. Not all children have school sickness which emphasizes the fact that children are not alike.

It Does Not Originate With the Child

School sickness does not originate with the child. If possible the child would not be in school and he has no desire to be sick save with an ailment that may prevent school attendance. He is obliged by well-intended human laws to go to school. The school-sick child happens to be one for whom school provision, in keeping with nature's law that no two children are alike, is not made to coincide with the requirements of the human statute.

In too many school systems, children (no two of whom are alike even if they are twins) are expected to pass through the same courses at the same speed or be labeled "D," "dull," "retarded," "inferior," etc. The more sensitive child, who can not keep the pace in one or more subjects, does his utmost under the well-intended stimulus and the result of the impossible struggle is an illness as real as measles, and unfortunately, far more drawn out and full of misery. In the way of prevention of this disease Doctor Treynor suggests that the child's report card should bear only the remarks, "satisfactory" or "unsatisfactory," and satisfactory will mean "that the child is doing as well as we might naturally expect him to do, taking into consideration his age, his mentality, his health, his degree of social adjustment in schoolroom, and his emotional poise." Above everythi g he would rid the schools of "the one great evil—*pressure.*" It can not be denied that pressure exists. When visiting a class for physically delicate and possibly tuberculous children in one of our eastern cities recently we were informed by the special teacher that the pupils in this class were permitted to proceed in their studies "at their own pace." This meant that only 100 pupils out of about 75,000 are wholly exempt from conditions which may produce school sickness and we have no doubt that not a few of the 100 were in the special classes because of poor nutrition produced by nothing more or less than anxiety over school work in regular classes. In the Charlottenburg open-air school, from which all others of its kind have descended, "mental strain and crowding, at the expense of physical welfare, for the sake of passing examinations or making grades, was not tolerated." But mental strain and overcrowding at the expense of child welfare goes on in not a few schools every day of every school year.

> Have schools produced a new disease of childhood? "School sickness" has been identified recently as an illness brought about by "pressure." "Even tuberculosis will not work such havoc with the child save in the final stages," writes Doctor Rogers in this article which superintendents and teachers will want to read.

Education is supposed to be the process of drawing out such possibilities as the child possesses along mental lines. No two children can proceed at the same pace in juggling figures, memorizing facts, or learning languages (living or dead) and it is not a very intelligent agent which expects or tries to make them do so. Nature's efforts have always been in the opposite direction from uniformity both in structure and function.

The Effect of School Sickness

For the school-sick child home study merely prolongs the emotional tu moil, shortens the hours of sleep, further reduces the appetite and more surely interferes with nutrition. And well it may, for the hours of home study are of necessity longer because less productive than for the different child of whose proficiency the teacher is unjustly proud, and who is stimulated by "success" into superhealth.

We have known a school in which there was no pressure save that which produced attention to business (which has nothing to do with school sickness). There was no attempt at producing equality; there was no retardation; there were no I. Q.'s.; there were no special teachers who saw the universe reflected in their one subject; there was no home study; there were no report cards; there was no unhappiness due to the school; there was no school sickness. Perhaps this was all wrong. There was abundance and variety of work, done according to differing aptitudes and to the best of abilities. The product was not standardized, and would not now be acceptable for running through college courses and branding with a B. S. or other initials recognized in the market. But education ought to be of, and for, life and not merely for escaping "Ds" in some dead (but not yet buried) language, or in surviving some other means of mental "discipline" the value of which has never actually been proven.

We make much to-day of medical inspection (largely, we fear, for making children uniform and preventing "retardation") but the physical defects met

(Continued on p. 58)

The Two Official Portraits of Washington

By Henry R. Evans

Assistant Editor, Office of Education

GEORGE WASHINGTON not only "lives in the hearts of his countrymen," but he lives in history, poetry, song, and story, to say nothing of painting and sculpture. Innumerable are the paintings, engravings, medallions, and statues of bronze and marble of the "Father of his Country" that adorn our art galleries, schools, public buildings, and squares. It is only fitting on the eve of the bicentennial celebration of the birth of Washington that the George Washington Bicentennial Commission, with headquarters at the capital of the United States, should select two representative likenesses—one by Gilbert Stuart, the other by Houdon—as official portraits of Washington. Copies of the Stuart painting will be distributed to all schools in the United States. The two portraits, one in oil and one in marble, were chosen by the commission on the ground that they bear the closest resemblance to Washington, according to the best opinions of his contemporaries.

It was, perhaps, without any particular symbolical meaning in view that a pictorial replica of the bust of Washington by France's most famous portrait sculptor, Jean Antoine Houdon, was selected, but nevertheless the symbolism is significant. Without the aid of France the American Revolution might have proved a failure; at least victory would have been postponed to an indefinite period. With this fact in mind, it is most fitting, then, that the bust by Houdon, a Frenchman, should have been chosen by the commission as one of its official portraits of the great soldier, statesman, and patriot. A halo of romance surrounds the making of the bust, which is bound up with the history of the Washington statue by Houdon in the capitol at Richmond, Va. The story is as follows:

On June 22, 1784, the Legislature of Virginia resolved:

That the Executive be requested to take measures for procuring a statue of General Washington, to be of the finest marble and the best workmanship, with the following inscription on its pedestal:

The General Assembly of the Commonwealth of Virginia
Have caused this statue to be erected
As a monument of affection and gratitude to
George Washington;
Who,
United to the Endowments of the Hero the Virtues of the Patriot
And exerting both in establishing the liberties of his country,
Has rendered his name dear to his fellow citizens
And given the world an immortal example
of true Glory.[1]

"This action," say Hart and Biddle, in their life of Houdon, "was destined to come to fuller fruition than the action of Congress, proposed a year earlier, 'that an equestrian statue should be erected to General Washington.' Yet it was the anticipation of making this equestrian statue for Congress that enabled Thomas Jefferson to secure the services of Houdon, then the greatest living sculptor, and without a peer since, to model the pedestrian statue for the State of Virginia." [2]

In pursuance of the above resolution, Governor Harrison of Virginia, on July 1, 1784, wrote to Charles Willson Peale, the famous portrait painter of Philadelphia, to paint a full-length picture of General Washington, "to have it packed up in the most secure manner and shipped in the first ship bound for France to the address of the Honorable Thomas Jefferson." Governor Harrison then wrote to Jefferson apprising him of the affair, and directed him to confer with Benjamin Franklin, then

[1] Hickey's "Constitution of the United States," Philadelphia, 1847, p. 206.

[2] Memoirs of the life and works of Jean Antoine Houdon. By Charles A. Hart and Edward Biddle. Philadelphia, 1911.

in Paris, to secure a sculptor of eminence to execute the statue of Washington.

"The painting," remark Hart and Biddle, "was duly forwarded to Jefferson, who, on April 15, 1785, acknowledged its safe arrival to the Governor, but what became of it has been an interesting inquiry for many years. It may be resting somewhere in France, unknown."

Abandons Statue of Louis XVI

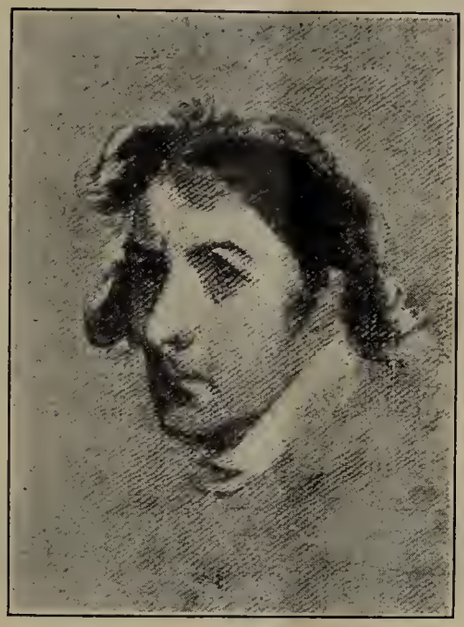
Jefferson immediately communicated with Houdon, who declared that a statue could not be perfectly done from a picture, but so enthusiastic was the sculptor to accomplish the work that he offered to go to America for the purpose of forming the bust from the life, leaving all his work in abeyance. At that time Houdon was engaged in making a statue of the King of France, the unfortunate Louis XVI, but he evidently thought there was greater glory to be attained in limning in marble the face of the hero of the century, the immortal George Washington.

Lafayette sent by Houdon's hand a letter to Washington, written July 4, 1785, in which he expressed himself as follows: "Nothing but the love of glory and his respect for you could induce him to cross the seas, as his business here far exceeds his leisure, and his numerous and gratified friends make him very happy at home."

Provided also with letters of introduction from Jefferson to Washington, Richard Henry Lee, Monroe, and the entire Virginia delegation in Congress, Houdon, accompanied by Benjamin Franklin, set sail on July 28, 1785, for the United States, taking with him three French workmen. He landed at Philadelphia on September 14, 1785, and arrived at Mount Vernon on October 2. A Mr. Perin, a French gentleman living in Alexandria, Va., acted as interpreter for the sculptor, who knew little or no English. The cast of Washington's face was made in the presence of James Madison on October 13, 1785. "Fortunately," say Hart and Biddle, "and most marvelous to relate, the mask of Washington's face, cast from the matrix taken from his living features, exists to-day, and has recently come into possession of Mr. J. Pierpont Morgan. It was taken to Paris by Houdon, who showed it to Rembrandt Peale in his studio in 1808, when Peale painted Houdon's portrait, now in the Pennsylvania Academy of Fine Arts."

Life Mask in Morgan Collection

At the sale of Houdon's effects after his decease in 1828 this mask was purchased by Robert Walsh, of Philadelphia, who brought it to America, and later it became the property of John Struthers, a Scotch stonecutter in that city, who had in his employ a German sculptor named Ferdinand Pettrick, to whom in 1839 he gave the Houdon life mask of Washington.



GILBERT STUART, A SELF PORTRAIT

A million copies of his Athenæum portrait of George Washington will be distributed this year to the schools.

JEAN ANTOINE HOUDON

He made the King of France wait while he came to the United States to do a portrait bust of George Washington.

Pettrick returned to Europe and settled in Rome, where he was known and assisted in his old age by the eminent American poet and sculptor, William Wetmore Story, and from his deathbed at Palestrina, Pettrick sent his wife with the life mask to Story, desiring that he should become the possessor of this, the most important iconographic memorial of the great Washington that exists, and Story bought it.

When Story died the mask passed to his sculptor son, Waldo Story, who, in February, 1908, sold it to Mr. Morgan. "This," say our authors, "is the history and pedigree of the only mask from Washington's face that is authentic, the plaster faces exhibited in many public collections as 'Houdon's mask of Washington' being nothing but casts from the face of a Houdon bust."

Houdon modeled a bust of Washington from life at Mount Vernon in October, 1785. It, or a replica of it, was exhibited to Congress and to Franklin, Hopkinson, Thomson, and others, who praised it highly. This bust the sculptor presented to Benjamin Franklin. What has become of it is unknown.

When Houdon returned home he took with him the life mask of Washington. The bust which he modeled and cast at Mount Vernon was brought over to France by his workmen on another ship. This bust Houdon preserved with reverent care, as he did the life mask, until his death, and at the sale of his effects it was bought by M. Walferdin, who bequeathed it to the Louvre.

Gouverneur Morris Posed

Some confusion has arisen in the minds of certain writers regarding the authenticity of Houdon's bust. First, as to its having been modeled from life. But this is set at rest by Washington himself, who, in his diary, records sitting for his bust to Houdon. In the inventory of Washington's estate we find the following: "One bust of General Washington in plaster from life."

"During the three weeks spent at Mount Vernon," says Paul Wilstach, in his Mount Vernon, "Houdon made a life mask and modeled a bust which has remained in the mansion ever since. With this life mask and measurements of the person of the General and memoranda concerning his dress, he returned to Paris. There Gouverneur Morris posed for the figure and Houdon modeled the head from the mask and memory."

The statue of Washington, which bears the date of 1788, was not completed until 1791. It was shipped at Havre in 1796 on the good ship *Planter*, bound for Philadelphia. A French artisan went along to put it up. The statue was placed in the rotunda of the capitol at Richmond on May 14, 1796. It

(Continued on page 56.)

SECONDARY SCHOOL CERTIFICATE, PART I, ISSUED BY THE MINISTRY OF PUBLIC INSTRUCTION, CAIRO, EGYPT

Evaluating School Credits of Foreign Students

By James F. Abel

Chief, Division of Foreign School Systems, Office of Education

STUDYING the schools of foreign countries is a live and practical business to the four members of the Division of Foreign School Systems in the Office of Education. It throbs with the hopes, fears, ambitions, sorrows, and humors of men and women of other countries who are in the United States or who wish to come here. In the latter case it plays a part in the laws relating to non-quota immigrants. It is not in any sense an abstract and abstruse study to us; motivation is sharp and driving; interest is constant and keen.

The puzzled examiner for admission to medical and dental colleges in the State of Illinois wrote to this office on March 1, 1919, to ask if certain institutions in Canada "rank with our average 4-year secondary schools." Some six weeks later the registrar of the University of Virginia wanted to know what to do with a young man who held a certificate from the North China American School at Tungshien, China. These first two questions started the two kinds of requests from the two main classes of persons who ask us questions: Questions from (1) credential bureaus in State departments of education, and (2) college and university registrars, about (*a*) schools abroad, and (*b*) individuals trained in those schools. Incidentally the first letter asked us to solve that puzzle of how a foreign student can be admitted to a medical college in the United States, a puzzle that seems to get worse as time goes on.

120 Cases in September

Other requests, 15 to be exact, came in 1919. The number fell to 3 in 1920, rose to 30 in 1921, stayed in the forties for the following two years, doubled to 83 a year later, and added some 50 per cent the next year, 1925. I change now from calendar to fiscal years; the 18 months from January 1, 1926, to June 30, 1927, brought 359 inquiring letters to the division. Business looked up steadily after that. Apparently the registrars were passing the word from one to another that here was a labor-saving device, for new clients were constantly joining our correspondents. From a monthly average in 1927–28 of about 25 "cases," as we call them, the work grew to almost 50 a month in 1930–31, and in September just passed reached the record of 120.

They are not large figures as statistics go, but consider that handling a single case sometimes takes an entire day or even two or three of a work month of about 22 days and that on rare occasions as many as 50 documents written in a foreign language come with one case. Then you will understand what the sentence "motivation is sharp and driving" in the first paragraph means. Neither busy registrars nor anxious applicants like to wait, especially when the school year is opening, and there is a dead-line date after which one can not register. Nor do we want to keep them waiting.

To-day, as I write, Mr. Turosienski is working on case No. 2948–W, the latest set of papers, for a student from a normal school in Norway, so that we are now nearing 3,000 separate records of human training, a valuable collection. They are from almost every country in the world, all of Europe, most of Asia, North America and South America, and much of Africa; even Malta, Cyprus, Trinidad, Jamaica, Java, and other island countries, large or small, have furnished numbers according to their sizes. Afghanistan, Abyssinia, Nepal, Bhutan, and Thibet are not yet on our list, but they may be at any time. The papers that came with the cases were issued by many sorts of educational organizations.

To return to the source of those papers, some of them are from the very old, honorable, and dignified universities founded long before America was discovered. Probably the savants on their faculties—or whatever they were called then—

shook their wise heads at the folly of that man Columbus, but students from those same universities now come to try to discover by way of graduate study the country he happened upon in his quest. Others are from colleges, lusty or weak, that are mere infants in years as taken into account in the history of education. By far most of the credentials are from those schools that call themselves secondary and teach pupils from nearly any age above 5 to any below 21. They count the number of years they are to have the child as 8 or 9 in Germany, 8 in Hungary, 12 or 7 in France, 5 or 6 in most of Latin America, and so on through many variations that make it very hard indeed to tell whether the secondary school graduate of some other country is longer or shorter or better or worse trained than the average 15-unit youngster in the United States. A few are purely primary or elementary school reports, papers sent by eager men or women who hope they will open the way to that university training which foreigners prize so highly because it is denied to such large numbers of them.

"Learned to Apply" Soviet Test

The credentials vary in form as much as n source. Here is a parchment couched in Latin, engraved, signed, and sealed and giving the holder the highest title for scholastic achievement that may be had in his country. In the next mail comes a pitiful, soiled, torn scrap of paper cherished and guarded by some one driven out of his country during war time. Sometimes in odd ways they reflect political changes. German credentials no longer contain the word *Königlich* (Royal); if the old printed forms are used, it is crossed out. In the Soviet Union, the double-headed eagle, emblem of imperial authority, that adorned the gymnasial certificate of maturity with its long list of subjects studied and careful grades given for each, is replaced by the sickle and hammer at the head of the curt statement that the holder has studied and learned to apply the few subjects offered in the unified labor-school. No grades are given; "learned to apply" is the criterion.

Because of these interesting variations the office began early in the work to make photostat copies of many of the credentials. It now has a considerable number of them, a collection unique in the United States and probably not equalled abroad. While the credentials must, in general, be held as confidential or semiconfidential records, two are reproduced here as examples. You may read the one on this page if you wish; there is nothing especially confidential about it.

That leads to the language question. We insist that if practicable the credentials of the student come to us either as originals or certified copies, in the language of the country in which they were issued. We wish to translate—I do not mean transliterate—them here, bring those parts of them that can be told in the school language of the United States, over into it, and leave the parts for which we have no fairly equal terms, in the original tongue to be explained at length if necessary. That avoids having opinions thrust upon us by transliterators.

The distinction between the things that can and those that can not be changed into our language is fairly clear; so also is that between translation and transliteration. *Höhere anstalten* in German transliterates into higher institutions but higher institutions with us means colleges and universities and their various annexations, while *höhere anstalten* in Germany are schools that teach mainly on our high-school levels. The translation must show that, or both the inquiring registrar and the student will suffer. The word *gymnasium* in German, *ginnasio* in Italian, *gimnazija* in Lithuanian, and common enough to most European languages as the name of a distinct type of school has no equivalent in that sense in English. The same is true of many other educational terms in foreign languages. Proper names of schools and names of certificates must in nearly all cases be left in the original language. They are special terms and if changed into English the identification is lost. The American who tries to understand the schools of other countries must widen his knowledge and use of words rapidly if he wishes to succeed. He will find this out suddenly and forcefully if he will begin by reading English-of-England schoolmen's language with his English-of-the-United States background and way of expressing it in speech and writing.

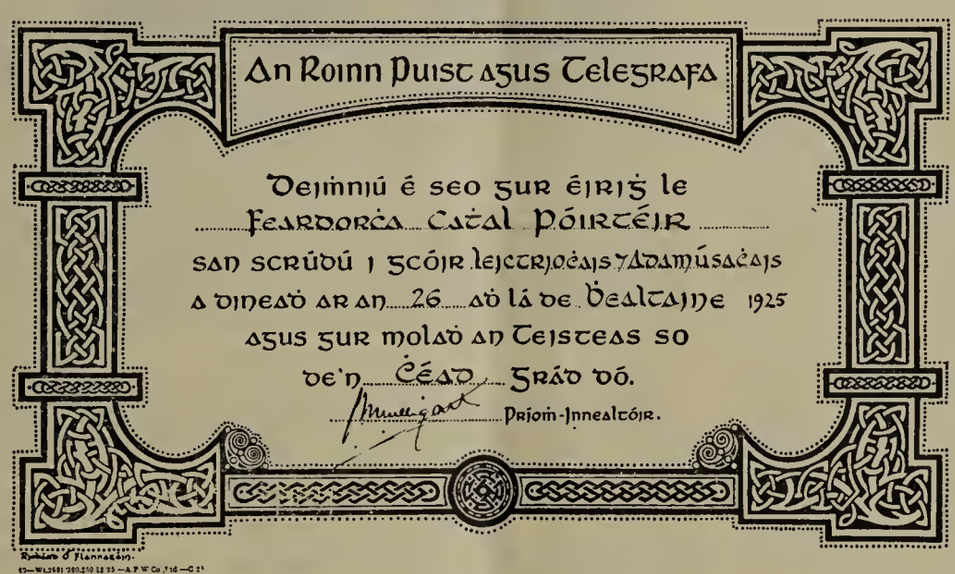
Naturally you wish to know, if the papers come from most of the countries of the world, how we translate so many languages. The reply is simply that the division is being formed of people who understand education and languages, not an impossible combination by any means and one that should be more common than it is, since most doctors of philosophy in education are supposed to know at least two foreign languages. We handle at present about 24 tongues from the Latin, Germanic, Slavonic, and Ugro-Finnish groups but must depend on the courtesy of the Library of Congress, the Department of State, and other branches of the Government for help in the oriental languages. Moreover, in our study and use of the languages we have that same strong motivation here that compels the study of comparative education.

Strong Library Helps

Thus far I have had in mind only those cases that come with all the papers needful for forming an opinion. Difficult as they sometimes are, they are always easy in comparison with the many requests that lack the ordinary data about time, place, name of school, studies, and kindred matters that should be on any kind of a school credential. Of course such situations can always be handled by the examination for admission, but that method is cumbersome and the mere fact that the registrars send in such papers means that they wish to avoid it if possible.

Fortunately, through the years, the Office of Education has built up in its library a decidedly strong collection of books, pamphlets, and periodicals on education in foreign countries, particularly public education, and often the material for giving an opinion on a certificate granted even in the eighties or nineties is right at hand. The collection is not so adequate for technical, agricultural, and other special kinds of training, either public or private. For present-day credentials, in addition to the books that are

(Continued on page 56.)



· SCHOOL LIFE ·

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Editor · · · · · · WILLIAM DOW BOUTWELL

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NOVEMBER, 1931

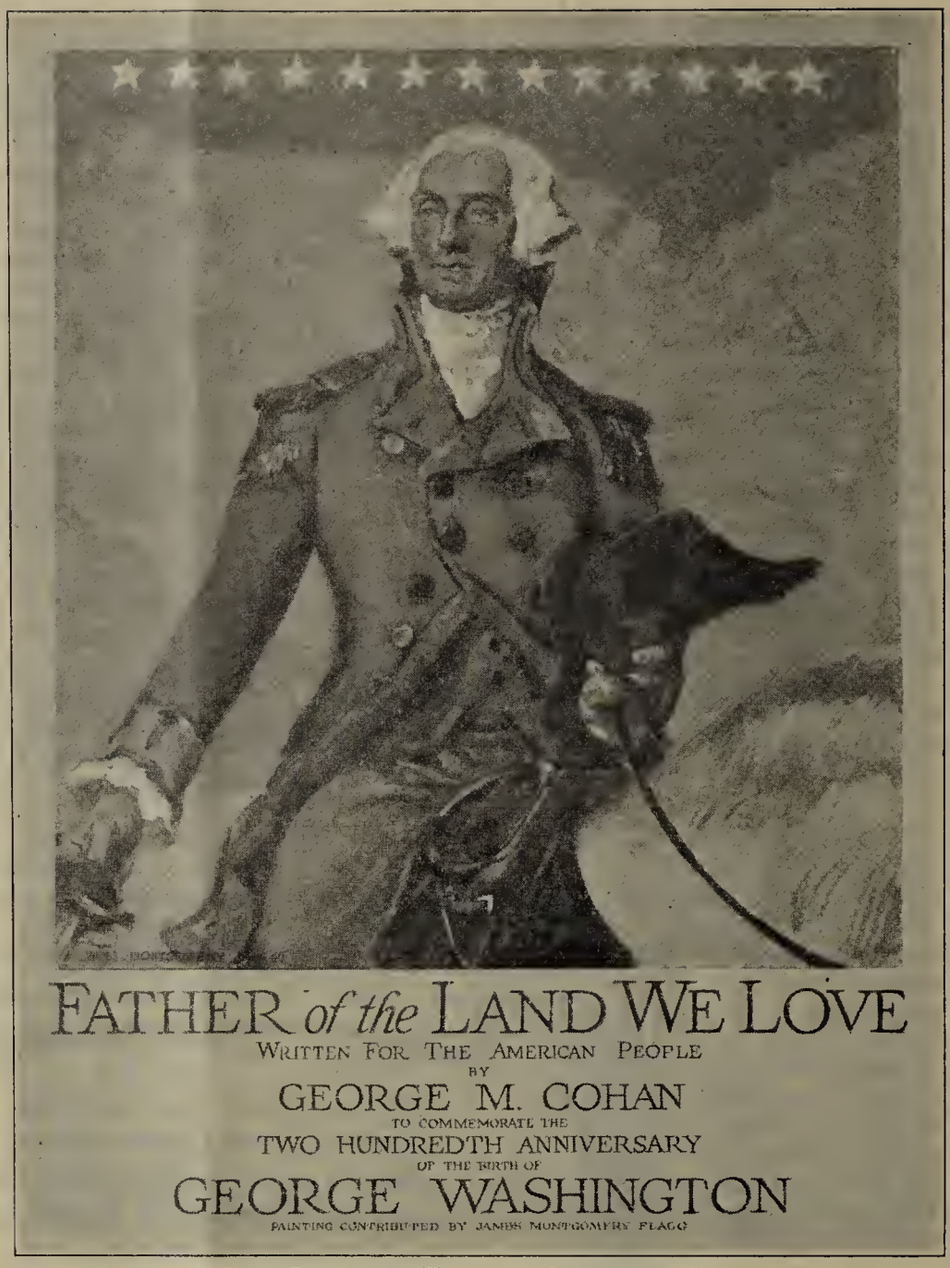
Celebration by Mail

IF ANYONE had ever predicted that the United States would or could hold a national celebration by mail, he would have been branded a blithering idiot. Yet that is exactly what is happening this year.

The United States George Washington Bicentennial Commission is conducting what is probably the first mail order celebration in the history of the world. Hitherto great national celebrations have consisted of 100,000 patient people crowding Pennsylvania Avenue to see our well-dressed Army, Navy, and Marine Corps pass by while the other millions of Americans seized upon the opportunity to fish, visit Aunt Mary in the country, or attend motion pictures. But this year it will be different. The commission has resolved that on the two hundredth anniversary of his birth George Washington will be really first in the hearts of his countrymen.

The commission, instead of being the headquarters for parades and a speakers' marathon, is the center for distributing literature and services. It is providing suggestions and aids which will enable every community, club, and school to develop its own George Washington programs.

With February 22 still more than four months off it is astounding to find that the commission has already distributed 4,228,147 pieces of literature. One day early in October three freight cars arrived in Washington bringing 1,000,000 copies of the Gilbert Stuart painting of George Washington, which will be sent to every schoolroom of the Nation. These two facts, coupled with the information on the variety of the commission's publications and services available to schools which are listed in this and other issues of SCHOOL LIFE, measure the remarkable proportions to which this, our first celebration by mail, has grown.



COVER PAGE OF THE WASHINGTON BICENTENNIAL SONG

Copies of this song, written by the famous composer of "Over there," will be sent free by the commission to teachers of music. Copies of the school pageant "Childhood days in Washington's time" will be available also from the commission about the time this issue reaches the readers. Watch in December SCHOOL LIFE for a list of free materials schools can obtain in connection with the bicentennial celebration.

David Starr Jordan's Creed [1]

STAND FOR SOMETHING—something worthy to build a life around. As your aim, so your life is. Your purpose, like an amulet, will guard you from failure. While it remains intact, your life can not be broken. Poverty can not hold you down, disease can not weaken, adversity can not crush. Your life remains, and you alone can break it. It takes a strong impulse to live a life out to the end. If you live to no true purpose, your life is a burden on the atmosphere, and death will come to you long before you even suspect it. All around you are those who have died already—perhaps never have lived at all. More terrible than ghosts or disembodied spirits is the spectacle we see every day of spiritless bodies—the forms of those who move and breathe when we know them to be dead.

And so, when as year by year your paths diverge over the earth, let us hope and pray that you may live your lives out to the end; that at every roll call in this world, when you answer to your names, it will be in the full certainty that you are still alive.

[1] This penetratingly realistic but courageous ideal was what David Starr Jordan lived by. It was fitting that it should be read at the memorial service for Doctor Jordan held at the headquarters of the National Education Association in Washington, D. C., on September 21. Commissioner of Education William John Cooper said, when he read the two challenging paragraphs at the memorial service, that Doctor Jordan had spoken them in his last commencement address to the students of the University of Indiana before departing from that institution to become president of Stanford University.

What Should the Federal Government Do For American Education?

By Charles H. Judd

Head, Department of Education, University of Chicago

THE MEMBERS of the national advisory committee on education have been unanimous from the beginning of their deliberations in the acceptance of the principle that the major function of all Federal educational agencies should be research. Indeed it has been stoutly maintained by the great majority of the committee that Federal educational agencies should perform no functions other than research.

Since there seems to be a high degree of unanimity in favor of research as the chief line of Federal participation in education, it behooves our fraternity to give serious consideration to the meaning of the term "research" when applied to Federal activities and to the methods of procedure by which the Federal research agency can operate most effectively.

It is of minor importance for the definition of Federal educational research whether the agency which carries on the research is a bureau, a department with a secretary in the President's Cabinet, or a board. I do not say that the form taken by the Federal agency is of negligible importance, but I say that, whatever the agency, it will have to arrive at a clear understanding of its functions and in so doing will have to deal with the same problems whether it is a bureau, a department, or a board.

What Research Includes

Turning directly to our problem, I call attention first to the fact that the Federal educational agency will have to include in its definition of research many routine activities, such as the collection of statistics, the development of a library, and the editing and publishing of reports and bulletins. In other words, the term "research" must be interpreted to include many forms of service.

There is ample ground for urging the enlargement of the present resources of the Office of Education in order that it may more effectively perform these routine services. The reports secured from the States at the present time are both incomplete and ambiguous, with the result that anyone who attempts to compile comparative tables very frequently finds himself confused and helpless. It requires experts to collect facts. It will probably be necessary, as the present Commissioner of Education has urged, to secure resources which will make it possible for the Office of Education to send its own agents into the field to supervise the collection of statistics.

It is not altogether clear whether special legislation by Congress will be necessary to reinforce the work of the Office of Education in this respect. At present that office is entirely dependent on the good will of educational institutions for reports. It has been suggested that education be brought, if possible, under the census-taking provisions of the Constitution. Another device which has been seriously considered is the attachment of a compulsory-reporting clause to some Federal subvention of State school systems.

The Difficulty of Collecting Statistics

Commissioners of education before the present have brought together the State superintendents and have urged the adoption of common forms for the collection of State reports. The difficulty of doing anything along this line has been clearly demonstrated by Mr. Reavis, who reports that 10 State departments of public instruction which he studied call in the aggregate for 2,005 different items of information and that there is no single item on which all 10 departments are in exact agreement!

It is not impossible that the members of this body might do something in an informal way to hasten the day when the Office of Education will have adequate facilities for the collection of statistics.

What has been said about statistics can be repeated and amplified into a vigorous plea for the formation of a complete educational library by the only agency competent to gather all the materials which should be deposited in such a library. Anyone who has tried to find fugitive irregularly published educational materials, such as textbooks, superintendents' reports, reports of surveys, and courses of study, knows that the task is well-nigh impossible of successful execution. The Office of Education is probably more competent than any other agency to secure this body of materials, which will be indispensable to future historians of education and is of importance to present-day students of educational organization and administration. One reason why histories of education have been limited in content is that nowhere in the world are the records of past educational practices available. The longer the collection of material is postponed, the more difficult it becomes to secure what is greatly needed.

Limits of Federal Functions

May I say once more that what I am trying to do is to suggest some of the problems of definition which arise when we discuss Federal participation in educational research. There is no point in talking about comparative and historical studies if there are no materials at hand with which to operate. We must begin by giving a very liberal interpretation to our words if we are to have full advantage of the cooperation of the Federal Government.

An important problem which arises when we think of research by a Federal agency is that of arranging an advantageous division of labor with other research agencies. The Federal agency should not concern itself with research conducted on individuals. The Federal agency should operate at the opposite pole. Its sphere is the larger sphere where individual research workers can not hope to compass the facts. In short, national problems are the proper sphere of research for a national agency. To be specific, it will probably not be wise for the Federal agency to photograph the eyes of readers or to attempt to discover the most common errors in arithmetic or to test the relative effectiveness of instruction to large and small classes.

The Question of Surveys

The Federal agency for educational research probably should not contemplate the erection of such a laboratory as has been erected by the Bureau of Standards of the Department of Commerce. The Bureau of Standards deals with impersonal physical materials which can be examined as readily in Washington as anywhere in the world. Educational phenomena do not lend themselves to easy transportation to a central station.

If the limitation here suggested is accepted as valid, it is at once evident that

(Continued on page 55.)

Delivered before the National Society of College Teachers of Education, meeting of the National Education Association, Department of Superintendence, Detroit, Mich., February 21–26, 1931.

The Office of Education's Services for Higher Education

By Walton C. John

Associate Specialist, Graduate and Professional Education, Office of Education

AN UNUSUAL coincidence brought together in the lobby of the Hotel Stevens in Chicago in a morning hour the four men who had occupied the position of specialist in higher education in the Office of Education. These men, who were in attendance at the meeting of the North Central Association of Colleges and Secondary Schools, held March 17 to 21, 1931, included Dr. Kendric Charles Babcock, Dr. Samuel P. Capen, Dr. George F. Zook, and Dr. Arthur J. Klein. It was agreed that a group photograph was desirable and an appointment was made. At this moment Dr. Frederick J. Kelly joined the group which had been discussing the question of Doctor Klein's successor. As Doctor Kelly had just accepted the appointment as Doctor Klein's successor, even though the appointment had not yet been made public, he was invited to join in the group picture which accompanies this article.

Creation in 1910 of the position of specialist in higher education initiated a policy of expansion by the Bureau (now Office) of Education in behalf of wider professional service to education in the United States. Necessity of having complete freedom in selection of the incumbent of this office prompted President Taft to sign an executive order taking this position from the classified civil service. Appointments to the position are made directly by the Secretary of the Interior upon the Commissioner of Education's recommendation.

PRESENT AND FORMER CHIEFS OF THE DIVISION OF HIGHER EDUCATION, OFFICE OF EDUCATION

Back row, left to right: Dr. Kendric Charles Babcock, Dr. Arthur J. Klein, and Dr. Frederick J. Kelly, present chief. Front row: Dr. George F. Zook and Dr. Samuel P. Capen.

Doctor Babcock First Chief

After consulting with many leaders in higher education, Commissioner Brown recommended Dr. Kendric Charles Babcock, president of the University of Arizona, to be the first specialist in higher education. Doctor Babcock, who entered upon his duties November 9, 1910, had received his college trainingat the University of Minnesota and Harvard University.

On February 3, 1911, Commissioner Brown created the division of higher education and made Doctor Babcock its chief. Associated with him were Mr. Arthur C. Monahan, specialist in land-grant college statistics, Mr. Charles E. Waters, and Miss Nathalie Leveque, who were statistical assistants.

Although collection, compilation, and distribution of information regarding higher education in the United States was the new division's chief task, yet Doctor Babcock's most significant service was rendered in helping to define the various aspects of college and university standards and in bringing to higher educational authorities a clearer concept of their duties in maintaining these standards. He thus laid the foundation for more uniform standards of accrediting. He visited many colleges and universities inspecting their material equipment, personnel, and entrance and graduation requirements. Within a short time the division of higher education became an important central agency for study of fundamental standard, from the standpoint of both the undergraduate and graduate levels.

Attack Fake Colleges

The division at this time also began an attack against the numerous fake universities and colleges which had for many years caused trouble for educational authorities in many States as well as in foreign countries. Activities of these schools discredited degrees of American universities and colleges abroad. They also caused serious loss of effort and money to many students.

Doctor Babcock also made a tentative classification of 344 universities and colleges with the purpose of estimating "the work and status of a large group of institutions whose graduates in considerable numbers have sought admission to graduate schools requiring either a bachelor's degree or some part of an undergraduate course for admission to regular standing." This tentative classification was undertaken "at the urgent suggestion of the deans of graduate schools at their meeting held in connection with the meeting of the Association of American Universities at Charlottesville, Va., November, 1910." The classification was printed by the bureau and distributed semiconfidentially for study and criticism in order to help in the preparation of a classified list of a large number of institutions to be published later.

Release of the classification led to considerable protest on the part of certain institutions; consequently it was never given general circulation. It also became clear that the higher educational institutions of the country would not favor classifications by official sources. However, the effect of this classification was excellent since it stimulated effort on the part of a

large number of schools to raise their educational standards and to improve their teaching and financial resources.

Having received a call to become dean of the College of Liberal Arts of the University of Illinois, Doctor Babcock resigned May 2, 1913.

The second to hold the position of specialist in higher education was Dr. Samuel P. Capen, professor of German at Clark University, who was appointed by Secretary Franklin K. Lane upon recommendation of Commissioner P. P. Claxton. Doctor Capen received his college training at Tufts College, Harvard University, the University of Leipzig, and the University of Pennsylvania.

Continuing his predecessor's policies, he encouraged preparation of studies on standards of college entrance and graduation requirements, and the physical resources and standards of higher educational institutions. A study of opportunities for foreign students in the United States proved very helpful to students from outside our borders and served also to give foreign countries a more adequate conception of the scope and quality of our university and college educational offerings.

Under Doctor Capen's administration the division was first requested to make higher educational surveys. Among those made were the survey of the University of Oregon, the survey of higher education institutions of Iowa, the survey of the University of Nevada, and the surveys of the educational institutions of Washington, North Dakota, South Dakota, and Alabama. In these and other surveys, valuable criteria were developed which aided colleges and universities in determining educational costs, faculty teaching loads, student classroom loads, and other questions.

Important War Duties

During the World War Doctor Capen helped with the establishment of the Committee on Education and Special Training of the War Department. This committee was confronted with the complicated and difficult task of coordinating the military training activities centered at the colleges by the War Department with the existing educational programs.

This led to the creation of the Emergency Council on Education which represented the interests of the colleges in the wartime program of cooperation. When Doctor Cowling, first president of the council resigned, Doctor Capen was invited to succeed him as the first permanent director of the reorganized council known thereafter as the American Council on Education. Doctor Capen accepted the invitation and resigned from the Office of Education November 30, 1919. Since 1922 he has occupied the position of chancellor of the University of Buffalo, Buffalo, N. Y.

The third specialist in higher education was Dr. George F. Zook, head of the department of history and economics of Pennsylvania State College, who was also designated by Commissioner Claxton. He received his college training at the University of Kansas and at Cornell University.

Junior College Group Organizes

Doctor Zook conducted or participated in the surveys of higher educational institutions in Cleveland, Ohio, and in Arkansas, Kansas, Tennessee, Massachusetts, and Utah. Development of junior colleges soon warranted establishment of an organization to look after their interests. Consequently Doctor Zook in 1920 called the first meeting of the junior college group, at which time the American Association of Junior Colleges was organized.

During Doctor Zook's incumbency the division gave increased attention to problems of engineering education and to cooperation with other Government and outside agencies in the establishment of the Highway Education Board, which sought to bring about the necessary changes in engineering education to meet the new problems of highway construction. The staff also prepared studies on education in land-grant colleges and took an active interest in the development of negro higher education.

On August 31, 1925, Doctor Zook resigned to accept the position of president of the University of Akron, Ohio.

The fourth specialist in higher education was Dr. Arthur J. Klein who was appointed to the position January 1, 1926, by Secretary Work on recommendation of Commissioner John J. Tigert. Doctor Klein's college training was received at Wabash College, Union Theological Seminary, and Columbia University.

National Surveys Started

Shortly after entering the Office of Education, Doctor Klein was called upon to direct the survey of Rutgers University. This was followed by a survey of 79 negro colleges and universities including practically all negro institutions of importance in the United States. Soon thereafter upon request of the Association of Land-Grant Colleges and Universities, the Office of Education was requested to make a thorough survey of the land-grant colleges, 69 in all, including the 17 for negroes. As director of this survey which secured the cooperation of nearly 500 leaders and specialists in 20 major fields of activity, Doctor Klein rendered a great service to the land-grant institutions and to higher education.

After the completion of the land-grant college survey, Doctor Klein had charge of the surveys of State-supported institutions of higher learning in Arkansas and Oregon. During his incumbency the division was enlarged by addition of specialists in the fields of teacher education and graduate and professional education.

In 1929, efforts of Doctor Klein and his predecessors against the activities of fake higher educational institutions, particularly those incorporated in the District of Columbia, were crowned with success.

Doctor Klein resigned his position as chief of the division of colleges and professional schools of the Office of Education on July 15, 1930, to accept the position of professor of higher educational administration at Ohio State University, Columbus, Ohio.

Doctor Kelly Takes Office

His successor and fifth in line is Dr. Fred J. Kelly, of the University of Chicago, who was appointed chief of the division of colleges and professional schools by Secretary Wilbur upon recommendation of Commissioner Cooper. He received his college education at the University of Nebraska and at Teachers College, Columbia University.

After teaching for some time in the public schools he became actively engaged in educational administration in State normal schools in South Dakota and Kansas. He also was research professor and dean of university administration at the University of Kansas, dean of administration at the University of Minnesota, president of the University of Idaho, and lecturer in higher education, University of Chicago.

Owing to his participation in higher educational research in two large State universities and because of his varied experiences as a college and university administrator, Doctor Kelly is in a position to organize and direct the research activities and surveys of the Office of Education as they relate to higher education with the fullest cooperation of higher educational authorities throughout the country.

The staff of the division, in addition to the chief, includes Mr. Ben W. Frazier, senior specialist in teacher training, Dr. Walter J. Greenleaf, specialist in higher education, Dr. Walton C. John, associate specialist in graduate and professional education, Mr. John H. McNeely, and Miss Ella B. Ratcliffe, general research assistants.

American School of the Air Starts November 9

By William C. Bagley, Jr.

THE IMMENSE growth in interest in education by radio during the past two years is shown by the great increase in the number of listeners to the American School of the Air.

This year the American School of the Air is again conducted by the Columbia Broadcasting System in response to the thousands of letters received from teachers, principals, and superintendents of schools, as well as the general public. This year the programs, which began on November 9, will consist of history and literature dramatizations, art-appreciation lectures, vocational-guidance talks, current-event discussions, courses in geography and elementary science, and music-appreciation courses for the primary, intermediate, and upper grades.

Among the advantages of using the radio in the classroom, one of the most valuable is the stimulation it gives to creative activity on the part of the individual pupil. During this year this angle will be stressed and some definite activity has been suggested to accompany each program. Those pupils who listen to the literature broadcasts will be urged to write compositions. Those who listen to the history broadcasts will be asked to make studies in this field. During the music-appreciation courses the pupils will join in the program by singing some of the songs, while for the primary grades there are pictures illustrating the broadcast to be cut and colored. The pupils who follow the art programs will be asked to send in to the Columbia Broadcasting System a self-portrait or landscape, and a clay model of some well-known statue. The work submitted will be judged and prizes will be offered to those pupils who have excelled in each particular field.

Broadcasts, Cultural and Informative

In addition to these distinctly educational programs there are many broadcasts which, due to their cultural and informative nature, furnish organized material of an educational nature. Among them are the broadcasts of the New York Philharmonic Symphony Orchestra, under the direction of Arturo Toscanini, those of the Curtis Institute of Music, and those of the Philadelphia Symphony, conducted by Leopold Stokowski. There will also be many discussions of international and political situations, many broadcasts originating in Europe, as well as talks by men who are outstanding in this country as leaders in art, science, literature, and other fields.

Of special interest to boys and school athletic instructors is a series of lectures to be presented each Saturday morning by the leading coaches of football, baseball, swimming, and all of the other sports engaged in by schoolboys. Also, outstanding stars of the various sports will appear from time to time during this series of Wingate Memorial Lectures which will be presented under the auspices of the Public-School Athletic League.

More than 70 stations of the Columbia Broadcasting System will broadcast these programs in all parts of the country, this being an increase of more than 25 per cent over the number that carried them last year.

The programs of the American School of the Air are to be presented each school day at 2.30 p. m. eastern standard time (1.30 p. m. central standard time, 12.30 p. m. mountain standard time, and 11.30 a. m. Pacific time). The series opened on Monday, November 9. The weekly schedule is as follows:

Monday.	History dramas for upper grades and high schools. (*a*) American history presented during the first 10 weeks. (*b*) European background presented during the last 10 weeks.
Tuesday.	Geography and music for upper grades and high schools.
Wednesday.	Literature dramatizations for fifth and sixth grades, alternating with literature and art-appreciation talks for junior and senior high schools.
Thursday.	Primary music and dramatized fairy stories every other week. Intermediate music and elementary science every other week.
Friday.	Vocational guidance and civics.

Extra Curricular

Beginning Saturday, November 7, at 11 a. m. eastern standard time, the Philharmonic Symphony Orchestra, under the direction of Ernest Schelling, will present a series of children's concerts.

Beginning Sunday October 11, at 3 p. m. eastern standard time, the Philharmonic Symphony Orchestra, under the direction of Arturo Toscanini and guest conductors, will present a series of weekly concerts.

In addition to these programs, the Curtis Institute and the Philadelphia Orchestra, under the direction of Stokowski, will broadcast regularly.

Beginning Saturday, October 31, at 12.45 to 1 p. m. eastern standard time, a series of lectures on athletics by prominent coaches will be broadcast under the auspices of the Wingate Memorial Foundation. From time to time throughout the season, famous athletes will appear on these programs and address school children in their homes. The lectures are designed primarily for the instructors of athletics in the schools throughout the country.

RADIO CARRIES ITS IMPLUSE TO THE HANDS AS WELL AS TO THE EARS

The American School of the Air programs are definitely planned to initiate learning activities on the part of pupils. Prizes will be offered pupils studying various subjects for classroom work in which teachers have used the radio programs to generate interest.

Survey Seeks Composite Picture of 950 College Faculties

By Edward S. Evenden

Associate Director, National Survey of the Education of Teachers

DURING THE YEAR just past the National Survey of the Education of Teachers has been making an analysis of the teaching population in the public schools of the United States. An effort was made to secure certain essential data from every teacher and administrative and supervisory officer in the public schools, who number nearly a million persons. Not every teacher received a blank due to the method of distribution made necessary by the elements of number, time, and expense, but of those who did receive them a very large per cent furnished the information promptly. The returns from that study are now being tabulated and in a few months will give the most accurate composite picture, on a nation-wide scale, which we have ever had of America's teachers.

In securing the total picture of present conditions affecting the education of teachers it is necessary to know not only the facts about those who are now teaching in our public schools, but also to know about those who are preparing to enter teaching and the education which they are securing as preparation for that work. To this end, studies are being planned which will discover present conditions and practices with respect to (1) the students now preparing to enter teaching; (2) the curricula by means of which they are preparing for teaching; and (3) the college teachers who are teaching the courses taken by students preparing to become teachers.

Cooperation of Institutions Asked

In order to secure accurate data which will at the same time be comparable on the preparation and present work of the staff members and the institutions of higher education in this country, some of whose graduates enter teaching, it was deemed necessary to go directly to the staff members for the information. A letter was sent to the presidents of all higher educational institutions asking whether they and their staff members would be willing to cooperate in supplying these data.

In the very near future a data blank (a more accurately descriptive and less odious term than questionnaire) will be sent to the staff members of approximately 950 institutions which have expressed their willingness to cooperate in this study. To supply information asked for on this blank will require, on the average, from 15 to 30 minutes of a staff member's time. The answers to the questions will be transferred to Hollerith cards and used in group tabulations in such a way that neither individual teachers nor individual institutions will be identified.

It will be possible, however, by means of the returns, to make constructive comparisons between the educational preparation and experience as well as the service loads of staff members in different types of institutions, of different sizes, in different sections of the country. As a result of the information to be furnished by these teachers it will be possible also to know from a very representative group of institutions of each type the administrative officers employed, the number of teachers of various subjects, the distribution of rank, the highest level of training, the sources from which degrees were obtained, the amount and kind of educational experience, the sizes of classes, the amount of teaching and research and other institutional responsibilities carried by different groups, salary trends, institutional provisions for professional growth and for retirement in addition to other facts of interest to college and university teachers, administrators, and standardizing agencies.

Gratified at Response

Very little information will be asked for which is of a personal nature and which is not already a matter of institutional record. For that reason it is assumed that all teachers who receive this request for information will be willing to contribute the necessary small amount of time in supplying the facts required on the forms to be distributed. This will make the information exactly comparable for all institutions in the country and make it possible to have the facts transferred easily and economically to tabulating cards.

The studies of the past year in connection with the survey have been greatly facilitated by the prompt and wholehearted cooperation which has been given by the teachers of the public-school systems, State superintendents, the presidents of normal schools, teachers colleges, colleges, and universities, and in fact, all school people whenever requests have come to them for assistance in connection with this study. Such cooperation is a matter of professional gratification to all connected with this work. In behalf of the teachers of the country in whose interests the survey was planned and also in behalf of the survey staff, it is desired to bespeak the interest and cooperation of the faculties of the higher educational institutions in securing the data necessary for this analysis.

Federal Government and American Education

(Continued from page 49.)

agencies of educational research other than a Federal center of research are essential to the progress of our science. After all, studies of individuals are in a sense fundamental to the broader studies which deal with the Nation. There must be educational laboratories and experimental classes. The function of a Federal research agency is to cooperate, with all the energy it can command, with local research centers which are engaged in the more intensive, fundamental inquiries.

A second general limitation on educational research through a Federal agency results from the American tradition of local autonomy of school districts. The Office of Education has always recognized the principle that it will not enter a State or a school system for such a purpose as the conduct of a survey until invited by the State or local authorities. Even when so invited, the Federal Office has been careful not to interfere with local autonomy. It has given advice and has sought local cooperation in giving tests, but it has never assumed authority to investigate beyond the limits set by the invitation issued to it. For example, the Office of Education has never initiated examination of a State adoption of textbooks and has never assumed that it has the right to a school system for the purpose of auditing the accounts of the school board.

The present Federal Office of Education is, however, embarrassed by opportunities to carry on surveys. In the early days of the school survey it was comparatively easy to employ competent surveyors from universities because the opportunity to try out survey techniques was highly attractive to students of the science of education. The day of absorbing interest in surveys is past. In the effort to secure competent investigators, States, cities, and institutions turn to the Office of Education. If that office responded favorably to all the proposals which come, it would devote much of its energy to survey services.

The responsibility for surveys should probably be assumed much more largely in the future by the State departments. To be sure, responsibility for surveys implies a material strengthening of the intellectual powers of most State departments, but, if we are to have a proper division of labor, the Federal educational agency must be left free to make national surveys, such as the national survey of land-grant colleges, the national survey of secondary education, and the national survey of teacher training.

Evaluating School Credits

(Continued from page 49)

bought not long after they are off the press, there come regularly to the office something more than a hundred of the better periodicals on education in other countries. Moreover, the Departments of State and Commerce are always willing to and do use their foreign branches to gather data for the Office of Education.

Credential evaluation forces us to make specific inquiries into the little details often of very small schools abroad and in that way helps wonderfully in testing the validity of writings about education in other countries.

At times odd lacunas that extend over a series of years in some body of information come to light. For example, just recently the division was asked about the status of a young woman who passed the examination for teaching mathematics in secondary schools in Holland. A search of the material written in English on education in Holland showed that the writers had, with a few sentences couched in general terms and of no value to us, passed over the important topic of the training of secondary school teachers in that country. A writer in 1896 did it; the others apparently followed her lead. A French author in 1910 had quoted the somewhat detailed and involved law on the subject—but his work was too old to be relied on. There was no way out but to ask the Netherland Government for a complete statement. That was probably the best way in any event.

Service Only for Institutions

In all its evaluation of foreign student credentials the Office of Education follows a few definite policies. It will not evaluate for the student, but only at the request of the institution he wishes to enter or to which he has presented his papers; its opinion is sent to the institution, not the student. Using only documentary evidence leaves so many openings for error and misunderstanding that an opinion on any case is on request freely reviewed at any time. The purpose of the office is not so much to continue making evaluations as it is to help the registrars, committees of admission, and credential bureaus in State departments form their own opinions. To aid in that, charts showing the organization of the schools in various countries, circulars giving programs of secondary schools abroad, and lists of schools of secondary and university rank in other countries are being arranged as rapidly as the duties of the division permit. The committee on research of the Association of Collegiate Registrars is thoroughly interested in foreign-student matters and many of the registrars are alive to the opportunity they have to study school systems abroad in a live, interesting way. It will not be surprising if, in the next few years, some of our best and most accurate authorities on comparative education come out of that group.

Finally, it must be understood that evaluating foreign credentials is by no means all or even the greater part of the work of the Division of Foreign School Systems. Its field is that much larger and illy-defined range written and spoken of as comparative education, and of that I expect to write later.

Oh, yes. That credential written in the Irish language that I gave you permission to read, did you enjoy reading it?

Official Washington Portraits

(Continued from page 47)

measures 6 feet 2 inches in height. A number of bronze reproductions have been made of it. The States of New York, Delaware, Maryland, and Pennsylvania are expected to dedicate replicas of it during the coming year.

Houdon's Fame Widespread

Jean Antoine Houdon, one of the greatest sculptors of the eighteenth century, was born at Versailles, France, on March 20, 1741. He was the son of a domestic servant in the household of a courtier, M. De la Motte. His impulse toward an artistic career came from the splendid allegorical and other statues in the park at Versailles. He studied sculpture in the Royal School at Paris, and won the Prix de Rome in 1761. After 10 years' residence in Rome he returned to Paris. He was admitted to the academy on April 23, 1769. Houdon's fame chiefly rests on his series of 200 portrait busts of eminent persons, among whom are Voltaire, Rousseau, Diderot, Benjamin Franklin, Washington, Duffon, d'Alembert, Lafayette, Louis XVI, Comte de Provence, Mirabeau, Napoleon, etc. During the French Revolution, when religion was flouted by the sansculottes, and it was a mark of aristocracy to be known as an adherent of the church, Houdon was charged by the Tribunal of Justice with making a statue of St. Scholastica, but he convinced his judges that his saint was in reality a symbolical statue of philosophy, and he thus saved his head from the guillotine. Houdon died on July 16, 1828, at Paris.

The unfinished portrait of Washington (unfinished as to details of the bust) by Gilbert Stuart, the original of which now hangs in the Museum of Fine Arts, in Boston, next claims our attention. It is, perhaps, the most popular likeness of the first President ever painted, and was executed by Stuart in 1796, just three years before the general's death. This famous picture Stuart delayed to finish, it is said, in order that he might not have to part with it. After his death it was sold by his widow to the Athenæum in Boston. The artist made three portraits from life of Washington, the first of which was destroyed. "The numerous others," says Caffin, in his Story of American Painting, 1907, "are either replicas of these or imaginary portraits, such as Washington on Dorchester Heights."

Stuart, a Tory, Fled to London

Gilbert Stuart was born in 1775, at Narragansett, R. I., where his father who had fled from Scotland to America after the rebellion of 1745, owned a snuff-grinding mill. In the course of time Cosmo Alexander, a Scotch painter, paid a visit to Newport, where he met Gilbert Stuart, then a youth of 18, with a decided talent for art. Alexander gave the young man some lessons and urged him to accompany him back to Scotland, where he placed him in a Glasgow school. Not long after this event Alexander died; whereupon Stuart, friendless and without funds, returned home in a collier. He was painting portraits at Boston when the Revolution broke out. Being like the rest of his family, a Tory, he sailed to London after the siege of Boston by the American Army. While in London he became a pupil of Benjamin West, and attained considerable distinction as a portrait painter. But he never forgot the land of his birth, and his admiration of Washington grew with the years. Says Caffin:

> Stuart's admiration for Washington had grown into a passion. He was upon the flood tide of success, "tasked himself with six sitters a day," and had painted portraits of George III and of the Prince of Wales; his position in the fashionable world of London—and he himself was a bon vivant—was assured; yet he gave up all to return to America, impelled by his admiration of Washington and his desire to paint this man among men. He reached New York in 1792, and two years later we find him in Philadelphia, during the session of Congress, to present to Washington a letter of introduction from John Jay. . . . In Washington's presence Stuart, who had seen all manner of men, from high to low, without blinking, confesses that he lost his self-possession. The first attempt at a portrait was a failure; the artist rubbed it out. . . . A second picture was begun. He painted the portrait, which was presented to Lord Lansdown and is now in England. It is known as the Lansdown portrait, a full-length with left hand on the sword hilt and the other extended. Still later, at Mrs. Washington's request, the President gave another sitting, and in 1798, the Athenæum portrait was produced.

The New Colonial National Monument

By Margaret F. Ryan

Editorial Division, Office of Education

ON TO YORKTOWN Sesquicentennial, October 16, 17, 18, and 19 drew thousands not only from all over the United States but representatives from England, France, Germany, and Poland as well. But why all this focusing of attention on Yorktown?

Congress, realizing that as time went on interest in our colonial history would increase and that at the same time the historic areas might gradually lose their identity unless protected in some way against the march of modernism, recently took steps toward giving national protection to three famous colonial areas in Virginia—Jamestown Island, where the first permanent English settlement in America was made in 1607; Williamsburg, 6 miles away, established in 1633 as a palisade outpost against Indian invasion and later the capital and center of colonial culture; and Yorktown, 14 miles beyond Williamsburg, where, with Cornwallis' surrender to George Washington, English rule ended.

On July 3, 1930, Congress passed an act for the creation of a Colonial National Monument in the State of Virginia. President Hoover by proclamation established the boundaries of the Colonial National Monument, setting apart the area "for the preservation of the historical structures and remains thereon and for the benefit and enjoyment of the people."

The Yorktown Sesquicentennial Celebration is over for this year, but teachers and others will be interested to know that in connection with the celebration next year of the George Washington Bicentennial, the pageant of the victory at Yorktown will be repeated on October 19, 1932.

Now that this area has attained new significance by its having been made into a Federal reservation, known as the Colonial National Monument, under the jurisdiction of the National Park Service, where will teachers find information to use in their classrooms to supplement the little they find in their history books?

"Yorktown, 1781," by Col. H. L. Landers, F. A., historical section, Army War College, a book of 219 pages on the Virginia campaign and the blockade and siege of Yorktown, 1781, including a brief narrative of the French participation in the Revolution prior to the Southern Campaign, containing seven maps and numerous illustrations among which are full-page pictures of Washington, Lafayette, D'Estaing, Rochambeau, Cornwallis, and De Grasse, is available from the Superintendent of Documents, Government Printing Office, Washington, D. C., at $1.75 (cloth cover). This book, known as Senate Document No. 273, is, no doubt, the most authoritative piece of work on the subject.

"The Story of the Campaign and Siege of Yorktown," by H. J. Eckenrode, historian of the Virginia Conservation and Development Commission, and published as Senate Document No. 318, a pamphlet of 54 pages, including two folding maps and written in a most popular style, giving step by step the story of the campaign and siege, may be had for 25 cents from the Superintendent of Documents.

Then we find something unusual in the "Journal of the Siege of Yorktown," a 48-page pamphlet—a translation by the French department of the College of William and Mary of the original French manuscript "Journal of the Siege of York Operated by the Army General Staff of the French Army," as recorded in the hand of Baron Gaspard de Gallatin, officer of the Swiss Guard of Louis XVI. Here we find the progerss of the siege day by day from October 6 to October 18, 1781; the terms of surrender; troops and property captured; personnel of the allied forces, Washington's congratulations to the Army, and a historical summary of events. This publication may also be purchased from the Superintendent of Documents at 15 cents a copy. Ask for Senate Document No. 322.

Another publication which should not be overlooked is the "Correspondence of General Washington and Comte de Grasse, August 17–November 4, 1781," which contains 29 letters from Washington to De Grasse; 25 from De Grasse to Washington; and numerous other letters to such officers as Cornwallis, Lafayette, and Lee. This publication, Senate Document No. 211, is available from the Superintendent of Documents at 60 cents per copy.

A topographic map, 25 by 28½ inches, showing the roads, buildings, trails, wharves, churches, schools, streams, lakes, marshes, boundary of the national monument, and the fortifications and troop positions, has been prepared and is available from the U. S. Geological Survey, Washington, D. C., at 25 cents per copy. On the back of this map will be found the history and present development of the Colonial National Monument with pictures of a number of the historic buildings, a United States highway map showing the approach to the monument, and an old map of the Yorktown battlefield.

An information folder containing the smaller outline map shown above may be had free of charge by writing to the Superintendent of the Colonial National Monument, Yorktown, Va. On the back of this map is further information regarding the area.

And the latest news from Horace M. Albright, Director of the National Park Service: Teachers of American history are especially invited to take groups of students to Yorktown. Preliminary arrangements for conducting such groups through the Colonial National Monument should be made by writing to the superintendent of the monument at Yorktown, Va.

As time goes on additional information will no doubt be available, and it is the intention of School Life to keep its readers informed.

School Sickness

(Continued from page 45.)

with are trifling in comparison with mental states which produce loss of sleep, loss of appetite, loss of weight, and loss of energy. Even tuberculosis will not work such havoc with the child save in the final stages. Nor do any conditions, except near-blindness or near-deafness, interfere so with the inborn possibilities of their possessor. We talk much of making health our first objective; that we place it first in practice is simply not true.

Frequent in "Best Regulated Families"

We are quite likely to blame the parental management or "out-of-school activities" (as if the child should have none) for the occurrence of school sickness, and, in a certain proportion of cases, these may be contributing causes. But, unfortunately, the larger number of cases occur in the "best regulated" families. Besides, home conditions and out-of-school activities do not affect the inherent mentality of the child.

It will be noted that Doctor Treynor mentions that school sickness is aggravated by athletic tests and contests. Just why these activities, which have usually been considered as conducing to health and happiness, should be made to produce the opposite results is a modern mystery. Is physical activity, once pursued with zest by every child, according to his store of superfluous energy, now prescribed in equal quantity and kind for all and with grades and marks which all can not attain? The White House conference proclaimed that "play is the life of the child." Is it to be made to contribute to the death of him?

In a later educational stage—in college—we have cases analogous to school sickness—of "neurasthenia" or "nervous breakdown," but the fault lies largely with the student, for he is not usually forced to go to or remain at college. Overstudy is often blamed for these disasters but, aside from accompanying eyestrain, there probably is no wear and tear from brain work. As Dr. R. D. Gillespie, in the British Medica. Journal, sums up the matter, "brain strain" from "overwork" can be safely discounted in nine hundred and ninety-nine out of a thousand of these cases. "The apparent mental incapacity is nearly always the result, not of intellectual effort but of anxiety or a kindred emotional disturbance, resulting from preoccupation with some personal problem aside from study. For practical purposes the mind is almost tireless. On the other hand, violent physical exercise disables a person from concentrated mental work for some time after. Even where there is considerable deprivation of sleep, intellectual accomplishment may be persistently maintained at a high level if the worker does not worry about his insomnia."

In the public-school child there is also no wear and tear from such brain work as he can do, or even from home study if he knows how to study the subject in hand, but there is fearful emotional turmoil from trying to do what he can not do, and in trying to be just like other children, which even the White House Conference declares to be an impossibility.

The emotional life is older and more fundamental than the intellectual life and if the former is not taken into account in education we get nowhere in bringing out the child's inherited possibilities. It is either powerful for physical and mental health and progress or it is equally powerful for physical and mental depression and disaster.

Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT
Librarian, Office of Education

A short article in Current History, for September, discusses the country school as it exists to-day. The author, Richard B. Ransom, points out the insufficient tax support of many such schools and the resulting inequality of educational opportunity. He states that "with less than half the population, the country districts contain more than three-fourths of our illiterates. The terms of country schools average less than three-fourths as many days a year as the city school. One-fourth as many country boys and girls who start school at 6 or 7 years of age enter high school, and in proportion to their numbers only one-fifth as many country children go to college as do city children." That modern architecture is better adapted to modern education than the conventional and formal style so long in use is the subject of an article entitled "Modern buildings for new schools," by William Burnlee Curry in Survey Graphic for September. Some startling innovations are discussed and illustrated. A brief and interesting article on "Education in Norway and the United States, a comparison," appears in the American-Scandinavian Review for October. The author, Borre Quamme, of Rollins College, points out some of the strong and weak points of higher education in the two countries. The Annals of the American Academy of Political and Social Science, for September, has for its general topic "Prisons of to-morrow." One article by Austin H. MacCormick, associate director, bureau of prisons, is entitled "Education in the prisons of to-morrow." He predicts that education will one day have the same unquestionable place in prisons that it has in the world outside. Lack of education rather than lack of intelligence seems to be characteristic of the prisoners of to-day. An interesting article in the Survey Graphic for September, describes the schools that have been provided in the San Joaquin Valley for children of the migratory cotton pickers, most of whom are Mexicans. Under the title "The school follows the child," Dean Hubert Phillips, of State Teachers College at Fresno, tells how the division of immigrant education of the State department of education of California planned and developed schools which have had a marked success in the five years they have existed. In spite of lack of equipment, in tents or temporary buildings, the children have learned a little English and the rudiments of mathematics, and most important of all they have been trained in health habits. The superintendent of education of the Falkland Islands must be able to "see life steadily and see it whole" and must have a saving sense of humor to be able to carry on in an environment such as is described in Oversea Education for April. Such a man, evidently, is A. R. Hoare, who paints a brilliant and clear-cut picture of the place and the people in an article entitled "Education in the Falkland Islands." Oversea Education, mentioned above, is a noteworthy magazine which has just completed its second volume. The subtitle "A journal of educational experiment and research in tropical and subtropical areas," explains the scope of the journal which is issued four times a year. The articles are well written and cover the educational activities of the British Empire. Floyd Dell, the novelist, has an article entitled "Why they pet" in Parents Magazine for October. It attempts to explain the psychology of the youth of to-day for the benefit of the parents who are a bit apprehensive of present-day customs, which differ so widely from their own experience. "Education for the individual," a paper presented at the National Congress of Parents and Teachers at Hot Springs, in May, by the Assistant Commissioner of Education, Bess Goodykoontz, appears in full in Child Welfare for October. A large part of New York State Education, for October, is devoted to the subject "Education for leisure." It discusses music, dramatics, homemaking, art and social science, etc., and their values as projects in training for leisure.

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 teaching of art related to the home. 1931. 89 pp., illus. (Federal Board for Vocational Education, Bulletin No. 156. Home Economics Series No. 13.) 25¢.

Suggestions for content and method in related art instruction in the vocational program in home economics. Adapts art instruction specifically to homemaking. (Home economics; Art education; Vocational education.)

Free Price Lists: Army and Militia; Aviation and pensions, No. 19; Insects—Bees, honey, and insects injurious to man, animals, plants, and crops, No. 41; Plants—Culture of fruits, vegetables, grain, grasses, and seeds, No. 44; Immigration—Naturalization, citizenship, Chinese, Japanese, Negroes, and Aliens, No. 67.

Coal-mine ventilation. 1931. 92 pp., illus. (Federal Board for Vocational Education, Trade and Industrial Series No. 11.) 15¢.

Technical information for use in vocational training classes, particularly in States offering evening trade-extension courses for coal miners. Contains a simple discussion of the theory, technical principles, and methods used in coal-mine ventilation. (Vocational education; Safety education.)

Boundary waters and questions arising along the boundary between the United States of America and Canada. 1931. 9 pp. (Department of State, Treaty Series No. 548.) 5¢.

Full text of treaty between the United States and Great Britain, signed at Washington, January 11, 1909. (History; Civics; Geography.)

Report of the Hawaii Agricultural Experiment Station, 1930. 1931. 38 pp., illus. (Department of Agriculture, Office of Experiment Stations.) 10¢.

Contains reports of the various substations as well all of the agronomy, animal husbandry, chemical, home economics, horticultural, poultry husbandry, and soil physics divisions. (Agriculture; Chemistry; Home Economics; Horticulture; Geography.)

The chemical industry and trade of Poland. 1931. 20 pp. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 762.) 10¢.

Production of fertilizers, industrial chemicals, coal-tar products, and allied chemical products discussed. (Chemistry; Economics; Geology.)

Mineral Resources, 1929. Pt. 1. Gold, silver, copper, lead, and zinc in California and Oregon, pp. 431–483, 10¢; Gold, silver, copper, lead, and zinc in Idaho and Washington, pp. 363–430, 10¢; Manganese and manganiferous ores, pp. 275–332, 10¢; Sand and gravel, pp. 359–371, 5¢; Bauxite and aluminum, pp. 485–506, 5¢; Mica, pp. 373–388, 5¢; Zinc, pp. 675–727, 10¢. Pt. 2. Petroleum, pp. 421–521, 15¢. (Mineralogy; Geology; Economics; geography.)

The potato in Alaska. 1931. 19 pp., illus. (Department of Agriculture, Office of Experiment Stations, Bulletin No. 9.) 5¢.

The extent the potato is grown in southwestern, southeastern, and interior Alaska. (Agriculture; Geography.)

Trade preparatory training for small cities and rural communities. 1931. 81 pp., illus. (Federal Board for Vocational Education, Trade and Industrial Series No. 45, Bulletin No. 157.) 20¢.

A discussion of practical lines of development which have been found effective in meeting the training needs of small cities and semirural communities prepared to assist State and local educational authorities—particularly those who may have recognized the problem as it presented itself in their own home town and have been unable to solve it in terms of a specific layout of courses. (Vocational training; Rural education.)

Tales of the Cochiti Indians. 1931. 256 pp. (Smithsonian Institution, Bureau of American Ethnology, Bulletin 98.) 40¢.

Fifteen hero, 35 novelistic, 27 animal and 20 origin tales; 10 European stories—the Märchen and noodle tales and 13 true stories, mostly novelistic tales that are fictionized versions of the native life of the Cochiti Indians. (History; English; Indian mythology.)

Farm terracing. 1931. 22 pp., illus. (Department of Agriculture, Farmers' Bulletin No. 1669.) 5¢.

Discussion of the relative merits of the Mangum and the level terraces in the control of soil erosion. These two terraces have been found to be best adapted to conditions in the United States. (Agriculture; Irrigation.)

How to attract birds in the East Central States. 1931. 14 p., illus. (Department of Agriculture Farmers' Bulletin No. 912.) 5¢.

Describes the best methods of attracting birds by providing a food supply and other accessories about the homestead. (Agriculture; Biology.)

Marketing poultry. 1931. 33 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1377.) 5¢.

Where poultry is produced, problem of transportation, seasonal production, methods of marketing, grading and packing, shipping dressed poultry, canned poultry, points for the producer to remember, etc. (Poultry husbandry; Commerce and trade.)

Rompers. 1931. 8 p., illus. (Department of Agriculture, Leaflet No. 79.) 5¢.

Full directions for making rompers for a baby of 5 or 6 months old—the envelope, adjustable, tailored, dress and self-help rompers. (Home economics; Sewing.)

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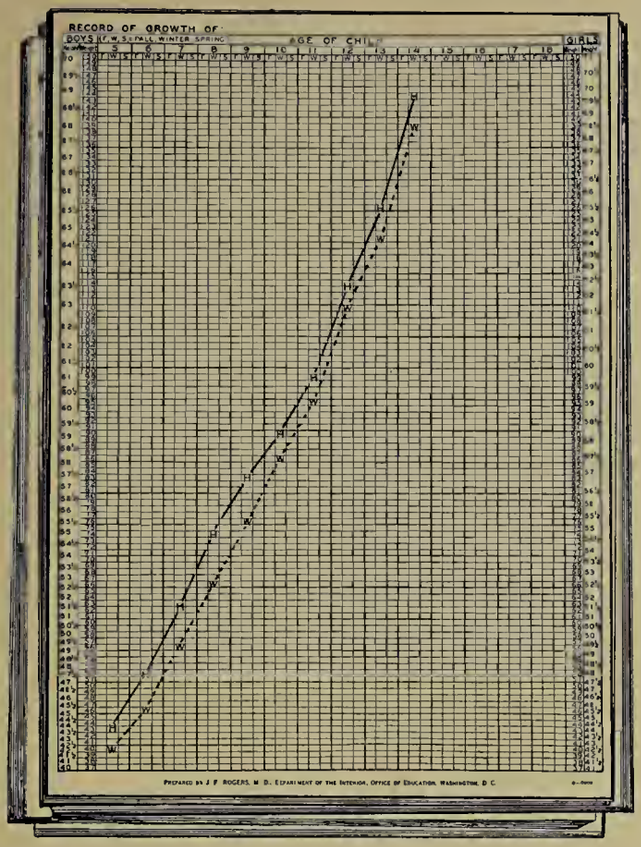

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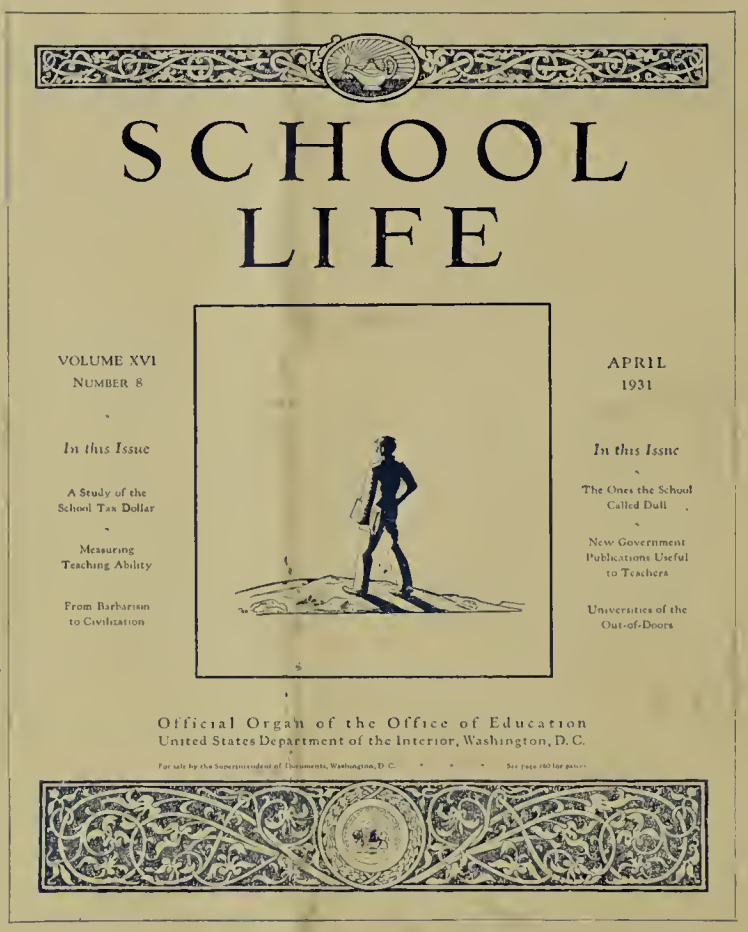

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SCHOOL LIFE

VOLUME XVII
NUMBER 4

In this Issue

CLOWNS, SUN GODS, LION TAMERS, AND PHILOSOPHERS
(See Contents and Page 65)

DECEMBER
1931

In this Issue

Official Organ of the Office of Education
United States Department of the Interior, Washington, D. C.

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CONTENTS

COVER PICTURE: Bronze doors of Pennsylvania's new Education Building at Harrisburg have been designed to interest the young and old. The top row partly visible includes Mother Goose, Robinson Crusoe, Aesop's Fox and Grapes, Robin Hood, one of the 40 Thieves, Bluebeard, William Tell's son, Jack and the Beanstalk; second row, Linnaeus, Newton, Leonardo, Copernicus, Socrates, Franklin, Archimedes, Euclid, a modern lecturer, a modern chemist; third, Dante, Tragedy, Sophocles, Shakespeare, Homer, MacBeth, Mephisto, Falstaff, Chinese actor, Comedy; fourth (visible), singers, ancient harpist, American Indian dancer, Greek dancer, Whirling Dervish, Egyptian dancer, Hindu dancer; fifth (visible) acrobat, clown, lion tamer, juggler, strong man; sixth (visible) Galatea, Atlas, Aesculapius, Thor, Assyrian, Persian, the Minotaur.

SCHOOL LIFE

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

VOL. XVII WASHINGTON, D. C., DECEMBER, 1931 No. 4

The National Advisory Committee on Education Reports

Excerpts and Recommendations

FAR-REACHING recommendations concerning the policies and the activities of the Federal Government with regard to the education of the American people have been submitted to President Hoover by his National Advisory Committee on Education in its final report.

The greatest emphasis in the report is placed on conserving local autonomy and local responsibility by working, both in legislation and in administration, away from recent tendencies toward centralization in Washington of powers over the purposes and processes of education.

What the Committee Advocates

To that end the committee advocates abandonment both of Federal appropriations to the States for special forms of education of interest to special groups of people and of the practice of requiring that Federal appropriations be matched by the States. A continuance of Federal subventions to the States in support of education is indorsed provided that each State is left free to use the money as State authorities consider to be for the best interests of the people of the State and without direction from Washington. Periodic audits by the Treasury Department, supplemented by regular and detailed public reports on how the money is used, constitute, in the opinion of the committee, adequate check on proper expenditure of Federal funds.

The committee was given the task in May, 1929, of making a chart by which to guide the course of Federal relations to education.

The problem was found to involve questions reaching into literally every phase of Federal administrative activity.

The report treats of the difficulties of education in territories, outlying possessions, and in special Federal areas; in teaching of the Indians and other indigenous peoples; in training of governmental personnel; in proper Federal research and information services; and in international intellectual relations. In each of these matters, conditions are described as found and recommendations made as to how they may be bettered. Among these is a recommendation for setting up a "Federal headquarters for education" which would serve both as a center of cooperation for the educational work of all Federal agencies and as a reliable source of comprehensive, accurate data on education for all concerned.

By a vote of 45 to 6 the committee indorsed these recommendations as to policies and procedures, as set forth in the 90 pages which constitute the first section of the report.

In the 10 pages that constitute the second section of the report, the committee by a vote of 38 to 11 indorsed the recommendation that the Federal headquarters for education take the form of a Government department, with a Secretary of Education at its head. Its functions would be limited to research and information service that would foster cooperation with and among the States on educational matters. It would also act as a center of cooperation through which the now conflicting Federal educational activities might be coordinated under one guiding policy.

As a nucleus for the Department of Education as recommended in this report, the committee suggests the Office of Education now located in the Department of the Interior. The existing Federal subsidies for vocational education would be retained, but some of their limitations removed through amendment of the Smith-Hughes Act of 1917, by repealing those provisions that require State matching of Federal funds and Federal approval of State plans and standards and that give Washington officials power to withhold funds. This done, the Federal Board for Vocational Education would be abolished and its remaining activities would become a major division in the proposed department.

Educational activities instrumental to proper administration of some other primary function of the Federal Government would be left under jurisdiction of the department responsible for that primary function; such as Indian education under the Office of Indian Affairs in the Department of the Interior; agricultural extension in the Department of Agriculture; military training in the War and Navy Departments, etc.

Coordination Through an Interdepartmental Council on Education

Coordination would be achieved, however, through the establishment of an interdepartmental council on education, to work with the Secretary of Education in the department.

The committee emphasizes that powers of the department recommended must not be such as to encourage centralization of authority in Washington at the expense of State autonomy. As stated in the report, it would "have no legal or financial power and no regulatory or executive authority, direct or indirect, explicit or implied, by which it may control the social purposes and specific processes of education." This limitation of powers is a return to the original Federal policy in this matter and necessitates a complete reversal of the tendency exhibited in much recent Federal legislation to build up a centralized control of the purposes and processes of education in the Federal Government.

87320—31

The Extensive Field of Government Interests in Education Which the Committee Wants Coordinated

Federal instrumentality	Education in the States	Education in special Federal areas	Education of Indians and other indigenous peoples	Education in Territories and outlying possessions	Training of Government personnel	Research, collection and dissemination of knowledge	Intellectual and educational cooperation with other nations
1	2	3	4	5	6	7	8
I. Legislative branch:							
The Congress	Congress has the power to authorize and appropriate public lands and monies for educational purposes, and to prescribe the manner and conditions of such grants to executive departments, to States, or to private institutions. Congress also creates educational commissions, surveys, etc., and appropriates funds therefor. In one instance Congress prescribes subject of instruction in the Territories, the District of Columbia, West Point, and Annapolis. (For citations to relevant acts of Congress, see text.)						
Office of the Doorkeeper of the House.	----------	----------	----------	----------	Classroom for instruction of Congressional pages.	----------	
Government Printing Office.	----------	----------	----------	----------	Apprentice school	Governmental documents.	
Library of Congress	Books for the blind	----------	----------	----------	----------	Services and books	Exchange of public documents.
II. Judicial branch:							
The Federal courts	Injunctions and decisions of Federal district and circuit courts and the Supreme Court variously affect educational processes. (For specific instances, see text.)						
III. Executive branch:							
A. The President	The President of the United States exercises appointive power over some educational posts, and finally determines some educational policies of the Federal Government, through veto power, etc.						
B. The departments—Department of Agriculture.	Experiment stations—Hatch, Adams and Purnell Acts. Extension work—Smith-Lever Acts. Forest Service and Weather Bureau—cooperative college courses. National Forests fund for schools. Farmers' Cooperative demonstration work.	----------	----------	Agricultural experiment stations—Hawaii, Alaska, Porto Rico, Virgin Islands, and Guam. Agricultural extension work—Hawaii, Porto Rico, and Alaska.	Graduate school Forest Service, training courses. Weather Bureau training courses.	Radio programs. Bureaus of Animal Industry, Plant Industry, Soils, Chemistry, Entomology, Biological Survey, Agricultural Economics, Public Roads, the Forest Service, Weather. Bureau, and the fixed Nitrogen laboratory.	International Commission on Standard Grades for American Cotton.
Department of State.	----------	----------	----------	----------	Foreign service school	Editor of the laws of Congress. Divisions of political and economic and current information. Historical adviser. Editor of treaties.	Facilitation of exchange of students. International Institute of Agriculture. International Research Council. International Statistical Institute. Advice in Haiti.
Treasury Department.	American Printing House for the Blind—Cooperative distribution of books for blind. Federal tax exemptions.	----------	----------	----------	Coast Guard Academy. Internal revenue courses and stenographic school. Public health, medical, and hygiene training.	National Institute of Health (also personnel training). Health and sanitation. Financial and economic research.	Representation by the Public Health Service at meeting of various international organizations.
War Department	Grants for training National Guard. Reserve Officers' Training Corps courses in colleges and secondary schools. Citizens' military training camps.	Vocational, physical, and general education for enlisted men at posts and stations. Junior Reserve Officers' Training Corps, District of Columbia.	Educational supervision of Philippine non-Christian tribes, through Secretary of public instruction.	Philippine Islands, Secretary of Public Instruction. Porto Rico—Commissioner of Education. Panama Canal Zone school system.	Military Academy. Service schools and courses. Training Organized Reserves. Army War College, Industrial College; medical, dental schools. Temperance education in Military Academy.	Medical research	Exchange of students with foreign militar schools.
Department of Justice.	Contracts with industrial schools for maintenance of Federal prisoners.	Federal prisoners. National Training School for Boys. U. S. Industrial Reformatory. Federal Industrial Institution for Women.	----------	----------	Investigational training. Prohibition enforcement officers' training. Prison officers' training.	Research and dissemination of information by the Bureau of Prohibition.	
Navy Department	Naval Reserve Officers' Training Corps. Subsidies for nautical schools.	Naval prisoners. Naval school and correspondence courses for nonmilitary education of enlisted men. Marine Corps Institute and post schools for nonmilitary education of enlisted men.	Guam—education of Chamorros. American Samoa-educational supervision and sanitation instruction of Polynesians. Training of native nurses at Guam and American Samoa.	Guam—School system. American Samoa-Supervision of school system.	Naval Academy. Postgraduate School. Naval War College. Navy Medical and Dental schools. Naval schools and training courses (also Reserves). Temperance education in Naval Academy.	Engineering experiment station. Naval Research Laboratory—hydrographic and topographic surveys. Medical research Naval Observatory.	Exchange of students with foreign naval and military schools.
Post Office Department.	Free mailing privilege for land-grant colleges, agricultural extension services, experiment stations, and for blind.	----------	----------	Certain free mailing privileges.	----------	Free mailing privileges for land-grant colleges, agricultural extension services, experiment stations, and for blind.	

Department of Interior.	Subsidies—colleges of Agriculture and Mechanic arts. Land grants for education. Payments to local schools for Indian education. Payments for schools under mineral leasing act and 5, 3, and 2 per cent grants. Land grants to private institutions.	St. Elizabeth's Hospital Nursing School. Freedmen's Hospital Nursing School. Columbia Institution for the Deaf. Howard University.	Indian education. Alaskan natives' education. Temperance education required in Indian and colored schools of the Territories. Agricultural education for Indians.	Virgin Islands school system. Alaska fund to Alaska white schools. Hawaii—superintendent of public instruction appointed by Governor. Agricultural and mechanic arts colleges—Hawaii, Alaska, Porto Rico. Temperance education required—territorial public schools.	National Park Service—schools and courses for rangers, guides, and bathhouse attendants.	Office of Education—research, collection, and dissemination of educational information. Geological Survey. Research on land reclamation.	Inter-American Institute of Intellectual Cooperation through the American Council on Intellectual Cooperation.
Department of Labor.	Distribution of textbooks for citizenship training in public schools. Naturalization requirements.					Statistics and information on children, industrial women, welfare, and labor.	Accrediting of American schools for foreign students. International welfare organizations.
Department of Commerce.	Determination of vocational standards for airplane pilots, merchant marine officers, and radio operators (license requirements). Radio training school station licenses. Certification of aeronautical schools. First aid and mine rescue courses	Bureau of Lighthouses—itinerant teachers and correspondence courses for isolated stations.			Patent Office—training of new personnel. Bureau of Standards—graduate school.	Mine research at selected universities. Census statistics (educational and literacy included). Information on foreign and domestic commerce. Bureau of Standards. Coast and Geodetic Survey. Mineral investigations.	Affiliation of Bureau of Standards with international scientific organizations. Meetings of international trade and industrial organizations by the Bureau of Foreign and Domestic Commerce.
C. Independent establishments—	The Civil Service Commission determines vocational standards for the personnel of the Federal Government (including certain personnel engaged in educational and intellectual pursuits).						
Civil Service Commission.			Examinations for teaching positions in the Indian Service.	Examinations for Philippine teaching positions.	Examiner training.	Research in personnel procedure and administration.	Exchange of research findings with foreign psychological laboratories.
Interstate Commerce Commission.					Instruction of new employes.		
U. S. Veterans' Administration.					Training nurses, attendants, and field agents. Postgraduate courses for medical doctors.		
Federal Board for Vocational Education.	Cooperative vocational education and vocational rehabilitation — Smith-Hughes and Smith-Bankhead Acts. Training vocational education officers. Short training courses at cooperating universities.			Vocational education and rehabilitation—Hawaii and Porto Rico.		Research in content and method of vocational instruction.	
District of Columbia.		School system; vocational rehabilitation. Temperance education required in the public schools. Municipal corrective and eleemosynary institutions. National Library for the Blind. Columbia Polytechnic Institute for the Blind.			Training courses for police.		
Pan American Union.						Pan American information.	Division of intellectual cooperation.
Smithsonian Institution.	Cooperative ethnological investigations among the American Indians.					Information on American ethnology, solar phenomena, radiation, and organism. National Museum. National Gallery of Art. National Zoological Park.	International exchange service—scientific, literary, and governmental publications. International Catalogue of Scientific Literature.
National Advisory Committee on Aeronautics.						Technical aeronautical information.	Exchange of aeronautical research.
Pan American Sanitary Bureau.						Information on sanitation.	Exchange of sanitation information.
Federal Radio Commission.	The Federal Radio Commission authorizes, restricts, inspects, and controls all radio transmission in educational institutions, as well as elsewhere.						
Other independent establishments.						Federal Reserve Board. Federal Oil Conservation Board. Federal Trade Commission. Federal Power Commission. United States Tariff Commission. National Screw Thread Commission.	

The report was approved by the final vote of 43 to 8 on the report as a whole.

Prominent Men and Women on Committee

The committee comprised the following 51 men and women prominent in education, business, and other activities:

Chairman: C. R. Mann, director, American Council on Education, 744 Jackson Place, Washington, D. C.

Director of Studies: Henry Suzzallo, president, Carnegie Foundation, 522 Fifth Avenue, New York, N. Y.

Secretary: J. W. Crabtree, secretary, National Education Association, 1201 Sixteenth Street NW., Washington, D. C.

Angell, James R., president, Yale University, New Haven, Conn.

Bagley, Mrs. F. P., 3 West Cedar Street, Boston, Mass.

Bane, Miss Lita, Ladies' Home Journal, Curtis Publishing Co., Philadelphia, Pa.

Bisgyer, Maurice, president, National Association of Jewish Community Center Secretaries, Jewish Community Center, Sixteenth and Q Streets NW., Washington, D. C.

Capen, S. P., Chancellor, University of Buffalo, Buffalo, N. Y.

Chapman, Paul W., State director for vocational education, Athens, Ga.

Chase, Harry W., president, University of Illinois, Urbana, Ill.

Cody, Frank, superintendent of schools, Detroit, Mich.

Coffman, Lotus D., president, University of Minnesota, Minneapolis, Minn.

Cooley, R. L., director, Milwaukee Vocational School Committee, Milwaukee, Wis.

Crocker, Walton L., president, John Hancock Life Insurance Co., Boston, Mass.

Cubberley, E. P., Stanford University, Palo Alto, Calif.

*Davidson, William M., superintendent of schools, Pittsburgh, Pa.

Davis, John W., president, West Virginia Collegiate Institute, Institute, W. Va.

Denny, George H., president, University of Alabama, University, Ala.

Edmonson, J. B., chairman, National Committee on Research in Secondary Education, University of Michigan, Ann Arbor, Mich.

Elliott, Edward C., president, Purdue University, Lafayette, Ind.

Finegan, T. E., educational director, Eastman Kodak Co., Rochester, N. Y.

Graves, Frank P., commissioner of education, Albany, N. Y.

Green, William, president, American Federation of Labor, Washington, D. C.

Hughes, Mrs. L. W., Arlington, Tenn.

Johnson, Rev. George, secretary, Catholic Educational Association, 1312 Massachusetts Avenue NW., Washington, D. C.

Johnson, Mordecai, president, Howard University, Washington, D. C.

Joynes, Mrs. Edith B., president, Department of Classroom Teachers, 410 West Fourteenth Street, Norfolk, Va.

Judd, Charles H., director, school of education, University of Chicago, Chicago, Ill.

Lamkin, Uel W., president, Northwest Missouri State Teachers College, Maryville, Mo.

Marrs, Mrs. S. M. N., president, National Congress of Parents and Teachers, 1201 Sixteenth Street NW., Washington, D. C.

Marvin, Cloyd H., president, George Washington University, Washington, D. C.

Meek, Miss Lois H., Teachers College, Columbia University, New York, N. Y.

Meredith, A. B., New York University, New York, N. Y.

Merriam, J. C., president, Carnegie Institution of Washington, Washington, D. C.

Milam, Carl H., secretary, American Library Association, Chicago, Ill.

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Moton, R. R., president, Tuskegee Institute, Tuskegee, Ala.

Munro, W. B., 268 Bellefontaine Street, Pasadena, Calif.

O'Leary, Wesley A., State director of vocational education, Trenton, N. J.

Pace, Rt. Rev. Edward A., vice rector of Catholic University of America, Washington, D. C.

Russell, James E., dean-emeritus, Teachers College, Columbia University, New York, N. Y.

Russell, William F., dean, Teachers College, Columbia University, New York, N. Y.

Samuelson, Miss Agnes M., State superintendent of public instruction, Des Moines, Iowa.

Sherwin, Miss Belle, president, National League of Women Voters, Washington, D. C.

Snavely, Guy E., secretary, Association of Colleges and Secondary Schools of the Southern States; president, Birmingham-Southern College, Birmingham, Ala.

Springer, D. W., secretary, Association of Governing Boards of Universities and Allied Institutions, Washington, D. C.

Strayer, George D., head, department of administration, Teachers College, Columbia University, New York, N. Y.

Tall, Miss Lida Lee, Teachers College, Towson, Md.

Willoughby, W. F., Institute for Government Research, 722 Jackson Place, Washington, D. C.

Woll, Matthew, vice president, American Federation of Labor, Washington, D. C.

Woolley, Miss Mary E., president, Mount Holyoke College, South Hadley, Mass.

Zook, George F., president, University of Akron, Akron, Ohio.

Two minority reports are included. In one Messrs. G. Johnson and Pace take the position that a Federal department is unnecessary and a centralizing menace.

In the other Messrs. Davis, M. Johnson, and Moton urge that an exception to the policy of no Federal grants for special forms of education of interest to particular groups of people be made in the case of Negro education.

The committee recommends continuing and thoroughgoing studies designed to provide the data needed for guiding the improvement of education in the States. The most important of these would deal with tax systems, distribution of national income, living costs, public expenditures for educational institutions, etc. This study is essential to a readjustment of present specialized Federal subventions.

The findings and recommendations of the Committee are supported by 446 pages of basic facts which constitute Part II of the report. These consist of excerpts from the statutes, statistical tables, and other data designed to help the reader secure an adequate picture of present conditions.

The studies of the committee were made possible by a grant of $100,000 by the Julius Rosenwald Fund and were carried out under the direction of Henry Suzzallo, former president of the University of Washington at Seattle and now president of the Carnegie Foundation for the Advancement of Teaching.

After outlining "principles and policies of dominant importance," the committee submits nine specific proposals for action:

1. Continue special aid now in force.—For at least five years and until the results of the finance surveys recommended in No. 4 below are adequate to provide a sound plan for an equitable and economical method of Federal financial assistance to the States, continue the special appropriations now in force for the purpose of aiding agricultural education and research, rural extension for adults, vocational education, and similar educational enterprises, but leave the States free to expend such monies for the specific purposes designated without the requirement for matching of monies and without Federal authority to approve or reject State plans.

2. Amend laws.—Amend those existing laws which give or tend to give the Federal Government and its agencies power to interfere with the autonomy of the States in matters of education. These amendments should repeal all provisions that require the States and their local communities to match Federal funds or that grant power to the Federal agencies to approve or reject State educational plans, to prescribe the standards controlling instruction, or otherwise to supervise and direct educational or research activities within the States.

The foregoing discussion does not relate to Federal research activities in fields other than education save as these affect the autonomy of the States in the conduct of their educational affairs.

3. Restrict legislation.—Enact no additional laws that grant Federal financial aid to the States in support of special types of education or that increase existing Federal grants for such special purposes as are already aided.

4. Study finances.—In line with the study of school finance recently begun by the Office of Education, make further and continuing studies of tax systems, distribution of national income, living costs, public expenditures for eleemosynary institutions, bonded indebtedness, Federal aid to States for purposes other than education, and of such other features of the situation as may be necessary to understand the total economic, political, and fiscal organization of which the school system is a part. Such facts in particular should be sought as will reveal how far and by what methods the people are justified in using the Federal tax system to supplement State and local taxes in support of public education in the States in order to insure meeting fully the national responsibility for education.

(*Continued on page 72*)

*Deceased, 1930.

Pennsylvania's New State Education Building

By W. D. Boutwell

Editor-in-chief, Office of Education

THE NEW State education building dedicated at Harrisburg, Pa., on November 4, is an office building—but what an office building!

Pennsylvania is a proud State. It has good reason to be proud of the magnificent new education unit of the governmental Versailles rising on the banks of the Susquehanna. Noble gray stone columns marching across a block-long façade measure the great importance Pennsylvania attaches to a State's duty to pass on its cultural heritage to its children.

Only a few States—notably California and New York—have placed their departments of education in separate buildings. None has given public education so well appointed a headquarters.

To enter the lobby is to be transported at once to the dawn of civilization, for the deep green marble paneled entrance hall calls up the shades of Tutankhamen and his subjects. Dark, gleaming pillars are covered from top to bottom with carvings in exquisite relief. Bronze doors, for which a Pharaoh would gladly have given a kingdom, open mysteriously on elevators. To come upon a sibyl behind a dark marble "altar" dressed in shirtwaist and skirt graciously supplying information from a printed directory instead of a papyrus roll seems anachronism, indeed.

To the right and left are commodious libraries. It must be remembered that all State agencies which have cultural purposes are lodged in this structure—the State library, museum directors, 40 or more examining boards, as well as the large department of education.

But the chief triumph of the building is reserved for the Forum, an auditorium as unique as may be found in the length and breadth of the United States. The seats are so arranged that anyone who may rise in the audience to speak can be seen and heard by every other person present. But no speaker and no listener is allowed to forget for one moment his place in the universe and his brief interval on earth. Over his head are the heavens. This is literally true for against the dark ceiling appear more than 1,000 stars accurately plotted in exact relation to each other. Of these, 365 stars actually shed light upon those below, their twinkling provided by the local light and power company. An artist's conception of the constellations links the stars in heroic designs.

Back of the last row of seats is a semicircular promenade and on the walls flanking it are seven huge historical maps of the world from the dawn of civilization down to the present. Separating the maps are alternating black and white bands upon which have been lettered a chronology of the most important world events and names of outstanding contributors to the advancement of civilization.

The building was received by Gov. Gifford Pinchot on behalf of the State and the dedicatory address was delivered by Dr. Frank P. Graves, commissioner of education of New York, in the presence of a capacity assemblage of educational leaders and officials. The evening address on "Looking Forward in Education," was delivered by Ray Lyman Wilbur, Secretary of the United States Department of the Interior.

UPPER: Five marble entrance doorways carved in bas relief Egyptian style depict the sources of man's knowledge; CENTER: The Education building takes its place as a unit of Pennsylvania's governmental mall; LOWER: The Forum is a unique and regal auditorium. The ceiling reveals a correct map of the heavens with 365 stars actually shining in their appointed places. On the walls of the colonnaded promenade the history of the world is presented in a series of 7 huge maps, each 20 feet high and 35 feet long, separated by chronological tables of famous men and women and their deeds. The Forum outlines man's history in 30,000 words

PENNSYLVANIA DEDICATED THE FINEST STATE EDUCATION HEADQUARTERS IN AMERICA ON NOVEMBER 4

This splendid structure facing on the governmental mall at Harrisburg was erected at a cost of $5,500,000. It is 472 feet in length and contains more than 8 acres of floor space. In addition to 250 rooms and library space for more than 1,000,000 volumes, it has an auditorium of rare beauty and remarkable design.

Notable Recent Experiments in Education in the 48 States

By JOHN H. LLOYD

Editorial Division, and other members of the Office of Education Staff

OUR 48 STATES are 48 educational experiment stations Decentralization of education has made every State school system an educational laboratory. Nebraska experiments with a character education plan; Ohio tries out a school of the air. Counties and towns are virtually sub-laboratories carrying on tests. A Gary or a Winnetka produces a plan, and the results of their experiments spread far and wide.

Ambitious workers and ambitious communities in the 48 States are constantly advancing the practice of education. What works or fails in Kansas may work or fail in Pennsylvania. Each State has something to contribute. It is the task of the Federal Office of Education to help each State to know the trends and the results of outstanding educational experiments in every other State. By spreading the news and facts of local achievements the Office of Education makes our American laboratory method of progress effective and as efficient as we have a right to expect a decentralized, democratically organized system to be.

What are the current distinctive experiments under way in the 48 State "educational laboratories"? The following tabulation is not encyclopedic, but it is an illuminating record of important educational experiments and contributions in the 48 States:

Alabama has a new elementary school course of study. The State Department of Education, General Education Board, George Peabody College, Alabama Course of Study Commission, Alabama Education Association, and 5,000 elementary teachers, established minimum programs and encouraged county and city school systems to exceed the minimum program.

Arizona's State Teachers College at Tempe produces a play a week purely for the educational value of student dramatics.

Arkansas reports educational progress which William John Cooper, United States Commissioner of Education, characterizes as "the most promising item of school news I have encountered during the course of the depression." The State spent $4,000,000 on public-school buildings alone during the past year; enacted a new school law; increased school revenues, and had all Arkansas public schools including institutions of higher education surveyed. Special school elections are now held apart from political elections. Most schools now have a 9-month term.

California's major recent contribution is prison education. San Quentin's warden, cooperating with the State department of education, has set up a prison school offering instruction from elementary to college level. It enrolls more than 3,000. Forty convicts have passed State teachers' examinations and teach San Quentin classes. Berkeley, Calif., teaches children in school lunch rooms fundamental principles of food nutrition, good food habits, better social adjustment, civic responsibilities, and æsthetic appreciation.

Colorado has made important experiments at Trinidad and Pueblo in the effect of class size on the efficiency of the primary school.

Connecticut's new Bureau of Character Education disseminates information to aid in character development of boys and girls. By supporting the character education project for five years, beginning last July, the State of Connecticut goes on record as raising character values to the status of intellectual and physical education subjects.

Delaware is far ahead in the education of its adult population. Since 1920 the number of illiterates has been reduced more than 25 per cent. Last year more than 4,000 people enrolled in adult education centers located largely in rural sec-

tions. A trained adult education specialist in the State Department of Education, State funds made available for the promotion of adult education, and organization of all cooperating agencies into a citizenship association have been potent factors.

Florida this year initiated a monthly allowance in the form of a pension for public-school teachers who have taught for 35 or more years, and who are incapacitated and without means of support.

Georgia, believing that school children should be taught the fundamentals of tree preservation and forest life, has adopted forestry as a high-school course. Each school has a "school forest," turned over by some property owner for a period of 10 years. Willis A. Sutton, superintendent, Atlanta, Ga., is endeavoring to place a parent education teacher in each Atlanta school. He considers this type of education just as essential as other instruction.

Idaho now offers geography in the eighth grade and high school. A committee recently studied high-school students' knowledge of geography, and found it deficient. The State Board of Education, the University of Idaho, the southern branch of the university, two normal schools, and approximately 125 superintendents, high-school principals, and high-school teachers are now cooperating in revising the State high-school curriculum.

Illinois, University of Chicago experiment commands wide interest. Required credits and a specified time limit for completion of courses have been eliminated. Students attend lectures, study independently, and use their time as they wish during the first two years of general college work. Comprehensive examinations at the end of the sophomore year, prior to advancement into the upper division of the university, are the main checks on students. Specialization begins in the upper division. A year's work in physical education is now required in Illinois of normal-school graduates.

Indiana has a practical activity program in which reading is related to nature study, citizenship, history, geography, health, safety, music, and art. Projects included are all the result of actual teaching. Terre Haute is one of the first cities to have a prerequisite of kindergarten attendance for first-grade admission. South Bend offers a ninth-grade unit on the baby, pre-school child, adolescent child, and home maker.

Iowa has more than 100,000 school children in approximately 6,800 rural schools who now take music lessons from famous singers. A song book especially adapted to rural school use was compiled. A phonograph company agreed to make records of many songs in the new book. Pupils learn to sing correctly by listening to the phonograph records. Each child above the third grade takes an individual test with the phonograph and when he sings the 10 selected songs correctly he becomes a member of the school choir. He then has the right to sing in the county chorus consisting of 100 to 500 children.

Kansas has extended provisions for payment of high-school tuition out of public funds to the payment of junior-college tuition. One of the largest educational exhibits ever held opened in Topeka this year. More than 12,000 public-school students contributed to the exposition of what Topeka schools do. Nearly 27,000 persons attended.

Kentucky this year created an equalization fund of $1,250,000 to be administered by the State board of education. Interest in music has been promoted in Russell County, Ky., during the past seven years by the formation of the Russell County Singing Convention. When the last convention sang in Jamestown, more than 8,000 participated. Louisville has an excellent report card for kindergarten use.

Louisiana, as the result of a Carnegie Corporation grant, and State appropriations, is now reaping the benefit of a 5-year library experiment. The State now has state-wide reference service from the library commission at the State capitol; a modern library law; legislative reference service; three parish libraries corresponding to county libraries in other States, and a newly equipped "bookmobile." An active illiteracy program is sponsored by which 24 lessons are offered free of charge to more than 100,000 persons enrolled.

Maine stresses the need of harmonizing "books and experience" in a new course of elementary schooling which the State department of education recently adopted. The course of study is a cooperative product of classroom teachers, supervisory and teacher-training officers.

Maryland reimburses counties which provide education for physically handicapped children whose needs can not be met by the regular schools up to $200 per pupil per year. The State took possession of 900 acres of farm land on which will be erected a humane prison where it is proposed that "education will be substituted for intimidation." Baltimore has introduced a new handwriting program in its schools. A request from a principal brings the handwriting supervisor to the school.

Massachusetts' State department division of university extension correspondence courses deserve attention. This division serves as an effective coordinating agent for all educational institutions in the State. Its aim: To provide education for men and women who desire to "learn while they earn." Courses in more than 200 subjects may be taken by correspondence or in extension classes. Holyoke offers camp cookery for boys in junior high schools.

Michigan taught by radio nearly 4,000 school children and adults to play band and orchestra instruments this year. Detroit has doubled its night-school attendance this year. Instruction emphasis has changed from manipulative processes in sewing and cooking in Detroit schools to education for health, social and economic adjustments.

Minnesota offers an innovation with its new teachers' retirement law passed by the State legislature. Each teacher who is a member of the retirement fund pays in annually 5 per cent of her salary, not exceeding $100. Should a teacher leave the work at any time she may withdraw her investment, including interest earned on the investment. Teachers in service 30 years who have attained the age of 55 years, and cease to teach, may if they so desire, purchase from the fund either a life or a term annuity. The State then, from its own funds, matches such annuity during the life time of the teacher.

Mississippi, in an endeavor to "keep the rural child abreast of the city child," made a comparative study of city and rural children during the past year. The survey findings are expected to aid in bettering rural educational facilities.

Missouri, as the result of an increase in the State school fund from $5,000,000 to $8,500,000 this year, now guarantees an 8-month school term and provides for free textbooks to all elementary public-school pupils. School districts are being enlarged, better school financing provided.

Montana presents this year an up-to-the-minute course of study for elementary schools. The 1,060-page guidebook for elementary teachers is not intended to be a pedagogical cookbook. It is flexible enough to encourage each teacher to use his own initiative.

Nebraska believes in publicity to advance its character-education movement. The State department of Public instruction has published and distributed three supplementary bulletins: First, a guide to teachers in the development of the Knighthood of Youth; second, a "club guide" intended for the directing of rural boys and girls in the development of their own club programs; and third, a pamphlet to acquaint the parents with the part they play.

Nevada strengthened teacher certification by establishing a certification bureau in the State department of education.

New Hampshire is working for more complete cooperation between the school and the home, so that parents will know what the children are doing.

New Jersey deems it necessary that teachers be required to teach accident prevention in every schoolroom. The Com-

missioner of Education prepares handbooks or manuals on accident prevention. These manuals set forth lessons adapted to the understanding of the various classes and grades in the public schools. Pupils between 14 and 16 years of age, who have completed eighth grade, may now attend night-school classes instead of continuation school. New Jersey high-school girls are now required to study one year of hygiene including first aid and home nursing.

New Mexico raised its standard for teaching. All teachers to whom certificates are now granted are required to present credit in New Mexico history and civics. Holders of first and second grade certificates were required to complete six semester hours of standard college or university work this past summer, half of which had to be in "education." The State also created a school-building, textbook, and rural-aid fund.

New York recently decided for the first time that regents' credit should be allowed for home-economics courses in the public high school, equal to credit allowed for any other course in the secondary curriculum. New York City's new bureau of child guidance endeavors to establish and restore the emotional balance and to integrate the personality of unadjusted children. Truancy, delinquency, and crime come under its scope.

North Carolina this year assumed all responsibility for financing public schools in the State over a period of six months. The general assembly wrote into the laws that "public education is not only a State function but that its support, so far as current operating costs are concerned, out of State revenue, is a solemn State obligation." Rising costs of education, coupled with the inability of many counties to collect local taxes to meet their obligations, and high land taxes finally compelled action, and the State shouldered the responsibility in order to keep the schools open.

North Dakota offers an elementary school course distinctive in that it recognizes the value of correlation between subjects in the curriculum, and provides ample opportunity for enrichment with music, pictures, and literature. All subjects provide for lessons in language, citizenship, injurious effects of alcohol, health habits, play, and international relations. The State also raised its minimum certification requirement.

Ohio this year decided that persons who aspire to be athletic coaches must be teachers of health and physical education as well. Before they may be certified for a teaching job, they must by 1935 have a minor of 12 semester hours in health and physical education for part-time work, and a major of 40 hours for full time.

Oklahoma State Department of Education is taking a deep interest in accomplishing what it can to provide schools safe from hazards, an education that will prepare for successful citizenship and parenthood, and an equal opportunity for the rural child. A parent trained in home economics heads the bureau of parental education. It organizes cooperation between various social and civic organizations interested in parental education.

Oregon is endeavoring to find a solution for a problem with which a number of States are confronted, mainly, coordination of work in her State institutions in the field of higher education. The report of a survey made by a commission appointed by Wm. John Cooper, United States Commissioner of Education, at the request of Oregon, recommended "conserving the strength of each campus, providing of nonduplicating goals for the several units within the one greater university, and establishing no new units."

Pennsylvania dedicated its new $5,000,000 State education building. The State also appropriated more than $300,000 for the purchase of equipment and installation in studios for a Pennsylvania School of the Air. Progress continues in the Study of the Relations of Secondary and Higher Education, an undertaking of the Carnegie Foundation, some 40 odd colleges, 18 school systems, and the State department of education. A 10-year State program of education is also being developed.

Rhode Island, in spite of depression, slightly increased appropriation of funds for educational purposes this year, especially for teachers' salaries and teachers' pensions. This State offers exceptionally strong evening classes in short-unit, industrial education classes, and reports a growth of apprenticeship work.

South Carolina is the home of the College of Charleston, oldest municipal university in the United States and first college in the State to be admitted to the Association of Colleges and Secondary Schools of the Southern States. All departments in the college have been opened to women. Free tuition offered to Charleston County residents has increased registration.

South Dakota State Department of Public Instruction is developing a state-wide system of education by radio which includes the installation of radio receivers in all public schools, and broadcasting of programs through state-owned stations.

Tennessee has gained from a survey recently made of educational opportunities offered in county and city white elementary schools throughout the State, and in white elementary schools in 9 selected counties. The survey, which concluded that marked inequalities existed, delved into teacher experience, training, certification, teacher salaries, value of school property, and length of term.

Texas is experimenting with teaching of fire prevention. Twenty-eight additional Texas towns have included the teaching of fire prevention in a regular course of study in their public schools since the opening of the present school term, making the total number 680.

Utah believes in "educating all the children of all the people." The Federal Office of Education has just published a study which shows how one county superintendent unified all agencies concerned with children, aiding them in school or work up until 18 years of age. The State department of education furnishes monthly bulletins to primary grade teachers. These bulletins guide the instructors to current material which can be intimately associated with the present day life of primary children.

Vermont contributed to education this year a survey by the Vermont Commission on Country Life (200 Vermonters) inquiring into factors influencing life in the State. An entire section was devoted to educational facilities for rural people. The survey, deemed essential to understanding human forces which make for progress, is the only complete study of this type ever made.

Virginia gave impetus to adult education by discussing the subject and offering suggestions to reduce adult illiteracy at various conferences.

Washington public schools are now conducting beauty courses, and receive Federal aid under provisions of the Smith-Hughes law. Classes in one Seattle school have been conducted in beauty training eight hours a day and six days a week.

West Virginia is experimenting in the field of aeronautics. All schools of aviation will be under the supervision and control of a State board of aeronautics. This board will also have power to make rules and regulations governing the procedure and operation of all aviation schools, for protecting the health and safety of aviation students, and insuring public safety through proper training and instruction.

Wisconsin broadcasts educational programs daily from the University of Wisconsin radio station WHA. These programs supplement regular classroom work. They are sponsored entirely by the State and are not commercialized in any way.

Wyoming has stepped forward in an endeavor to care for its handicapped children. The governor appointed a committee to make a survey of those children who are blind, deaf, dumb, or crippled, in an endeavor to better their plight.

New Books for Christmas

Selections by Nora Beust

Librarian, Education Library, University of North Carolina

TOYS FOR CHRISTMAS MORNING—books for the next 364 days. Nora Beust, librarian of the education library, University of North Carolina, has prepared especially for SCHOOL LIFE a list of 1931 children's books which should prove useful to parents, aunts, uncles, and others who go shopping in December. Many of those listed will be found excellent for school use also. For a selection of old favorites see the American Library Association's Graded List of Books.—EDITOR.

Picture Books

SNIPPY AND SNAPPY. By Wanda Gag. Coward-McCann. $1.50.

The author and illustrator of *Millions of Cats* again wins distinction through the charming and amusing illustrations that aid in telling the repetitive story of two little field mice who lived in a cozy nook in a hay field with their father and mother.

THE SHIRE COLT. By Zhenya Gay *and* Jan Gay. Doubleday. $2.

The Cotswold Hills of Gloucestershire, England, form the setting against which are drawn the appealing illustrations of scenes from the life of Brownie, a day-old wobbly colt. These distinctive lithographs are modern in design and make a very satisfying portrayal of animal life for the child.

THE PICTURE BOOK OF ANIMALS. Selected and translated by Isabel E. Lord. Macmillan. $2.50.

Who does not enjoy looking at a collection of excellent photographs of animals? This book contains 150 photographs of birds, beasts, fish, and other creatures taken in many parts of the world. There are brief comments on each page.

THE CHRIST CHILD. Told by Matthew and Luke; illustrated by Maud and Mishka Petersham. Doubleday. $2.

A beautiful book which tells the Christmas story in Bible language. The illustrations are rich in color and designed with accuracy and understanding. A book that will inspire reverence and bring delight.

A HEAD FOR HAPPY. By Helen Sewell. Macmillan. $2.50.

An original picture book of sheer nonsense, which tells of how a head was finally found for Happy the "made" boy. Done in soft-toned lithographs that will delight all ages

PEGGY AND PETER. Told and photographed by Lena Towsley. Farrar. $2.50.

A realistic picture book for the child of nursery school age, that illustrates the everyday happenings of Peggy and Peter and their dog Sally. The running comments are natural and will interest the child in the printed words. The photographs are very clear and lifelike.

For Young Readers

THE GREEDY GOAT. Told and illustrated by Emma L. Brock. Knopf. $1.75.

In this picture story book of a tiny village in the Austrian Tyrol, Miss Brock successfully creates the atmosphere of the "Land in the mountains." The illustrations are humorous and realistic.

THE BLUE TEAPOT. By Alice Dalgliesh, and illustrated by Hildagard Wordward. Macmillan. $2.

A village in Nova Scotia is the background of these fine delightful little stories, that have to do with real children and experiences that might have happened to any child.

JOAN AND PIERRE. Written and illustrated by May N. Mulvany-Dauteur. Doubleday. $2.

A happy summer spent in Paris and Brittany is vividly told and gayly illustrated for youngsters who are beginning to study geography.

THE GOAT WHO WOULDN'T BE GOOD. Written and illustrated by Zhenya and Jan Gay. Morrow. $1.75.

There is humor and the atmosphere of Norwegian farm life in this simple account of the doings of Peder and Bodil and their frisky pet, Ola.

Joan and Pierre

Courtesy Doubleday, Doran

THE SHIRE COLT

MAMIE. By Edna Potter. Oxford University Press. $1.

Quaint pictures of a little American girl of Providence in 1875, illustrate the story of how Mamie went shopping; some tempting peanuts and an inquisitive goat.

Books for Information

STONEWALL. By Julia Davis Adams. Dutton. $2.50.

An informal biography of Stonewall Jackson that is told with clearness and vigor. The emphasis is on the general's courage and audacity

WHAT MAKES THE WHEELS GO 'ROUND. By George E. Bock. Macmillan. $2.

The elements of machines, the sources of power, and the main principles of mechanics, are explained in simple terms. The illustrations and designs of machines add much to the value of the book.

Courtesy Doubleday, Doran

MAKING AN ORCHESTRA. By Dorothy B. Commins. Macmillan. $1.50.

The book will be enjoyed by children who have the opportunity of hearing symphony orchestras directly from the stage, or over the radio. The instruments are explained by families, namely, the strings, wood winds, brass winds, and percussion instruments. Clear illustrations and also a chart with cut-outs, to set up a small orchestra on paper.

HEROES OF CIVILIZATION. By Joseph Cottler *and* Haym Jaffe. Little. $3.

An inspiring and authoritative collection of 34 biographies dealing with explorers, scientists, inventors, biologists, and medical men. The examples chosen for inclusion are both historic and modern men.

THE LIFE STORY OF BEASTS. By Eric Fitch Daglish. Morrow. $3.

The intimate account of beasts, which is illustrated with artistic woodcuts by the author, deals with the subjects of food, hunting, homes, courtships, parents, babies, personal life, queer beasts, and intelligence of beasts. For older boys and girls

THE IRON HORSE. By Adele G. Natham *and* Margaret S. Ernst. Knopf. $2.

An interesting authoritative account of the development and romance of transportation. The photographic illustrations are excellent. Pictures included begin with the Indian drag and covered wagon, and end with the Pacific-type engine and the oil-burning mallet. Picture book format.

PICTURE MAP GEOGRAPHY OF THE UNITED STATES. By Vernon Quinn and pictures by Paul S. Johst. Stokes. $2.50.

The individuality of each State is emphasized through pictures and bits of folk lore. There is enough action in the telling to keep a young reader's attention in this worth-while book of geographic information.

LEARNING TO FLY FOR THE NAVY. By Banett Studley. Macmillan. $2.

The boy or girl interested in flying can easily fly by proxy with Jim, an Annapolis graduate who has the experiences of a regular student at the air station at Pensacola, with both sea and landplanes, stunt flying, flying in formation, and cross-country flying. Well illustrated.

Books Rich in Imagination

THE WILLOW WHISTLE. By Cornelia Meigs and illustrated by E. Boyd Smith. Macmillan. $1.75.

A story of the West and Indians in the pioneer days, told vividly and with regard to the fidelity of the place and people. Plenty of adventure to

(*Continued on page 77*)

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST by The UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor · · · · · WILLIAM DOW BOUTWELL

Assistant Editors · · · MARGARET F. RYAN, JOHN H. LLOYD

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DECEMBER, 1931

A Japanese Schoolboy in Paris

JAPANESE PAPER carp kites flying above a typical American high school; serious-faced Japanese children in bright kimonos dancing in perfect unison; a beautiful Japanese high-school girl singing the aria from Madame Butterfly; and Michio Ito.

These mental images from a reception in Roosevelt High School will outlast many other memories of the Los Angeles N. E. A. meeting—particularly Michio Ito, that remarkable master of the dance.

"When I was a young boy my father sent me to Paris to study art," said Michio Ito. "So when I get to Paris I ask myself, What is art? No one can tell me. Each day I get more depressed.

"One day two months after I arrive in Paris I am in the Egyptian room of the Louvre. Suddenly I say to myself, What brings me so often to this room? So I go to Marseille and take a ship to Egypt. After six months in Egypt I discover why I went to the Egyptian room.

"Five thousand years ago Egyptian people achieved a perfect balance between spiritual and material things in life. Afterwards emphasis on material things went west; emphasis on spiritual went east. To-day the east and west must try to recreate that perfect balance between spiritual and material."

Michio Ito's philosophy of life is challenging and refreshing. But the thought of a Japanese schoolboy wandering through Parisian studios asking, What is art? is even more intriguing. Would any American boy make so direct and soul-searching an approach to his life work? Would any young American teacher spend two or more months in exquisite torture asking himself, What is education?

Michio Ito's experience in self-discovery runs parallel to our modern movement for motivated learning. Dewey's philosophy and Michio Ito's practice have much in common. Perhaps we may be permitted to hope that from our progressive schools will come many young men and women who will be conditioned to discard the trite answers of tradition and will, like Michio Ito, each demand for himself satisfying answers to such questions as, What is art? What is music? What is education?

Theses Abstracting: A Growing Custom

"PUBLISHED VOLUMES of abstracts of graduate theses are highly desirable for a number of reasons. The master's thesis is rarely published as a whole. Many graduate institutions no longer require the publication of the doctor's dissertation. Considerable delay and red tape are involved in borrowing typewritten theses from university libraries."

Thus speaks the editorial committee in its publication of abstracts of graduate theses in education of Teachers College, University of Cincinnati, recently issued under the date of September, 1931. It is with satisfaction that we note a growing tendency among institutions of higher learning to issue in printed form abstracts of theses in education prepared under their supervision. Among the universities which have made their theses in education available in this form are the following:

University of Cincinnati.—Abstracts. Graduate theses in education. Teachers college, University of Cincinnati, 1927–1931. Vol. I. Cincinnati, University of Cincinnati, 1931. 396 pp. Compiled and edited by Carter V. Good, Walter L. Collins, and Chester A. Gregory.

University of Colorado.—Abstracts of theses for higher degrees, 1930. Boulder, Colo., University of Colorado, 1930. pp. 43–118. (University of Colorado bulletin, vol. 30, no. 11, October, 1930.)

University of Illinois.—Annotated bibliography of graduate theses in education at the University of Illinois. By Russell T. Gregg and Thomas T. Hamilton, jr. Urbana, University of Illinois, 1931. 80 p. (University of Illinois bulletin, vol. 28, no. 40, June 2, 1931.)

University of Minnesota.—Abstracts of masters' and doctors' theses in education, July 1, 1929, to July 1, 1930. Prepared by J. E. Grinnell and J. G. Umstattd. 35 pp. (Educational research bulletin, no. 2, Eta chapter, Phi Delta Kappa, College of education, University of Minnesota.)

Ohio State University.—Abstracts of theses presented by candidates for the master's degree at the August convocation, 1930. Columbus, Ohio state university press, 1930. 264 pp. (Abstract of masters' theses, no. 4.)

University of Oklahoma.—Abstracts of theses for higher degrees in the Graduate school, 1930, with an appendix giving the titles of theses presented prior to 1930. Norman, Okla., University of Oklahoma, 1931. 106 pp. (University of Oklahoma bulletin, new ser. no. 501, February 14, 1931.)

Pennsylvania State College.—Abstracts of studies in education at the Pennsylvania state college. Ed. by Charles C. Peters and F. Theodore Struck. State College, Pa., Pennsylvania state college, 1931. 96 pp. (Penn state studies in education, no. 2.)

University of Pittsburgh.—The Graduate school. Abstracts of theses, researches in progress, and bibliography of publications. Volume VI, 1930. Pittsburgh, Pa., University of Pittsburgh, November 15, 1930. 462 pp. (University of Pittsburgh bulletin, vol. 27, no. 3.)

University of Southern California.—Annotated index of theses and dissertations in education. Compiled by Frederick J. Weersing and Benjamin R. Haynes. Published by Alpha Epsilon chapter of Phi Delta Kappa, University of Southern California, 1931. 91 pp. Supplement for 1931, 23 pp. 1930.

Stanford University.—Abstracts of dissertations, Stanford university, 1928–29. Stanford University, Calif., Stanford university, 1929. 165 pp. (Stanford university bulletin, no. 78.)

The Indiana State teachers college, at Terre Haute, issues abstracts of theses in education in mimeographed form, and the Alpha chapter of Phi Delta Kappa, school of education, Indiana University, Bloomington, is responsible for a news-letter containing summaries of theses presented to the school of education of that institution.

No doubt there are other institutions inaugurating a similar service. The Office of Education will be glad to receive such abstracts as they are issued.—*Edith A. Wright.*

"Good References on Supervision of Instruction in Rural Schools," Office of Education Bibliography No. 3, by Annie Reynolds, associate specialist in school supervision, may be had free of charge upon application to the Commissioner of Education, Washington, D. C.

Schools Are the Real Melting Pot—Hoover

Some poetic mind called America the melting pot for all races. There have been some disappointments in melting adults, but none will deny that our public schools are the real melting pot, pouring out a new race. Under our schools, race, class, and religious hatreds fade away. From this real melting pot is the hope of that fine metal which will carry the advance of our national achievement and our national ideals.—PRESIDENT HERBERT HOOVER.

Drawn by Helen Prosser

Education in Labrador

By Sir Wilfred Grenfell

Illustrated by Students of the College of Fine Arts, Carnegie Institute of Technology

EDUCATION as we try to give it in the north is very different from what it used to be when I was going through the mill. Then, education, as I saw it, was given you that you might earn a living, rank as a gentleman, and be able to "carry on" in everyday life. The meaning of the word never occurred to me, viz, that it was really "to lead you out of yourself," so that you might be of service to others and the world, so that you might justify its expense, and your intrusion on this planet.

In Labrador we are trying to carry out the meaning of the word. One of the great drawbacks with which our people had to contend was that they could neither read nor write. They could not keep accounts, so that they never knew when they were being cheated. There were practically no books, and they could not have sung their hymns or said their prayers from books if they had possessed them. Notwithstanding, there were many things they could do which the volunteer boys coming to help us from Harvard or Yale, Oxford or Cambridge, could not do. For example, a number of men came to my hospital and told me there were no provisions in their neighborhood for the winter, that all the merchants had gone south, and the entire settlement was in danger of starvation. We bought them food and then had to find a job which they could do to pay for it. As it happened, we needed a schooner for mission work. The men had practically nothing but axes, adzes, one or two saws, and a hammer. No one could read or write, not even the man to whom I gave the contract. Yet this man designed a 75-ton boat, at once told me what would be needed in the way of ironwork, rope, and canvas, went into a virgin forest, selected and cut the proper timber for the frame, built the vessel and launched her successfully in the spring, rigged her and sailed her 300 miles south on the open Atlantic, got an A-1 rating from Lloyd's Underwriters, and in addition the Government bounty for a well-built schooner. All this was done in the winter, while the snow was on the ground, with not even a jack to start the boat on the ways, when he wanted to launch her. That man can follow a trail, tell me what animal it is, and what it is doing; he can fell 10 trees while a university man is felling 1; he can set a saw, sharpen an axe, and do all kinds of manual things. In fact, he will live, and live well, where our educated man will starve. Why should we say that we are educated and he is entirely uneducated?

When I came first to this man's house, in the middle of the night, a complete stranger, he immediately took me in gave me his bed, shared his provisions with me, fed my large team of dogs, and refused to take a penny in return, because he knew I was a doctor, traveling and trying to do good to his fellowmen. Was that uneducated?

GRENFELL OF LABRADOR

We take great pleasure in printing Sir Wilfred Grenfell's account of education in Labrador written especially for SCHOOL LIFE. In the United States education is a business and a vocation. Has Labrador, by motivating teaching with broad humanitarianism, gained something which we have missed?

A boy came to me one day on my ship, after my surgical clinic was over. He said he did not want to trouble me for medicine or surgery. What he wanted was "learning." He was 16 and a bit of a carpenter. He could read a little, his mother having taught him. When I asked him if he could pay, he said "No," but he added that he was willing to work 10 hours a day as a carpenter if we would give him 1 hour a day teaching. That was 30 years ago. Five years ago, when we built a reinforced, fireproof hospital, with electric light, central heating, and modern plumbing, we did not send to New York, or anywhere outside, to get a master mason, mechanic, or electrician, or one "educated" man. This boy took charge of this building. The Governor of Newfoundland came for the opening of it. There was not one leak in the plumbing, not one crack in the plaster, and not one short circuit in the lighting. Entirely untaught, this man plays the organ in church. He is now Government surveyor for the land, supervises a machine shop, a repair dock, a furniture-making department, and yet by our rule he is almost uneducated. He runs the short-wave wireless, and a Marconi of 600-meter wave length by rule of thumb, as his hobbies. He willed to learn.

Teaching and Toothbrushes

Our small schools had to be started without funds as we had none. We asked college girls and boys who had the money, and who were in the habit of

going to Europe between the semesters to acquire further education by the study of languages, to come and help us. We asked them to spend their money in trying to give some of the advantages of the universities of America to those who would never have any opportunity otherwise, and we suggested that in doing so even their own "education" might not suffer. Sometimes now we have 30 schools running in the summer vacation, and the teaching includes many things besides "reading, writing, and arithmetic." The schools are in isolated hamlets among its poor folk. Organized games are taught as energetically as public health. The teaching ranged from how to use a tooth brush (we discovered one boy nailing his tooth brush to the roof to air in the sun) to the keeping the whole body fit. One day I found an 8-year-old boy crying because just before he came to class his mother had cut his hair and he feared he would lose weight, and so forfeit his gold star for the week.

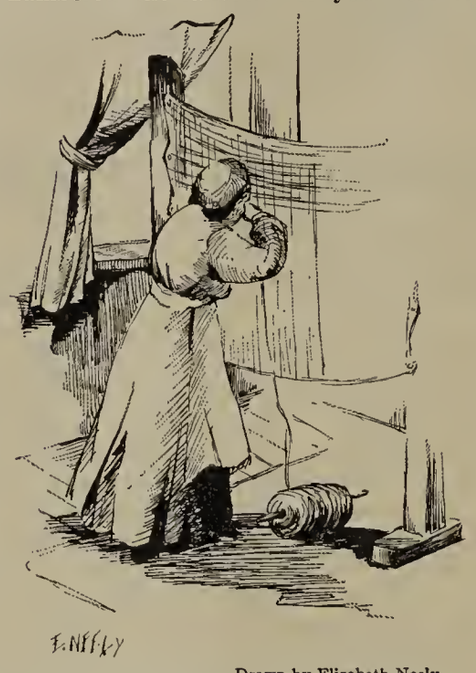
When such primary education did not satisfy, but merely whetted the desire for more, we commenced teaching various industries. To-day we make the best hooked mats in the world, and we teach ivory carving, toy making, weaving, basketry, etc., and many other things which are now bringing welcome supplementary income into hundreds of homes. But for these industries many of our people could earn nothing, and seeds of tuberculosis, rickets, beriberi, and other deficiency diseases would be sown among the rising generation.

So we had to go further, and during the past few years we have sent more than a hundred of our most promising young men and women to technical schools in the United States and Canada, in order to enable them to return and spread this valuable knowledge among the people. Almost immediately another problem faced us, for while these students were getting what we know as "learning," but can not call education, they could not help making the alluring discovery, that when they got "learning," it was a financial asset, and that if they were to stay in America they could earn much more money and live in greater ease than if they returned to share what they had received with their less fortunate neighbors. Maxims and creeds are valuable helps to character, but temptation still remains.

Information vs. Education

Those boys and girls had to discover for themselves the difference between "information" and "education." Some of the colleges and schools to which we sent these students gave them everything which may count as education, except one thing, the "inspiration" to use what they had received for the benefit of those who had never had their advantages. Some few fell by the wayside. We had to select our schools with more and more care, because we were not interested as to whether Jack should wear a black tail coat and a top hat, or an oilskin and a "sou'wester." And we certainly did not want Susie to add to her troubles by wearing heels 2 inches high, or to use lipstick, or any kind of artificial adornment on her healthy and bonny face.

As is inevitable in every experiment we have had successes and failures but in this instance the successes have heavily outnumbered the failures. If you were to



Drawn by Elizabeth Neely

LABRADOR HAS LEARNED TO MAKE ARTICLES OF HANDICRAFT OF SUPERIOR QUALITY

visit the Labrador coast to-day and question any one of the hundred students who has returned to work for his own country you would not find one who would admit for a second that he had lost out even so far as the material things of life are concerned. Rather they will tell you that having been "led out of themselves," they have found through that education those opportunities for service to their country and their fellow men, which have altered their lives and for which they can never be sufficiently grateful.

National Advisory Committee Reports

(*Continued from page 64*)

Similar studies should also be made at once to answer two questions:

First: How far shall the Federal Government properly grant funds either to the States in support of specially designated institutions or directly to particular institutions?

Second: What are the right uses of the remainder of the public domain in the States for the uses of education?

5. Aid education generally.—Make all future grants to States as grants in aid of education in general, expendable by each State for any or all educational purposes as the State itself may direct. Such grants should be made only after thorough educational and financial studies have shown to the satisfaction of the appropriating power that such Federal aid is justified. Such grants should in no case be flat grants of an equal amount for each State, but should be apportioned to the States on the basis of adequate educational and financial studies. Such grants should be made for a definite and not an inconclusive period, and be subject to review at the close of every 10-year census period, when needed readjustments may be made to meet changed conditions. The only restriction placed by Federal legislation on such educational grants should be the provision that every State, when it accepts the grant, agrees to make each year to the Federal headquarters for education a full report on all questions on which the Federal headquarters for education may require information concerning the manner in which the State has used the grant.

6. Restrict audits.—Restrict the addits of the Federal Government to those made by the Treasury Department merely to determine whether or not moneys granted have been spent for the general or special educational purposes as defined in the several Federal acts of appropriation, without making audit an indirect method of controlling or determining educational standards and processes.

7. Limit emergency aid.—Emergency grants made by the Federal Government to meet some special and transient crisis involving the use of education should be restricted to financial aid to investigate the problem, to disseminate the needed information and to promote cooperation among all the States and local communities. A new Federal agency may be created for this temporary purpose if the needs are such as to necessitate this, but financial grants to such a new agency should be made for a strictly limited period, and not renewed.

8. Create adequate Federal headquarters.—Create an adequate Federal headquarters for educational research and information, so organized as to serve both as a reliable source of comprehensive, correlated, and accurate information regarding national aspects of education for all concerned in the States, Territories, and outlying possessions, and as a cooperating center for all Federal agencies with respect to the educational aspects of their work.

9. Increase appropriations.—Increase the Federal appropriations for educational research and information service by the Office of Education, by the Federal Board for Vocational Education, by the Extension Service and the Office of Experiment Stations in the Department of Agriculture, and by other offices or bureaus of the Federal Government primarily concerned with the stimulation and improvement of various types of education in the States; and provide ample facilities to these offices for supplying to all concerned the results of research and statistical studies through publications and conferences.

Other recommendations for action which are significant but not of as wide general interest are submitted on the following subjects: Education in special Federal areas; education of the Indians and other indigenous peoples; education in the Territories and outlying possessions; training of Government personnel; research and information service; international intellectual relations. They may be found in Part I of the report.

The Largest Negro High School

By Ambrose Caliver

Specialist in the Education of Negroes, Office of Education

DOWN IN Alabama, surrounded by cotton fields and smoke stacks, in the city of Birmingham, is located the largest regular 4-year high school in the entire country for colored youth. Spreading over an entire city block, the Industrial High School serves a Negro population of 99,000, with an enrollment of nearly 3,000 pupils.

Supt. H. A. Parker

The whole State of Alabama reported to the Office of Education 5,260 Negro high-school pupils for the year 1927–28. It is significant to note that more than 50 per cent of these pupils were enrolled in the Industrial High School of Birmingham, although the Negro population of the city constituted only about 9 per cent of the Negro population of the State.

The Industrial High School was one of the first public high schools for Negroes established in the South. It first offered secondary work in 1900, and by 1903 it was offering a full 4-year program of high-school work, which was accredited by the State department of education in 1929.

The Industrial High School building is one story high. Broad inside courts provide for play space, insuring both protection and privacy. The principal believes that there is practically no danger of loss of life or accident on account of fire because of the ease with which the students may get out of the building. While visiting the school recently, the writer witnessed a fire drill, when the entire building was emptied and each student returned to his respective place in less than two minutes. This demonstration was made with great dispatch and extraordinary system, and gave evidence of good organization and discipline.

The discipline exhibited in the fire-drill demonstration is indicative of a spirit which seems to permeate the entire student body. There is discipline, but not the rigid, restrained sort which is frequently found in Negro schools. The students of Industrial High have a degree of freedom which in many less well-managed schools would result in much confusion and noise. This fact may be attributed to the fine morale of the student body, which seems to have come from the sense of responsibility which each student apparently possesses. The students have a large share in many of the activities of the school as well as in its general discipline. They feel that they are a part of things and hence are solicitous of the success and good name of the school. The fact that both boys and girls wear uniforms also enhances, it is believed, the fine spirit of brotherhood and democracy which exists in the school.

No doubt one of the greatest factors in producing this spirit of cooperation and democracy is the organization of home-room presidents. These presidents meet as a body once a week to discuss their problems and to pool their experiences for the good of all. While it is not so called, this group operates as a student council. These home-room presidents sit on the platform with the principal and teachers during the assembly hour. This not only gives them recognition but lends prestige to their position and thus increases the respect which the other students have for them. Each president works in cooperation with a citizenship award committee and the faculty sponsor of his home room in rating his fellow students in citizenship.

Another example of the high morale of the student body and the influence of the home room president may be found in the cafeteria. Although the students eat in three shifts, which necessitates considerable passing, and the boys and girls are free to eat together, and remain as long as they wish, on the day I visited the cafeteria I observed more quiet and order than is frequently found in college dining halls with far fewer students.

A Novel Commencement Plan

In keeping with the modern tendency to make commencement more vital and increase the participation of students, the pupils were given a new responsibility last year in connection with the commencement exercises. Most of the program was supervised and conducted by them. The students introduced all of the outside guest speakers. When I visited the school in the spring, students who were in training for their respective tasks were enthusiastically seeking first-hand information concerning the persons whom they were to introduce, and were learning proper form and stage decorum. There were two contestants for each assignment, the better student being selected for the task, while the second became the alternate.

The Beauty Culture Class Meets

It is at the request of this department that the high-school's science department began a research for a satisfactory hair preparation.

An experiment in community leadership, which practically every school could well afford to imitate, was the one conducted by the Industrial High School last year in school gardening. This project was all the more worthy and significant because of the economic depression, and will be even more needful this year. The following statement from the school explains the project:

Mr. Parker recognized at once the opportunity of a practical demonstration of the theory of preparing the child while in school for living. For, at a time like this, of unemployment and depression, what could be better than teaching the child how best to aid his elders in coping with their chief problem, that of getting food.

With this as their goal, the school secured 11 garden plots. One, a large demonstration plot, containing about 38,000 square feet, was located opposite the school, while the other 10 were plots belonging to patrons who

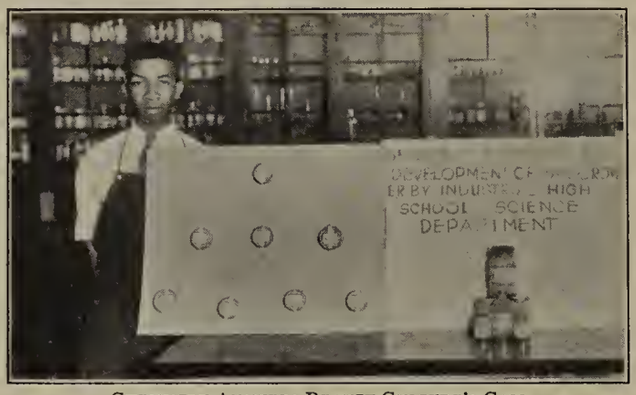
graciously gave the land in an effort to cooperate with the school in this project.

As soon as the plots were secured, one teacher and a class that averaged 45 pupils were assigned to each plot and given a definite period each day to be on their plot. The preparation and planting of the soil followed and within two weeks the vegetables were above ground ready for their first cultivation.

On the large demonstration project the individual plots were assigned, because this practice gave each student the opportunity of working his own plot. The school has found that with group gardening some students tend to shirk. The individual plot plan seems to successfully eliminate this difficulty.

The maturing of the vegetables presented another problem of how best to distribute them to needy families. The school plans to handle the produce as a social-service project, by having the pupils make investigations in their community and report these cases with their recommendations. Seeds were contributed by the Red Cross and The Alabama Seed Co., and the pupils wrote letters thanking them for the gift.

This school and community garden idea has brought most gratifying results in its effects on the home life of the pupils. The school found as a result of the power of example that there were 1,625 of a possible 2,718 pupils with gardens at their homes, most of them having either received seeds or instruction in the school's gardens.



CHEMISTRY ANSWERS BEAUTY CULTURE'S CALL

Months of experiment by the science department finally yielded a product which the beauty department could use. Industrial High School now buys coconut oil by the barrel.

The Place of the School Paper

Another unifying force in the life of the school, and one which undoubtedly contributes to the attainment of the goal of good citizenship, is the Industrial High School Record, a school paper edited and managed by the students. The issues are of high quality and good workmanship. The writing is done by students. The following topics treated in the issue of March, 1931, suggest the character of this publication: Report of an address by Capt. Max Wardall, Value of an education, Report of the principal's visit to the National Education Association, Reports of the death and funeral of a senior student, Why I come to school; tenth installment of "A dream that came true,"—the autobiography of Principal A. H. Parker; Success, what it is and how obtained. In addition there were the regular columns on humor, sports, and other matters of purely local interest.

There are many other interests and extracurricular activities which aid in stimulating and enriching the student life, such as dramatics and debating, 4-H and science clubs, band, and athletic sports; but perhaps the agencies which have made the most important contribution to the life of the student body are the home rooms and the school paper.

The household arts department of the Industrial High School has a very complete demonstration apartment. It is model in every respect, both as to arrangement and equipment, and is modern from the kitchen to the living room. This department is not only popular among the students, but is held in great esteem by the school authorities as well.

Chemistry Classes aid Beauty Culture Courses

To what extent is beauty in our modern age dependent upon chemistry? Doubtless few persons could give an adequate answer to this question, and certainly high-school students would not be expected to exhibit extensive knowledge on the subject. But recently the relation of chemistry to beauty was brought out at the Industrial High School when the science department was called upon to make hair preparations for the classes in beauty culture. The experiment began with a simple analysis of various popular hair preparations, which resulted in the discovery of the essential ingredients used in them. This information led to definite attempts to prepare a hair grower in the chemistry laboratory. Eleven samples were prepared before one was found to satisfy the instructor in beauty culture. Girls in the beauty culture department now use the one finally adopted and claim it to be better than any of the commercial growers. Encouraged by their success, the two cooperating departments have prepared a straightener and a shampoo, which also have given satisfactory results. In the third year of the experiment the school is buying coconut oil by the barrel to be used in making the growers and oils and plans are under way to develop a skin preparation.

This sketch would not be complete without a word about the principal, Arthur Howard Parker, whose educational experience in the city of Birmingham spans nearly a half century. Becoming principal before there was a high school, Mr. Parker has remained in his present position 43 years. This long tenure no doubt accounts for his great popularity, for he seems to be loved and respected by the people of the community as well as by his students.

The fatherly attitude of Mr. Parker has been a great factor in maintaining the high morale which seems to prevail among the students. The students' desire to cooperate with the administration in realizing the purpose of the school—the development of good citizens—may be seen in the following excerpt from an article appearing in the March, 1931, issue of the Industrial High School Record:

Have you ever realized that Industrial High School is a State in itself? We have our own government with Mr. A. H. Parker as governor, Mr. W. B. Johnson, lieutenant governor. The teachers are the legislators and the class presidents, the county executives. Each home room is a county wherein the class president is the chief officer. He, too, has officers to help him carry out his work.

We have a class election every four and one-half months. Once every week the class presidents meet. In their council they discuss class and school problems. If the chief executive, Mr. Parker, wants to tell the counties (the classes) something, he tells it to the presidents and they will in turn give the message to the citizens of the counties (students of the classes.).

The students make up the population or citizenry. We are the ones who make a good or a bad reputation for the State. Just as each city helps to make the county and the county in turn helps the State, so it is with us. We as students make up the population of the home rooms whether good or bad. Each home room makes its contribution to the school life.

Let us as individuals do our bit to help exalt the character of this school. It is very true that we are the ones who make the school, and since we are builders, let us build this school as Longfellow said to build the ship:

> "Build me straight, O worthy Master!
> Staunch and strong, a goodly vessel
> That shall laugh at all disaster."

The Industrial High School is one of the show places of Birmingham. The superintendent of schools makes it a point to take important visitors to Industrial High even when time does permit visits to other schools. Its size, its age, and its strategic location impose a heavy responsibility upon Industrial High School and place it in a peculiar position to render a signal service to the city of Birmingham, to the State of Alabama, the South, and the Nation.

NOTE.—*This is the fourth of a series of articles in* SCHOOL LIFE *arising out of the studies and personal visits made in connection with the National Survey of Secondary Education. Others are scheduled.*—EDITOR.

What are Comprehensive Examinations?

By David Segel

Specialist in Tests and Measurements, Office of Education

WITH INTEGRATION of subject matter becoming a well-defined movement in education the use of comprehensive examinations will be more and more discussed. Educators are becoming interested in knowing just what these examinations are and what their relation is to the integration movement. The following paragraphs endeavor to explain this variety of examinations with special reference to the college level.

A comprehensive examination is an examination covering a wide field of subject matter, presumably one which can be set apart from other similar wide fields of subject matter. It is thus quite different from an examination covering a particular course or a subject which has been pursued for a particular length of time. It seems from certain developments in college education that this form of examination or test will become an instrument widely used.

Tests published which most nearly approach this definition are the examinations set by the college entrance board; the standardized test batteries [1] in English, mathematics, science, and social science, made for graduating high-school students or entering-college students; and the examinations for placement in college courses.[2] The examinations given at the end of survey and orientation courses for beginning college freshmen also fall in this category. None of these examinations, however, is sufficiently comprehensive in scope to meet the needs arising from certain developments in the college field.

Chicago Plan Creates New Need

The new integrated plan of instruction, outlined by the University of Chicago,[3] calls for comprehensive examinations at the end of the general education course, which at present means at the end of the sophomore year and also whenever a student is asking for a degree, be it a bachelor of arts, master of arts, doctor of medicine, or a doctor of philosophy. The need for establishing this particular type of examination at the University of Chicago arises because it seems to be an essential procedure in their new scheme of education. The movement at the University of Chicago is in brief the elimination of a time and credit basis for college education. The first two years of college at Chicago are to be called the period of general college education and the students are to be free to attend lectures or study independently or use their time as they wish. The main and essential check-up on their work will come whenever they and their advisors think they are ready for advancement into the upper division. The students then take the comprehensive examinations and if they pass them they may continue their studies in the upper division where specialization begins. Later they may again take an examination for a higher degree in these more specialized fields. The particular divisions of study in the University of Chicago are as follows: [4]

Humanities division.—Philosophy, art, comparative religion, oriental languages, New Testament, comparative philology, Greek, Latin, romance languages, Germanics, and English.

Social sciences division.—Psychology, education, economics, political science, history, sociology, anthropology, home economics, and geography.

Physical sciences division.—Mathematics, astronomy, physics, chemistry, geology, and military science.

Biological sciences division.—Botany, zoology, anatomy, physiology, physiological chemistry, hygiene and bacteriology, pathology, physical culture, and the South Side clinical departments (the clinics group).

The comprehensive examination will therefore be an examination covering one of these divisions. It is to be noted that each of these fields is composed of many different subjects. Presumably the subjects in each group are held together by certain common elements either in method or content. In the biological sciences division, for instance, there are principles and facts regarding living organisms which are essential elements in all the different subjects of that division.

In order to cover such a field in an examination, it is necessary to make particular provision for its reliability and validity. This means that the examination must be long enough to give the student a chance to show his ability and at the same time it must cover the particular field adequately. For the first point it may be said that the test should have a sufficient number of items in it. In order to cover a sufficient number of items in a reasonable length of time, it follows that the examinations will usually be of the new type, i. e., the items will be written as true-false, multiple choice, completion, etc. For the second point, i. e., the problem of covering the field may be done by either getting test items which are of such nature that they test the basic common principles of all the varieties of subject matter in the field or the sampling must be such that some parts of all the subjects be covered if the principles and facts in them be different. If, of course, the basic elements of a field are already provided by a single course, as is planned in the University of Chicago, the matter is simplified since the content is already established and the only matter of testing consequence is to construct an examination of sufficient length to be reliable.

DAVID SEGEL JOINS THE STAFF

Doctor Segel has been appointed to the newly created Office of Education position, consultant in educational tests and measurements. For the past seven years he was director of research in the school system of Long Beach, Calif.

Two Future Trends in Testing

In junior colleges the comprehensive examinations are of particular value in the guidance of their graduates into the upper divisions of other institutions. The writer and Dr. W. C. Eells, of Stanford University, have been experimenting with comprehensive examinations in the junior college field. The following divisions of subject matter for purposes of constructing comprehensive examinations in the junior college were made: English; history; social science apart from history; physical science, including mathematics; biological sciences; and languages. These junior college fields were approximately the same as those used at the University of Chicago, except that they are finer divisions. A great difficulty in our experimentation was to find items which were sufficiently common to several subjects. To date, one comprehensive examination—that in English—has been developed to a point where it is considered to be of sufficient reliability and validity to be used generally for the measurement of achieve-

[1] Iowa high-school content examination and the Sones-Harry high-school achievement test.

[2] Such as the Iowa placement examinations and the Columbia placement examinations.

[3] See the University Record, Vol. XVII, No. 1, January, 1931, University of Chicago Press, Chicago, Ill., and School Review, Vol. XXXIX, No. 2, February, 1931, for detailed description of the Chicago plan.

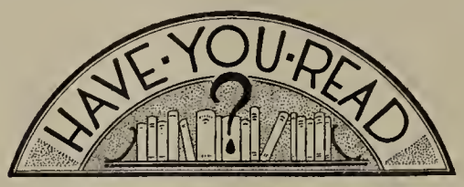
[4] In the School Review, Vol. XXXIX, No. 2, February, 1931, p. 93.

ment in the first two years of college, and for guidance and promotion at the end of these years.

The process of making one of these examinations might be divided into two phases. The first consisted in getting the test items constructed from the content of the field. The course of study was of course considered as the basis for the test items. However, in some fields the course of study did not have a common content throughout the various junior colleges. This fact made it difficult to construct in some fields examinations which would be acceptable to all junior colleges. In the field of English, however, there seemed to be a fairly common agreement as to the course of study. This is due partly to the dominance which higher institutions have over the course of study in English in junior colleges. Having agreed upon a satisfactory basis for our examination, as represented by certain course of study materials, the next step in this phase of the test construction was to request teachers familiar with the material in question to write items on the important facts and principles without giving undue weight to any one part of the course of study material over another. These items were also put into certain forms agreed upon so that there would be uniformity in type of item. These items were then tried out on a small group of students to determine their relative difficulty.

The second phase in the construction of one of these tests consisted of trying out the written items on the teachers and students in several junior colleges. The teachers were asked to make criticisms of the examination items and the pupils took the examination. By statistical procedures the validity of individual test items was worked out and the difficulty of the items determined more accurately. The coefficient of reliability was also calculated. Upon the basis of the criticism of the teachers and the statistical evidence on validity and reliability the worth of the examination was ascertained and a decision made as to the future disposition of the examination. In one case a rearrangement of items was about all that was found to be necessary, whereas, with other examinations more drastic revisions were found to be imperative.

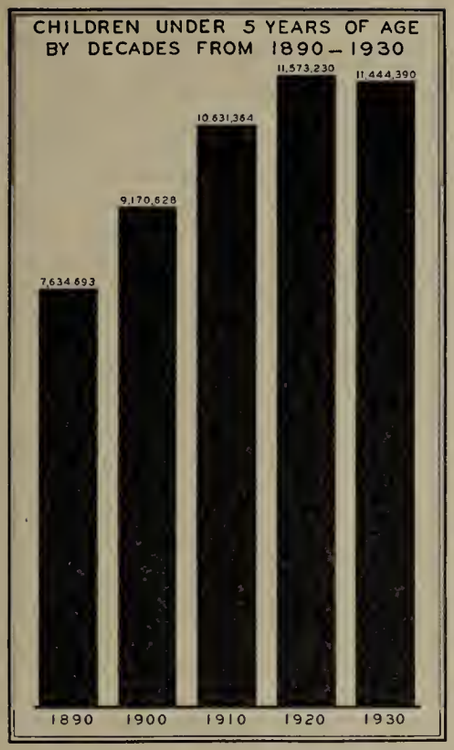
If integration in college becomes more general, this type of examination will become of increasing value and importance. It is true that comprehensive examinations are of use even when integration of courses is not followed. An incidental result of the use of comprehensive examinations will be to hasten the integration of courses. There is need now of comprehensive examinations in the junior high school and senior high school in the field of social science. Apart from the recent movement toward the measurement of character, attitude, etc., it is believed that development in measurement is moving in two directions. One movement is toward tests which will show up weaknesses in specific units of subject matter, i. e., diagnostic tests; while the other movement is toward the measurement of larger spheres of student achievement, i. e., toward comprehensive examinations.



Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT
Librarian, Office of Education

"In educational matters England and America are slowly approaching a common point, by the simple process of moving in opposite directions," is the introductory sentence in an interesting article on "College Education in England and America" by Robert McN. McElroy, in Current History for October. The author is professor of American history at Oxford. He shows how England is moving toward universal school training, while in America there is a marked tendency to develop more effective selection for higher education. ❧ ❧ ❧ The Elementary English Review for October devoted a large section to children's books and reading. Several well-illustrated articles, with lists of children's books give excellent suggestions for the observance of Book Week. ❧ ❧ ❧ The celebration of the fiftieth anniversary of the founding of Tuskegee Institute is described in the Tuskegee Messenger for October. Many illustrations and articles about the institute and its founder form an interesting history of a great educational movement. ❧ ❧ ❧ The October number of the Journal of Higher Education is devoted to the reactions of several college presidents and critics of educational procedures to Flexner's "Universities—American, English and German." The editorial comment on the book is interesting and forms an admirable introduction to this symposium, which is a valuable contribution to a discussion that filled the air a year ago, and whose echoes are still heard in the realms of higher education. ❧ ❧ ❧ A report on library standards for teachers colleges and normal schools appears in Educational Administration and Supervision for October. These standards were worked out by the school libraries committee of the American Library Association in conjunction with the committee on surveys and standards of the American Association of Teachers Colleges. A rather full interpretation is given with each item. ❧ ❧ ❧ The Commonwealth Club of California devotes the September issue of its official journal, The Commonwealth, to the subject "Selecting and Printing School Books." Arguments are given for and against the proposition that the State should select and print textbooks. ❧ ❧ ❧ The Western Journal of Education for October contains suggestive material for school programs for Armistice Day and Thanksgiving. The programs are prepared by Alice Richards Hand. There is a short play appropriate to each day, and in addition there are lists of poems suitable for reading or reciting. ❧ ❧ ❧ An entertaining article entitled "Harvard in Fiction" appears in Harvard Graduates' Magazine for September. The compiler, who hides his identity under the initials T. H., has connected fairly long quotations from 15 novels with a running comment which adds much to the interest. ❧ ❧ ❧ "Leisure in a Machine Age" was the subject of an address which Stuart Chase made at the conference of the American Library Association in New Haven. This address appears in the Chicago Schools Journal for October. ❧ ❧ ❧ An "Historical Outline of the Founding of Stanford" by Judge George E. Crothers, appears in the Stanford Illustrated Review for October. The fact that the university completed in October 40 years of active service makes this article especially apropos. ❧ ❧ ❧ The Child and Science is the general subject of Progressive Education for October. The articles written by scientists and teachers cover a wide range of topics from "Exploring our Environment" to "A Workshop of Science" which describes a laboratory that was developed in a country day school. ❧ ❧ ❧ The difficult problem of helping college freshmen to adjust themselves to their new surroundings was admirably solved in an address made at Yale by A. Clendenin Robertson, instructor in history. This talk appears in full in the Yale Alumni Weekly for October 2. ❧ ❧ ❧ The question of which story-book sets are desirable to buy is one that confronts teachers and librarians as well as mothers. In Parents Magazine for November, Maude Dutton Lynch discusses at some length several of these sets, making helpful suggestions to the prospective purchaser who desires fuller information concerning them. ❧ ❧ ❧ An interesting description of the first few days in a "School in the Arctic" appears in the Soviet Union Review for November, The account is taken from a story by T. Semuskin, telling of his experiences on starting a school in connection with the new cultural base on the Chukotsky Peninsula "which is the most northeasterly part of the Asiatic Continent."



Drawn by M. G. Kirby

HAS THE POPULATION WAVE REACHED ITS CREST?

More Adults—Fewer Children

By Emery M. Foster

Chief, Division of Statistics, Office of Education

THE CENSUS of 1930 shows that profound changes have taken place in the percentage composition of the population since 1920. Although there are 17,064,426 more people in the United States in 1930 than 10 years ago, there are 128,840 fewer children under 5 years of age, including 66,464 fewer under 1 year of age. Those under 5 years of age are only 9.3 per cent of the 1930 population, but were 10.9 per cent of the 1920 population. This decrease is not large enough, numerically, to make an appreciable difference in enrollments in elementary schools in the next five years but indicates that the turning point from larger first-grade enrollments each year to smaller has arrived. It is significant that more than half of the decrease in the number of young children is in the group under 1 year of age. Unless this trend stops, first-grade enrollments may show appreciable decreases within the next 10 years.

Age Group 5 to 14 Years Forms 20.1 Per Cent of Population

The fact that the wave of increase in the number of children under 5 years of age from 1890 to 1920 has reached its crest and is breaking is shown in the accompanying graph.

The age group which is in kindergarten and elementary schools now, 5 to 14 years, while it is 2,573,264 greater numerically than the same age group in 1920, forms only 20.1 per cent of the 1930 population, as against 20.9 per cent of the 1920 population. Part of the increase in school costs is due to this 2,500,000 more children, most of whom are in school.

The age group, 15 to 19 years, which roughly covers the high-school pupils, shows both a numerical increase of 2,121,559 persons and a percentage increase of from 8.9 to 9.4. When we consider (1) that this is more than a 22 per cent increase numerically, (2) that a larger proportion of these children of high-school age are in school now than 10 years ago, and (3) that high-school costs are about two and a half times greater than elementary school costs, we see why there has been such an increase in high-school expenditures in the past 10 years. This is the group that will be entering our colleges in the next five years and under normal economic conditions should mean increased college enrollments.

There are also a larger number of persons and a greater percentage of the population in the group from 20 to 24 years, a part of which is now in college and a part of which is finding its place in the economic world. With 1,593,357 more persons than in 1920 this group constitutes 8.9 instead of 8.8 per cent of the population.

Number and per cent of persons of school age and of ages 25 to 44, and 25 to 65 in 1920 and 1930

Age (years)	Number of persons		Per cent	
	1930	1920	1930	1920
5 to 19	36,164,601	31,469,768	29.5	29.8
25 to 44	36,152,869	31,278,522	29.4	29.6
25 to 64	57,567,850	48,308,687	46.8	45.7

It is interesting to note that the school group from 5 to 19 years, inclusive, constituted almost the same proportion of the population as the group from 25 to 44 years, 29.8 per cent in 1920 and 29.5 per cent in 1930.

The table shows the school population as compared with the wealth-producing population—25 to 64. There was in 1930 as much as 1.1 per cent more people to pay for the education of 0.3 fewer children, relatively, than in 1920. This should help to relieve the burden of increased school costs due to a better and a larger education for the children.

Of older people, 65 years and over, there were 2,144,082 more in 1930 than in 1920. They were 7 per cent of the population instead of 6.1 as in 1920. This increase in proportion, unless these older people are economically self-supporting, means an added burden to be carried by the group from 25 to 64, which will partially counteract their ability to give better support to the decreasing percentage of children.

What will the increasing proportion of older people mean with respect to the age-long struggle between the young, liberal, open mind, and the old conservative, closed mind? Unless adult education can keep the old minds open to new ideas, the conflict may be intensified, especially if changes take place in the social and economic structure as rapidly in the next 50 years as they have in the last.

New Christmas Books

(*Continued from page 69*)

keep the interest running high. For the younger group.

SKIPPING ALONG ALONE. By Winifred Wells. Macmillan. $1.75.

Excellent lilting verse, that is original in conception and has universal charm.

"Oh, how I love to skip alone
Along the beach in moisty weather:
The whole world seems my very own,
Each fluted shell and glistening stone,
Each wave that twirls a silver feather."

WATERLESS MOUNTAIN. By A. L. Armer. Illustrated by Sidney Armer and Laura A. Armer. Lippincott. $3.

A beautiful book written in a simple style that is well suited to revealing the beauty that the author ascribes to the life of Younger Brother and his uncle. The dialogue and action will hold the attention of the average reader, and the beauty and philosophy will be an inspiration to the more thoughtful. The book is a distinct contribution to the understanding of the Navahos.

THE DUTCH CHEESE. By Walter De La Mare. Illustrated by D. P. Lathrop. Knopf. $2.50.

A beautiful edition of The Dutch Cheese and The Lovely Myfanury, two of the author's fairy tales that appeared originally in Broomsticks. The artistic illustrations are well adapted to the fancy of these imaginative tales.

TRY ALL PORTS. By Elinor Whitney. Longmans. $2.

A simply and thrillingly told tale of Boston in the days of clipper ships. Daniel Webster is introduced. Will be enjoyed by both girls and boys.

The Conference on Home Building and Home Ownership

By James Ford

Executive Secretary, Better Homes in America

IN THE first week of December, there was held in Washington a conference attended by persons from all over the United States to discuss problems of home building and home ownership and problems of housing and home economics. The opening address on the evening of December 2 was made by President Hoover and was followed by section meetings for each of the 31 committees of the conference on December 3 and 4. On the evening of December 4 speeches by the Secretary of Commerce, Robert P. Lamont, and the Secretary of the Interior, Dr. Ray Lyman Wilbur, concluded the conference.

When President Hoover addressed the planning committee in August, 1930, he outlined the purpose of the conference in the following words:

After wide consultation with interested leaders, I have decided to undertake the organization of an adequate investigation and study on a nation-wide scale of the problems presented in home ownership and home building, with the view to the development of a better understanding of the questions involved and the hope of inspiring better organization and removal of influences which seriously limit the spread of home ownership, both in town and country.

During the past year 31 committees have been organized and each is assigned some special subject for consideration, such as design, construction, financing, home furnishing, home ownership, Negro housing, farm and village housing, city planning, subdivisions, and household management.

Each committee has been made up of leading specialists in the field and has held several meetings to prepare its report which will incorporate the collective judgment of the committee and the results of the experience of civic organizations throughout the country in coping with the problem assigned to it.

All of the findings of the conference will doubtless be of interest to teachers of civics, home economics, vocational education, and related fields. Most valuable from the point of view of the home economists will be the reports of the Committee on Kitchens under the chairmanship of Miss Abby Marlatt of the University of Wisconsin, the Committee on Home Furnishing and Decoration under Miss Ruth Lyles Sparks of New York City, the Committee on Household Management under Miss Effie Raitt of Seattle, and the Committee on Home Making under Miss Martha Van Rensselaer of Cornell University. They will be interested, however, in the report of the Committee on Farm and Village Housing under Dean A. R. Mann of Cornell University and the Committee on Home Information Centers under Miss Pearl Chase of Santa Barbara.

The committee on Education and Service under Dr. Albert Shaw as chairman and President Chandler of William and Mary College as vice chairman is making a special study of the best ways of fitting instruction on housing in the school curriculum.

The importance of the conference has been expressed by President Hoover in the following words:

Adequate housing goes to the very roots of the well-being of the family, and the family is the social unit of the Nation. It is more than comfort that is involved, it has important aspects of health and morals and education and the provision of a fair chance for growing childhood. Nothing contributes more for greater happiness or for sounder social stability than the surroundings of their homes. It should be possible in our country for anybody of sound character and industrious habits to provide himself with adequate housing and preferably to buy his own home. * * * We wish to set up something more than an ephemeral discussion. It is obviously not our purpose to set up the Federal Government in the building of homes. There are many questions of local government involved. It is my hope that out of this inquiry and the conferences that will follow it, we should make so well-founded a contribution to our national understanding as to give direction and coordination to thought and action throughout the country.

School Accidents

One-seventh of all accidents to students occur in school buildings and another one-fifth on school grounds, according to records of schools reporting to the National Safety Council. The frequency of these accidents is highest in the sixth and seventh grades, but it is in the eleventh grade they are most significant. Fifty per cent of all accidents recorded take place in this grade.

Gymnasium accidents occur more frequently than other types of school-building accidents. Classroom and stairs accidents are about equal in frequency. Athletic accidents come most frequently in the high-school grades and accidents on school-ground apparatus are almost entirely an elementary-school problem.

Indian Named to Indian Service

A full-blooded Winnebago Indian from Nebraska, Henry Roe Cloud, has been appointed as a field representative of the Office of Indian Affairs, United States Department of the Interior.

Roe Cloud is a Yale graduate, an educator, and an ordained minister. He received his bachelor of arts and master of arts degrees from Yale after attending Mount Herman Preparatory School four years. He also attended Oberlin, a Congregational seminary, and Auburn, a Presbyterian seminary.

At Wichita, Kans., Roe Cloud established an experimental school for higher education of young Indians known as the American Indian Institute. This school afforded an opportunity for those Indians mentally capable to gain a higher education, to become leaders of all tribes, and to demonstrate to others that Indians could receive higher courses of study. Success of this experiment is believed to have helped the Federal Government in its decision to raise the standards for Indian education higher than that of the elementary schools.

The presence of Roe Cloud on the Indian office staff is expected to greatly aid in getting the Indian point of view for future educational activity.

An Invitation from Salvador

An international school office to systematize, channel, and properly develop exchange of correspondence and of children's activities between school children of Salvador and those of other countries was created recently in the Salvador Ministry of Public Instruction. The ministry invites United States school authorities to cooperate in setting up and maintaining such exchanges.

Compulsory school attendance for all children from 7 to 17 years is expected to be enforced in Moscow this school year, where schools now operate day and night on a 3-shift basis to care for all school attendants.

Teachers who attend trade-continuation school training colleges in Czechoslovakia must contract to teach six years at least in trade continuation schools after they complete their course of study.—*Emanuel V. Lippert.*

Special treatment is given by orthopedic nurses of the Visiting Nurse Association of Brooklyn to members of crippled children's classes in certain Brooklyn schools. From one to three treatments a week are given.

New Government Publications Useful to Teachers

Drawing by Charles Sazoma, Boy's 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 Health of the School Child. 1931. 159 pp., charts. (Treasury Department, Public Health Bulletin No. 200.) 35¢.

Complete and detailed data on (1) sickness as a cause of absence from school; (2) sex and age distribution of defects found on physical examination; and (3) the causes of death in childhood. May be found helpful in the application of preventive and corrective measures. (Health education.)

The Port of Milwaukee, Wis. 1931. 130 pp., illus. (Bureau of Operations, United States Shipping Board, Lake Series No. 3.) 45¢.

Presentation of the movements of commerce through the port of Milwaukee, the facilities available for handling the traffic, and the rates and charges applying against it. Contains three folding maps—(1) The railroad connections at Milwaukee; (2) Origin of receipts during 1929; and (3) Destination of lake shipments from Milwaukee during 1929. (Geography; Commerce; Economics.)

Prisoners in State and Federal Prisons and Reformatories. 1928. 49 pp. (Department of Commerce, Bureau of the Census.) 10¢.

Statistics showing the movement of prison population, overcrowding, offenses, sentences, race and nativity, age, etc. (Adult education; Sociology.)

Suggestions for Teaching the Job of Controlling Black Stem Rust of Small Grains in Vocational Agricultural Classes. 1931. 16 pp., illus. (Federal Board for Vocational Education, Leaflet No. 1.) 10¢. (Agriculture; Vocational education.)

Price lists: No. 36, Government periodicals; No. 59, Publications of the Interstate Commerce Commission; No. 60, Alaska and Hawaii. (Government Printing Office.) Free.

Chrysanthemums for the home. 1931. 18 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1311.) 5¢.

Culture of chrysanthemums—Preparation of the soil; summer pruning or stopping; fertilizing; staking; disbudding; shelters; preparation; varieties; types of blooms; and insect enemies. (Nature study; Botany; School Gardening.)

Russia—Political affairs and diplomatic relations. Vol. I. 1931. 754 pp. (Department of State.) $1.75 cloth bound.

Volume I deals with the transformations of the central government, its relations with foreign governments, and the attitude of the United States and other governments toward the successive régimes and their policies. Documents concerning primarily the discussion of war aims and general peace terms, however, are included in the supplements relating to the World War. (International relations; History; Political science.)

Radio Activities of the Department of Commerce. 1931. 34 pp., illus. (Department of Commerce, Radio Division.) 10¢.

A brief treatise on the "mechanics" of the radio in civil life, touching the scientific phases and elaborating on the practical features. Gives a better understanding of the administrative activities required and the vigilance exerted by the Department of Commerce to keep reception up to the highest standard. (Civics.)

Unemployment—Benefit plans in the United States and Unemployment Insurance in Foreign Countries. 1931. 385 pp. (Department of Labor, Bureau of Labor Statistics Bulletin No. 544.) 50¢.

Part 1.—Unemployment-benefit plans in the United States; part 2—Unemployment insurance in foreign countries. (Economics; Sociology; Civics; Current events.)

Preliminary report of committee on milk production and control, White House Conference on Child Health and Protection. 1931. 42 pp., illus. (Treasury Department, Public Health Service Reprint 1466.) 10¢.

(Health education.)

The market for oils and fats in Cuba and the Cuban vegetable oil industry. 1931. 20 p. Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 766.) 10¢.

Importance of Cuba as a market, local production and manufacture, exports of animal and vegetable oils and fats, American and foreign competition, economic conditions, climatic and temperamental influences, factory methods, wages and labor conditions, advertising methods, sales methods, price comparisons, shipping facilities, packing and marking, etc. (Commercial economics.)

Coal-mine timbering. 1931. 100 pp., illus. (Federal Board for Vocational Education, Trade and Industrial Series No. 10, Bulletin No. 40.) 15¢.

Technical information for use in vocational classes. (Mining engineering; Safety education.)

Timber growing and logging practice in the Southern Appalachian Region. 1931. 93 p., illus. (Department of Agriculture, Technical Bulletin No. 250.) 30¢.

(Forestry.)

The Child From One to Six—His Care and Training. 1931. 150 pp., illus. (Children's Bureau Publication No. 30.) 10¢.

Contents: Out of babyhood into childhood; the child's physical surroundings; preserving health and preventing disease; teeth; food and eating habits; sleep and sleep habits; clothing; play; the child's development; the sick child; selected books of interest to parents on child care and child training. (Health education; Parental education; Preschool education; Home economics.)

WHAT SHOULD ONE DO TO KEEP HIM PHYSICALLY AND MENTALLY WELL?

"The Child from One to Six—His Care and Training," Children's Bureau Publication No. 30, available from the Superintendent of Documents at 10 cents per copy, offers a few suggestions.

THESE MEN AND WOMEN ARE AT YOUR SERVICE—

More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its Territories, and in foreign countries.

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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.

Free Material

the George Washington Bicentennial Commission will send Schools

The following publications are available to teachers from the United States George Washington Bicentennial Commission. Copies will be sent only to teachers. Supplies of publications will not permit filling requests of pupils.

"Honor to George Washington" series consists of illustrated pamphlets prepared by Prof. Albert Bushnell Hart, eminent Harvard historian. These pamphlets, originally issued separately (36 to 40 pages), are now being organized into volumes, each volume containing four pamphlets. They will be sent free upon application.

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- Washington and the Constitution;
- Washington as President.

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- Washington as Proprietor of Mount Vernon;
- Washington the Military Man;
- Washington the Traveler;
- Washington the Business Man.

Volume IV—
- Washington as Engineer and City Builder;
- Washington's Home and Fraternal Life;
- Race Elements in Washington's Time;
- Classified Washington Bibliography.

The teacher interested in plays or pageants may obtain from the Commission a pageant or play catalogue. This gives information about the 18 plays and pageants which have been written and which will be available to teachers. One of these, "Childhood Days in Washington's Time," has been especially written for grade school students and was given a successful try-out in Washington (D. C.) schools last spring.

For above publications address

GEORGE WASHINGTON BICENTENNIAL COMMISSION

WASHINGTON BUILDING, WASHINGTON, D. C.

Watch next SCHOOL LIFE for additional material the George Washington Bicentennial Commission has available.

4,651

THAT IS THE number of fact-finding studies in education made in the United States last year—4,651 doctor's and master's theses, surveys, important investigations, recorded by the Office of Education. You will find them listed and expertly annotated in "Bibliography of Research Studies in Education: 1929–1930."

SOME OF THESE studies touch your special field of work because they deal with every phase of education.

Typical fields	No. of studies listed
Spelling	46
Music education	49
Home economics	81
Failures of pupils	41
Rural education	87
Libraries and reading	75

AMONG THE FIELDS covered are: Educational history, educational biography, special methods of instruction and organization, individual differences, educational psychology, psychological tests, tests and measurements, reading, handwriting, English literature, grammar, ancient classics, French, Spanish, arithmetic, algebra, geometry, general science, nature study, biology and botany, chemistry, physics, geography, history, art education, dramatics, journalism, thrift, safety, preschool, kindergarten, and primary education, elementary education, secondary education, school administration, school management, etc.

IF YOU wish to keep abreast educational progress and thought you will want this bibliography. It is the only comprehensive guide to the discoveries of the research movement in education published in the United States.

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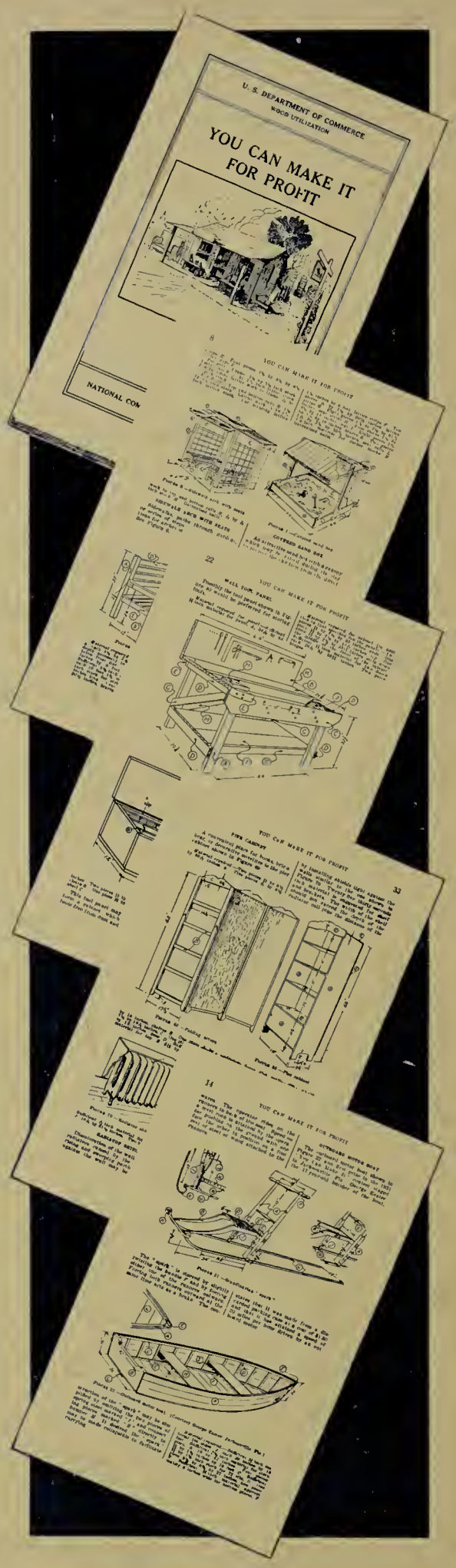

U. S. GOVERNMENT PRINTING OFFICE: 1931

SCHOOL LIFE

VOLUME XVII
NUMBER 5

In this Issue

Courtesy National Commission of Fine Arts

WASHINGTON, MORE BEAUTIFUL THAN EVER, AWAITS THE SUPERINTENDENTS CONVENING, FEBRUARY 20-23

(See page 89)

JANUARY
1932

In this Issue

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CONTENTS

Annual Report of the Commissioner of Education to the Secretary of the Interior

for the Fiscal Year Ended June 30, 1931

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SCHOOL LIFE

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Lessons By Mail For Children "Out Back"

By Clarence G. Lewis

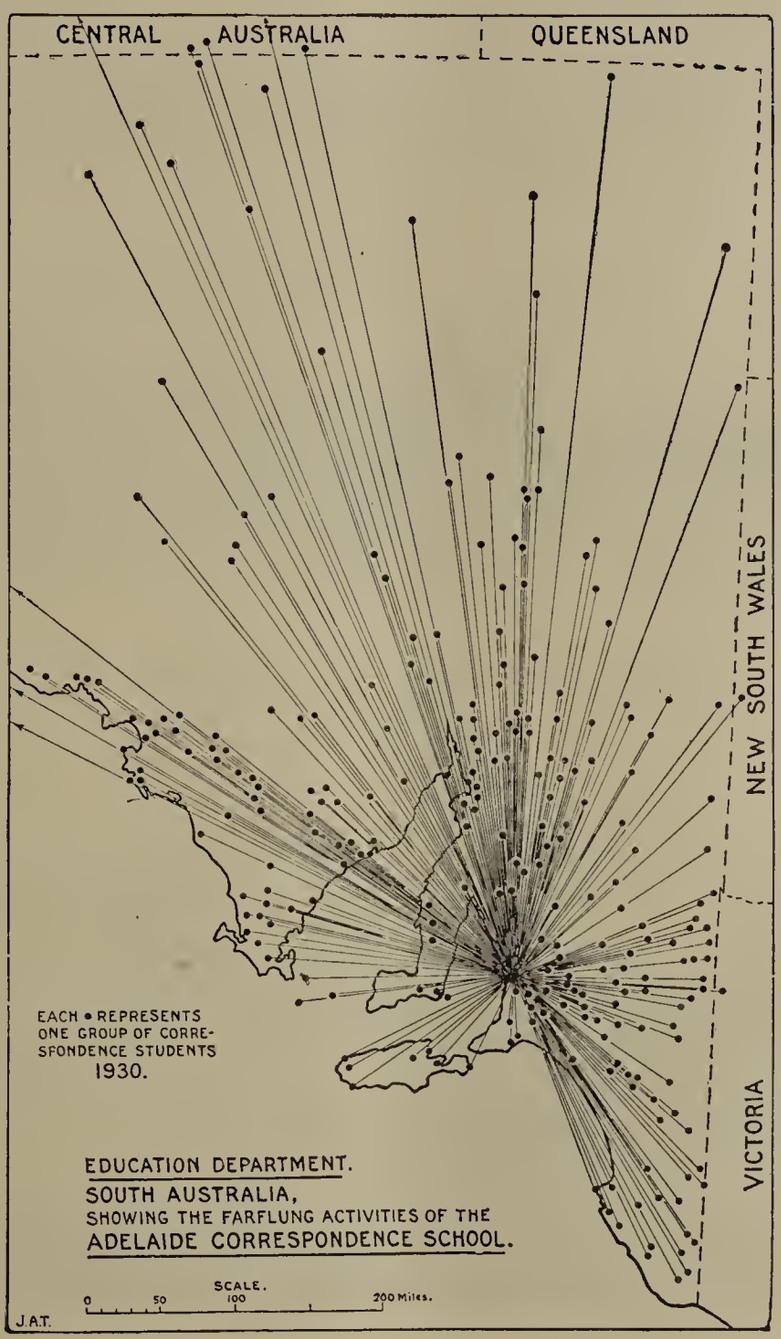
Director of Education for South Australia

ONE OF THE most difficult public administrative problems to be faced in South Australia is the education of children in sparsely settled rural areas. The Education Department, however, attempts, as far as practicable, to give equality of educational opportunity to all children. Schools are established for as low an average as six pupils.

But, in parts where the children live beyond the reach of existing educational agencies, the means of education most favored by the parents is that provided by the correspondence school.

To realize the immensity of the scheme, it must be borne in mind that the area of the State is 380,070 square miles. The population is approximately a little more than half a million, about 50 per cent of which is settled in the rural areas. It is obvious, then, that there will be found in the far-flung parts of this great country many families who are out of reach of schools of any kind. To meet the educational needs of these families and to bring them into touch with a world beyond their own limited horizon are the aims of the correspondence school.

This school was established in 1920, and a certificated teacher was entrusted with the task of organizing the scheme, and enrolling eligible pupils. Out back clergymen, missioners, and bush nurses, as well as the teachers of Class VII schools were requested to submit the names and addresses of any children who were living too far from a school to be able to attend. By this means 253 pupils were enrolled by the end of the first year, necessitating the addition of three teachers to the staff. At the present time, there are 810 names on the roll, and the staff consists of a head mistress, 18 assistants, and 3 typists. Altogether, since the establishment of the school, 3,450 pupils have been enrolled. The school is equipped with modern typewriters, and a mimeograph and mimeoscope for duplicating purposes. The teachers are certificated women with special fitness for the work, which demands skill, initiative, imagination, insight, sympathy, and thoroughness.



Proud to Belong to a Real School

Each of the teachers employed in the school is responsible for a number of families, and each has, in the aggregate, about 45 children to care for. The pupils are proud to belong to a real school, and to have a real teacher all to themselves, and the teacher soon becomes conversant with their particular needs, limitations, and environment. In the little letters received from the pupils there is a personal touch that is almost pathetic, and the teacher is kept well posted on what is happening on the "station." Thus she knows that "the baby is teething," that "Davey hurt his toe in the wool press," that "goats are good for milking and eating," and that "poor mother has to work for 17 shearers."

The interest of the parents in the work of the children is very cheering. Some parents not only supervise the work of their own children, but perform the same office for the children of their less-educated neighbors. Of the children enrolled during the first year, 90 had never seen the inside of a schoolroom. One family lived 400 miles from the nearest school; others had no school within 100 to 175 miles of their homes. The average distance from any school for the total enrollment was 28½ miles.

The conditions of enrollment at the correspondence school are that a child must be not less than 7 years of age, and must

Photograph from author

DRIVING TO A MAIL BOX FOR LESSONS

It is not uncommon for children or their parents to go 20 miles to get the mail which is certain to contain the weekly letter and assignment from the teacher far away in Adelaide.

live not less than 4 miles from a school. Exceptions in special cases are made. Inpatients and outpatients of the Children's Hospital are admitted to the school. If, when the patient leaves the hospital, a doctor certifies that he is unfit to attend a school, he may continue on the roll of the correspondence school, and receive regular assignments of lessons in the same way as ordinary pupils.

Classification, Grouping, and Curriculum

Pupils are classified in grades from I to VII, and are arranged in groups of about 45 up to and including Grade VI. As the task of setting and correcting lessons in the Grade VII group is very heavy, fewer than 45 pupils are usually allotted to the teacher. If it is possible, all the members of a family are placed in charge of the same teacher. In this way she becomes acquainted with each family, and learns to know their circumstances, their difficulties, and their limitations, and can better adapt her methods to suit their particular needs. In the correspondence, the teacher is brought into contact with the boy "as a boy," and the boy on his part sees phases of his teacher's personality which the classroom would not reveal to him. Eventually he learns to look upon his teacher as his comrade and friend rather than as the one who has been set in authority over him. Those who have been fortunate enough subsequently to attend superprimary schools have shown that they are well able to hold their own in competition with other pupils.

The curriculum includes reading, writing, spelling, mathematics, geography (general and physical), history (English and Australian), grammar, composition, poetry, nature study, gardening, recreative drawing, and coloring of set pictures correlated with the lessons. Recently an extension was made for the sake of girls who had obtained the qualifying certificate or had reached the standard of that examination. A course was provided for them which included English literature, drawing, needlework, and applied arts suitable for home decoration; 50 girls over 14 years of age have been taking this course and have done excellent work.

Cost to Parents Practically Nothing

The cost to the parents of education by correspondence is practically nothing. Usually all textbooks published by the education department are provided free of cost. Stationery for working lessons is supplied without charge, and even the postage is paid by the department. If any books other than departmental books are required, they may be purchased by the parents, or may be lent by the school to the children during the period of their enrollment. The work of each grade is prepared by different teachers, who plan out the work and prepare a sufficient number of lessons to cover the course of instruction for the year. Lessons are mailed to the pupils at intervals, and, when postal facilities permit, are returned regularly.

(*Continued on page 97*)

Photograph from author

CORRESPONDENCE LESSONS ARE RELAYED BY TRAIN, CAMEL COACH, AUTO TRUCK, AND HORSEBACK

Per capita cost of instruction in South Australia primary schools is approximately $41.50 per year; the cost of instruction of children "out back" by correspondence is $39.50 per capita.

Photograph from author

THE REGULAR CAMEL TRAIN FOR CORDILLO DOWNS STATION CARRIES WISDOM AS WELL AS SUPPLIES

The head mistress of the correspondence school has formed a reading circlea mong her "out hack" pupils to encourage the reading of good books. Members of the circle pay for their own hooks which thus become the nucleus of a personal library. The school also maintains a circulating library of more than 2,000 copies. Many parents have made donations to the library fund.

WASHINGTON'S INTEREST AND GIFT ONCE SAVED THE INSTITUTION THAT BECAME WASHINGTON AND LEE UNIVERSITY

George Washington's Gifts to Education

By L. Lowell Johnson

George Washington Bicentennial Commission

GEORGE WASHINGTON always looked to the future. This attitude was never more apparent than in his views on education. He always advocated the establishment of schools in this country in which American boys and girls might receive an American education, for he disapproved the practice of sending young men and women to Europe where they only too often imbibed ideas inimical to the interests of the United States. On this subject he once wrote:

It has always been a source of serious reflection and sincere regret with me, that the youth of the United States should be sent to foreign countries for the purpose of education. Although there are doubtless many, under these circumstances, who escape the danger of contracting principles unfavorable to republican government, yet we ought to deprecate the hazard attending ardent and susceptible minds, from being too strongly and too early prepossessed in favor of other political systems, before they are capable of appreciating their own.

Washington believed that people should have practical education, receiving training in professions or careers they intended to enter. He himself had studied mathematics and engineering in order that he might become a surveyor. In this attitude toward practical education he was in advance of his time.

Washington a Man of Action

With Washington, to think was to act. When once he became convinced of the practicability of an idea he immediately set himself to the task of carrying it out. So on December 17, 1785, he wrote to the trustees of the Alexandria Academy (not in his own handwriting)—

It has long been my intention to invest, at my death, 1,000 pounds, current money of this State in the hands of trustees, the interest only of which to be appropriated in instituting a school in the town in Alexandria, for the purpose of educating orphan children, who have no other resource, or the children of such indigent parents as are unable to give it; the objects to be considered and determined by the trustees for the time being, when applied to by the parents or friends of the children who have pretentions to the provision. It is not in my power at this time to advance the above sum but that a measure that may be productive of good may not be delayed, I will until my death, or until it shall be more convenient for my estate to advance the principal, pay the interest thereof, to wit, £50 annually.

Establishment of the Alexandria Academy

As his books show, Washington accordingly paid to the trustees of this school each year the sum of £50. In his will he confirmed this gift in perpetuity, and upon the death of Mrs. Washington in 1802, the fund was delivered to the trustees.

This bequest made possible the establishment and continuation of the Alexandria Academy, which occupied the building for which Washington laid the cornerstone on September 7, 1785. The school grew out of a need which Washington and his fellow citizens in Alexandria clearly recognized and which was a result of the general disorganization of social and political life following the Revolutionary War. Before the war, schools of a sort were maintained in Virginia by the established church. They were kept by the rectors or curates and small entrance fees were required. Only the children of the well to do usually attended these schools and the children of the poor received but little education. As a result, the poor whites sank lower and lower in the scale of living until they became the dregs of the community, and presented a serious problem with their shiftlessness and disregard for law.

Liberty Hall in Will of Washington

It was to help overcome this evil that Washington made his gift, and in his letter to the trustees he made it plain that he wished the money to be spent in educating orphans and children of the impecunious to become useful in practical and productive fields. The bequest was made in stock of the Bank of Alexandria which Washington had purchased and the fund thus supplied was administered by the trustees of the academy until free public schools were established in Alexandria when it passed to the public-school system of the city. The building still stands as one of the prominent landmarks of Washington's home town, and it is a matter of pride among the people there that Robert E. Lee was once a pupil in the academy.

This bequest to the Alexandria Academy was the first of Washington's educational interests mentioned in his will. The second gift contained in this instrument consisted of his shares in the James River Co. which he donated to the Liberty Hall Academy at Lexington, Va. This stock had been presented to Washington by the Virginia Legislature because of his efforts in promoting and encouraging the opening of waterways from the Atlantic seaboard inland. He had refused to accept it for himself, but in order not to appear unappreciative he consented to hold it in trust until it would be turned over to some worthy educational institution in Virginia or any other school the legislature might approve of. The assembly left the matter entirely up to Washington.

At this time the Liberty Hall Academy was on the verge of being discontinued because of the lack of funds to maintain it. Mr. Graham, the rector of the institution, was about to resign when he learned of the gift with which Washington intended to endow some school. He immediately prepared a report of the situation at Liberty Hall together with a description of the school which he forwarded to Washington, then President of the United States. After considering the case of this school, Washington decided in its favor and in September, 1796, communicated his decision to the Governor of Virginia.

The trustees of Liberty Hall Academy deeply appreciated the gift, and to express their gratitude, changed the name of the institution to Washington College and conferred upon the illustrious benefactor the degree of doctor of laws.

The Name of Washington and Lee University

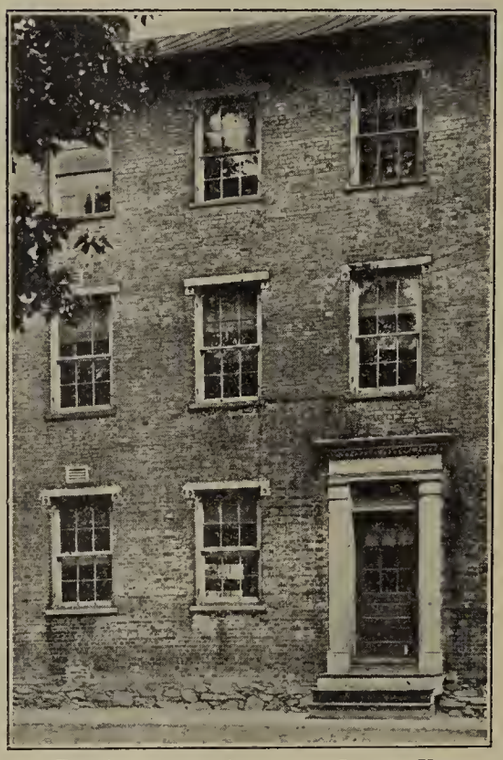
The later story of this school is most interesting. Washington College continued its activities until the interruption occasioned by the Civil War. Its work was resumed in the summer of 1865 and Gen. Robert E. Lee was elected its president. The beloved leader of the Confederate armies gave up opportunities to recoup his financial losses during the war in order to devote the remainder of his life to the school. The endowment left by Washington which had been considerably augmented by a gift from the Society of the Cincinnati enabled it to continue, and when Lee died in 1870 the school was renamed Washington and Lee University.

A "National University" One of Washington's Plans

Washington's greatest interest in public education, however, was centered in the national university which he hoped Congress would establish in the Federal city. In his address to Congress on January 8, 1790, he said:

There is nothing which can better deserve your patronage than the promotion of science and literature. Knowledge is in every country the surest basis of happiness * * *. Whether this desirable object will be best promoted by affording aids to seminaries of learning already established, by the institution of a national university, or by other expedients will be well worthy of a place in the deliberations of the legislature.

The legislators failed to act upon the President's suggestion, but he continued to urge the matter all during his administration. In his last address to Congress on December 7, 1796, he said:



THE ALEXANDRIA ACADEMY IS STILL IN USE

Impressed by the evils of an ignorant democracy, Washington financed a school for orphans and children of poor people, the Alexandria Academy, one of the oldest free schools in the United States. It faces the new boulevard to Mount Vernon and houses overflow classes of a neighboring public school.

I have heretofore proposed to the consideration of Congress, the expediency of establishing a national university, and also a military academy. The desirableness of both these institutions has so constantly increased with every new view I have taken of the subject, that I can not omit the opportunity of once for all recalling your attention to them.

The assembly to which I address myself is too enlightened not to be fully sensible how much a flourishing state of the arts and sciences contributes to national prosperity and reputation. True it is, that our country, much to its honor, contains many seminaries of learning highly respectable and useful; but the funds upon which they rest are too narrow to command the ablest professors in the different departments of liberal knowledge for the institution contemplated, though they would be excellent auxiliaries.

Amongst the motives to such an institution, the assimilation of principles, opinions, and manners of our countrymen, by the common education of a portion of our youth from every quarter, well deserves attention. The more homogeneous our citizens can be made in these particulars, the greater will be our prospect of permanent union; and a primary object of such a national institution should be the education of our youth in the science of government. In a republic, what species of knowledge can be equally important, and what duty more pressing on its legislature, than to patronize a plan for communicating it to those who are to be the future guardians of the liberties of the country.

Washington a Man of Vision

When the Commissioners for the District of Columbia were laying out the new capital city, Washington sent them a letter in which he wrote:

The Federal city, from its centrality and the advantages, while in other respects it must have over any other place in the United States, ought to be preferred, as a proper site for such a university. And if a plan can be adopted upon a scale as extensive as I have described, and the execution of it should commence under favorable auspices in a reasonable time, with a fair prospect of success, I will grant in perpetuity 50 shares in the navigation of the Potomac River toward the endowment of it.

Washington hoped by this example to stimulate Congress into taking favorable action, but that body expressed doubt as to its authority to enact legislation on education, and did nothing on the matter. However, Washington could not entirely relinquish his dream, and in his will confirmed the bequest he had proffered to the District Commissioners. In the will he again eloquently expressed his fine conception of nationalism and his belief that in a national university young Americans "by associating with each other, and forming friendships in juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which * * * when carried to excess, are never failing sources of disquietude to the public mind, and pregnant of mischievous consequences to this country."

Although Jefferson and Madison later encouraged congressional action and other people concerned themselves in the project, nothing was done about it. The Potomac company stock became valueless due to the failure of that enterprise, and Washington's dream of a national university never materialized.

Numerous Degrees Conferred Upon Washington

It is interesting to note the degrees which different schools conferred on Washington because of his patronage of education. These honors included the doctor of laws from Harvard, Yale, University of Pennsylvania, Washington College, and Brown University. It might also be mentioned here that Washington was honored with membership in the American Philosophical Society, American Academy of Arts and Sciences, and in 1788 he was made a chancellor of William and Mary College. From this latter institution he had previously received his certification in surveying.

North Carolina's School Tax Revolution

By A. T. Allen

State Superintendent of Public Instruction, North Carolina

THE GENERAL ASSEMBLY'S agreement in 1931 to proceed along the line of complete State support for the six months school terms required in North Carolina's constitution served as a complete reversal of the old doctrine of primary financial responsibility on the part of the county. The clear implication of this new doctrine is that the State itself, not only assumes the primary financial responsibility, but also agrees to pay the whole bill of cost on State standards for the six months term out of its own revenue. This is a new philosophy in school maintenance and support.

This decision, of course, was hastened by the financial and taxing situation which confronted the general assembly in 1931. Although our basic principle of constitutional authorization leads logically and inevitably to the doctrine of complete support, it probably would not have come at this time except for the tremendous pressure exerted by the extremely high ad valorem tax rates made necessary under the old system of school support.

The taxing situation which confronted the general assembly of 1931 was a very difficult one to handle. Land taxes were so high that property was robbed of its sales value. Taxes in many counties could not be collected; the counties could not meet their obligations or were running on borrowed money; and some of them were forced to pay their teachers in script which even at this date has not yet been redeemed. Some means had to be devised to reduce the taxes on land by a very considerable amount. Since the schools were the largest spenders from ad valorem taxes, they came in for the first consideration. Educational costs had been rapidly and steadily rising for 10 years.

To Keep the Schools Open

In order to meet the problems arising out of the increasing costs and the shrinking values, some drastic action, both in the field of costs and in the field of revenue, were necessary. It was not any longer a question of fixing the responsibility for effectuating a State purpose. It was a question of finding enough money to keep the schools open and running. It seemed a very inappropriate time to increase taxes on any source of revenue on account of the financial stringency. If the burden of taxes were to be shifted and lightened on some sources, however, they had, of course, to be increased on others or new sources of revenue had to be discovered.

In the light of all this, the general assembly moved along two lines: (*a*) It increased by many millions of dollars the State's revenue from indirect sources and applied these funds to the support of the schools. (*b*) With a reluctant hand, it cut the operating costs of the six months' term by an amount sufficient to provide, theoretically at least, a balanced budget.

For the previous year, the State had put into the six months' school term $5,250,000. All of it was derived from indirect sources of revenue. An effort was made to increase the taxes on these sources and to levy sufficient additional taxes on other and new indirect sources to enable the State to operate the six months' term without the levy of any ad valorem taxes. At the last, however, this was found impossible, and some ad valorem taxes were levied. The funds provided annually for the 6-month terms are the following:

State funds from indirect sources	$11,500,000
State funds from ad valorem taxes	4,350,000
County funds, fines, forfeitures, etc.	1,320,000
Total	17,170,000

Another Step in Public Education

These were all the taxes for which the proponents of the State support could get legislative assent. This was obtained only after a momentous struggle lasting for five months. They afterwards appropriated out of the State treasury all the money they had thus collected for the support of the public schools. These measures were of course primarily for the relief of land taxes, but the assembly was not unmindful of the needs of the schools. They went as far as they could go in order to carry into effect the principle of complete State support without the levy of an ad valorem tax.

Further action, however, was necessary to balance the budget according to the estimated revenue. The school budget had to be cut. They did not try to make all the savings at one place, but, after canvassing the whole field, they cut the cost in many places. This was done reluctantly. The teaching load was increased, and authorization was given for the reduction of salaries on the uniform percentage basis, by an amount not to exceed 10 per cent. Many other economies were necessary.

These two measures represent North Carolina's effort to keep the public schools open in the face of, and in spite of, the financial depression.

> WE ARE living amid a major revolution in education," an authority on school finance recently declared. "One hundred years ago individual support of education was displaced by local community support. To-day the State is displacing the community." Delaware adopted State support 10 years ago. North Carolina, as State Superintendent Allen demonstrates, has stepped to the forefront of the school finance revolution. Every educator and taxpayer will have to face sooner or later the imperative challenge found in this article.

State Fixes Education Costs

For many years we had accepted without question the doctrine that public education is a State function. The general assembly of 1931, however, went much further. It said that public education is not only a State function, but that its support is a solemn State obligation which must be met by revenue levied in the name of the State.

This view makes the whole bill of cost, on such standards as the State may from time to time set up, directly chargeable to the State itself. This, of course, is revolutionary in conception. It is a complete reversal of legislative thinking which had been dominant for 50 years. The acceptance of the doctrine of complete State support places the consideration of educational procedure at the center of all State policies, and makes it a part of every general scheme of State taxation and revenue. It can no longer be shunted, segregated, or isolated.

In undertaking to pay the whole bill of cost, it was necessary for the State to reserve the right to fix and maintain its own standards of cost. It does not agree to pay the bill on county standards. Such an agreement would lead to bankruptcy. The law does provide, however, in section 15, that the counties, with the

Address delivered before the National Council of State Superintendents and Commissioners of Education in Washington, D. C., December 7 and 8, 1931.

approval of the board of commissioners and of the State board of equalization, may supplement each object and item of expenditure, to bring the schools of the county up to county standards. This is not a part of the State support scheme, but is supplementary. Thus the principle of local autonomy and the power to exercise local initiative, a principle dear to all school people, is preserved and extended.

The doctrine of complete support necessitates a different kind of budget from the one which we formerly made for State participation. An equalization budget is horizontal in conception. We take one unit of cost such as the salaries of teachers and to that unit add certain percentages. This gives a budget that is put down in layers. It is a stratified budget that is spread over the State. The county must pay any increased cost that may be brought about by conditions peculiar to it. No consideration is given to differences that may exist. A part of the necessary cost may in this way be left to the individual county. Furthermore, a participating budget must be made on the basis of the business for last year. This throws all the cost added on account of growth on the county. This serves in poor counties to retard school development, and to increase the tax rates.

Teachers' Salaries, Stamps, Telephone Bills

A complete support budget is set up on the vertical principle. All the necessary costs from top to bottom must be considered if the State is to pay the whole bill on the basis of State standards. There are listed in the State budget all the necessary cost items, from janitorial supplies to the salary of the superintendent. There is $150,000 for instructional supplies. The clerical help in the office of the county superintendent is paid. We also pay the postage, express, telegraph, and telephone bills in this office. The whole field of necessary cost is covered. Moreover, the very idea of complete support turns the attention from last year's business to the business of the current year. The State is putting up money to run the schools and not to participate in this year's business on last year's cost. It must, therefore, look at the situation as it is and provide money to run the schools as they are and under the conditions that actually exist and not under some theoretical notion of what ought to be.

The guaranty that the teachers will be paid promptly and in full for the six months' term is as strong as the State itself. If this law fails, then the State has failed before all the world.

The extended term (beyond the six months) still rests upon the principle of dual support. The State goes by the county and into the district and participates in the cost of two months of school in addition to the six months. Many of the rural high-school districts could not possibly operate except for this aid. The State makes an appropriation of $1,500,000 as a tax-reduction fund, which is distributed to the districts on the basis of (*a*) their ability to pay and (*b*) their educational costs according to State standards. Many of these districts receive more than half of their costs from the State. The rising cost of education and the decrease in the value of rural property for taxation, on which this extended term formerly was wholly dependent, would long ago have forced the suspension of these schools but for the timely aid of the State. The whole program of rural high-school education would otherwise have been wrecked.

How will the adoption of the principle of complete State support affect the development of public education in the future? No one, of course, can forctell at this time the possible effects. The principle of complete support is accompanied by a large train of ideas which are certain to relate themselves to the total school situation throughout the years.

Local vs. State Financing of Schools

THE PRINCIPLE of complete State support of education carries with it, not only primary responsibility to pay the whole bill, but also a fundamental responsibility for the kind and quality of educational opportunity to be furnished in every community in the State. It no longer matters whether a child lives on a sand dune or on top of a gold mine so far as his educational opportunities are concerned. His rights are the same in every ease. Eventually he must have the same opportunity at the hands of the State. The accident of residence or birth no longer affects him. A district line can not exclude him. He can no longer be confronted with a tuition bill, and restricted in his educational opportunity because his neighbors are unprogressive.

"Under the power of local discretionary control, there has been a very rapid development of public education in spots, but it has left neglected large areas of territory and large numbers of children. The principle of local autonomy is often tinged with selfishness. It tends to exclusion and self-sufficiency. It serves to magnify the dignity of a district line at the expense of the educational opportunity of the child."—STATE SUPERINTENDENT A. T. ALLEN.

Complete support has been opposed for two directly opposite reasons. One group of thinkers has opposed it out of fear that it would lead to an era of extravagant school expenditure. The other group has opposed it in the belief that it would tend toward a restricted budget. Does the logic of the situation lead toward either extreme? Might it not turn out to mean an adequate system, supported by a reasonable budget for all the children in the State?

This principle is not selective and exclusive, but it is all inclusive. It fits into the doctrine of a universal educational opportunity. It is democratic in conception. It supports educational equality. It tends to broaden our conception of the place and meaning of public education in our civilization. Perhaps it will help us to quit thinking of public education on the basis of a district enterprise, and lead us to think of it in terms of a State effort—leveling up the waste places and carrying hope to the last mountain cove, on terms of equality and fairness to all.

Supervisors of Student Teaching to Meet

The annual meeting of the Supervisors of Student Teaching will be held in Washington, D. C., in connection with the National Education Association Department of Superintendence meeting in February. This organization studies and promotes various phases of laboratory work in preparation of teachers. Organized 12 years ago, in Cleveland, Ohio, it now has 350 members. A. R. Mead, University of Florida, is chairman of the research committee. Field service committeemen are active in 17 States.

The twelfth annual conference of the Progressive Education Association will be held in Baltimore, Md., February 18–20. with the Emerson Hotel as headquarters, Among the speakers will be Dr. George S. Counts, Dr. Hughes Mearns, Dr. Fannie W. Dunn, Marion E. Miller, Dr. Lois Hayden Meek, Dr. Thomas Alexander, Ralph M. Pearson, and others. Sessions will all relate to the present status of education in the problem of social reconstruction.

Teachers as well as pupils ride in school busses. To attend a recent conference, teachers in Cazenovia County, N. Y., found this means of transportation very convenient and economical. Principal Donald Barker reports the experiment saved more than $100 for De Ruyter central school district and the State.

Solutions for High-School Library Problems

By B. Lamar Johnson

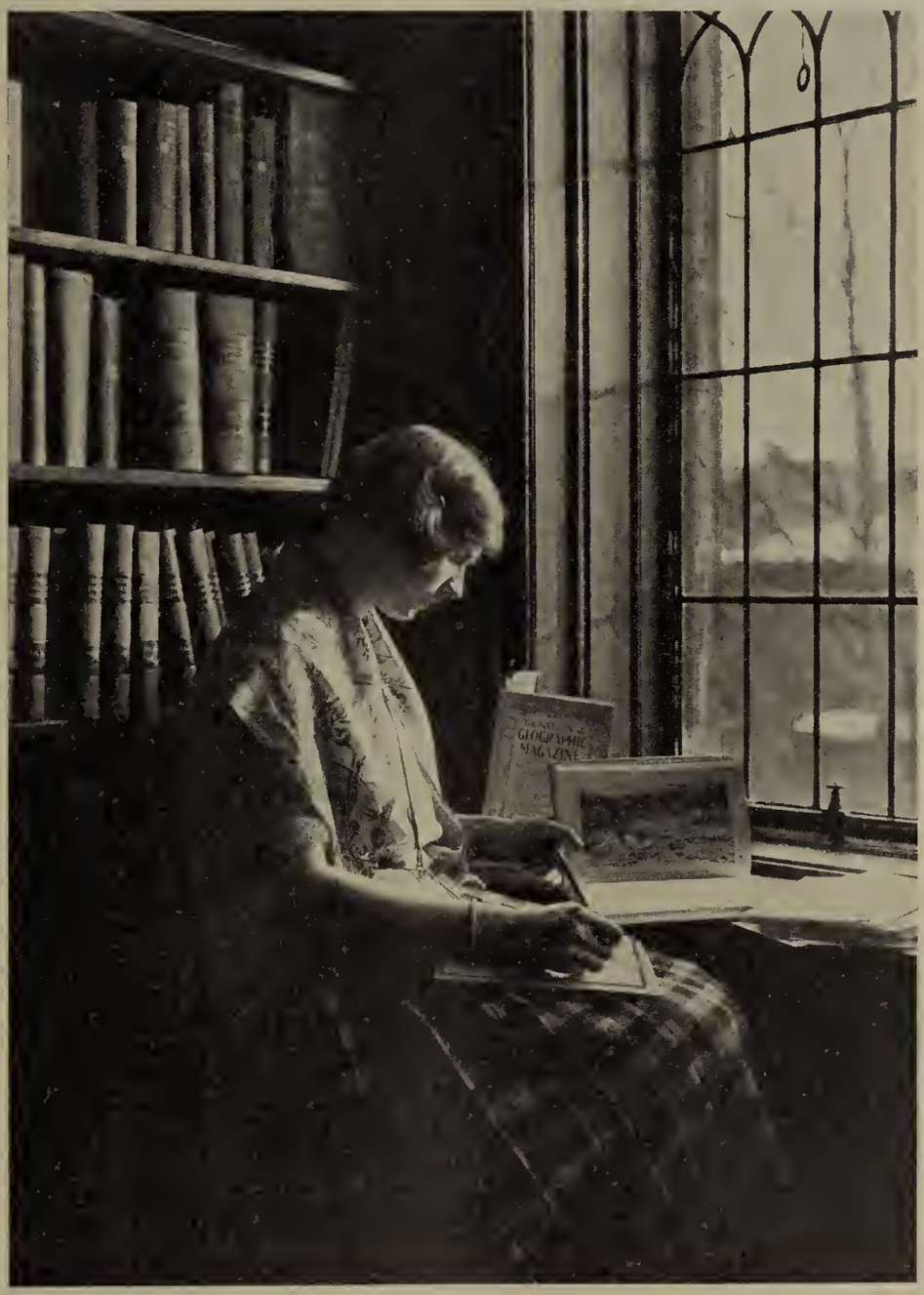
Stephens College, Columbia, Mo.

THIS IS the fifth of a series of articles written for SCHOOL LIFE *giving preliminary findings of the important National Survey of Secondary Education. This brief article does not aim to report any major portion of the large-scale investigation of secondary school libraries. It reports rather certain high lights of library service which are only a single, although an important, phase of the findings. The complete report will be published during 1932 as a monograph —one of a series based on the investigations of the survey.*— EDITOR.

THREE MAJOR PROBLEMS high-school librarians face are:

1. How can I adapt the library, its organization, and its work to the newer methods of classroom teaching?
2. How can I encourage teachers to make effective use of the library?
3. How can I encourage recreational reading among high-school pupils?

As a part of the library study of the National Survey of Secondary Education information regarding methods used to solve these problems was received from 390 high schools which had been recommended as having outstanding library service. Forty-four high schools, selected as representative of the better practices in school library work, were visited.



NEW METHODS IN EDUCATION INCREASE THE IMPORTANCE OF LIBRARIES TO SCHOOLS

Supervised study, the Dalton plan, the Morrison technique, and other newer methods of classroom teaching require that pupils be given access to library books during the classroom period.

This requirement is a challenge which high-school libraries are meeting in various ways.

Classroom libraries have been set up in many schools. Some few schools (the University of Chicago High School, for example) permit books to remain in a classroom throughout the school year. Most schools using classroom libraries report, however, that groups of books remain in the classroom only for the duration of the unit of study to which they relate.

The Denver school administration, instead of deciding to adopt the classroom library extensively, placed two classroom libraries in each of the city's senior high schools during the 1930–31 school year. They are giving the classroom library a trial, trying out various methods of administering it and determining whether it ought to be adopted throughout Denver high schools.

At Central High School, Minneapolis, teachers in some departments so arrange their semester lesson plans that the same unit of work will not be taught simultaneously in the classes of any two teachers. This arrangement makes it possible for teachers to take to their classrooms the books which they need with assurance that these books will not be the identical ones needed by the classes of the other teachers.

At R. J. Reynolds High School, Winston-Salem, N. C., where a modified form of the contract method is in use, the library lends books to the classrooms for a day or for part of a day. Teachers notify the librarian of the books they will need at least a day ahead of time. The librarian collects the books requested, and pupils take them to the classrooms. At the close of the period pupils return the books to the library. During the first six months of the 1930–31 school year the circulation of books to classrooms in the R. J. Reynolds High School totaled 28,798.

Some schools report sending pupils to the library to work individually during class periods. Hutchins Intermediate

School, Detroit, has seven library conference rooms which are frequently used by groups of pupils who come to the library at class time. A few other schools also allow the pupils to study in groups in the library during class periods.

Departmental libraries have been organized at the J. E. Brown Junior High School, Atlanta. Classes are scheduled in rotation so that each class meets in its departmental library from one to three times a week at which times the teachers conduct supervised study.

At the Jackson (Mich.) High School, a library classroom connects directly with the library. Any teacher who wishes to conduct supervised study may bring his class to this classroom, where any books needed will be assembled for the duration of the period.

Children Clip Old Magazines

A problem sometimes created by the project method of teaching is reported by a number of librarians who find that pupils frequently cut pictures from magazines and books in order that they may include them in booklets which they are making for various classes. A number of librarians are meeting this situation by providing a shelf of discarded magazines from which pupils may cut pictures for use in booklets. This method is used at Ballard High School, Seattle, where the librarian asked one of the exclusive clubs of the city to send her the old magazines which they no longer need. The club readily agreed to do this.

Knowing teachers, their needs and their interests is fundamental to any school library service. Such other devices as are reported for encouraging them to make effective use of the library must be regarded as supplementary to this basic requirement.

Notifying teachers of new material received by the library, supplying teachers with bibliographies of library materials available for the subjects they teach, and inviting teachers to suggest books to be ordered are services with a valuable personal touch which many high-school libraries employ. At Omaha Technical High School new books received by the library are held for exhibit for one week before they are placed in circulation.

Library News Bulletin Used in Many Libraries

A number of librarians prepare at regular intervals a library news bulletin which they distribute to teachers. At the South Philadelphia High School for Girls library news items are often included in the bulletin regularly sent out to teachers by the principal.

The librarian of a junior high school in Cleveland made an interesting study of the number of pupils sent to the library by various teachers during a period of one week (in this school the pupil is admitted to the library by a slip signed by the teacher of the class for which he is to do library work). The data gathered indicated that one teacher had sent as many as 300 pupils to the library during the week; while another had sent only 4 during the same length of time. This study formed the basis for a discussion at a faculty meeting during which the principal emphasized the value of having pupils use the library. The librarian reports that the results of this study and of the faculty discussion have been readily apparent.

The librarian at the Bronxville (N. Y.), High School invites the teachers to tea in the library once a week. The attendance at these teas is good, and the librarian uses the excellent opportunity to bring books of interest to the attention of her guests. At East High School, Denver, departmental teas are held in the library from time to time. On each occasion the library displays materials particularly valuable to the department entertained.

Five minutes of each faculty meeting at Girls High School, Brooklyn, is reserved for the librarian. During this period she calls to the attention of the faculty new books in the library and any new features of library service.

Teachers Work in Library One Period Each Day

At Fairfax High School, Los Angeles, a teacher in each department is assigned to the library for one period a day. The teacher spends this time in analyzing on cards the books which may be of value for her department. Duplicate copies of these cards are made, one for the library and one for the department office.

At the R. J. Reynolds High School, Winston-Salem, N. C., 13 teachers are assigned to work in the library for one period each day. They engage in such activities as filing clippings, caring for reserve books, and making bibliographies of materials for use in their departments. This plan not only gives actual assistance to the librarian, but also provides for the teachers a regular contact with the library. The library staff finds that having teachers assist in the library does much to encourage them to use it.

Holding book exhibits, advertising books by means of posters, posting book jackets, and placing book notes in the school paper are accepted methods for encouraging recreational reading. Others less frequently mentioned are meeting with apparent success. The Lake Junior High School, Denver, holds a series of story hours twice each year. The second-semester story-hour series closes with a program for vacation reading sponsored by the Denver Public Library.

The librarian at South High School, Denver, is often invited to give book talks and to read poetry for English classes in her school. At East High School, Denver, the librarian gives book talks to the various clubs of the school to interest them in available library materials related to their club activities.

A number of librarians report methods of encouraging recreational reading, by working through home room groups. The librarian at Lake Junior High School, Denver, whenever she is invited to do so, gives book talks to the various home room groups in the school.

At Alexander Hamilton Junior High School, Elizabeth, N. J., members of the library council, a pupil organization with a representative from each home room, give book talks before their respective groups. The librarian makes suggestions and assists the council members in preparing their talks.

In Bronxville, N. Y., and at West Allis, Wis., high-school teachers bring their pupils to the library during home room periods and permit them to engage in free reading.

The library of Girls High School, Brooklyn, devotes the last 15 minutes of the final period of the day on Friday to informal book talks given by the librarian to the pupils who happen to be in the library. These talks increase the borrowing of books for week-end recreational reading.

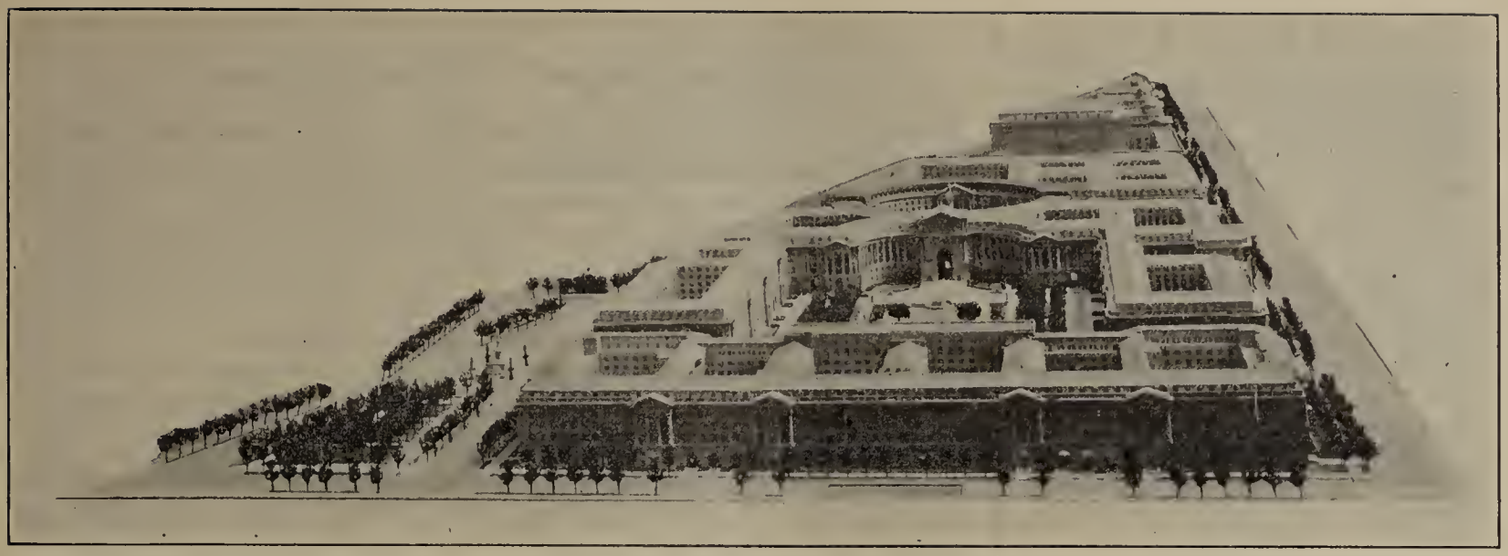
The librarian at Harper Junior High School, Chicago, permits the pupils to browse among books during the latter part of each regular period of instruction in the use of the library.

Children Participate in Autograph Collecting

At Hutchins Intermediate School, Detroit, the librarian has made a remarkable collection of autographs which include the signatures of Grenfell, Roosevelt, Kipling, and Edison. Around these autographs she builds displays of books related to the man whose autographs she is featuring. She takes every opportunity to secure for the library autographed copies of books in which the pupils are interested. Pupils participate in collecting the autographs. During a visit of Grenfell to Detroit members of the library club attended his lecture and secured his autograph. The pupils now feel a particular interest in the exhibit of Grenfell's books which they arranged.

Although school librarians use various devices for encouraging recreational reading, they emphasize the fact that no device can take the place of personal contact and acquaintance with the pupils.

Spain has more than 35,000 elementary schools and the Government proposes to create another 27,000. The Ministry of Public Instruction decreed that 7,000 schools be built at once.



Courtesy National Commission of Fine Arts

MODEL OF THE NEW TRIANGLE OF GOVERNMENT BUILDINGS IN WASHINGTON, D. C.

Capital's Glories Pictured in U. S. Documents

By Margaret F. Ryan

Editorial Division, Office of Education

SUPERINTENDENTS and delegates to the Department of Superintendence convention will find the Washington of February, 1932, quite a different looking city from the Washington they saw in February, 1926. The plan of Maj. Pierre L'Enfant, French engineer, who, at the instance of George Washington, laid out the city, is now coming into being in all the magnificence of its original inspiration. Steam shovels have almost completely wiped away the ugly line of third-rate stores on the south side of Pennsylvania Avenue. They have opened a broad and beautiful plaza between the Union Station and the Capitol. They are leveling another section of down-at-the-heel buildings for the new municipal center for the District of Columbia. Among the new Government buildings constructed since last the Department of Superintendence met in Washington may be listed:

Department of Agriculture Administration Building	$2,000,000
Bureau of Internal Revenue	10,000,000
Department of Agriculture	17,000,000
Department of Commerce	17,000,000

Numerous others are now in process of construction.

Superintendents who wish to read up on the Capital before coming in February will find the following Government bulletins and maps extremely helpful. They are also valuable souvenirs of a trip to Washington.

In the Annual Report of the Public Buildings Commission will be found a report of the progress being made on the new public buildings program. At the back of this pamphlet is a map 49 by 22 inches of the proposed development of the Mall and its vicinity. Copies of this publication are free of charge upon application to the Office of Public Buildings and Parks, Washington, D. C.

Washington, the National Capital, a comprehensive standard work by H. P. Caemmerer, secretary of the Fine Arts Commission, publication of which was authorized by Congress is now in press, but according to expectations will be available and on sale by the Superintendent of Documents in time for the February meeting. It covers the early history, plans, buildings, public buildings, and parks of the District of Columbia, statues, and monuments.

For Civics Teachers

Teachers whose classes are studying the Federal Government will find the free or low-cost pamphlets and maps listed in this article extremely useful.

"Art and Artists of the Capitol of the United States," published as Senate Document No. 95, a bound volume of 526 pages, containing pictures of all the artists and sculptors whose works may be found in the National Capitol, is available at $3.25 a copy from the Superintendent of Documents. This particular book would be of greatest interest to a person making a study of the Capitol building itself, although it contains much valuable information as well as illustrations of world-famous men such as Augustus Saint-Gaudens, Daniel Chester French, and Rembrandt Peale.

The Eleventh Annual Report of the National Commission of Fine Arts, a 183-page pamphlet containing 109 illustrations covering the Federal building program; the monuments, statues, and portraits; medals, coins, and insignias; parks and parkways; and the numerous other activities of the commission. It sketches conditions which called for a comprehensive plan for the entire District of Columbia; relates the progressive steps in making the plan of 1901, which restored and amplified the original plan of 1792; notes the advance made in the realization of that plan; and specifies items still to be accomplished. It also deals with the historical as well as the architectural reasoning on which the plan is based. For 85 cents one may purchase a copy of this publication from the Superintendent of Documents.

Mount Vernon, 10 miles below Washington, has not been overlooked in this building program. A road following the Potomac has been constructed connecting the national capital with the historic

(*Continued on page 96*)

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
by The UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor · · · · · WILLIAM DOW BOUTWELL
Assistant Editors · · MARGARET F. RYAN, JOHN H. LLOYD

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature and Education Index

JANUARY, 1932

Subject for a Thesis

LAST YEAR 4,651 research studies in education were made. By conservative estimate this represents an expenditure in time, money, and materials of more than $10,000,000. As the scientific research movement in education gains momentum, it is appropriate to revive the stage play's question: "What's all the shootin' for?"

Research, we take it, is a tool to promote the progress of education. Progress, let us assume, is a shrewd guess that a new idea the school tries out on Johnny will be of some use to Johnny 20 years hence. If research exists to promote progress, it is timely to inquire: How do schools progress?

Research yields facts and conclusions. Do facts and conclusions improve school keeping? We know of an instance in which such an enlightened group as a teachers' association has been told by actuaries for 10 years that its retirement system is unsound; that it will break down. They ignore the facts and conclusions.

How do schools progress? Does progress wait on better laws? Does progress depend on a skillful superintendent winning community support? Does progress depend on a program of parent education? Does a superintendent use survey facts, or does he say: "Centerville has made a success with this stunt—let's try it here in Hickoryville."

Forces dictating change are, of course, many and varied. Still we hope someone, sometime, will shed some light on the relative usefulness of the levers to educational progress. We want to know not only how education in Middletown stands to-day, but also how it may and can be moved in the direction leaders think is forward.

The answer to this question, if, indeed, an answer can be obtained, is tremendously important. It might challenge some of our current cherished educational "folkways." It might reveal interneship to be a sounder path to educational effectiveness than thesis writing. We might find that money spent on a Ph. D. might better be spent on a thoroughgoing tour of American schools. And what about the effectiveness of bulletins, pamphlets, and magazines? The implications of the answer for the selection and use of educational publications would be measured in hundreds of thousands of dollars.

Anyone who can tell authoritatively which are the most *accessible* paths to the goal of better schools will be welcomed as a Moses leading us out of a very big wilderness.

A Request Addressed to All American Citizens

THE BACK-TO-SCHOOL and BACK-TO-COLLEGE movement may well be given renewed emphasis as the close of the first and opening of the second term of school approaches.

A remarkable record of attendance has been set this first term according to nation-wide reports. High schools have made outstanding increases in enrollments and colleges and universities have, on the whole, more than held their previous enrollment figures.

Many institutions and organizations by outstanding activities have been able to increase and broaden the scope of their student loan and aid funds. This has been most helpful.

The President's Organization on Unemployment Relief with the cooperation of the Office of Education and other national educational agencies urges that every possible effort of helpfulness be put forward, especially at this time, to assure the continued attendance of young people in the ranks of the schools and colleges throughout the Nation.—FRED C. CROXTON, *Assistant Director, The President's Organization on Unemployment Relief.*

Health and Ambition

At the present time, not more than 15 per cent of high-school pupils are taught the miracle of their construction, and the reason for this is the millstone of college entrance requirements hung about their necks, or the necks of the principals. Of course the colleges do not care whether one knows anything about his bodily machinery and how to keep it in its best running condition. More important at high-school age than the teaching of physiology is the getting somehow into as many of these young lives as possible the ambition to be somebody and do something, and with it the hint that a person is not likely to get any farther in his chosen way than his bodily machinery permits. If the student gets these ambitions and this idea, there are many sources of health information which he will eagerly search for himself.

A writer in the Contemporary Review remarks that the word "health" has undergone a sad degeneration. Originally it meant or included beauty and goodness. I wish we could all do more to bring the word back to its original significance by stimulating a little more the quest for beauty and goodness in their larger meanings, which quest alone makes the highest health possible and makes any health worth having.—*J. F. R.*

Motion Pictures Available for Schools

The United States Department of Agriculture has for distribution 120 series of motion pictures in film strip form, the majority of which sell for 35 and 44 cents each. Subjects include: Farm economics, farm engineering, home economics, farm animals, plant and animal disease, farm forestry, farm crops, adult and junior extension work. A list of available film strips and instructions how to purchase them may be obtained from the Office of Cooperative Extension Work, United States Department of Agriculture, Washington, D. C. Reasonable prices charged for film strips, the convenience with which they can be handled, and their effectiveness in educational work have greatly increased the demand for them.

School Life Subscription List Shows Large Increase

SCHOOL LIFE paid subscriptions have increased nearly 3,000 in the past three months, according to reports from the Superintendent of Documents, Government Printing Office. It is therefore very evident that the recently adopted editorial policy of reporting in SCHOOL

LIFE Government publications, maps, pictures, and other material which may be found useful by teachers, school administrators, and students, has found considerable favor. SCHOOL LIFE will continue this unique feature in addition to its regular reporting of new ideas in education gleaned from all the States and foreign countries by the Office of Education staff of more than 60 specialists.

Among the many new requests for SCHOOL LIFE was one from a Louisiana county superintendent, subscribing for 46 schools. A California city school system sent in subscriptions for 25 schools. Sixty new subscriptions came from Grand Haven, Mich., and 14 from Rochester, N. Y., for the central library and 13 branch libraries.

Many schools are finding SCHOOL LIFE one of the most used professional magazines on the teachers' reading table. It is one of nine professional educational magazines indexed in Reader's Guide to Periodical Literature.

New Paris Pact Pamphlet

The National Student Forum of the Paris Pact will provide any high-school principal with 10 free copies of the new Paris pact pamphlet and as many more at cost (5 cents a copy) as he may wish to order. In addition, the Forum provides to each school a copy of the special Student Forum edition of Shotwell's "War as an Instrument of National Policy and its Renunciation in the Pact of Paris," and several pertinent pamphlets on the subject of national defense and world disarmament. Address: Forum Office, 532 Seventeenth Street NW., Washington, D. C.

Unique Loan Fund at Boston University

Because of a steady increase in the number of students asking for financial help, Boston University has issued an appeal for 10-cent voluntary contributions from every student in the university to be pooled in a $1,000 student loan fund for undergraduates. Not more than $25 will be lent at one time to a student.

Course in Gold Mining

Alaska Agriculture College and School of Mines offers a short course in gold mining. There are no educational requirements. The course began November 28 and will continue until February 12. Particular emphasis will be placed on gold prospecting and mining, which is called a depression-proof business.

Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT
Librarian, Office of Education

In order to determine just which of the books that children are fond of, they would like to see in moving pictures, a short questionnaire was sent to every child in the fourth grade of the Cincinnati public schools. The results were tabulated and summarized in the Educational Research Bulletin for November 11. Some interesting conclusions have been drawn by Edgar Dale of the Bureau of Educational Research. Heloise Brainard, librarian of the Pan American Union, has a short article on "History textbooks, a South American viewpoint" in Historical Outlook for December. This column noted the beginning of a History of St. Louis by Dena Lange which appeared in Public School Messenger for November 20, 1930. The second and concluding part has been published in Public School Messenger for September 30, 1931. The arrangement of the second volume is somewhat different from the first. Instead of a chronological history of events, "topics, such as transportation, communication, and others have been developed from the earliest days to the present." Original records have been studied and many of the illustrations are reproductions of originals at the Missouri Historical Society. A chronology of events, a bibliography, and material for the use of the teacher is to be found in the appendix. A short account of Chile's educational system forms the introduction to an illuminating article on the new education program of Chile which appears in Educational Outlook for November. The author is Lucy L. W. Wilson of the South Philadelphia High School for girls. The educational revolution here described is as interesting as a political revolution. Several articles on library progress and work appear in the School Government Chronicle (London) for November. "A year of library work" in brief paragraphs, under the names of localities, gives an account of the library activity of the year throughout England. A brief description of a library of the Anglo-Persian Oil Co. appears under the title "The library of a great commercial organization." A composite story of Chicago schools is told in the Journal of Education for December 7. Sixty-eight people engaged in educational work in Chicago have written brief accounts of the high spots in the schools. A study of "Jesus as a teacher" has been made by Arthur K. Getman, chief of the bureau of agricultural education of the New York State Department of Education. This study, which appears in Agricultural Education for November, takes cognizance of the method and point of view rather than the content of the teaching of Jesus. Mr. Getman points out particularly the skill with which Jesus used the question method and the parable, and how He was able to inspire the 12 to carry on His teaching. Bess Goodykoontz, Assistant Commissioner of Education, has an article on the elementary school curriculum in the Johns Hopkins Alumni Magazine for November. In Sierra Educational News for November appears an article reprinted from the Los Angeles Times. Lee Shippey, under the caption "How good our schools are!" shows that in spite of tradition to the contrary, in the good old days "when we were a boy" the education received by the children left them far behind the children of to-day. Two articles of interest to educators appear in the November issue of Harpers Magazine. Floyd H. Allport, of Syracuse University, discusses the question of "This coming era of leisure." He contrasts the biological and technological theories of leisure. In the first, work and play dwell together, the worker enjoys his work and finds happiness in the contemplation of a task well done. Technological leisure, on the other hand, tends to pile up vast areas of leisure to be enjoyed in the future, when the worker has been relieved by the increased use of machinery. The author, after a thought-provoking discussion, concludes that the real and worth-while leisure is that "whose glory and fulfillment are seen within our lives as natural human beings."

The other article concerns "The impending radio war." In it James Rorty sets forth the educational as opposed to the commercial interests in broadcasting. The matter is clearly stated and well worth reading. A plea for a wider study of phonetics is made by Elizabeth C. Kravchyk, in an article on "Improving the American speaking voice" which appears in Sierra Educational News for November. If as much care were given to the training of the speaking voice as is now required for the singing voice, Americans would not be known as people who are careless speakers and who use English poorly. The author feels that the microphone will standardize the spoken word as the press has standardized the written word, therefore it is our duty to see to it that this standardization proceeds along the highest possible plane.

A Picture of Demand and Supply for Senior High School Teachers in the United States 1930–31

State	Total number senior high school teachers involved	Total number new senior high school teachers	Ratio of mobility 3÷2 ratio of new teachers to total	Reasons for demand for new senior high school teachers by per cents										Sources of supply meeting demand for new teachers by per cents								
				Predecessor died	Predecessor retired	Predecessor entered college	Predecessor married	Predecessor left to teach elsewhere in the State	Predecessor left to teach in another State	Predecessor entered another profession or occupation	Predecessor left on leave of absence, illness, etc.	Hold a newly created position	Miscellaneous reasons	College or university in same State	Normal school or teachers college in same State	Another school system in the same State	College or university in another State	Normal school or teachers college in another State	A school system in another State	A position other than in educational work	Leave of absence	Return to teaching having other work the preceding year	Miscellaneous sources
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Alabama	972	239	1-4.07	0.4	2.5	6.3	8.4	45.2	6.3	7.9	3.8	16.3	2.9	31.8	1.3	38.1	7.1	1.6	8.4	4.6	0.8	2.5	3.8
Arizona	328	71	1-4.62	1.4	8.5	7.1	14.1	19.7	16.9	7	2.8	15.5	7	19.7	4.2	17	18.3	2.8	22.5	5.7	1.4	4.2	4.2
Arkansas	508	161	1-3.16	------	3.1	9.3	4.4	29.8	9.3	8.7	2	27.8	5.6	24.2	10.6	34.8	5.6	1.9	11.2	3.7	------	6.2	1.8
California	4,978	672	1-7.41	1	4	1.9	6.7	33.8	1.6	5.8	10.9	24.9	9.4	34.2	4	29.6	3.4	.5	7.8	6.5	3	5.2	5.8
Colorado	789	235	1-3.74	1.7	5.9	7.7	19.2	33.2	8.5	7.2	3.4	7.7	5.5	26	11.9	25.5	8.9	1.7	14.9	2.6	1.7	4.7	2.1
Connecticut	1,216	211	1-5.76	.9	4.3	1.4	13.3	17.1	21.8	4.2	5.3	27	4.7	4.7	.9	15.7	25.6	4.7	31.3	7.6	.5	4.3	4.7
Delaware	175	28	1-6.25	------	------	10.7	7.2	10.7	25	25	------	17.8	3.6	21.4	------	10.7	35.8	------	21.4	7.1	------	------	3.6
Dist. of Columbia	257	16	1-16.06	------	12.5	------	12.5	6.2	12.5	18.8	------	31.3	6.2	------	------	19	19	------	31	12.4	------	12.4	6.2
Florida	649	180	1-3.60	1.7	5	3.9	9.5	39.4	10	7.2	4.5	10	8.8	15	2.2	40.6	10	1.7	11.7	7.8	.5	5.5	5
Georgia	567	142	1-3.99	------	3.5	4.2	16.2	32.4	7.7	9.2	2.1	15.5	9.2	27.5	6.3	33.8	8.5	.7	11.3	2.8	1.4	2.8	4.9
Idaho	439	171	1-2.57	.6	2.3	7	13.5	25.7	21.6	13.5	1.2	7	7.6	19.9	.6	27.5	20.5	.6	15.2	6.4	.6	3.5	5.2
Illinois	4,754	880	1-5.40	.8	3.1	8.6	15.5	27.3	8.2	10.8	3.9	16	5.8	27	7	26.4	8.1	2	13.3	7.5	.9	3.7	4.1
Indiana	4,124	769	1-5.36	1.4	3	5.7	11.6	41.9	7.8	7.6	3.1	14.3	3.6	23.8	10.2	44.7	2.6	.3	7	3.6	.8	4.2	2.8
Iowa	2,679	818	1-3.27	------	4.2	7.9	16.5	37.8	9.1	10.5	1.8	7.7	4.5	34.8	5.9	36	4.5	1.3	7.8	4.1	.6	3.4	1.6
Kansas	1,826	488	1-3.74	.6	5.1	8.2	16.8	29.7	10.1	12.9	2.7	9.4	4.5	35.9	7.8	34.6	5.1	.4	8.2	3.1	.2	2	2.7
Kentucky	1,013	222	1-4.56	1.4	7.2	11.7	10.4	30.6	9.9	6.3	2.2	16.7	3.6	30.2	8.1	25.7	9.5	1.3	12.6	6.8	.4	1.8	3.6
Louisiana	1,305	306	1-4.26	1	4.9	3.6	14	39.2	7.2	12.4	1.6	12.8	3.3	29.1	11.1	36.6	4.9	.6	3.9	5.6	.3	5.6	2.3
Maine	797	171	1-4.66	.6	7.6	6.4	12.3	22.8	22.2	8.2	5.8	8.8	5.3	27.5	6.4	28.1	10.5	1.1	10	6.4	------	5.9	4.1
Maryland	797	169	1-4.71	1.2	2.9	4.1	12.4	21.3	13.6	10.7	3	26.6	4.2	37.3	.6	11.8	16.6	2.9	16	7.1	------	2.4	5.3
Massachusetts	3,622	429	1-8.44	1.8	3.3	1.2	16.3	32.2	11.4	6.3	3.7	19.8	4	19.6	5.8	35.2	6.7	.9	19.4	6.1	.5	1.6	4.2
Michigan	4,060	709	1-5.73	1.1	3.2	9.9	14.1	30.2	7.2	8.9	4.7	14.4	6.3	28	20	22.7	7.1	1.5	7.5	5.9	1.5	2.7	3.1
Minnesota	2,484	604	1-4.11	.6	1	4.1	12.7	38.8	12.9	11.6	3.2	9.6	5.5	35.8	2.3	31.6	6	1.5	10.9	5.3	.5	3.1	3
Mississippi	492	173	1-2.84	------	4.1	4.6	12.1	48.6	6.9	10.4	1.2	10.4	1.7	26.6	7	38.7	5.8	1 1	10.4	3.5	1.1	4.1	1.7
Missouri	2,010	485	1-4.14	.6	5.4	6	12.4	32.6	13.2	8.4	2.2	13.2	6	27.7	9.7	37.2	4.3	.8	7.8	4.5	.8	3.5	3.7
Montana	533	170	1-3.13	.6	2.3	6.5	9.4	25.3	19.4	11.8	4.1	14.1	6.5	20.6	------	27.7	19.4	.6	23.5	3.5	------	4.1	.6
Nebraska	1,290	353	1-3.65	.6	2.5	9.1	14.7	35.4	10.8	10.5	2.8	9.1	4.5	38	8.8	31.5	6.5	.5	6.8	3.1	.3	2.8	1.7
Nevada	103	44	1-2.34	------	4.6	2.2	9.1	43.2	20.5	2.2	4.6	11.4	2.2	22.7	4.5	20.5	11.4	------	22.7	9.1	------	6.8	2.3
New Hampshire	429	112	1-3.83	.9	1.8	3.6	20.6	14.3	31.3	7.1	9.8	7.1	3.5	12.5	17.9	19.7	16.1	4.4	20.6	1.8	.9	3.5	2.6
New Jersey	3,358	503	1-6.67	1.4	2.8	1.2	10.3	18.1	14.3	6.7	5.6	33.8	5.8	8.9	5	20.9	18.3	3	30	5.1	.2	4.6	4
New Mexico	255	80	1-3.19	------	5	8.7	5	25	23.8	6.3	3.7	17.5	5	17.5	1.2	21.3	12.5	5	28.8	5	1.2	6.3	1.2
New York	8,703	1,227	1-7.09	.6	2.7	1.5	12	31.1	5.7	4.7	5.5	28.5	7.7	27.3	10.8	30	5.6	.3	9.7	7.3	.7	3.4	4.9
North Carolina	1,724	512	1-3.37	.2	4.3	3.7	10	45.9	7.4	10	2.9	12.3	3.3	33.2	4.1	37.9	7.2	1.8	6.1	3.5	.2	2.7	3.3
North Dakota	604	220	1-2.74	------	3.1	7.3	10.5	32.7	20.5	11.8	2.3	8.2	3.6	24.5	7.7	28.7	13.6	.5	14.1	5	------	2.7	3.2
Ohio	5,616	987	1-5.69	.9	3.1	5.9	13.2	38.6	5.4	9.4	1.8	15.7	6	41.2	3.9	32	4.8	.8	6.4	4.9	.8	2.9	12.3
Oklahoma	1,132	354	1-3.20	.3	6.2	7.9	9.3	41.2	8.2	12.2	1.4	9.3	4	26.3	11.6	39.6	5.9	1.1	6.5	2.8	.3	3.7	2.2
Oregon	1,282	303	1-4.23	1.3	2.6	4.3	14.2	34.3	9.6	11.2	3.6	11.9	7	41	------	30	8.3	.3	9.2	5.3	.3	4.3	1.3
Pennsylvania	6,752	1,172	1-5.76	1.3	2.4	3.9	10.5	34.4	8.4	8.2	2.4	22.9	5.6	34.6	10.5	29.3	7.7	.6	6.4	5.1	.9	2	2.9
Rhode Island	277	21	1-13.19	------	4.8	4.8	------	14.3	28.5	14.3	4.8	14.3	14.2	19	------	14.3	23.9	------	33.4	------	------	4.7	4.7
South Carolina	515	119	1-4.33	------	2.5	.8	14.3	31.1	21	9.3	2.5	16.8	1.7	32.8	4.2	28.6	7.5	.8	11.8	4.2	------	6.7	3.4
South Dakota	431	144	1-2.99	------	2.8	4.8	18.1	25	25.7	5.5	2.8	11.8	3.5	25.7	6.9	28.5	17.4	.7	16	2.7	------	1.4	.7
Tennessee	916	207	1-4.42	------	3.4	8.2	8.2	32.4	12.6	7.7	1.4	18.4	7.7	33.3	7.2	31.9	6.8	1	6.3	4.8	.5	3.4	4.8
Texas	3,360	873	1-3.85	.2	6.2	5.7	11.4	41.6	3.3	9.4	2.1	15.2	4.9	28	6.9	47	2.3	.3	4.5	4.5	.5	3.4	2.6
Utah	420	85	1-4.94	------	1.2	10.6	17.7	34.1	5.9	21.2	3.5	5.8	------	33	------	29.4	3.5	------	17.7	8.2	1.2	3.5	3.5
Vermont	286	94	1-3.04	------	2.1	3.2	14.9	22.3	27.7	10.7	4.3	7.4	7.4	25.6	------	18.1	16	8.5	13.8	7.4	------	6.3	4.3
Virginia	1,366	312	1-4.38	.9	4.8	9.6	13.5	31.4	6.4	12.2	3.5	13.8	3.9	31.1	9.9	26.2	7.4	1.6	10.6	3.2	.6	5.2	4.2
Washington	1,898	448	1-4.24	.7	2.2	4.5	16.7	33.9	12.3	12.5	2.5	8.7	6	38.2	.2	27.5	7.1	.7	12.1	6.4	.9	3.3	3.6
West Virginia	161	32	1-5.03	6.3	9.4	3.1	18.7	15.6	12.5	9.4	6.3	15.6	3.1	28	------	25	9.4	3.1	12.5	6.3	------	6.3	9.4
Wisconsin	2,276	515	1-4.42	.6	2.7	8	14.2	30.1	9.1	8.3	4.7	16.9	5.4	22.1	11.5	31.9	9.3	1.3	11.5	4.5	.8	2.1	5
Wyoming	354	131	1-2.70	------	2.2	6.8	13	12.2	31.3	16.1	.7	10	7.7	15.3	------	14.5	19.9	3.8	32.9	7.6	------	3.8	2.2

EXPLANATION

A "NEW" TEACHER is, for the purposes of this study, defined as "one who was not employed in present school system last year (1929–30)."

This table should be read as follows: There were 239 senior high school teachers in Alabama who had not taught in their present positions during last year (1929–30); there were 972 senior high school teachers who answered Inquiry No. I; there was one "new" teacher for every 4.07 senior high school teachers; 0.4 per cent of the "new" teachers were occupying positions in which the predecessors died; 2.5 per cent had positions from which predecessors retired; and so on for the other per cents.

The data in the accompanying table were obtained from an inquiry sent, in connection with the National Survey of the Education of Teachers, to teachers, supervisors, and administrative officers in public schools from the nursery-school level to and including junior colleges. Approximately 465,000 returns were received. This represents about a 50 per cent sampling for the United States as a whole. Because of the method of distribution many of the inquiries did not reach their destination so that 465,000 represents a very much higher per cent of returns from those who received the inquiry than would be indicated by the 50 per cent. In reading the table, however, care must be used not to place too much reliance upon the per cents for those States from which the number of replies was comparatively small.

The Supply and Demand for Senior High School Teachers

By E. S. Evenden

Associate Director, National Survey of the Education of Teachers

THE RECENT increase in college enrollments, the more recent financial upset, and the present very evident increase in the number of unemployed teachers have all contributed to a nation-wide interest in the demands for new teachers and the available sources of supply to meet those demands.

One of the first tasks of the National Survey of the Education of Teachers was to secure data bearing on demand and supply and unemployment. In order to secure data which would be satisfactorily comparable between States and between sections, it was decided to go directly to the teachers themselves. This is the first time that information has been collected on a nation-wide scale from the teachers and other workers in the public schools. Each reply was returned directly to the Office of Education at Washington in order to secure frank and complete answers. The technique utilized in the study of "Demand and supply" was first utilized in staff studies in New Jersey, conducted in 1925–26 and 1926–27 under directions of Dr. G. C. Gamble and Dr. M. R. Trabue, respectively.

In order to make the returns from this unique set of answers available at the earliest possible moment, some of the tables are to be presented, as they are completed, in SCHOOL LIFE. The data shown on the opposite page are of value to State superintendents of public instruction, to institutions educating teachers, to student advisors and to all prospective teachers.

The size of the table and the mass of data it contains on the demand and supply of senior high school teachers may repel the reader at first glance. Every line, however, is filled with interesting and challenging facts.

Find your State or the State in which you are now teaching and start across the line of figures. You will first find yourself comparing the number of "new" teachers (those teaching in a position for the first time) with the total number of high-school teachers in that State. The ratio between these two numbers has been called a "mobility ratio" since it shows the rate of turnover. Following the line across the table through the "causes of demand" and the "sources of supply" you will come to figure after figure for which you will want comparable data from other States—neighbor States to the north and west—or from the country as a whole in your attempt to answer the "whys."

45,000 Teachers Answered These Questions

Teachers will remember answering the questions listed below. Analyses of the answers given by senior high-school teachers appear in this article and the accompanying table. Analyses of the answers given by elementary and junior high school teachers to the same questions will appear in SCHOOL LIFE for February and March.

ANSWER THIS IF YOU WERE NOT EMPLOYED IN THE PRESENT SCHOOL SYSTEM LAST YEAR (1929–30)

The one reason that explained the *demand* for your services this school year 1930–31.

- Predecessor died.
- Predecessor retired.
- Predecessor entered college.
- Predecessor married.
- Predecessor left to teach somewhere else in the State.
- Predecessor left to teach in another State.
- Predecessor entered another profession or occupation.
- Predecessor left on leave of absence, illness, etc.
- Holds newly created position.
- Other_____

ANSWER THIS IF YOU WERE NOT EMPLOYED IN PRESENT SCHOOL SYSTEM LAST YEAR (1929–30)

Where were you last year?

- College or university in same State.
- Teacher-training class, normal school or teachers college in same State.
- Another school system in same State.
- College or university in another State.
- Teacher-training class, normal school or teachers college in another State.
- Another school system in another State.
- A position other than in educational work.
- Leave of absence.
- Return to teaching, having some occupation other than education during the past year.
- Other_____

Why, for instance, are only 4 out of every 29 (1–7.28) senior high school teachers in California new to their positions while 3 of every 7 (1–2.34) such teachers are new to their positions in one of the States which adjoins it?

Why do more "predecessors" leave to teach in other States than to teach in other positions in their own States in all but two of the New England States?

Why does New Jersey have one-third of its "new" teachers in senior high schools holding "newly created positions" due to expansion or to reorganization within the schools while the percentage of such positions in several other States is less than one-fourth as much?

Why are twelve times as many "new" high-school teachers in Texas selected from colleges and universities within the State as are selected from similar institutions in other States? Why do certain other States select more of their new high-school teachers from colleges in other States than from their "home institutions"? Are not such facts of very significant interest to teachers in higher educational institutions and are they not of even greater significance to the prospective teacher who is considering where to go to college?

Why did some States secure almost none of their new senior high school teachers from teachers colleges within the same States, while other States secured almost as many from that source as from other colleges and universities within the States?

Why did Indiana secure 44.7 per cent of its new senior high school teachers from other school systems within the State while Maryland engaged only 11.8 per cent of hers from within her boundaries?

Students of education in a given State may discover in this table answers and explanations to current State problems. They will find that these data give authoritative factual bases for hitherto improvable assumptions. They will also find the tables explode many favorite educational myths. Other questions will arise from studying the columns dealing with the evidence that very few high-school teachers are taking leaves of absence and that larger percentages of former teachers are returning to teaching in some States than in others.

A few minutes work with this table will demonstrate its usefulness to those responsible, in any way, for the education of teachers. You will find it a valuable reference.

School Attendance, 1920–1930

WHERE DOES your State stand educationally according to the 1930 census figures?

How close does your State rank to Nebraska which has a larger percentage of its children 7 to 13 in school than any other State?

Did you know that to Rhode Island, Massachusetts, and New Jersey goes the honor of making the largest increases in enrollment of children 14 and 15 years of age during the last 10 years?

Are you aware that Louisiana has in the last 10 years boosted its elementary school population faster, relatively, than any other American commonwealth?

Many interesting comparisons are to be found in the 1930 school attendance figures just released by the Bureau of the Census. When the census takers made their rounds last year they wrote down for every person recorded an answer to the following question, "Attended school or college anytime since September 1, 1929?"

Now all those answers have been organized into the table which appears with this article. The Census finds that American schools enroll 5,690,000 more than they did in 1920. In other words

School attendance for the population 7 years old and over, by age, by divisions and States: 1930 and 1920

Division and State	Persons 7 to 13 years old				Persons 14 and 15 years old				Persons 16 and 17 years old				Persons 18 to 20 years old				Persons 21 years old and over attending school	
	Total number, 1930	Attending school			Total number, 1930	Attending school			Total number, 1930	Attending school			Total number, 1930	Attending school			1930	1920
		Number, 1930	Per cent			Number, 1930	Per cent			Number, 1930	Per cent			Number, 1930	Per cent			
			1930	1920			1930	1920			1930	1920			1930	1920		
United States	17,209,566	16,398,400	95.3	90.6	4,678,084	4,156,378	88.8	79.9	4,663,137	2,669,857	57.3	42.9	6,815,710	1,456,784	21.4	14.8	1,034,782	344,789
GEOGRAPHIC DIVSIONS:																		
New England	1,076,523	1,056,813	98.2	95.3	294,870	267,933	90.9	75.3	289,691	159,078	54.9	39.0	416,527	93,046	22.3	15.0	71,917	26,290
Middle Atlantic	3,462,605	3,380,168	97.6	94.3	950,223	878,064	92.4	79.3	941,157	501,393	53.3	32.3	1,406,219	262,466	18.7	11.0	213,357	66,672
East North Central	3,323,369	3,253,441	97.9	95.1	915,264	855,976	93.5	82.5	894,650	556,234	62.2	40.4	1,310,776	277,036	21.1	13.4	220,459	80,186
West North Central	1,832,343	1,790,670	97.7	93.9	505,951	451,913	89.3	85.3	504,400	298,742	59.2	48.1	725,338	175,999	24.3	17.3	108,265	50,053
South Atlantic	2,546,818	2,328,693	91.4	85.6	680,219	540,509	79.5	75.4	684,991	328,683	48.0	43.7	982,857	177,406	18.1	14.6	104,782	36,707
East South Central	1,587,598	1,438,271	90.6	83.6	425,609	356,710	83.8	77.5	433,828	230,343	53.1	48.3	608,078	120,849	19.9	16.8	58,280	17,828
West South Central	1,893,817	1,709,498	90.3	82.5	505,821	426,779	84.4	76.9	516,653	296,664	57.4	48.1	761,248	160,487	21.1	14.7	89,032	23,905
Mountain	553,340	529,883	95.8	91.8	145,475	132,724	91.2	86.7	142,218	94,936	66.8	57.0	205,674	58,099	28.2	20.0	34,177	12,781
Pacific	933,153	910,963	97.6	94.1	254,652	245,770	96.5	89.2	255,549	203,784	79.7	55.4	398,993	131,396	32.9	22.1	134,513	30,367
NEW ENGLAND:																		
Maine	107,292	105,131	98.0	94.2	28,663	26,285	91.7	83.7	27,916	16,697	59.8	46.5	39,465	9,132	23.1	17.8	3,905	2,242
New Hampshire	60,045	58,786	97.9	93.4	16,248	15,186	93.5	86.6	15,769	8,745	55.5	41.7	22,647	5,021	22.2	15.5	2,753	1,489
Vermont	47,926	46,619	97.3	93.9	13,075	11,849	90.6	86.2	12,753	7,108	55.7	46.0	18,388	3,916	21.3	18.1	1,743	947
Massachusetts	546,100	536,798	98.3	96.1	151,181	140,387	92.9	73.9	147,627	87,779	59.5	40.6	213,791	53,503	25.0	16.0	47,029	15,974
Rhode Island	93,110	91,308	98.1	95.6	24,578	21,604	87.9	59.0	25,396	10,270	40.4	26.3	36,787	6,249	17.0	10.8	5,178	1,517
Connecticut	222,050	218,171	98.3	94.7	61,125	52,622	86.1	74.9	60,230	28,479	47.3	33.0	85,449	15,225	17.8	11.6	11,309	4,121
MIDDLE ATLANTIC:																		
New York	1,524,885	1,490,022	97.7	93.9	421,279	395,763	93.9	81.5	420,052	249,610	59.4	32.6	663,115	135,296	20.4	11.4	117,066	36,897
New Jersey	541,293	530,766	98.1	94.9	147,841	134,638	91.1	71.8	147,629	70,210	47.6	29.9	214,280	36,224	16.9	10.0	30,424	7,394
Pennsylvania	1,396,427	1,359,380	97.3	94.5	381,103	347,663	91.2	79.6	373,476	181,573	48.6	32.8	528,824	90,946	17.2	10.8	65,867	22,382
E. N. CENTRAL:																		
Ohio	877,041	858,592	97.9	96.0	238,043	230,067	96.6	87.8	230,795	156,336	67.7	44.4	341,728	78,023	22.8	14.4	60,246	28,219
Indiana	426,719	417,301	97.8	94.9	116,421	111,589	95.8	80.2	114,272	71,629	62.4	39.9	166,901	36,182	21.7	14.2	21,697	8,075
Illinois	956,569	934,972	97.7	94.7	271,359	250,674	92.4	79.0	722,342	155,619	57.1	37.1	402,745	80,207	19.9	12.3	71,142	22,028
Michigan	658,881	646,460	98.1	94.9	174,782	164,649	94.2	86.6	167,197	103,177	61.7	39.4	244,418	49,315	20.2	12.3	41,129	11,580
Wisconsin	404,159	396,116	98.0	94.5	114,659	98,997	86.3	77.8	109,589	69,473	63.4	42.2	154,984	33,309	21.5	14.6	26,245	10,284
W. N. CENTRAL:																		
Minnesota	359,072	352,019	98.0	93.9	100,499	91,563	91.1	86.2	97,256	55,476	57.0	42.5	137,879	33,683	24.4	16.6	26,865	11,364
Iowa	336,007	330,351	98.3	95.0	93,178	83,686	89.8	85.8	90,661	57,889	63.9	51.4	129,793	32,553	25.1	19.4	17,864	10,329
Missouri	463,249	448,465	96.8	93.4	129,202	110,721	85.7	82.1	132,487	68,413	51.6	43.9	193,754	38,815	20.0	14.1	25,994	10,400
North Dakota	111,275	108,178	97.2	92.1	31,391	27,693	88.2	87.3	30,712	17,927	58.4	53.4	42,927	10,789	25.1	19.0	5,034	2,770
South Dakota	107,718	104,930	97.4	93.5	28,823	25,588	88.8	86.7	28,163	17,695	62.8	52.6	40,240	11,226	27.9	18.6	4,923	2,322
Nebraska	195,194	191,989	98.4	93.9	52,994	48,300	91.1	86.0	53,785	33,995	63.2	49.7	77,528	19,150	24.7	16.9	11,620	5,093
Kansas	259,828	254,738	98.0	94.5	69,864	64,362	92.1	87.9	71,336	47,347	66.4	54.4	103,217	29,783	28.9	30.8	15,965	7,775
SOUTH ATLANTIC:																		
Delaware	31,947	31,023	97.1	95.2	8,422	7,701	91.4	80.7	8,569	4,453	52.0	39.1	12,695	2,303	18.1	13.2	1,617	563
Maryland	221,212	213,143	96.4	92.6	57,996	46,723	80.6	73.6	58,840	24,835	42.2	31.7	87,407	14,129	16.2	10.9	12,694	4,182
District of Columbia	47,809	46,671	97.6	93.5	12,734	12,163	95.5	83.2	13,365	9,051	67.7	44.8	24,996	7,441	29.8	16.2	12,076	6,177
Virginia	390,807	354,467	90.7	84.8	103,858	84,438	81.3	75.5	104,501	50,476	48.3	44.3	147,375	26,713	18.1	15.0	13,277	5,891
West Virginia	285,269	268,382	94.1	89.1	72,232	62,300	86.2	82.3	72,195	35,981	49.8	42.3	100,895	20,461	20.3	13.6	12,224	3,264
North Caroina	557,912	518,865	93.0	87.0	148,797	117,760	79.1	77.4	148,633	73,241	49.3	50.1	206,684	39,663	19.2	19.1	14,542	5,925
South Carolina	321,769	278,155	86.4	87.1	86,505	63,859	73.8	78.0	86,710	40,478	46.7	49.2	122,258	22,186	18.1	17.2	13,969	3,815
Georgia	484,124	429,013	88.6	79.1	133,987	98,748	73.7	67.7	136,036	59,267	43.6	39.7	198,812	28,446	14.3	11.7	16,876	5,126
Florida	205,969	188,974	91.7	83.2	55,688	46,817	84.1	78.6	56,142	30,901	55.0	45.5	81,735	16,064	19.7	12.8	7,507	1,764
E. SO. CENTRAL:																		
Kentucky	411,252	375,162	91.2	88.5	107,676	88,859	82.5	77.6	105,622	51,941	49.2	42.5	146,226	27,879	19.1	13.8	17,156	4,613
Tennessee	406,554	372,730	91.7	85.3	108,379	92,346	85.2	79.4	112,960	60,043	53.2	50.7	164,421	32,730	19.9	18.6	16,166	4,917
Alabama	439,680	389,089	88.5	80.4	120,097	99,168	82.6	77.5	123,494	63,646	51.5	48.8	166,600	29,956	18.0	16.3	14,317	4,437
Mississippi	330,112	301,290	91.3	80.1	89,457	76,337	85.3	75.2	91,752	54,713	59.6	51.7	130,831	30,284	23.1	18.6	10,641	3,861
W. SO. CENTRAL:																		
Arkansas	303,520	275,103	90.6	82.0	82,204	69,800	84.9	77.0	82,395	49,005	59.5	50.8	117,494	26,571	22.6	17.7	10,164	3,827
Louisiana	331,101	295,954	89.4	75.9	87,631	68,576	78.3	65.6	87,624	43,384	49.5	36.8	129,885	23,178	17.8	10.7	22,799	3,260
Oklahoma	379,254	357,701	94.3	85.8	99,476	88,426	88.9	82.0	102,189	64,559	63.2	54.2	149,038	38,458	25.8	16.8	18,825	5,220
Texas	879,942	780,740	88.7	83.7	236,510	199,977	84.6	79.1	244,445	139,716	57.2	48.8	364,831	72,280	19.8	14.2	37,244	11,598
MOUNTAIN:																		
Montana	78,459	76,418	97.4	92.8	21,523	19,996	92.9	89.1	20,468	13,903	67.9	58.3	28,383	8,407	29.6	21.2	3,965	1,771
Idaho	70,290	68,805	97.9	95.5	18,927	17,812	94.1	91.6	18,231	13,188	72.3	62.3	25,247	8,308	32.9	22.3	3,685	1,453
Wyoming	31,832	31,210	98.0	92.8	8,202	7,631	93.0	86.2	8,014	5,478	68.4	52.6	12,321	3,262	26.5	16.4	1,702	647
Colorado	142,870	138,274	96.8	93.9	38,161	34,449	90.3	86.2	38,285	24,215	63.2	53.2	55,850	15,859	28.4	20.2	11,856	4,139
New Mexico	69,853	63,335	90.7	87.4	17,478	14,815	84.8	80.4	17,396	9,980	57.4	50.6	25,184	5,559	22.1	16.4	2,539	1,080
Arizona	64,463	58,514	90.8	78.8	15,976	13,649	85.4	73.8	16,064	9,089	56.6	45.3	24,153	5,465	22.6	14.4	3,855	1,030
Utah	85,122	83,330	97.9	95.5	22,456	21,795	97.1	93.7	21,072	17,047	80.9	71.4	30,401	9,950	32.7	24.7	5,953	2,411
Nevada	10,451	9,997	95.7	90.5	2,752	2,577	93.6	88.8	2,688	2,036	75.7	61.4	4,134	1,289	31.2	22.0	622	250
PACIFIC:																		
Washington	194,814	190,375	97.7	94.7	55,300	52,843	95.6	88.6	55,021	42,262	76.8	54.5	81,347	27,353	33.6	21.5	18,141	7,471
Oregon	116,671	113,949	97.7	94.7	32,988	31,185	94.5	90.6	33,525	24,397	72.8	59.7	49,374	16,439	33.3	24.4	12,911	5,161
California	621,668	606,639	97.6	93.7	166,364	161,742	97.2	89.1	167,003	137,125	82.1	54.7	268,272	87,604	32.7	21.9	103,461	17,735

our Nation's schools have had to provide for 20 per cent more students at the close of the decade than at the beginning. The number of students 21 years and over increased nearly 300 per cent.

Americans have reason to be proud of the increasing provisions for education which the United States is guaranteeing its boys and girls. The census shows how educational opportunities have grown. Back in 1870 only 4 in 10 Americans 5 to 20 years of age attended school. By 1900 the ratio was 5 in 10; to-day it is 7 in 10.

Honor to Louisiana

The percentage of persons 5 to 20 years old attending school jumped from 64.3 in 1920 to 69.9 in 1930.

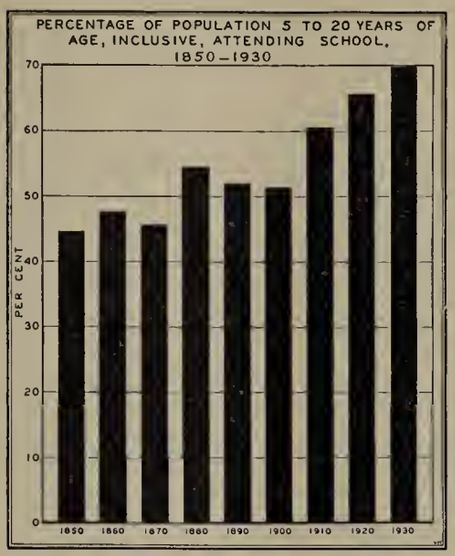
What school systems reach the largest percentage of the school age group? The census figures throw light on this phase of educational effectiveness. Nebraska leads the list on the elementary school level with 98.4 per cent of her children 7 to 13 in school. Iowa, Massachusetts, and Connecticut are close behind her in this respect since all three show 98.3 per cent of this group enrolled. Nebraska's excellent State school census must find its reflection in these figures.

But perhaps those States which have increased their percentage enrollment most rapidly are more deserving of praise than those that stand at the head of the list. Louisiana, which had only three-fourths of its 7 to 13 year olds in school in 1920 had nearly nine-tenths of them in the classrooms by 1930. Arizona raised her percentage enrollment in this age level from 78.8 in 1920 to 90.8 in 1930. New England, as a region, stood higher in respect to percentage of elementary school population enrolled than any other section.

Everyone connected with the schools has known that the last decade witnessed a phenomenal increase in the number of students in high school. The census offers convincing evidence of this trend. It shows that 2,058,045 students 14–17 years of age are in school, an increase of 43 per cent over 1920 figures. Some of this age group may be in grade school but the majority are in high school.

California has displaced Utah as the State with the largest percentage of its youth 14–15 in school and it also leads the list for the 16–17 level. It has more than four-fifths of its boys and girls of the latter age actually attending school.

School attendance laws influence the ranking of the States according to the percentage of high-school-age pupils enrolled. After California in the 14–15-year-old group come Utah, Ohio, Indiana, Washington, District of Columbia, Oregon, Michigan, and Idaho. At the next age level, 16–17, all the leading States are Western States: California, Utah, Washington, Nevada, Oregon, and Idaho.



The Rising Tide of Pupils

Compare this graph with the startlingly different one in December School Life which reveals that elementary school enrollment has apparently passed its peak.

Rhode Island Shows Big Gain

When we turn to the States which show the largest increases in these two age levels the picture changes sharply. Rhode Island is far out in front having increased the percentage of her 14–15-year-old enrollment from 59 to 87.9. Two other Eastern States, New Jersey and Massachusetts, have the next largest gains.

California not only stands at the head of the list in the percentage enrollment of the 16–17-year-old group but also shows the largest rate of increase having 27.4 per cent more than in 1920. New York had the second largest increase at this age level, 26.8 per cent. Following in order came Ohio, District of Columbia, Indiana, Michigan, and Washington.

The census figures for school attendance[1] are virtually a mirror for important social movements, new laws and methods of school administration in the various States during the last 10 years. Some statisticians consider them a more or less imperfect mirror. Office of Education biennially collected facts indicate, for example, that the Census Bureau's total school population figure, 27,408,758 is a trifle low. Nevertheless, there is no reason to believe that the major trends of school population revealed in the accompanying table are not, in the main, valid.

[1] Price List No. 70, Census—Statistics, population, manufactures, agriculture, mining, etc., may be had free upon request to the Superintendent of Documents, Government Printing Office, Washington, D. C. The Superintendent of Documents also has copies of a population bulletin for each State giving the composition and characteristics of the population. The price of these publications varies from 10c to 30c, depending upon the size of the bulletin.

Dartmouth's New Admission Plan

The "junior selection" plan at Dartmouth is expected to focus attention of high schools on the desirability of having their outstanding men enter college with a zest for its educational menu, and for development along lines of their own interest and power in place of a blasé or a browbeaten attitude, each of which may not disappear until the junior year and either of which is more fatal than insufficient or faulty preparation. Under this plan a few outstanding applicants for admission to the college will be selected a full year in advance of their entrance. These junior selections, during their last year in high school, will be given as much leeway as possible in varying and enriching their ordinary scholastic program. It is a new and original venture in college-admission machinery and one that seems to be full of promise, according to E. Gordon Bill, dean of Dartmouth freshmen and director of admissions.

Good Scholarship Worth Good Money at Gooding

To encourage undergraduate self-help and to aid high-school students in attending college, Gooding College, Gooding, Iowa, has introduced a system of honorary scholarships. Those students who come to Gooding recommended by their superintendents and principals are entitled to a $25 scholarship for the fall term. Maintenance of an average of B in 12 hours or more of their academic work entitles them to a like sum for the winter term. Seventeen are on this year's honorary scholarship list.

A special tour for the study of political, social, and economic conditions in Russia and their international significance, will be given this summer under the personal direction of Dr. John Barrett, authority on international relations, and former United States minister to Siam, Argentina, Panama, and Colombia. Roy H. Mackey, New York University, Washington Square, New York City, and Mrs. Lindsay Patterson, author and newspaper woman, are arranging a series of Russian tours this year.

Indians Serve Indians

Nearly one-third of the employees in the United States Indian Service to-day are Indians. Of approximately 5,000 workers in the main offices at Washington and in the field, 1,512 are Indians.

Capital's Glories Pictured

(*Continued from Page 89*)

shrine. The Bureau of Public Roads of the Department of Agriculture, in connection with the Sixth International Road Congress, issued a bulletin entitled "The Mount Vernon Memorial Highway—History, Design, and Progress in Construction" which may be had free upon application to the Bureau of Public Roads. The 23 illustrations in the booklet show the actual construction of the road, the grading plans, and the elevations of underpasses and bridges.

And for the research worker—in addition to the Library of Congress there are in the departments and institutions of the city more than 200 special libraries of great diversity and value. "Informational Resources of Washington" compiled by the District of Columbia Library Association contains a list of these libraries with detailed information regarding each. Single copies of this publication are available at 50 cents from the District of Columbia Library Association.

A list of the statues and memorials in the public grounds of Washington and a description of the Lincoln Memorial erected in West Potomac Park are available free in mimeographed form from the Office of Public Buildings and Public Parks, as well as a printed folder on the George Washington Memorial Parkway.

"Reports and Plans—Washington Region," a 134-page illustrated pamphlet on supplementary data of the National Capital Park and Planning Commission is also free upon application.

Two maps of Washington and vicinity, showing the automobile roads, are available from the Geological Survey, Washington, D. C.—one, 44 by 52 inches, is 25 cents; the other, 17 by 20 inches, is 10 cents. On the back of the smaller map is a description of the chief geographic, geologic, and historic features of the country around Washington.

After going through all or any one of these publications one will not be at a loss to know what to do with his time when not attending meetings.

State Superintendents Discuss School Finance

WHEN 29 STATE superintendents and commissioners of education get together, what do they discuss? This number of State education leaders met December 7 and 8 in the Nation's Capital. They spoke mainly of school finance.

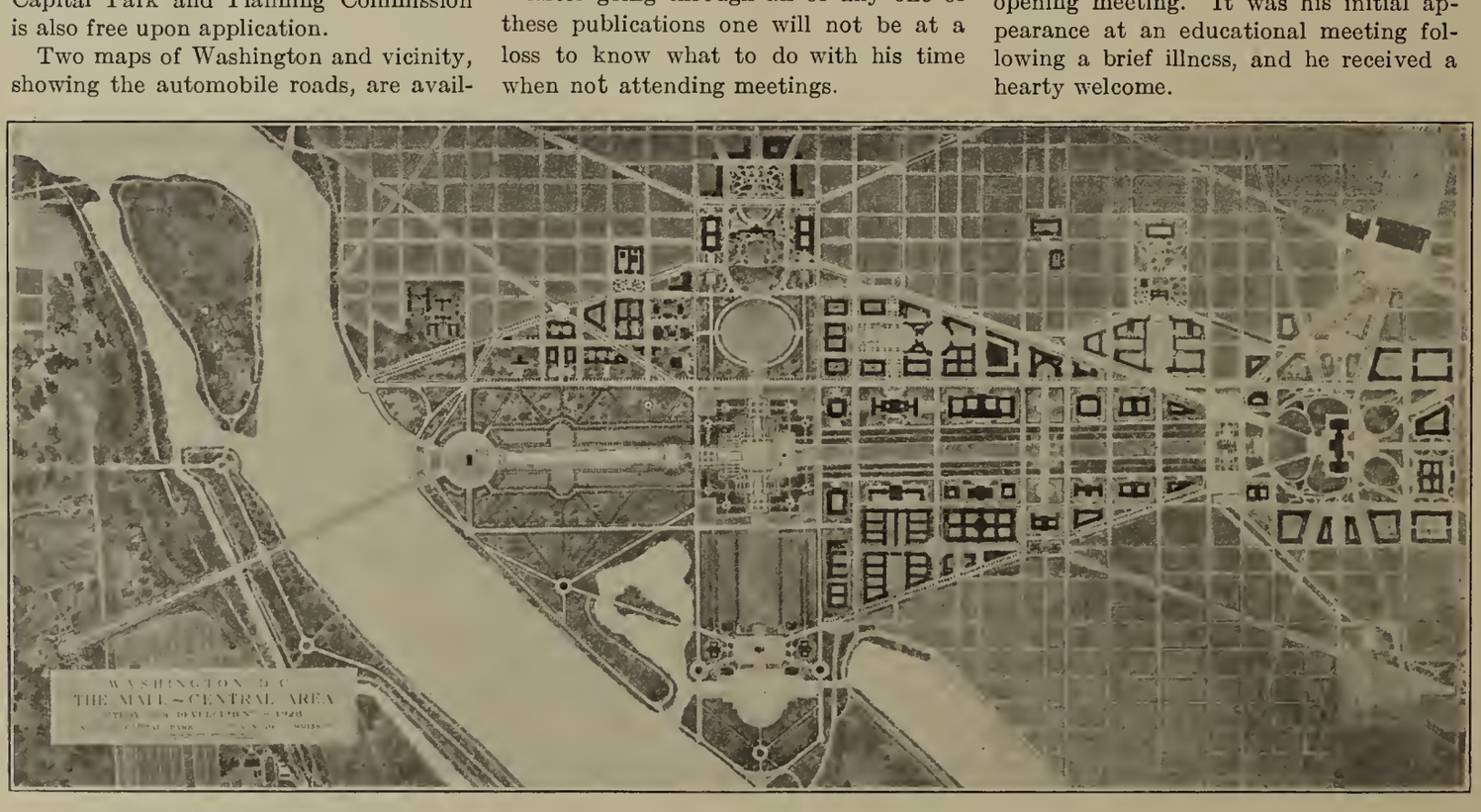
True, not all of the 2-day meeting was devoted to this outstanding problem confronting school administrators in this time of depression. They considered schools and unemployment, reduction of illiteracy, child health, agricultural education, vocational guidance, character education, and teacher supply and demand, but the subject of income for educational purposes, school expenditures, and return for money spent in the educational field, crowded the program. School finance was the major topic.

A leader in the field of school finance, Dr. Paul R. Mort, outlined the National Survey of School Finance, of which he is the associate director. Commissioner C. M. Hirst, Arkansas, and Superintendent Charles A. Lee, Missouri, described the operation of equalization funds in their respective States. Commissioner James M. McConnell, Minnesota, and Superintendent Vierling Kersey, led the discussion.

Even Secretary of the Interior, Ray Lyman Wilbur, in his message of welcome to the State education superintendents and commissioners, stressed the importance of school expenditure consideration at the present time: "In many ways," he said, "our schools stand at the crossroads. We are in a period of retrenchment of public expenditures. The question of how to secure the greatest possible advantage to the commonwealth from every dollar going into education will be presented to every group having responsibility for the maintenance or administration of schools."

Dr. David E. Weglein, superintendent of Baltimore public schools, brought in a pertinent report on the work of the department of superintendent's committee on school costs.

William John Cooper, United States Commissioner of Education, spoke briefly to the State superintendents and commissioners of education, and presided at the opening meeting. It was his initial appearance at an educational meeting following a brief illness, and he received a hearty welcome.



Courtesy National Commission of Fine Arts

MAP PREPARED BY THE NATIONAL CAPITAL PARK AND PLANNING COMMISSION SHOWING THE DEVELOPMENT OF THE PLAN OF 1901

Superintendents, supervisors, and principals attending the meeting of the Department of Superintendence, to be held in Washington, February 20–23, inclusive, should not miss visiting the Interior Department Building, Eighteenth and F Streets. Along the first floor corridor will be an extensive exhibit of the work of the various bureaus and offices of the Government which in any way deal with education.

Lessons by Mail

(*Continued from page 82*)

Some of the parcels containing the lessons are sent to their destination by rail car or motor car, some by a camel train, but many are left 20 miles and more from the homes of the pupils, who think it no hardship to ride long distances to the bush post office to mail or receive the lessons. On the part of the department there is never-failing punctuality. Confidence is necessary when, as one parent wrote: "Our boys have been about 5 miles over the range to the little post office to get the parcels of lessons;" and another, "Father goes out into the rain and rides across the flooded creeks for our lessons."

Mother Acts as Supervisor in Most Cases

In some families the school work is done under the direction of a supervisor paid by the parents—it may be a girl who has gained her qualifying certificate, or a young woman who has not had a particularly good education but is capable of teaching the children with the help of the correspondence school. In the majority of cases, however, the supervisor is the mother, who undertakes this task in addition to her multifarious household duties. Her anxiety to educate her children is generally in inverse ratio to the sum of her own attainments, and she often pathetically explains that she has had very little "schooling." One mother wrote: "Please excuse Jean's papers being rather soiled this time as we are living in a tent and the temperature is 117° in the shade."

The pupils served by the correspondence school are to be found in all parts—in the lonely lighthouse on the tropic north coast of the continent 70 miles north of Darwin, as well as on the cold and stormy south coast; in small islands in the Southern Ocean; in the wide spaces of the interior of the continent where sheep and cattle are bred; in the newly peopled wheat-growing areas; in the cottages of railway employees; along the Great Trans-Australian Railway; and in the fertile fruit-growing areas of the River Murray. Some children are 400 miles from a school; others travel daily with their parents driving stock from one part of the State to another. In some cases the fathers are learning with their children.

When parents, with or without their children, visit the city, they seldom fail to call at the school to meet their friends, the teachers. To the out-back child the correspondence school is not second in interest to the zoo gardens or the museum.

Seventy Scholarships Open to Children in Out-Back Areas

Since 1923, pupils of Grade VII have been prepared for the test known as the qualifying certificate examination. The holder of this certificate is entitled to attend a high school, which prepares students for the university. Seventy-three correspondence-school pupils have gained this certificate. In order to sit for the examination many children are obliged to travel long distances. In one case a brother and sister journeyed 120 miles on a camel and 50 miles by motor car to reach the nearest examination center. Another child traveled 140 miles to Marree. Some have arrived at the examination room camel-sick.

Many former pupils are at present attending State high schools and private secondary collegiate schools. The names of some of them are to be found in university pass lists. Some of the pupils have become teachers and are now in charge of schools.

Twenty scholarships are earmarked for children educated in the out-back areas of the State, and 50 others are open to them in competition with children attending larger schools. In 1925 one of these exhibitions was won by a pupil of the correspondence school.

The Cause of Misunderstandings

At best one can communicate to others only a very small percentage of what he thinks or sees or feels. Language is inadequate. All languages are inadequate no matter how many of them you may know or how skillful you may be in using them. Perhaps only 1 per cent or 2 per cent, certainly I should think not more than 5 per cent of what one thinks or sees or feels, can be translated by language to another.

As one enlarges his capacity to make himself understood, as one enlarges the ability of others to understand him, he opens up to that extent his opportunity for usefulness. Certainly in our modern society, where it is necessary for men even in the simplest matters to cooperate with each other, it is necessary for them first of all to understand each other.

Language is the principal conveyer of understanding, and so we must learn to use it, not crudely but discriminately. I have discovered after a long experience that misunderstandings arise between men largely because of the failure of adequate expresssion.

Be careful to see that your language is clear. Words must be accurately used. Sentences must be short—then add style if you can. It is only half enough to have the transmitter work clearly and accurately. The other half lies with the receiver, and style, if it be compelling enough, is the sure way to make the receiver function well.—Owen D. Young. *From a commencement address at St. Lawrence University.*

Opera and Camp Life in New Teacher-Training Course

Teacher training at Teachers College, Columbia University, will be different next year, according to a recent announcement. It is the aim to create an entirely new type of teacher for our new civilization—to make the pedagogue more of a person.

The most promising high-school students and members of younger college classes will be recruited to receive an education based on personal experience as well as textbook learning. A new demonstration and experimental teachers' college will be established.

There will be work in the shop and factory, as well as in the schoolroom, for the student teacher in 1932. He will go to the opera and to an outdoor camp, and he will be provided with parties and daily contact with philosophers. For a clearer understanding of international problems the would-be teacher is expected to spend a year abroad, studying. His home study will include a little of every sort of education, even social service work.

Dr. Thomas Alexander, who will head the new college, says that teaching is now regarded as one of the greatest of human employments, undertaking now much of the work which formerly fell to other social agencies. "Since this is the case," he says, "teachers of the future generation must be selected from the very cream of the youth of to-day."

Ohio's Tutorial Plan

By Walter H. Gaumnitz

Senior Specialist in Rural School Problems

THE STATE DEPARTMENT of Education of Ohio is experimenting with the problem of broadening and enriching the curriculum offerings of the small high schools.

There can be no doubt but that any progress toward the solution of this very perplexing problem promises epoch-making improvements in the character and the administration of secondary education in the United States. How a small school with from one to three teachers can find the time and the talent to provide a program of high-school offerings broad enough to suit the various needs of country children and how they can do this without organizing so many small classes as to make the per pupil-subject cost prohibitive has long been a puzzle to school administrators.

The tutorial plan now being tried out in Ohio has the following twofold purpose: First, to make available to high-school children courses of instruction for which there is an expressed need and which in the small high school it has been impossible to offer; second, to consolidate classes in subjects in which there is an inordinately small enrollment and a consequent high pupil-subject cost of instruction.

Discontinue Small Classes

As a result of a state-wide survey it was found that in 72 of the counties there were a total of 94 high-school classes consisting of from one to two pupils, and 791 classes consisting of from one to five pupils. A study was also made to determine in what high-school subjects rural children of high-school age most desired instruction. Using the findings of these studies as a point of departure a plan was devised for discontinuing the very small high-school classes as such and for offering instruction on a tutorial basis. The plan provides that highly selected instructors of given subjects be chosen to meet on Saturday at centrally located points with the children desiring to take these subjects. These instructors help the children to get started on a series of more or less self-administrative lessons, and arrange to keep office hours at given points and at regular intervals so that children can come to them for additional help whenever they feel the need of it.

The lessons themselves are prepared by subject-matter specialists in the State department of education. In their plan of construction the lessons borrow the best points from the correspondence method and from the individual contract plan. The child's progress is gaged by the administration of standard achievement tests. Every effort is made to keep the work abreast of that given in the regularly assembled classes taught by the respective instructors.

Cut Cost of Instruction

Since most of the small classes are found in the eleventh and twelfth grades the scheme has thus far been limited to these grades. An effort is made to recruit to each tutorial class from 15 to 30 pupils living in the same or neighboring communities. Transportation difficulties are thus reduced to a minimum. It has been found that the cost of instruction can, through this scheme, be reduced from $25 per pupil semester-hour in some subjects to less than $10. Improvement in the quality of instruction is also an important consideration.

A large number of these tutorial classes have been organized in Ohio during the two school years in which the experiment has been in progress. Thus far the scheme has been limited to the 42 counties showing the largest proportion of small classes and the fewest large high schools. The subjects found to be in greatest demand and in which lessons have consequently been prepared are: Advanced algebra and solid geometry, chemistry, sociology, and economics, bookkeeping, French I, Latin III, French II, Latin IV, typewriting, commercial law, shorthand, Spanish I and II, and German I and II. It is noticeable that a large proportion of the subjects now offered are college preparatory in character rather than practical. There seems, however, to be no good reason why eventually subject offerings more closely related to rural life should not be developed and made available to these rural children. The scheme gives every promise of bringing broad-gage high-school education within the reach of the rural child. The outcome of the Ohio experiment will be awaited with interest.

More detailed information on ways and means employed in various localities for enriching and extending the curricular offerings in the smaller high schools may be found in the following publications:

The Smallness of America's Rural High Schools. Bulletin, 1930, No. 13. United States Office of Education, pp. 69–77.

Baker, Harold Wm. The Tutorial Plan for Ohio Schools, Educational Research Bulletin. 9: 123–32; March 5, 1930.

Collins, M. Earle. Tutorial needs of Ohio High Schools. Educational Research Bulletin, 9: 233–39, 258; April 30, 1930.

When the Class Studies Lumbering

The Forest, a handbook for teachers, prepared in the Forest Service, United States Department of Agriculture, is available from the Superintendent of Documents, Government Printing Office, at 30 cents a copy. In lots of 500 or more the handbook costs only 7½ cents.

This publication, containing more than 50 illustrations, furnishes very useful outlines, exercises, and experiments which may be used in primary and elementary grades through the ninth year. Supplementary reading references useful to teachers are also listed.

College Credit for Trade Experience

Eighteen out of thirty-eight colleges and universities offering courses for prospective teachers of vocational education in trade and industry allow college credits in such courses for trade experience, teaching experience in trade schools, and for supervisory and administrative experience in vocational education. The number of credits allowed for practical experience varies from 5 to 32. Federal Board for Vocational Education Bulletin No. 152 reports these facts.

Good Source of Maps

The Hydrographic Office, United States Navy Department, Washington, D. C., publishes from its own plates about 2,900 charts covering nearly every part of the world. It gives quotations by letter for charts of any particular region. Circular No. 3 listing the main maps, charts, manuals, and miscellaneous books published by this office may be obtained from the Hydrographic Office, Navy Department, Washington, D. C.

The Farthest North College

Alaska Agricultural College and School of Mines has the largest enrollment in its history this year. One hundred and twelve are enrolled at this farthest north institution of higher learning. Sixty-seven are from Alaska, 40 from the various States, and 5 from foreign countries. There are 19 on the teaching staff.

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 senders' risk.

House insulation—its economies and application. 1931. 52 p., illus. (Department of Commerce, National Committee on Wood Utilization.) 10¢.

Economies and advantages involved in the proper use of insulating materials for home construction. (Home Economics; Manual training).

Goldfish: Their care in small aquaria and ponds. 1931. 16 p., illus. (Bureau of Fisheries, Fishery Circular No. 6). 5¢.

Practical advice for the teacher who considers having a classroom aquarium on suitable forms for aquaria, location of aquarium, food, diseases and their treatment, rearing young goldfish, etc. (Zoology; Nature study).

The Department of State of the United States. 1931. 97 p. (Department of State, Publication No. 232.) 25¢.

Gives the history, functions, and present organization of the State Department. (Civics).

Commercial travelers' guide to Latin America. 1931. 616 p. (Buckram). (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 122.) $1.50.

A guidebook for commercial travelers in the West Indies, Mexico, and Central and South America, which may also be used as a reference book by the classroom teacher. Covers various details such as documents needed, cables, wardrobe, health precautions, etc. Contains a suggested list for advance reading—books, pamphlets, and reports of general use in obtaining knowledge of Latin-American conditions—commercial, social, and geographical; the character of the people, their customs; and political and economic conditions. The four maps in colors inclosed in the pocket in the back of the book contain a wealth of detail. (Geography; Economics; Sociology.)

Mineral resources. 1930. Pt. 1—Arsenic, bismuth, selenium, and tellurium, pp. 25–30, 5¢; mercury, pp. 31–46, 5¢; Pt. 2—Gypsum, pp. 87–100, 5¢; Graphite, pp. 101–110, 5¢; Silica, pp. 111–116, 5¢; Sulphur and pyrites, pp. 117–135, 5¢. (Mineralogy; Geology; Economics; Geography.)

Vocational training and unemployment. 1931. 29 p. (Federal Board for Vocational Education, General Series No. 4, Bulletin No. 159.)

A discussion of the question—What service can the public program of vocational education render to the unemployed? Will be of interest to State and local directors and supervisors of vocational education in all fields, to superintendents of schools, members of boards of education, and interested citizens generally. (Vocational education; School administration.)

Price lists: No. 20, The public domain—Public lands, conservation and oil leases; No. 33, Labor—Child labor, women, strikes, wages, workmen's insurance and compensation; No. 43, Forestry—Tree planting, wood tests, and lumber industries; No. 45, Roads; No. 53, Maps; No. 54, Political science—Documents and debates relating to initiative, referendum, lynching, elections, prohibition, woman suffrage, political parties, District of Columbia; No. 55, United States National Museum—Contributions from United States National Herbarium, National Academy of Sciences, and the Smithsonian Institution; No. 65, Foreign relations of the United States; No. 70, Census publications—Statistics for population, agriculture, manufactures, and mining. (Government Printing Office.) Free.

Census of Dyes and of other Synthetic Organic Chemicals, 1930. 1931. 112 pp. (United States Tariff commission, Report No. 19, Second Series.) 20¢.

Production on the United States of coal-tar dyes and of other synthetic organic chemicals of coal-tar and of noncoal-tar origins. Includes summary tabulations of coal-tar dyes and of other finished coal-tar chemicals imported into the United States and summaries of official statistics of imports and exports of coal-tar dyes by the large consuming and producing nations of the world. (Chemistry; Commerce; Geography.)

A Graphic Summary of American Agriculture Based Largely on the Census. 1931. 228 pp., illus. (Department of Agriculture, Miscellaneous Publication No. 105.) 60¢. (Agriculture; Economics.)

Southern White Cedar. 76 pp., illus. (Department of Agriculture, Technical Bulletin No. 251.) 25¢.

Takes up characteristics, growth, and management of the forest; economic importance, physical characteristics, and utilization of the wood; and has an appendix containing yield, volume, and form tables. (Forestry; Manual training; Geography.)

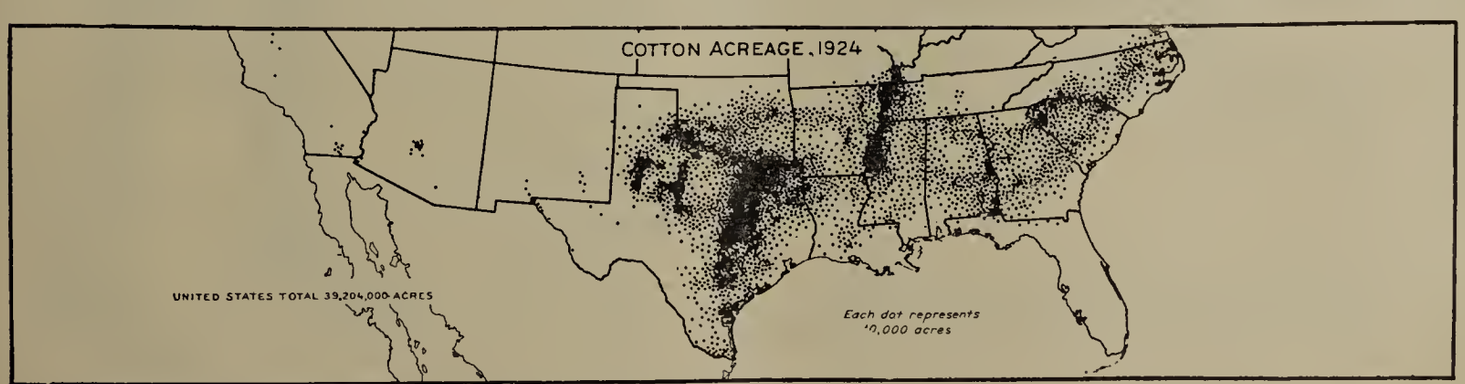
United States Trade with Latin America in 1930. 1931. 83 pp. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 124.) 20¢.

What the United States sells to and buys from each of the Latin American countries. As a trade unit Latin America embraces the 20 republics of Latin America, the American and European dependencies and possessions upon the southern mainland and in the adjacent island groups, including the Bahamas, the Bermudas, the Virgin Islands of the United States, and the Falkland Islands. (Geography; Commerce; Economics.)

Industry and Trade of the Netherlands. 1931. 23 pp. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 768.) 10¢. (Economics; Geography.)

Child Welfare in Selected Counties of Washington. 1931. 111 pp. (Children's Bureau Publication No. 206.) 20¢.

A report on child dependency, neglect, and delinquency in six counties in the State of Washington. The object of the study was to find out what the various social resources in the districts selected were; the number of children in whose behalf special activities were being carried on; and the extent to which legislation and State and local resources succeeded in providing adequately for all children in need of assistance. (Sociology; Special education; Child welfare.)



Courtesy U. S. Department of Agriculture

EACH DOT REPRESENTS 10,000 ACRES PLANTED IN COTTON

One of 360 figures to be found in Department of Agriculture Miscellaneous Publication No. 105 "A graphic summary of American Agriculture based largely on the census," available from the Superintendent of Documents at 60 cents.

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More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its Territories, and in foreign countries.

UNITED STATES DEPARTMENT OF THE INTERIOR

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By Florence C. Fox

Associate Specialist in Elementary Education, Office of Education

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U. S. GOVERNMENT PRINTING OFFICE: 1932

SCHOOL LIFE

Welcome Department of Superintendence, N. E. A.

VOLUME XVII
NUMBER 6

In this Issue

WASHINGTON HIGH SCHOOL CADETS ANNUALLY PLACE ON THE GRAVE OF THE UNKNOWN SOLDIER A WREATH SENT BY PUPILS OF THE WEST ROXBURY HIGH SCHOOL, BOSTON, MASS.

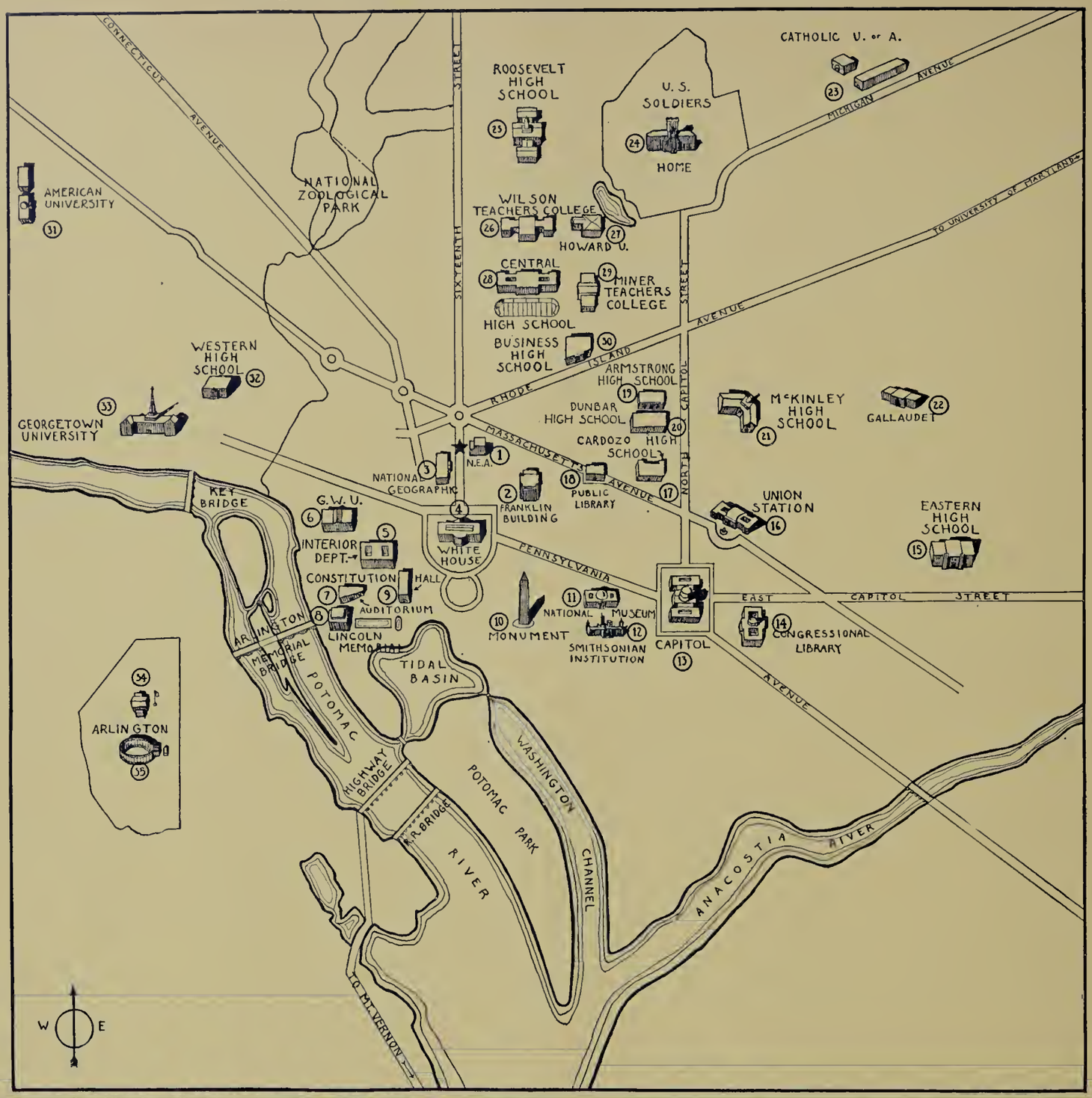
FEBRUARY
1932

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 120 for prices

Map of the Educational Resources of Washington



Drawn by Ralph Miller, Central High School student Teacher S. H. Rathbun

1. National Education Association, 1201 Sixteenth Street NW.
2. Franklin School Building, 13th and K Streets NW.
3. National Geographic Society, 16th and M Streets NW.
4. White House, 1600 Pennsylvania Avenue NW.
5. Interior Department, F between 18th and 19th Streets NW.
6. George Washington University, 2033 G Street NW.
7. Auditorium, 1900 E Street NW.
8. Lincoln Memorial, foot of 23d Street NW.
7. Constitution Hall, 18th and D Streets NW.
10. Monument, Monument Grounds.
11. National Museum, Constitution Avenue at 10th Street NW.
12. Smithsonian Institution, Constitution Avenue at 10th Street NW.
13. Capitol.
14. Library of Congress, 1st between East Capitol and B Streets SE.
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19. Armstrong Technical High School, P Street between 1st and 3d Streets.
20. Dunbar High School, 1st and N Streets NW.
21. McKinley Technical High School, 2d and T Streets NE.
22. Gallaudet College, Florida Avenue at 7th Street NE.
23. Catholic University of America, Michigan Avenue NE.
24. United States Soldiers Home, Rock Creek Church Road at Upshur Street NW.
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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. XVII WASHINGTON, D. C., FEBRUARY, 1932 No. 6

What Can the Office of Education Do For a Superintendent?

By Walter S. Deffenbaugh

Chief, Division of American School Systems, Office of Education

WHAT services can the Office of Education furnish a school executive?

Many superintendents will be asking this question in February when the Department of Superintendence of the National Education Association meets in Washington. Some may not remember that the Federal Office of Education was created at the solicitation of the organization of State and city school superintendents, which later became the Department of Superintendence of the National Education Association.

The Office of Education was created "to collect such statistics and facts as shall show the condition and progress of education in the several States and Territories, and to diffuse such information respecting the organization and management of schools and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the cause of education throughout the country."

Policy of the Office

The Office of Education has no administrative functions. As organized it is engaged primarily in educational research without any attempt to promote any particular plans of administering or financing schools or any particular method of supervision and instruction. It does, however, promote the cause of education by collecting and compiling reliable information regarding various aspects of State and local school systems and regarding movements and trends in all types of schools for the use of State, city, county, and other school administrators, teachers, civic and other organizations interested in education, educational committees of State legislatures, and the public in general.

The Office of Education serves school systems by means of its publications, by replying to thousands of letters requesting information or advice, by means of surveys, consultative service, addresses, and conferences.

The chief means of furnishing information to school executives and others is through the publications of the office. Each year it publishes about 40 or 50 bulletins, and in addition many pamphlets, leaflets, and circulars. At present there are more than 1,100 bulletins, pamphlets, and leaflets that may be had from the Superintendent of Documents at a nominal cost. Free and sale distribution of publications by the office exceeds 1,100,000 copies annually.

The commissioner's biennial survey of education is a summary and source book of movements in school legislation, in administration and finance, in elementary, secondary and higher education, and in special forms of education. It also contains statistics of State and city school systems, public and private high schools, and institutions of collegiate grade.

CONTENTS

Publications Important to Executives

Among the more than 1,100 bulletins, pamphlets, and leaflets now available the following are a few of those that may be mentioned as of special interest to school executives:

Leaflet No. 2: The Organization and Function of Research Bureaus in City School Systems.

Bulletin 1930, No. 35: School Administration in State Educational Survey Reports.

Bulletin 1930, No. 7: Special Schools and Classes in Cities of 10,000 Population and More in the United States.

Bulletin 1931, No. 20: Chapter I, School Administration and Finance.

Bulletin 1931, No. 20: Chapter XXIII, Review of Educational Legislation.

Bulletin 1930, No. 21: Rural Schoolhouses, School Grounds, and Their Equipment.

Bulletin 1931, No. 4: Current Practices in the Construction of State Courses of Study.

Pamphlet No. 9: Procedures in Supervision.

Pamphlet No. 19: Per Capita Costs in City Schools.

SCHOOL LIFE, a monthly magazine published by the office, contains articles describing movements in practically every field of education.

Upon request, a complete list of the publications of the office is sent free of charge.

One of the many services rendered by the Office of Education is that of replying to letters from school executives and others requesting information on various phases of education. The following extracts

97199—32——1

from letters illustrate types of letters received from school executives:

1. "Please forward at earliest convenience information for and against opportunity schools maintained as a separate school in a school district. Have you any information relative to stigma on students having attended a school by that name?"
2. "If you have any material showing the relation between the State department of education and county rural school supervisors in the different States of the Union, I shall appreciate it very much if you will send me a copy."
3. "There is a sentiment among some members of the State legislature that a tax be levied upon tobacco. Please give me all the information that you have in your office with reference to the levy of such taxes in the various States and the reserves to which the proceeds are appropriated. Your immediate attention to this request will be appreciated."
4. "We have under consideration the erection of two new high schools, and the board of education is likely to put the proposition to vote some time this fall. I thought if you could furnish me some information as to what other communities are doing in the erection of new school buildings it might help us in our campaign. Many people seem to think that because of the depression in business it is not a good time to put up a bonding proposition for schools."
5. "The question of standing committees has arisen in our city. We have not had them; but the new organization of the board is contemplating replacing the committee of the whole with standing committees. Because this is so very important, I am bringing together many statements of people regarding this matter. Any information which you can give me to help in this solution will be of much use."
6. "We have no evening high schools in this district. I should like to get all necessary information as to how to proceed to organize and conduct such a school. Are such schools supported by the pupils themselves? Is a part of the appropriation under the Smith-Hughes Act available for this purpose?"
7. "We are planning to ask the State legislature in its next meeting to consider a bill which will provide State aid for the public junior colleges. I shall appreciate it if you will direct me to sources of information which will show the plans now in operation in other States to provide for some form of State aid."
8. "I am sending you specimen copies of forms used in keeping the child accounting records for this State. I am wondering whether you will have some one in your office go over these several forms and give us his criticism for each specific form."

Office Makes School Surveys

For many years the Office of Education has been rendering service to State, city, and county school systems in the making of school surveys. These surveys are made of the entire school system or of some particular phase of it, such as school buildings, organization and administration, and industrial and commercial education. In all, the office has conducted 10 State and about 35 city and other local school surveys. According to reports, all of these surveys have resulted in the improvement of school conditions in the States and local communities in which State and local surveys have been made.

The following quotations from letters are representative of the reports received by the Commissioner of Education regarding results of surveys:

(1) Following the conclusion of the survey and the acceptance of its report by the survey commission, the State superintendent of education and his associates refashioned and rewrote the school laws of the State in a single bill which embodied many material and desirable changes. A number of different boards were discontinued and the responsibility and authority for a unified scheme of organization and work were centered in a State board of education and the properly related agencies. New emphasis was given to the function and scope of the State department of education and the machinery and personnel were strengthened and modernized.

(2) On February 7 the school board took action upon the recommendations contained in the survey report. The resolutions adopted by our board conformed very closely with your recommendations.

(3) We found the survey very helpful indeed. It was made the first year of my superintendency. The spirit of those who did the work was to make their report as constructive as possible. This they did and brought the new administration a working program at once. Any recommendation I made in the way of changes or new steps in our work had added weight when I could say that this particular thing was recommended in the survey. I do not see how a more helpful thing could have come about for me than having the survey.

The survey service of the office may be had only upon request of the duly constituted State or local school authorities, but since the chief work of the specialist connected with the office is the making of research studies in the several fields of education, only comparatively few of the requests for surveys can be granted.

Another form of service that may be had may be termed consultative, or advisory. If, for instance, a superintendent or a board of education is considering a certain problem, the service of one or more specialists may be had in an advisory capacity for a few days for expenses.

Still another means of giving assistance in the solution of educational problems is through conferences called by the Commissioner of Education at the request of duly constituted school authorities. For the past few years the office has been holding regional conferences to consider some of the problems of rural school supervision and of homemaking.

The wide variety of educational activities which are under constant investigation by Office of Education specialists can best be comprehended by referring to the list of staff members printed on the last page of this issue. These men and women who have the vital information on their special fields at their fingertips are always at the service of the school executives of the United States.

Nation-wide School Finance Investigations Planned

ON February 18, 19, and 20 the Board of Consultants of the National Survey of School Finance will meet in Washington to pass on the detailed program for this survey. At a meeting in September this board considered the preliminary outline for research prepared by the survey staff and approved certain researches which are now under way. The plan to be considered in the February meeting not only gives the detailed analysis of the projected researches but also the proposals for utilizing various research agencies in the field, including specialists in the various institutions, graduate students, and directors of State departments of research.

The work of the survey staff on the appraisal of the organization of rural schools to promote effective expenditure of funds is getting well under way. This study was initiated by a conference of specialists held in New York City on December 18 and 19, which was attended by the following people: Edmund deS. Brunner, Teachers College, Columbia University, New York City; Frank W. Cyr, Teachers College, Columbia University, New York City; Howard Dawson, State Department of Education, Little Rock, Ark.; Fred Engelhardt, University of Minnesota, Minneapolis, Minn.; Fred R. Fairchild, Yale University, New Haven Conn.; John M. Foote, State Department of Education, Louisiana; Robert M. Haig, Columbia University, New York City; Arthur N. Holcombe, Harvard University, Cambridge, Mass.; E. S. Lawler, Office of Education, Washington, D. C.; Harley L. Lutz, Princeton University, Princeton, N. J.; Paul R. Mort, Teachers College, Columbia University; Fred Morrison, State tax commissioner, Raleigh, N. C.; L. John Nuttall, University of Utah, Salt Lake City, Utah; Alfred D. Simpson, State Education Department, Albany, N. Y.; and George D. Strayer, Teachers College, Columbia University.

The plan for appraising the financial structure of State school systems is well along. It is hoped that from this will come an understanding of those elements which have caused a more rapid breakdown in some schools than in others during the present emergency.

PRESIDENT HOOVER RECEIVES WASHINGTON SCHOOL OFFICIALS AND HIGH-SCHOOL CADET COLONELS

The Capital's Unique School System

By Robert L. Haycock

Assistant Superintendent of Schools, Washington, D. C.

MANY differentiating factors make the public-school system of the District of Columbia unusual in its organization and operation. An outstanding factor is the legislative control of the public schools of the Capital City by the Federal Government. Framers of the Constitution, empowered the Congress "To exercise exclusive legislation in all cases whatsoever over such district."

With no local law-making or tax-levying assembly, and with no franchise for its residents, the District of Columbia is more a territory under Federal control than a municipality. Thus, in its origin, maintenance, and legislative control, the public-school system of the District of Columbia, as compared with that of other cities, is an anomaly in American education. The capital does have a board of education, vested with certain powers by organic school laws passed by the Congress. From time to time, however, important legislative provisions affecting the schools are carried as riders on annual appropriation acts.

Board's Powers Limited

General control of the Federal district has been consistently maintained by the National Government. The Commissioners of the District of Columbia and the justices of the municipal courts are appointed by the President of the United States. Members of the board of education are appointed by the Supreme Court of the District of Columbia. Annual appropriation of funds necessary for the maintenance of District of Columbia public schools is made by Congress.

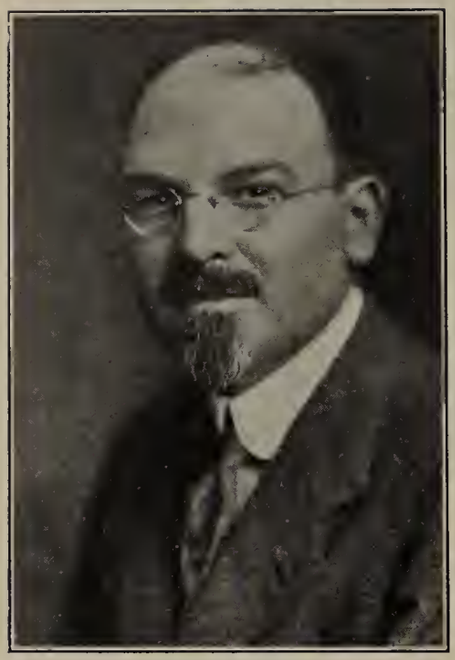
Peculiarities in the local school situation are many. The board of education has no authority to raise funds by levies for the operation of its schools. The direction of the expenditure of school funds appropriated by Congress is in the hands of the Commissioners of the District of Columbia. The school board does not direct the construction of new schools and does not supervise repairs and improvements in school buildings. This is done under the direction of the municipal architect, whose office is under the general supervision of the engineer commissioner of the District of Columbia. The purchase of school sites is also in the hands of the commissioners. All books, supplies, and equipment used in the public schools are procured under a purchasing system directed by the general supply committee of the Federal Government. The same governmental agency which purchases office furniture for the Treasury Department also buys the classroom furniture for the public schools in the city of Washington. Many supplies used in the schools of Washington are purchased on the basis of specifications and tests made by the Bureau of Standards. Ink, paper, and library paste are examples of such supplies.

Every power vested in the board of education by act of Congress lends force and finality to the functioning of the board in the operation of the schools. Real teeth have been put into the enforcement of the child labor law, for instance, and the operation of the compulsory education law as administered by the Department of School Attendance and Work Permits by virtue of their enactment by Congress. The law granting free textbooks to pupils gives authority to the board of education to place responsibility upon parents for the proper care of school books.

Annual estimates prepared by the board of education must be approved by the commissioners and by the Federal Bureau of the Budget before being sent to Congress by the President of the United States along with the regular estimates of the Federal departments. Subcommittees on appropriations in the Senate and in the House of Representatives hold hearings at which members of the board of education and school officers are invited to be present to justify the school estimates. Finally, the appropriations for the schools and for other activities of the District government must be approved by the President of the United States before drafts may be made upon the Treasury of the United States to meet the expenses of the public schools.

All changes in personnel voted by the board of education must be made on the recommendation of the superintendent of schools, in whom large powers are vested by school laws. Boards of examiners, one for the white schools and one for the Negro schools, are established by the organic school law of 1906 and are given independent authority in the examination and certification of eligibles for positions in the school service. Thus a legal procedure guarantees that all appointments and promotions of teachers are placed on a professional basis. The rated list of eligibles certified to the board of education is the sure guide to school officers determining the order in which appointments must be made.

Likewise the official and teaching staff of the public schools of Washington find considerable satisfaction in the security assured them by virtue of their status as established by acts of Congress. Federal legislation established the present pay schedule in 1924. Teachers' tenure has the security of statutory backing. It is



FRANK W. BALLOU
Superintendent of Schools, Washington, D. C.

provided by law, for instance, that a teacher under investigation by the school board has the right to a trial and the right to be represented by her attorney. Congress passed a retirement law in 1920 and has since amended it granting the teaching and official personnel of the board of education unusual retirement privileges. When the Federal Government established a retirement system for its employees, the provisions were made to apply to the clerical force of the public schools and to every member of the custodial staff.

Another differentiating factor in public education in the National Capital is the separate organization of schools for Negro pupils. Although all of the schools are under one board of education and one superintendent, the schools for the Negro population are practically autonomous under a Negro first assistant superintendent with his separate staff of school officers and teachers. Since more than 34 per cent of the school population of the city of Washington is Negro, the school organization for Negro pupils is of considerable magnitude. One-third of the school appropriations is devoted to the education of Negro youth. Teachers for Negro schools are prepared at the Miner Teachers College, the largest of its kind in the United States. Many near-by States are supplied with Negro teachers graduated from this college. No city in the country makes more extensive provisions for Negro education than Washington, in which may be found not only splendid elementary schools, high schools, and a teachers college for Negroes but also a university. (See Educational Resources of Washington in this issue.)

From Kindergarten to College

In the administration of the schools of Washington, the superintendent looks to several assistant superintendents having functional responsibilities in their respective administrative fields.

One first assistant, who is the superintendent's official deputy, is in charge of the teachers college and the secondary schools, including the junior high schools. He is the personnel officer in these fields.

One first assistant superintendent has full charge of the Negro schools. His field of labor is of such magnitude that he has two assistants.

One first assistant directs the financial and managerial control of the schools. He is in charge of all custodial activities.

One assistant is the administrative officer in the elementary schools and is the personnel officer of that group. He has charge of directors of special subjects in elementary grades.

One assistant is in charge of instruction in the elementary schools. Grade assistants supplement the work of supervisory field officers.

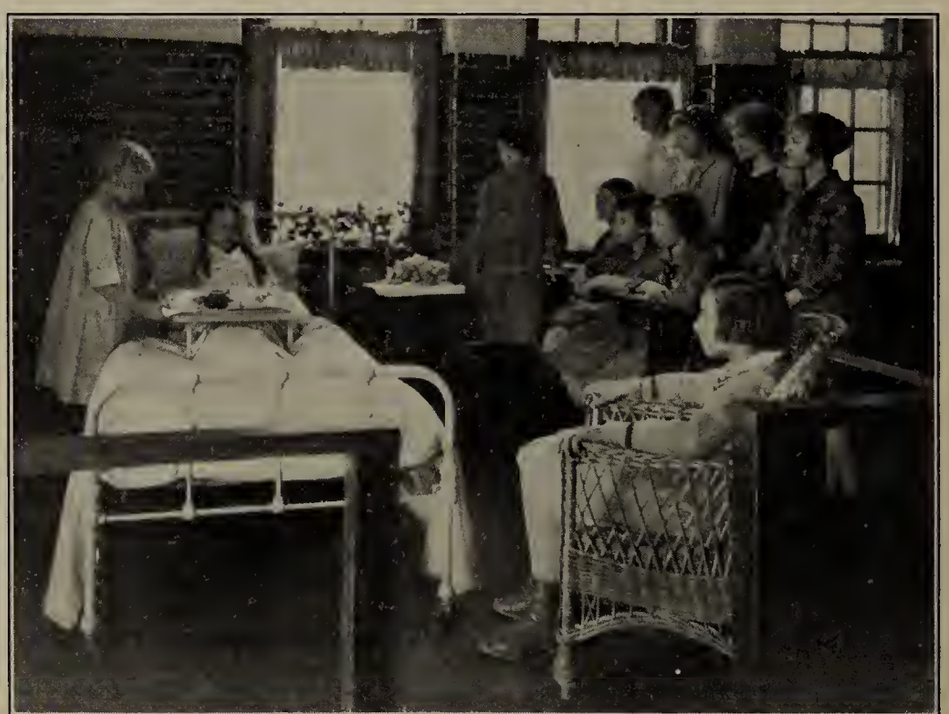
One assistant is in charge of research. Her office keeps records on the mental ability and the achievement record of every pupil in the elementary schools. Field officers look to this department for advice in the classification of pupils.

All Levels of Instruction From Kindergarten to College

Recently by acts of Congress the city normal schools were converted into 4-year teachers colleges, one for white teachers and one for Negro teachers. Thus the District of Columbia offers to its young people elementary, secondary, and collegiate courses with no expense for tuition, granting academic and professional degrees on completing the requirements of the college courses. After July 1, 1933, four years of preparation beyond the high school will be required of all candidates for examinations offered by the boards of examiners for teaching positions in the elementary schools. At the same time a master's degree or its equivalent will be required for teaching positions in the secondary schools. The establishment of teachers colleges has had the threefold effect of providing for the District of Columbia a more adequate education above the secondary level, of placing teachers' requirements upon a higher plane, and of attracting more young men and young women of ability into the school service.

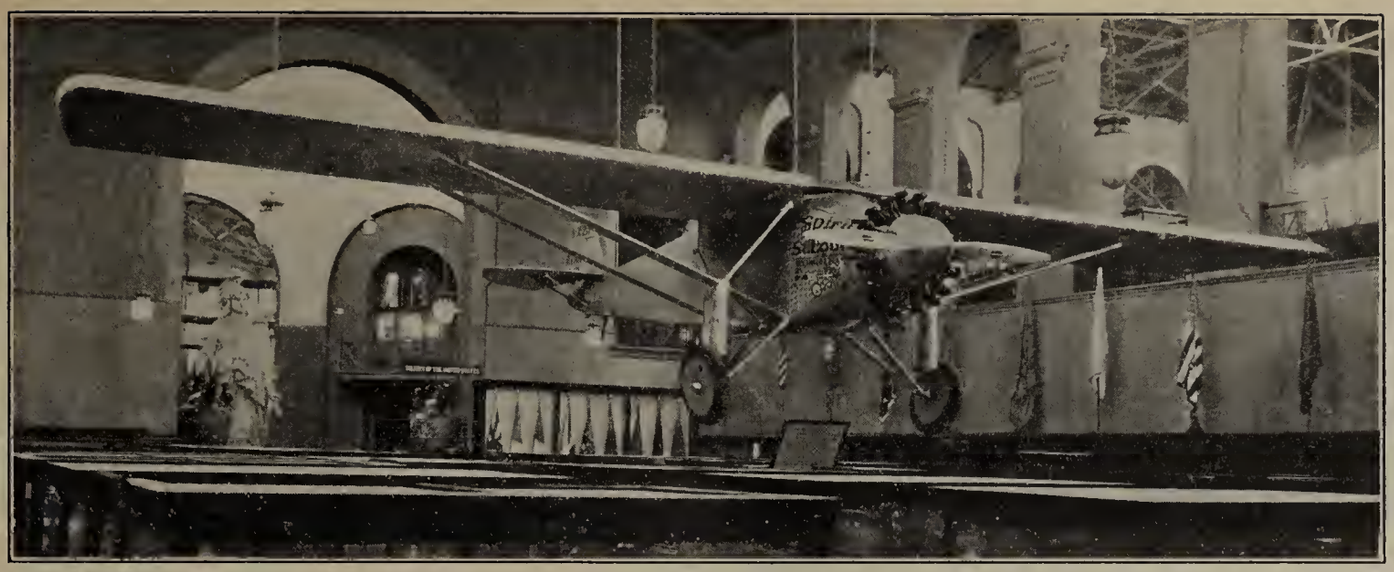
Enrollment in Vocational Schools Rises

Enrollment in vocational schools in the United States giving courses in agriculture, trade and industrial subjects, and home economics increased approximately 61,000 during the past year, according to the annual report of the Federal Board for Vocational Education. The 1931 enrollment totals 1,125,000 as compared with 1,064,000 reported for 1930. Included in the 1931 figures is the enrollment in agricultural schools of 237,000, in trade and industrial schools of 602,000, and in home-economics schools of 286,000.



A LESSON IN CARE OF THE SICK

The rest of the class looks on while one of its members plays at being sick and another takes care of her. This is one of the many activity programs carried on in the public schools of the city of Washington. Educators attending the meeting of the Department of Superintendence are cordially invited to visit any or all of the public schools of Washington.



Courtesy Smithsonian Institution

LINDBERGH'S SPIRIT OF ST. LOUIS IS THE PRIZE SMITHSONIAN INSTITUTION ATTRACTION FOR WASHINGTON VISITORS

Educational Resources of Washington

By Virginia Dickerman

Student, George Washington University

ONE of the best places in the world to ask questions is Washington, D. C. The Capital of the United States is a storehouse of knowledge with unparalleled capacity to supply answers to questions.

Who is the missionary who introduced peanuts to China?

Telephone the Department of Commerce and a specialist on China will give you the answer in five minutes.

What scholarships are available in Nebraska colleges and universities? The Office of Education can tell you while you hold the wire.

The vast stores of information available in Government departments and commissions are supplemented by numerous libraries and museums, Government and private. Hundreds of national organizations maintain headquarters in Washington that are also fountains of knowledge.

One University Older Than the City

Supplementing these educational resources in the Capital are numerous institutions of higher learning.

The oldest of these antedates the city itself. This is Georgetown University, established by the Jesuits in 1789 in the old Maryland village for which it is named. Its Gothic towers welcome the traveler crossing the Francis Scott Key Bridge from Virginia. A few blocks west of the White House is George Washington University, founded during James Monroe's administration. Its student body of more than 6,000 is the largest in attendance at any university in the city.

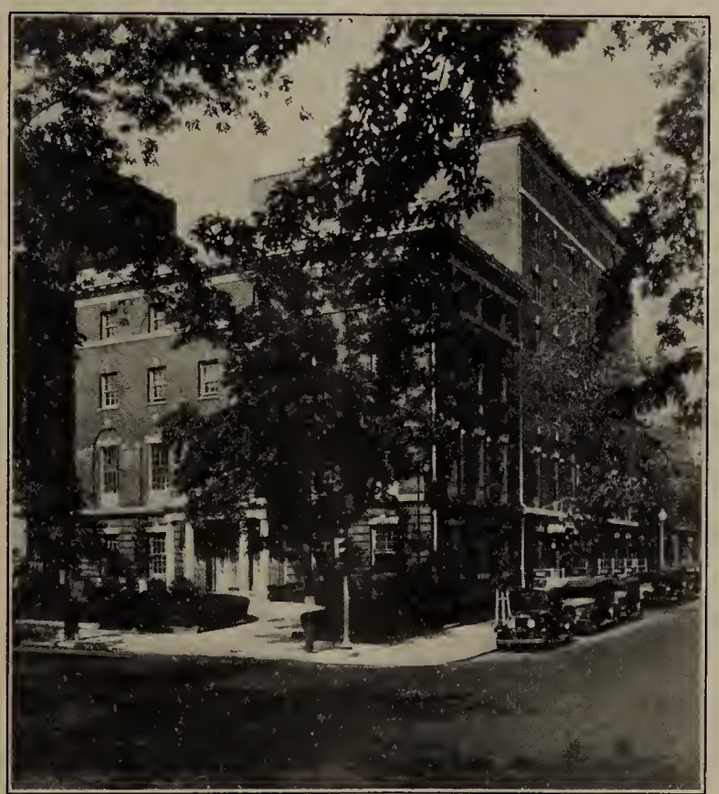
Each of these institutions maintains medical and law schools which rank among the finest in the country. Georgetown University has a notable school of foreign service and George Washington has developed a strong school of government.

The only school in this country offering a complete university organization primarily for the use of Negroes is in Washington. Howard University was established immediately after the Civil War by Gen. O. O. Howard, of the Union Army, and a few other men who had the courageous forethought to help the leaders who would rise among the newly-freed slave population.

On the northeastern boundary of the District of Columbia is Catholic University of America, which together with its affiliated colleges constitutes an attractive village of handsome buildings.

The noteworthy development of parochial schools throughout the United States in recent years has been largely due to the excellence of the training given to teachers by this university and to its insistence upon high scholastic standards.

The fifth and youngest of the Washington universities is the American University, which is growing rapidly on its spacious campus just south of the western end of Massachusetts Avenue. Its downtown graduate school has developed an exceptionally strong department of economics.



HOME OF THE NATIONAL EDUCATION ASSOCIATION

Thousands of school executives and supervisors coming to Washington for the Department of Superintendence meeting February 20 will see for the first time the recently completed addition to the N. E. A. headquarters which is more than twice as large as the old building

Only College For Deaf

The only college for the deaf in the world is in Washington. Gallaudet College since 1864 has been sending out from its beautiful campus at Kendall Green, trained students whose extreme deafness would otherwise have debarred them from obtaining a thorough education. Congress, recognizing Gallaudet's great value to the deaf of the Nation, grants 125 scholarships annually.

IN HOWARD UNIVERSITY'S ELECTRICAL LABORATORY
The United States Government sponsors Howard University, one of the major institutions of higher education in Washington, and one of the world's largest universities for Negroes.

Another institution, unique in its contribution to the education of the deaf, is the Volta Bureau, founded and endowed by Alexander Graham Bell "for the increase and diffusion of knowledge relating to the deaf." Located in Washington, it has become not only the national bureau of information on the deaf but is consulted by people of all nations.

Notable Research Organizations

Southwest of the Capitol, overlooking the Potomac River, is the Army War College, which is virtually the post-graduate school for United States Army officers. This institution and the Army Medical School for medical officers are maintained by the War Department.

Several research organizations of national importance are located in Washington. One of the most interesting to visitors is the National Academy of Sciences, an honorary organization to which only scientists who have made outstanding contributions to knowledge are eligible for membership. The headquarters of the academy and its agency, the National Research Council, near the Potomac River and the Lincoln Memorial, is one of the most strikingly beautiful buildings in the Capital.

Not far from the State Department is Brookings Institution which conducts government and economic research. It offers training to a limited number of fellows who have demonstrated extraordinary ability for research.

Up Sixteenth Street from the White House, within a few blocks of each other, are located several organizations widely known throughout the United States. Outstanding among these is the National Education Association. Its new headquarters also houses the National Association of Deans of Women, the Committee on Education by Radio, the Congress of Parents and Teachers, and the World Federation of Education Associations.

Across the street is the National Geographic Society and near-by the Carnegie Institution which conducts scientific inquiries, ranging from Maya life to craters on the moon.

Education by exhibition is a popular method in Washington and there are many museums to develop this interest. Preeminent among them are the National Museum and the collections in the Smithsonian Institution. Such treasures as the Declaration of Independence, the Constitution, and the Gutenberg Bible are on display in the Library of Congress.

The Freer Art Gallery, a part of Smithsonian Institution, contains a very interesting collection of Whistler's works, including the famous "Peacock Room" brought over from England. The Corcoran Art Gallery, in addition to showing exhibitions, conducts an art school which has a national reputation.

Washington's contribution to education by means of libraries has been discussed very thoroughly in this magazine within the past year.* It is sufficient to remind the reader that there are 17 books per person in Washington, while the average for the United States as a whole is only 1.3 per person. The Library of Congress and the several Government departmental libraries, among which the Office of Education library is outstanding, contribute very largely to this high average, but there are other smaller ones which are of considerable interest. One of these is the Masonic collection of books on alchemy and ancient eastern lore. Another is the National Library for the Blind, which circulates Braille books on request throughout the United States and its possessions. It was founded in 1911 with Thomas Nelson Page, as president, and, with the exception of the director, employs only blind people. It is supported by private subscription and congressional appropriation.

This brief summary by no means exhausts the educational resources of Washington. Other notable institutions teaching law, accounting, dancing, and many other subjects as well as numerous well-known private preparatory schools for girls and boys can be found in the Capital.

Does age play a part in the efficiency of professors? A study made possible by a Carnegie Foundation grant revealed that younger professors are a little more speedy, but age was found not to impair quality and accuracy. Older professors stood first in knowledge of vocabulary.

* SCHOOL LIFE, March, 1931, pp. 125. Washington: City of Libraries, by Jacqueline Du Puy.

U. S. Government Exhibit For Superintendents

THE United States Government extends a warm welcome to the members of the Department of Superintendence, National Education Association, meeting in the National Capital February 20–25.

Branches of the Government which have closest relation to the schools have prepared a United States Government educational exhibit for the 15,000 school executives who will be in Washington. The Office of Education has sponsored this exhibit of Government services, publications, and maps to be held in the reception hall of the Department of the Interior, Eighteenth and F Streets. Thirteen Government branches—Office of Education, Office of Indian Affairs, National Park Service, Geological Survey, General Land Office, White House Conference on Child Health and Protection, Bureau of Reclamation, National Advisory Committee on Illiteracy, Federal Board for Vocational Education, Department of Agriculture, Department of Commerce, Children's Bureau, and the George Washington Bicentennial Commission are among those who will welcome the superintendents in this educational exhibit.

In addition the Office of Education has placed in the hall an exhibit of plans and specifications of 75 outstanding elementary schools recently constructed in all parts of the United States. These drawings and charts have been gathered by the National Advisory Council on School Building Problems.

Among the Eskimos of Wales, Alaska, 1890–93, by Harrison Robertson Thornton; edited by Neda S. Thornton and W. M. Thornton, jr. 1931, Johns Hopkins Press.

Harrison Robertson Thornton went to Alaska in 1890 as a teacher in a "contract school" at Cape Prince of Wales. In 1893 he was killed by a drunken Eskimo. Thornton was one of the pioneers of the idea of domesticating the Alaskan reindeer. His work in Alaska was associated with William Thomas Lopp who was later chief of the Alaska Division of the Office of Education.

The Johns Hopkins Press recently published a book by Thornton which minutely describes the scenery, the weather, the life, and customs of the Eskimos as well as the wild life of northern Alaska. The author evidently kept careful notes, which have been edited by his widow and his brother. A biographical sketch and a brief account of his Alaskan work preface the volume. This introductory sketch describes also the founding and subsequent success of the reindeer industry. Many excellent illustrations add much to the interest and value of the book.

Schools Where Children Can Not Fail

By William Dow Boutwell

Editor in Chief, Office of Education

"SOMETIMES I think Jim should have been born a girl," declared his mother.

"Why do you say that?" asked the man from the school.

"Because he likes to sew. Think of a boy liking to sew."

The man from the school *was* thinking. He was the coordinator in Granite school district; a superattendance officer. That is, he was expected to do more than to round up children absent from school without excuse. His job was to help children to succeed—to succeed in school, if possible; out of school, if necessary.

Jim worried the coordinator.

Two months previous the telephone had rung in the office of the district superintendent.

Tell Him to Paint All Day

"Hello, Mr. Kirkham," said a high-school principal. "I've got a ninth-grade boy over here who gives us no trouble but he will not study. The only thing he is willing to do is paint."

The ninth-grade painter was Jim.

"Send him to Gardner's opportunity class," replied the superintendent, "and let him paint. Furthermore, insist that he paint each day all day for a week Tell Gardner to send me some of his work."

So Jim painted. The superintendent still prizes two sketches the boy made.

But Jim needed work. He was discouraged with himself; irritated with schools. He lived within a shell of sullen silence.

The coordinator found a job for him in a commercial art shop and arranged part-time instruction at school. Jim's career seemed well launched.

Three weeks later the superintendent received another telephone call about Jim. This time it was from a sheriff 200 miles west of Salt Lake City. Jim, discharged, had started to California on a bicycle. He was brought back home, dirty, tired, bedraggled. It was at this time that the coordinator, with Jim back on his hands, obtained the boy's mother's grudging admission that "Jim liked to sew."

Working on this lead this coordinator got Jim a job in a garment factory. The manager took him under protest. Most of the help were girls and women. But the manager agreed to give Jim a trial if he would sew and repair machines.

Jim sewed. He repaired machines. Then he began to make suggestions to his boss—new ideas of color and design. He was advanced swiftly. Life took on new pleasures for him. Within two years, women's dresses he had designed were on display in fashionable Salt Lake City department store windows. He has been continuously and profitably employed.

GRANITE DISTRICT PUBLIC SCHOOLS

Individual Report of Health, Leisure-time, Citizenship and Vocational Activities for Educational and Vocational Guidance; for Character Training, and for Recommendation for Employment.

PUPIL O. I. SCHOOL Garfield DATE OF PERIOD Feb. 27, 1928. GRADE

AGE 11 HEIGHT 54 in. WEIGHT 72 STANDARD WEIGHT Athletic Badge YES—NO 5

RULES OF THE HEALTH GAME

	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	Totals
1 A full bath oftener than once a week	✓ 2	✓ 2	✓ 2	1	1	✓ 1	9
2. Brushing the teeth at least twice every day	✓ ✓ ✓ ✓ ✓ ✓ ✓ 7	✓ ✓ ✓ ✓ ✓ ✓ ✓ 7	✓ ✓ ✓ ✓ ✓ ✓ ✓ 7	✓ ✓ ✓ ✓ ✓ ✓ ✓ 7	✓ ✓ ✓ ✓ ✓ ✓ ✓ 7	✓ ✓ ✓ ✓ ✓ ✓ ✓ 7	42
3. Drinking at least four glasses of water a day	✓ 7	✓ 7	✓ 7	✓ 7	✓ 7	✓ 7	42
4 A bowel movement every morning.	✓ 7	✓ 7	✓ 7	✓ 7	✓ 7	✓ 7	42
5 Drinking as much milk as possible, no coffee or tea.	7	✓ 7	✓ 7	✓ 7	✓ 7	✓ 7	42
6 Eating some vegetables or fruit every day.	7	✓ 7	✓ 7	✓ 7	✓ 7	7	42
7 Playing part of every day out of doors.	7	✓ 7	✓ 7	✓ 7	✓ 7	✓ 7	42
8. Number of hours of sleep with windows open.	10½ 11 11¾ 10 9¾ 10 8¾ 10 10 10 11 11 10 11 8¾ 11 10 11 10¾ 9¾ 9¾ 11 8¾ 10 9¾ 10½ 10 10 11 10 10 10 11 10 9¾ 10 11¾ 7 11 7 10 7 9¾ 7 11 7 10 7						367½

RECREATIONAL ACTIVITIES—MINUTES SPENT PER DAY

	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	Totals
Movies	210	120	200	210	120		860
Dance						240 1	240 1
Theatres and concerts							
Indoor games	55 10 10 45 50 45 40 10 45 20 5 75 10 10 2 20 4 20 30 20 14 10 30 10 10 20 3 25 7 10 7						614 83
Outdoor games	60 60 50 50 40 40 20 40 20 40 20 60 120 10 5 40 40 40 20 40 60 20 30 20 10 20 10 10 20 140 10 10 20 35 40 40 55 7 20 7 20 7 10 7 50 7 35 7						1510 232
Riding for pleasure	40 80 2	30 1	240 30 2	60 1	110 1		490 37
Loafing	5 1	5 5	3 3	4 2	5 2	2 3	42 24
						2 3 5 5	42 24

ONE PAGE OF A SELF-REPORT CARD USED IN GRANITE DISTRICT

To educate all of the children of all the people is an ideal this Utah school district takes seriously. The school system's efforts to give each child a good start in life are greatly aided by a child accounting system which builds up a cumulative record of information about the waking and even sleeping minutes of each child's life.

If this were a typical success story it would end here, but there is more to it. Jim is an example. There were others—boys that most cities would have sent to a reformatory. But Granite district school system considers it a black mark against it when the courts send a child from their district to a reformatory. They make it their business to know when a boy or girl is "going bad" before he "goes bad." Then they organize all their forces to prevent the child from "going bad." Usually they succeed. This is because of a remarkable and revolutionary educational ideal which the teachers, school administrators, and citizens of Granite district hold.

They believe that the child *can not fail*—the school may fail, but the child can not fail!

Utah has a law requiring all children to go to school at least part time up to the age of 18. Utah also has a strict school census law.

How the System was Built

Building on the strong foundation of this legislation Granite school district, which surrounds Salt Lake City on the south, undertook to make the phrase "educating all the children of all the people" mean something. The school board agreed that if the community spent $125 per year on the boy or girl who stayed in high school it was democratic and proper to spend some money to help the pupil who was not attending full time. With these funds the superintendent started opportunity classes and engaged coordinators.

He did more than that. He expanded the school census into a cumulative and complete record for each child. Soon there was an envelope for each pupil containing not only his school achievement record, intelligence quota, etc., but his health record, the pupil's own account of his use of leisure time, information about his home, and observations by his previous teachers. With these data his teacher and the guidance workers could help and direct him intelligently. This information proved sufficiently adequate to raise the status of educational guidance in Granite district far above the usual level of shrewd guessing.

But the Granite district plan rested on more than records. The superintendent sought and gained the support of all agencies in the district concerned with the child. The 4-H club, the parent-teacher

(*Continued on page 114*)

High Schools That Make Literature Alluring

By Dora V. Smith

Consulting Specialist in English to the National Survey of Secondary Education

WHOEVER has enjoyed a merry evening with John Drinkwater's Bird-in-Hand will not soon forget the sprightly little salesman who "traveled in sardines." But to travel "in boys and girls," to travel "in learning to love literature," to travel "in releasing the creative spirit through writing, acting, and the dance" is a privilege greater than any accorded to sojourners at the Bird-in-Hand.

Such was the experience of the specialist in secondary-school English, traveling last year throughout the country in pursuit of happy innovations in the teaching of English for the National Survey of Secondary Education.* For the tedious routine of the salesman was substituted a challenging itinerary of cities whose courses of study reveal treasures for which the rest of the country yearns. My travels took me from Los Angeles, Calif., to Cranston, R. I., and from Seattle, Wash., to Richmond, Va.

Removing Classics From Literary Loneliness

Analysis of 156 courses from 127 cities in 33 States revealed many interesting trends in recent educational procedure, but none more fascinating than the prevailing desire to remove the classics from their literary loneliness on a shelf of titles reserved for minute dissection to a place in the joyous company of books one reads for pleasure. The feeling prevails increasingly that literature, after all, is but the expression of the human spirit, and that its major function in the course of study is to enrich the lives of those who come in contact with it.

A glance into a classroom in the Starr King Junior High School in Los Angeles reveals at once what happens when literature is allowed to have its way. The teacher is telling the class how much she has enjoyed the book Henry loaned her last night, while three boys clamor to be next in line to borrow it. It is The Earth for Sam which Henry has offered for the "Browsing Table" at the front of the room. He was about to explain what the boys will like best in the book when I entered, unexpectedly, interrupting the conversation.

"This is our free reading class," one pupil explained. "We have the fun of building our own taste. Nobody forces us to read anything in particular, but Mrs. Barrett always helps us find the book she thinks we'd like to read next."

Adventure Ahead

"Next" is a magic word in building backgrounds in reading. It suggests adventure ahead. It speaks of promises still unfulfilled. What were these seventh-grade boys and girls selecting at the moment?

"I'm reading Moby Dick," announced Billy, "and I recommend it to any fellow who likes stories about whales. I think we ought to be thankful to Rockwell Kent for his new illustrations."

JEFFERSON JUNIOR HIGH SCHOOL'S RIP

Miss Dora Smith found this Cleveland school "permeated with the spirit of creative endeavor." This illustration is one drawn by a student to accompany the text of a play about Rip Van Winkle written by the class and printed in the school print shop.

"I'm reading The Blacksmith of Vilno," volunteered a girl. "It is good, but I think I know why The Trumpeter of Krakow won the Newbery prize, and this book by the same author did not." Then she proceeded to discuss the greater economy in telling and the more colorful atmosphere of the latter book.

Another pupil explained her liking for Early Candlelight as due to beauty of style and vivid comparisons rather than to any strenuous excitement in the plot. Still another suggested that when she first began reading The Mill on the Floss she thought girls used to care more for their brothers than they do now, but she came to the conclusion they just had a different way of showing it.

At this moment an unexpected pronouncement came from the back of the room. "George Eliot was a woman. Did you know that, Mrs. Barrett?"

"Why should she choose a man's name when she was a woman?"

"That's just like Mark Twain," interrupted Gilbert, "except that he didn't choose a woman's name. I know where he got it—from marking furlongs on the Mississippi River."

Sharing experience in reading is a thrilling performance, one suspects from watching this seventh-grade class.

Living Authors in the Course!

Next a girl recommended her favorite author, Christopher Morley. Parnassus on Wheels she thinks "the loveliest book ever written," and she produced a magazine picturing a county library van, which she claims originated from Mr. Morley's story. A visitor chanced to have in her possession a letter from Christopher Morley concerning a public address he was about to make. The pupils gazed on it in admiration. "Still alive and writing letters!" they exclaimed. To think one could say that of an author in the course of study!

So discussion proceeded until a small girl volunteered the information that if any of the boys and girls intended to ask for books for Christmas, she recommended the Harvard Classics. Immediately the advocate of Moby Dick arose in his wrath. "I certainly don't agree with Peggy," he remonstrated. "We have the Harvard Classics at home, and they are as dry as dust."

That sounded familiar to the visitors. They are grateful to Billy for the opportunity to see a master teacher at work. After candid comment by the pupils, the teacher remarked: "I'm not surprised, Billy, that you don't like the Harvard Classics. You have many books to read before you try them. Some day you'll grow up to books like that." There was nothing patronizing in the tone. It is simply a reminder of the normal processes of growth by which one reaches maturity in any field of development. Turning to the class, she said: "You know I'd like to meet Billy five years from to-day, wouldn't you, to see whether he's changed his mind about the Harvard Classics."

*This is the sixth of a series of articles written for SCHOOL LIFE giving preliminary findings of the important National Survey of Secondary Education. This brief article does not aim to report any major portion of the large-scale investigation. The complete report will be published during 1932 as a monograph—one of a series based on the investigations of the survey.—EDITOR.

One could not help noting on the "Browsing Table," in bright bindings with appealing illustrations which Billy enjoyed to his heart's content, some of the very titles which he scorned in the sombre coverings of his father's library shelves. Free reading, is this? Yes, *free* in the sense that nobody is "forcing the children's taste," but at the same time carefully *directed* by a teacher who knows and loves not only books but boys and girls.

Desks at Unexpected Angles

Following up the coast, at the Oakland High School in California a group of juniors were studying world literature. The book under discussion was Rølvaag's Giants in the Earth. A girl in Scandinavian costume wandered about the room, engaging in conversation with groups of students examining pictures and curios from the Old World backgrounds of Rølvaag's characters. The history teacher, who was from Minnesota, joined the English class for the day and described life in a rural Scandinavian-American community.

In the Libby Junior High School, in Spokane, I came upon another classroom where boys and girls live daily in a world of books. The desks are at unexpected angles—a refreshing novelty in an educational world too frequently committed to the pedagogical theories of the frog school. You remember Kate Douglas Wiggin's froggery, fenced in by her father in an adjacent brook? Twenty-one frogs, she gathered, and having been brought up on nursery rhymes, decided to have a singing school. "I became thoroughly discouraged," she wrote, "for it took me three weeks to get them into a straight row so that I could begin to teach them to sing!"

Posters, poetry booklets, exhibits, stages filled every conceivable space in the room. A collection of improvised book covers decorated the bulletin board with pupil recommendations of the books inside. A map charted literary journeys. An Indian darted into the woods of a paper cut-out, and every footprint bore the title of a story which leads the reader "In the Footsteps of the Red Man."

A Month's Unit of Reading

About the room, boys and girls gathered in groups, making scrapbooks, rehearsing dramatizations, planning programs in which to share their favorite titles with other members of the class. Some were intent upon stories and poems of aviation; others delved into the materials of chivalry; still others read of ships and the sea. A month's unit of extensive individual reading, they called it. Fifty books were brought into the classroom from school and public library. For a week the pupils examined and read at leisure, each deciding upon a theme he wished to pursue throughout the month. Now they were in the midst of the project. Many compile their materials into booklets profusely illustrated in the art class or during English laboratory periods such as this one.

The themes were as many almost as there were pupils in the class: Barbary Pirates, Stories of Hidden Treasure, Girls of Other Lands, Dog Heroes, When Knights Were Bold. Sagas of the Sea presented the romantic adventures of early explorers in the New World; the life of Bob Bartlett, Master Mariner; the adventures of Richard Halliburton; and famous poetry of the sea. A group investigating the Romance of the Sky prepares a history of man's desire to fly; the story of Lindbergh; Historic Airships, by Holland; and innumerable poems of aviation. The visitors suggested a poem unknown to any one in the group. "Where did it first appear, do you happen to know?"

"In the Literary Digest, I think."

"Then it ought to be in the Reader's Guide!" said the chairman as she left the room and went to the school library. Within 10 minutes she returned with the magazine to read the poem to her classmates, who passed upon it for inclusion in the booklet.

My Luck

By Wilson Whitworth

Nothing ever happens whenever I'm around;
If I stayed home all Saturday,
There'd be a fire downtown.
But if I had gone down to shop
(I want this understood),
This down-town fire'd have been transferred
To my own neighborhood.

The Indians played the Yanks one day;
I went to see the game;
When it was almost over,
I said, "This is too tame."
I left the park and went on home,
Gloomy and in despair,
Then Babe Ruth knocked a homer
And the ball was lost for fair.

The world to me is just like that;
Wherever I may go
It seems that I am just too fast
Or that I'm just too slow—
The thing takes place before I come
Or else after I go.

—From "Poems and Hums" written and published by students of Thomas Jefferson Junior High School, Cleveland Ohio.

A School Alive with Creative Spirit

Thus the boys and girls of another junior high school enjoy a program of informal living with books, reproducing so far as possible within the classroom the normal reading activities of life outside the school.

It is fitting that I ended my travels at the Thomas Jefferson Junior High School in Cleveland, Ohio. Literally from attic to basement the Jefferson Junior High School is permeated with the spirit of creative endeavor. In a large room on the top floor of the building I watched a group of boys and girls learning to respond to music and poetry in the rhythmical movement of the dance. Elizabeth Browning's "A Musical Instrument" furnished the setting and Debussy's "L'Aprés-Midi d'une Faune" the atmosphere for the creative interpretation of a theme which captured the children's imagination. In and out they danced—the nymph, the lilies, and the dragon fly—until the scene of incomparable beauty and quiet was rudely interrupted by the terrifying Pan.

In the basement another group gathered in the "Little Theater," a rude furnace room, screened and curtained to make a suitable setting for small dramatic performances. This time The Lady of the Lake was in progress, for to-morrow Fitz-James would view the haunts of the Douglas from the edge of a near-by ravine. A local park, transformed into the Trossachs, will resound with the battle song of Roderick's men. Costumes made and planned in the Home Economics Department by the class in costume designing, were ready for the performance. Music and interpretative dancing would be furnished by the departments concerned. The programs, written in the English classrooms, decorated by the pupils in art, and printed in the school shop, gave final evidence of a cooperative enterprise of a distinctly all-school character.

This pageant, however, was but a part of the literature program of the English course. Jefferson Junior High School boasts, in addition, a department of dramatics, in which youthful dramatists both write and adapt plays for similarly

(*Continued on page 116*)

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· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor · · · · · WILLIAM DOW BOUTWELL
Assistant Editors · · · MARGARET F. RYAN, JOHN H. LLOYD

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature and Education Index

FEBRUARY, 1932

George Washington on Education

"The best means of forming a manly, virtuous, and happy people will be found in the right education of youth. Without this foundation, every other means, in my opinion, must fail. . . .

"Knowledge is in every country the surest basis of public happiness. . . . To the security of a free constitution it contributes in various ways; . . . by teaching the people themselves to know, and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority; . . . to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments, with an inviolable respect to the laws."—Selected by Laurance H. Hart from Washington, the Man of Mind, Honor to George Washington Series, No. 2. (George Washington Bicentennial Commission, Washington, D. C.)

The Most Important Problem

THE National Education Association has just announced results of an interesting poll of the members of their representative assembly.

To each representative the N. E. A. sent a list of the resolutions adopted at the Los Angeles meeting with the request that the resolution considered of first importance be checked. The vote takes on added significance because it is fair to assume that these representatives mirror the opinion of American public-school teachers.

That the representatives should put the resolution on taxes and school support first, is not surprising. With the depression playing havoc with the school tax dollar, teachers' interests automatically turn toward taxation problems.

The resolution given first place reads:

(1) *Taxes and school support.*—Financing the public schools requires a system of taxation which is equitable, wide in its application, and which establishes a fair balance between direct and indirect taxes. Better support of progressive education is largely dependent upon the study and revision of our present tax systems. Continued research should be made to find the best sources of support for schools. The National Education Association commends the study of school finance now being undertaken by the Office of Education under the authorization of Congress. Legislation initiating and revising systems of taxation which will provide adequate support for public schools should follow such findings.

Results of this ballot give added significance to the National Survey of School Finance now under way in the Office of Education. If financing public schools is the most important issue before American education, then a nation-wide study which will erect finger-post guides to adequate and balanced support of schools is the most important educational investigation in the United States.

Dr. Paul R. Mort, associate director of the survey, and his expert staff are swiftly and carefully laying the ground work for their many inquiries. When they are ready to speak out every person in the United States seriously concerned about the welfare of public education will be ready to listen.

Through the cooperation of the Junior Red Cross, a recently constructed junior high school in Ironsburg, Tenn., has received a library of more than 300 volumes from the Abbot Vocational School, Washington, D. C.

The Teacher Now Rocks the Cradle With the Mother

WE formerly thought that the function of the teacher was largely confined to giving instruction in various subjects for a certain number of hours a day. The parents were expected to handle everything else. We find now, though, that the home has been broadened, the school-teacher now rocks the cradle jointly with the mother, and that the security of our democracy depends upon the thoroughness with which this job is accomplished. We face conditions where each citizen must either be a contributor or become a burden upon the others. To be a contributor means that one must be wanted in order to find a place. To be wanted, one must be prepared, so that the teacher in serving the community has to think in terms of the broad preparation of youth for the days ahead.

Probably the best that can be done by our educational process is to prepare minds so that they can readily meet whatever problems may arise. This means that the leaders in education must study the requirements of civilization; that students must be handled in accordance with their unique capacities; that the teacher as a community agent must think not of putting a number of children through some specific task or course, but of preparing them through training for future action. Education now has become essential. It is no longer a luxury. The teacher has in fact become the torch-bearer for the intelligent enlightenment of the whole community in the training of youth. To the teacher we must go for information regarding our children. To the school system we must look for those methods that will classify our children in accordance with capacity and train them in accordance with the capacities discovered. The truth is that America has staked its whole future on education. It has transferred the power that for centuries remained in the hands of kings and rulers into the hands of citizens.—RAY LYMAN WILBUR.

Junior High School Conference to Meet

The improvement of junior high school instruction will be the chief topic of discussion at the eighth annual junior high school conference to be held at New York University March 18–19. Two general sessions will be followed by more than 30 "round tables" related to the central topic.

High-School Enrollment Up 100 Per Cent in 10 Years

During the past 10 years public high-school enrollment has increased 100 per cent, according to David T. Blose, assistant statistician of the Federal Office of Education. In 1920 high-school enrollment was 2,200,389, and by 1930 secondary-school registration had jumped to 4,409,837. The 1930 enrollment was an increase of 498,558 over that of 1928. The ratio of boys attending high school also shows an upward trend.

While the 1930 public elementary-school enrollment was 1,890,351 greater than that of a decade ago, the 1930 enrollment in elementary schools was 239 less than that of 1928.

According to reports from States thus far received in the Office of Education, the total 1930 public elementary and high-school registration was 25,678,015, or 4,099,799 more than that of 10 years ago, 21,578,216.

Salaries of College Teachers: Comparisons

By John H. McNeely

Division of Colleges and Professional Schools, Office of Education

WHAT are the financial opportunities for women entering the profession of college teaching as compared with men? In planning to become college teachers what particular field of teaching and what particular department of instruction should candidates select if they desire to secure the higher compensation for their services?

The Office of Education has attempted to answer these questions in a limited measure by a special inquiry into the salaries paid to teachers already employed in universities and colleges. Because of the difficulties encountered in such a large undertaking, collection of complete information on the salaries of teachers, in all the higher educational institutions throughout the United States was not possible. It was necessary, therefore, to confine the analysis of salaries to a selected list of 50 institutions, known as land-grant universities and colleges, from which data for the year 1928 were collected in a recent survey of these institutions conducted by the Office of Education. On account of this limitation, the answers to the questions apply only to this group of institutions.

Women Appear at Disadvantage

According to the results of the inquiry, women entering college teaching in these universities and colleges appear at a distinct disadvantage in the salaries received by them as compared with men. This is indicated by Table 1, which presents the median salaries paid men and women in the several academic ranks.

TABLE 1.—*Median salaries of teachers by academic rank and sex*

Academic rank	Median salaries		
	Men	Women	Both sexes
1	2	3	4
Dean	$5,635	$4,375	$5,533
Professor	4,139	3,581	4,114
Associate professor	3,284	2,882	3,228
Assistant professor	2,795	2,530	2,725
Instructor	2,087	2,016	2,069
All ranks	3,169	2,309	3,041

Using Table 1 as a basis, it is found that women staff members receive a lower median salary than men staff members in every academic rank. The greatest discrepancy is disclosed in the case of deans. Women holding this rank are paid a median salary $1,260 less than men. In both the ranks of professor and associate professor the difference between the median salaries of the two sexes is large. The median salary of women professors is $558 below that of men professors and women associate professors receive $402 less than men associate professors. Women assistant professors have a median salary $265 lower than the median salary of men assistant professors. Only an insignificant difference exists between the median salaries of men and women instructors. For all women teachers irrespective of academic rank the median salary is $860 below that of men teachers or approximately one-fourth less.

TABLE 2.—*Median salaries of teachers in the seven major fields of teaching by academic rank*

Major division	Deans	Professors	Associate professors	Assistant professors	Instructors	All ranks
1	2	3	4	5	6	7
Liberal arts	$5,625	$4,139	$3,193	$2,649	$2,020	$2,795
Education	5,583	3,952	3,462	2,875	2,153	3,358
Home economics	4,375	3,579	2,875	2,579	2,095	2,548
Agriculture	5,232	4,072	3,315	2,864	2,141	3,310
Engineering	6,089	4,142	3,250	2,711	2,098	2,964
Commerce and business	6,000	4,063	3,521	2,661	2,129	2,830
Physical education	6,625	4,625	3,375	3,236	2,114	3,075

Education and Agriculture High

In the selection of a field of teaching the investigation showed that prospective college teachers would receive the highest remuneration by preparing themselves to enter the field of education or agriculture and the lowest in the field of liberal arts or home economics. The conclusion is based on a comparison of the median salaries paid to the teachers holding the different academic ranks in seven major fields of teaching as shown by Table 2.

Table 2 reveals that the highest median salary paid in any of the fields of teaching is in education, although agriculture has a median salary almost as large. Home economics pays its staff members the lowest median salary. Between education and home economics, the margin of difference is great, amounting to $810. The median salary for liberal arts is next to the lowest of all the fields of teaching. In the several academic ranks it is found that physical education has the highest median salaries for deans, professors, and assistant professors. Education pays a higher median salary to instructors than the other fields. Compensation of teachers in home economics is on a consistently low basis. This field has the lowest median salaries in every one of the academic ranks with the exception of instructor. In this case the lowest median salary is in liberal arts.

TABLE 3.—*Median salaries of teachers in arts and science departments by academic rank*

Department	Professors	Associate professors	Assistant professors	Instructors	All ranks
1	2	3	4	5	6
English	$3,992	$3,058	$2,567	$1,975	$2,385
Chemistry	4,133	3,289	2,699	2,000	2,717
Mathematics	4,083	3,205	2,560	1,994	2,652
Biological sciences	4,077	3,235	2,668	2,022	3,007
Foreign languages	4,165	3,239	2,618	2,082	2,955
History and political science	4,417	3,134	2,875	2,083	3,155
Physics	4,048	3,139	2,672	1,995	2,852
Economics	4,375	3,175	2,700	2,063	3,073
Psychology	4,047	3,350	3,094	2,167	3,275

The particular department of instruction in arts and sciences, which pays the highest remuneration, is shown by the inquiry to be psychology. English pays the smallest compensation. Table 3 gives the median salaries of teachers by academic rank in the nine principal liberal arts departments.

It is obvious from an inspection of Table 3 that the median salary of teachers in psychology exceeds that of the other eight departments by rather wide margins. The compensation in the department of English, which has the lowest median

(*Continued on page 117*)

A Picture of Demand for and Supply of Elementary School Teachers in the United States, 1930–31

State	Total number elementary teachers involved	Total number new elementary teachers	Ratio of mobility 3÷2 ratio of new teachers to total	Reasons for demand for new elementary teachers by per cents										Sources of supply meeting demand for new teachers by per cents									
				Predecessor died	Predecessor retired	Predecessor entered college	Predecessor married	Predecessor left to teach elsewhere in the State	Predecessor left to teach in another State	Predecessor entered another occupation or profession	Predecessor left on leave of absence, illness, etc.	Hold newly created position	Other reasons creating demand	College or university in same State	Normal school or teachers' college in same State	Another school system in same State	College or university in another State	Normal school or teachers college in another State	Another school system in another State	A position other than educational work	Leave of absence	Return to teaching, having some occupation other than education the past year	Other sources of supply
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Alabama	4,163	780	1–5.34	0.8	8.1	4.6	12.1	46.5	2.5	6	2.8	11.5	5.1	8.1	28.5	40.7	2.7	1	2.2	5.3	1.3	6	4.2
Arizona	1,057	304	1–3.48	1.3	4	3.6	21.1	29	5.9	4	5.6	13.7	11.8	11.2	8.6	32.3	8.6	2	15.5	6.5	2	9.1	4.2
Arkansas	1,930	527	1–3.66	.2	8.2	7.4	10.3	40.2	1.7	7.6	2.4	15.9	6.1	15.6	9.1	46.9	2.6	2.1	5.7	6.8	1.5	4.9	4.8
California	10,365	1,598	1–6.49	.9	6.6	2.7	12.3	40.2	1.2	3.7	7.7	16.1	8.6	18.4	20	36.9	1.3	.3	3	3.0	4.1	6.9	6.1
Colorado	2,422	926	1–2.42	1	6.8	7.7	15.9	44.3	3.7	7.6	2.9	4.5	5.6	15.1	16.9	41.6	3.3	1.8	6.6	4.9	.5	5.7	3.6
Connecticut	4,111	419	1–9.81	.7	4.3	1.4	13.4	40.8	9.3	5	5	12.9	7.2	.5	42.2	29.1	1.7	7.4	8.6	2.1	.9	2.9	4.6
Delaware	368	62	1–5.93	-----	4.8	3.2	17.8	38.8	11.3	4.8	3.2	11.3	4.8	8.1	6.4	35.5	13	8.1	21	1.5	-----	-----	6.4
Dist. of Columbia	528	33	1–16.00	9.1	3	9.1	12.1	18.2	3	3	24.3	12.1	6.1	3	54.6	-----	6	-----	12.2	3	15.2	-----	6
Florida	2,017	375	1–5.38	1.3	7.5	3.2	12.3	38.1	5.6	5.1	5.9	13.6	7.4	19.1	4.2	39	5	1	6	6	2.2	9	8.5
Georgia	2,085	354	1–5.89	1.2	7.3	1.3	15.2	33.5	3.1	7.3	7.1	15	9	14	11	40	2.5	1.2	7.6	8.5	1.4	8.2	5.6
Idaho	736	294	1–2.5	1.4	6	8.2	15.3	37.1	12	6	3	5	6	14	29	35	3	3	8	2.1	.8	2.1	3
Illinois	9,428	2,275	1–4.14	.7	6.4	6.4	16.3	49.2	2.7	6.8	2.6	4.1	4.8	12.7	22.7	43	2.5	1.1	3	5	1.2	5.7	3.1
Indiana	8,352	1,159	1–7.21	.9	5.8	2.4	19	46.8	1.6	4.7	4.1	7.8	6.9	7	18.9	48.3	1.2	1.2	4.8	5.3	2.4	7.2	3.7
Iowa	9,805	3,229	1–3.04	.2	6.2	7.3	21.1	45.3	2.2	7.6	1.9	2.9	5.3	11.9	13	49.1	1.7	1.6	2.7	7.8	.4	4.5	7.3
Kansas	5,994	2,139	1–2.8	.4	5.1	8.9	19	45.3	2.1	8.1	2.3	4.3	4.5	13.3	15	49.9	1.4	.5	2.5	5.7	.6	4.4	6.7
Kentucky	3,666	576	1–6.36	.7	9	7.2	16	37	1.4	7.2	3.3	10	8.2	21	26	31	2.7	1.3	2.9	5.6	1	4.2	4.3
Louisiana	4,002	577	1–6.93	1.6	5.4	4.5	19.1	39.5	2.3	5	3.6	12.7	6.3	16.5	32.6	28.8	2.1	.4	2.4	5.4	1.2	5.8	4.8
Maine	2,379	502	1–4.74	1	8.4	5.6	11.6	41	3.4	11.2	4.2	6.5	7.1	2.2	37.7	35.5	.6	2.2	2.6	4.4	1.2	6.5	7.1
Maryland	2,982	276	1–10.8	.6	5.1	.3	17.8	35.2	4	5.1	6.5	18.5	6.9	2.2	58.3	18.9	1.8	4.4	2.5	2.5	2.2	2.5	4.7
Massachusetts	8,381	631	1–13.28	1.6	4.3	.8	20.8	38	3.3	3	5.1	15.4	7.7	3.3	27.3	31.7	1.3	2.2	17.8	3.3	.8	3.3	9
Michigan	9,799	2,229	1–4.4	1	6.2	15.1	14.9	41.2	1.8	5.2	3	6.8	4.8	6.9	37.3	39	1.1	1.4	1.7	3.3	1.2	4.9	3.2
Minnesota	8,335	2,589	1–3.22	.4	4	7.9	16.5	52	4.6	5.9	2.2	3.1	3.4	3.4	36	48.2	.4	1.1	3.3	2.5	.5	2.8	1.8
Mississippi	1,222	332	1–3.68	.6	11.5	6.3	11.8	41.6	1.2	10.9	2.7	7.2	6.2	20.8	6.3	45.2	2.7	1.2	3	8.5	-----	7.2	5.1
Missouri	4,577	948	1–4.83	.6	4.4	8.8	17.7	37.5	4.9	7.7	2.4	8.8	7.2	19.4	19.3	41.5	2	.7	4 4	4.2	.7	4.8	3
Montana	2,209	926	1–2.38	.2	4.3	7.1	13.6	45.8	9.3	6.9	2.5	5.2	5.1	3.5	19.6	45.4	2.7	5.4	11.8	3	.3	6.1	2.2
Nebraska	4,834	1,887	1–2.56	.3	5.9	9.3	20.6	42.8	2.5	8	2.3	3.4	4.9	12.4	21.1	45.6	.7	.9	2.4	6.3	.6	3.4	6.6
Nevada	347	139	1–2.5	-----	3.6	5	22.3	25.9	10.8	5.8	2.9	15.1	8.6	10.1	9.4	30.2	3.6	2.9	22.3	8.5	2.2	5.8	5
New Hampshire	1,131	244	1–4.63	-----	7	3.7	16.4	36.9	15.2	7.4	2.5	6.5	4.4	.8	41	31.2	1.6	3.7	8.6	2.9	.8	5.3	4.1
New Jersey	12,412	1,240	1–10.01	1.1	7.7	1.5	15.4	30.5	4.6	4.4	6.1	20.4	8.3	1.7	33.5	26.3	3.3	2.9	11.9	5.1	1	5.1	9.2
New Mexico	853	255	1–3.34	.8	6.7	3.5	10.6	33.3	7.5	8.2	2.7	18.8	7.9	12.6	6.7	29.8	7.5	3.5	14.5	9	.8	8.5	7.1
New York	25,929	3,450	1–7.51	1.4	7.1	6.4	10.1	35.1	1.4	6.5	10.2	13.3	8.5	3	40	31.1	.8	1.7	2.6	7.5	2.3	5.2	5.8
North Carolina	5,911	1,231	1–4.8	.7	7.6	3.2	13.4	39.5	4.1	7.2	3.5	14.7	6.1	18.7	15	41.8	2.8	1.3	3.2	5.3	1.2	6.1	4.6
North Dakota	4,047	1,880	1–2.15	.3	4.7	9.5	14.6	48.6	5.5	6.4	1.6	3.9	4.9	5.5	27	46.4	1.2	1.2	5.1	4.2	.4	3.9	5.1
Ohio	14,321	2,100	1–6.81	1.2	5.7	5.5	20	38.5	1.4	5	3.4	10.5	8.8	23.1	20	36.7	2.9	1.6	2.8	3.2	1.1	5	3.6
Oklahoma	3,559	1,160	1–3.06	.6	7.5	6.9	13.6	43.1	4.1	8.6	2	8	5.6	20.7	15	42.4	2.2	1	3.1	6.2	1	5.8	2.6
Oregon	3,040	825	1–3.68	1.1	10	8.3	13.3	38.3	4	8	4.3	5	7.7	2.3	36.4	42	.7	2.1	5.6	4.1	.4	4	2.4
Pennsylvania	23,161	3,168	1–7.31	1	4	3.7	21.9	42.3	1.9	5.6	3	9.1	7.5	6.8	37.8	35.6	.6	.6	1.9	4.9	.8	5.2	5.8
Rhode Island	875	56	1–15.62	-----	1.7	3.5	14.3	42.9	5.4	1.7	7.2	9	14.3	5.3	51.8	16	3.5	7.2	5.3	3.5	1.9	1.9	3.6
South Carolina	1,339	245	1–5.46	1.1	6.1	2.1	21.2	30	3.1	11	6	15.1	4.3	25.7	6.1	39.5	.5	2	9.8	6.1	2	4.1	4.2
South Dakota	2,549	1,151	1–2.21	.2	5.5	6.5	13.1	53.3	3.2	7.5	1.9	4.2	4.6	8.6	18.8	50.3	2	1.7	4.8	3.7	.8	6.3	3
Tennessee	5,252	858	1–6.12	.7	5.5	6.6	11.4	41	3.1	6.1	3.1	14.5	8	29.2	12.6	30.1	3.2	1	4.8	5.2	1.7	4.7	7.5
Texas	8,605	2,133	1–4.03	.5	6.3	5.8	12.7	37.7	1.2	6	2.4	21	6.4	24.6	9.3	44.3	1.4	.5	2.6	6.3	1.2	5.4	4.4
Utah	1,198	257	1–4.66	.8	4.7	5.5	20.3	41.6	3.5	6.2	1.9	9	6.5	37	14.8	29.2	1.2	.4	5.8	3.1	.4	5.8	2.3
Vermont	1,193	292	1–4.08	1	7.9	3.1	13	44.2	7.5	7.2	4.8	5.5	5.8	3.4	29.8	36.7	1	3.8	6.5	5.1	1.7	7.9	4.1
Virginia	4,938	847	1–5.82	.2	3.6	4.7	19.8	42.1	2.8	6.4	3.1	11.7	5.6	13.4	32.3	31.5	3.5	1.3	5	4	.6	4.5	3.9
Washington	4,321	1,126	1–3.83	.5	5.8	5.3	16.6	44.5	4.6	6.6	2.8	6.1	7.2	3.8	30	39.7	1.3	1.4	9.3	4.8	1.1	5.7	2.9
West Virginia	460	40	1–11.5	-----	2.5	2.5	22.5	30	7.5	5	-----	22.5	7.5	15	32.5	20	12.5	-----	7.5	5	-----	-----	7.5
Wisconsin	7,163	2,031	1–3.52	.7	6.6	6.1	20.5	45.6	2.3	7.4	3.6	4	3.2	3.4	36.7	46.5	.6	.7	3.1	2.4	.5	3.5	2.6
Wyoming	1,111	456	1–2.43	.7	5.9	8.1	17.8	36	7.5	7.9	2.4	8.1	5.6	8.3	14.5	33.1	6.6	2.4	17.5	4.6	.5	6.6	5.9
Total	249,462	51,131	1–4.87	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Explanation

A "NEW" teacher is, for the purposes of this study, defined as one "who was not employed in present school system last year (1929–30)."

This table should be read as follows: There were 4,163 elementary teachers in Alabama who answered Inquiry No. 1; there were 780 of these who had not taught in their present positions during last year (1929–30); there were three "new" elementary teachers in every 16 elementary teachers; eight-tenths of 1 per cent of the "new" elementary teachers were occupying positions in which the predecessor died; eight and one-tenth per cent had positions from which the predecessors retired and so on for the other per cents.

The data in the above table were obtained from an inquiry addressed to all public-school teachers, supervisors, and administrative officers in connection with the investigations by the National Survey of the Education of Teachers. Some of the inquiries did not reach their ultimate destination but from practically all States enough replies were received from teachers in the elementary grades to provide an adequate sampling for these teachers. In the few States in which this was not so, care should be used in interpreting the per cents computed upon the smaller numbers.

The Supply of and Demand for Elementary Teachers

By E. S. Evenden

Associate director, National Survey of the Education of Teachers

FROM what sources do the "new" elementary teachers come in the different States? Why do teachers leave the elementary schools? Where do they go when they leave?

Such questions as these are being asked by State, county, and city superintendents, presidents of normal schools and teachers colleges, members of school boards, parents of prospective college students, and by the young men and women who are considering teaching as temporary or permanent work.

Such questions and many other related problems were considered by the National Survey of the Education of Teachers in its attempt to present an accurate and complete picture of the demand for and the supply of elementary teachers in the public schools. For the first time in any national study, data needed to answer these questions were secured directly from the individual teachers. This method has been successfully used by several States, but never previously for all States at the same time and on the same questions. The results obtained are therefore significant not only for the individual States but for comparisons among States and among sections of the country. In making such comparisons, however, it should always be kept in mind that educational, economic, and social conditions differ very greatly among the States and that many of the differences which appear in any one survey table are explainable and often justified by conditions not shown in that table.

Give Out Findings Early

In conformity with the present policy of the United States Office of Education, an attempt is being made by those in charge of the various studies to present the significant findings as quickly as possible. It is hoped that by so doing those responsible for the formulation of State educational policies may benefit at once by the findings. In the last issue of SCHOOL LIFE a composite table on demand for and supply of senior high school teachers was presented. In this article a similar table is presented for elementary teachers. Few, if any, tables compiled by the survey will contain data as interesting and important to as many persons in and out of teaching as this one does. Read the definition of "new" teacher given below the table and begin the study of the figures from whatever angle your interest prompts.

A few contrasting figures can be cited as suggestions of the kinds of problems which may be uncovered. Contrasts are often very valuable in locating questions upon which additional data are needed. On the other hand, many of the most significant figures in this table will not appear as contrasts except to those who are thoroughly familiar with local conditions. For example, two adjacent States may obtain the same percentage of their teachers from the normal schools within the State. If the program for the preparation of teachers is very much more adequate in one of those States than in the other the identity of the percentages is in reality a contrast.

First Findings

The National Survey of the Education of Teachers has compiled information on 20 vital factors governing supply of and demand for public-school teachers for three issues of SCHOOL LIFE: January, senior high school teachers; February, elementary school teachers; March, junior high school teachers. Preliminary findings on other teacher-preparation problems will appear in subsequent issues.

Of the 249,462 elementary teachers who returned answers to the questions, 51,131 were "new" to their positions; i. e., teaching for the first time in the particular positions held during 1930–31. This gives a "mobility ratio" of 1 to 4.87 for the country as a whole, which means that approximately 1 in every 5 elementary teachers in the United States was "new" to his position in 1930–31. There was, however, a wide range in this matter among the States, varying from 1 "new" teacher in every 16 in the District of Columbia and Rhode Island to 1 in every 2 in the Dakotas. This is obviously a contrast between urban and rural conditions and will be found to exist in each State.

The "mobility ratio "affects every one of the per cents and must be considered in analyzing all problems arising from the table. It can be utilized in discovering the ratios between new teachers reporting specific "reasons for demands" or coming from given "sources" and the total group of elementary teachers. To illustrate: Approximately 6.5 per cent of the new teachers in both Tennessee and South Dakota replaced teachers who resumed college work. In Tennessee, the ratio between "new" teachers and the total number of elementary teachers was 1–6.12, the corresponding figure for South Dakota being 1–2.21. Therefore, in South Dakota 2.94 of the total teachers represented replacements of elementary teachers who resumed their college work. (6.5 per cent× 1/2.21). In Tennessee, the equivalent figure was 1.06 per cent (6.5×1/6.12). It is to be remembered that the per cents given in the tables are based on the number of "new" teachers and not on the total number of teachers answering the inquiry.

Demands for New Teachers

Does the State in which you teach have adequate provision for the retirement of teachers? Did it also have a higher percentage of retired "predecessors" (those teaching in the position the previous year) than some of the neighboring States without retirement provisions? In some States the percentage of teachers retiring was more than four times as large as in others. Of what significance would this be to prospective teachers?

Column 8, giving the number of "predecessors" who married, shows that in 11 States a fifth or more of the places vacated by elementary teachers the previous year had been held by teachers who married and left teaching. There seems to have been no consistent relationship between such factors as location, wealth, or urbanization of States with the percentage of "predecessors" who married and left teaching. For example, Alabama, California, Connecticut, District of Columbia, Florida, Maine, Mississippi, Montana, North Carolina, Oklahoma, Oregon, South Dakota, Texas, and Vermont all had about the same percentage of vacancies due to teachers marrying and leaving the schools. There is, however, the factor to be considered that in many instances teachers marry and do not leave teaching. The per cents in the table do not measure the number of teachers who married—merely the per cent of vacancies caused by teachers who married and left teaching.

There is also the factor of variation in the percentages of teachers who were new as indicated by the "mobility ratio." The manner in which the "mobility ratios" affected these per cents can be seen by comparing Iowa and Pennsyl-

vania. Iowa returns showed about the same percentage of elementary teachers marrying as did those from Pennsylvania, but Iowa also had more than twice as many vacancies per given number of teachers as Pennsylvania. In other words the vacancies filled in 1930–31 due to marriage of Iowa elementary teachers who left teaching were approximately 7 per cent (21.1 per cent×1/3.04) of the total elementary group; in Pennsylvania it was but 3 per cent (21.9 per cent× 1/7.31).

New Positions in Same State

The two columns showing the number of predecessors who left to teach elsewhere in the same State and in other States suggest many problems. More than two-fifths (42.2 per cent) of the vacancies among elementary teachers occurred because teachers took other positions in the same States. It is quite evident from an inspection of these figures that one cause for a high rate of "mobility" was the number of elementary teachers who moved within the State. These are often moves from rural schools to villages and from villages to larger cities and are more noticeable in States having larger percentages of teachers in the open country. A relatively small per cent of elementary teachers left one State to teach in another. Delaware, Idaho, Nevada, and New Hampshire were the only States in which as many as 10 per cent of the elementary teachers who left their positions at the end of the school year, 1929–30, did so to accept positions in other States.

Small percentages of elementary teachers left teaching for other occupations in most of the States. The transfer to other professions and occupations for the country as a whole was only 6.5 per cent. Even smaller percentages left on leaves of absence or because of illness. The per cent for the entire country was only 3.6. It is significant that there was a slightly larger per cent of vacancies due to leaves of absence among elementary teachers than among high-school teachers. The high school per cent for this item was 3.5.

The differences among States in the matter of the number of "newly created positions" are also of interest to prospective teachers. Eleven States had only 5 per cent or less of their "new" teachers holding newly created positions, while 10 States had from three to four times that percentage. When these figures are checked against the "mobility ratios," the per cents of newly created positions for Texas and New Jersey were about the same and yet the percentage of "new" teachers was 25 for Texas and 10 for New Jersey. On the basis of these returns 1 in 20 of the elementary positions in Texas was newly created and 1 in 50 in New Jersey.

Sources of Supply for "New" Teachers

The second part of this table deals with what the "new" elementary teachers were doing last year. This gives an idea of the sources from which these teachers came. Columns 15, 16, 18, and 19 show the percentages of new elementary teachers who were in higher educational institutions the previous year. The per cent of "new" elementary teachers in colleges and universities during the year previous varied from 37 per cent in Utah to 0.5 of 1 per cent in Connecticut. The percentages of elementary teachers coming from normal schools or teachers colleges within the individual State varied from more than 50 per cent in the District of Columbia and Maryland to less than 10 per cent in 9 States. Only 1.7 per cent of the "new" elementary teachers attended colleges or universities in other States and even fewer (1.4 per cent) attended normal schools or teachers colleges in other States.

The most important source of supply for new teachers was from other school systems within the same States. This about balanced the loss of those who left to teach elsewhere in the same State and was undoubtedly the result of differences in salary schedules and in the desirability of different teaching positions. Not many new elementary teachers came from other States although in 10 States .1 or more out of every 10 were teaching the previous year in another State.

The number of new elementary teachers who came from positions outside school work were in a majority of the States fewer than the number who left teaching to enter another occupation or profession. There was, however, a distinct influx of teachers who returned to teaching after having been for a time in some other occupation. When these returning teachers (5.1 per cent) are added to the number who entered from other occupations (5 per cent) the total exceeds those who left teaching for other occupations or professions (6.5 per cent).

The above questions are but suggestions of those which will appear to any individual who studies these data in terms of a real interest in a particular State. Other tables to be presented in connection with the report of the National Survey of the Education of Teachers will undoubtedly raise some of these same questions from other angles and may at the same time throw additional light upon them. To the extent that this table awakens interest in the many complicated problems connected with the education of teachers for the elementary grades in the several States, its primary purpose will be realized. Similar tables for other groups and on other topics will appear in forthcoming issues of SCHOOL LIFE.

Where Children Can Not Fail

(*Continued from page 107*)

associations, the Junior Red Cross, the Boy Scouts, the school board, the teachers and principals, the merchants and farmers, the county agent, the homes—everyone works together through the leadership of the school with the object of making all the daily experiences of a child—school, leisure, and work—lead toward the maximum development of that child's character and abilities.

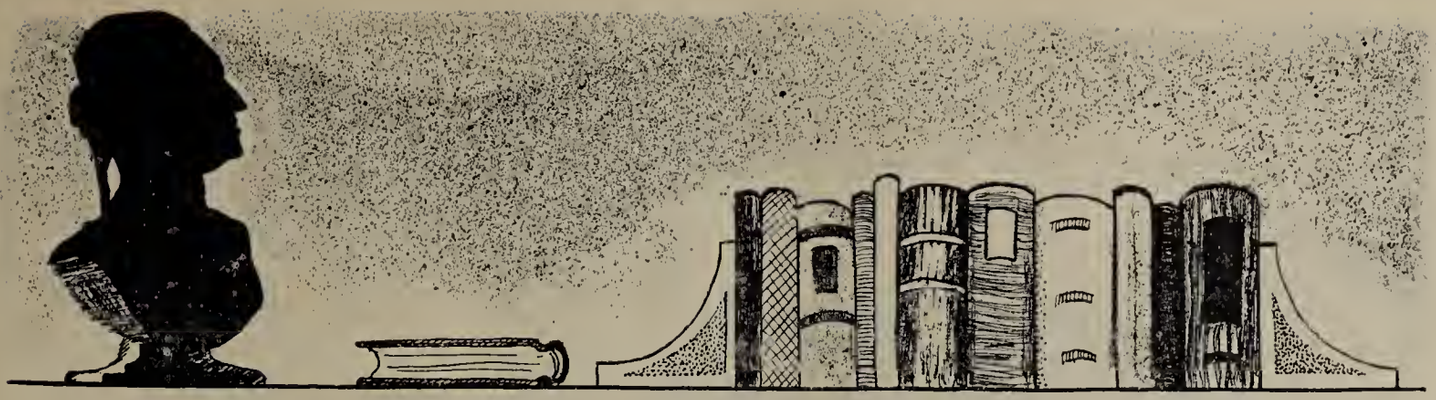
Reducing Juvenile Delinquency

What were the results of this plan? The most tangible gain appears, perhaps, in connection with a problem which worries many Americans—juvenile delinquency. Cases reaching the juvenile court in the west side district were reduced from 60 in 1925–26 to 12 in 1927–28; cases reaching the juvenile court from the east side district were reduced from 67 in 1926 to 19 in 1928.

Secondly, this far-reaching program was carried on with very little extra cost. The per capita cost of Granite school district for 1926–27, based on school population, was $72.85, of which $46.88 were instruction costs. The average for the State was $77.43.

Space does not permit detailing the Granite district plan for insuring the education of all the children of all the people. A record of its initiation, the underlying legislation, the methods of gathering and keeping cumulative records, the ventures in cooperation, methods in placement, vocational training, and costs will be found in new Office of Education Bulletin, 1931, No. 11, Educating All the Children of All the People, by Francis W. Kirkham. It can be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C. for 10 cents.

Declaring that the great majority of mental disease cases are the result of heredity, Walter M. English, president of the American Psychiatric Association, recently called upon that association to approve sterilization to decrease the percentage of feeble-minded persons.



Drawn by Bill Thompson

Washington's Letters Reveal The Man

By John C. Fitzpatrick

Manuscript Division, Library of Congress

ONE of the main activities of the United States George Washington Bicentennial Commission resulted from the decision to publish as complete an edition of the writings of George Washington as was practicable. Such a publication is not only an honor to the first American but will enable America to understand more clearly her own history, for the formative period of the United States is so enmeshed with the life of Washington that it is impossible to obtain a clear picture of the founding of the Nation without full knowledge of George Washington, the man himself, his personal as well as his public life.

This full knowledge, strange as it may seem, is not yet available and will not be available until the Bicentennial Edition of Washington's Writings has been completed. There have been several publications of Washington's letters in the past, but adding them all together they have not succeeded in presenting 50 per cent of Washington's writings. The most important of these publishing ventures were those of Jared Sparks, 50 years after Washington's death, and those of Worthington C. Ford, 60 years after Sparks.

Sparks attempted to cover the ground in 12 volumes; Ford in 14. All the biographies of Washington, with the exception of three or four, have been based on these publications of his letters. It is not surprising, therefore, that one of our present-day eminent historians, John Bach McMaster, should have stated that George Washington is an unknown man.

Poor Source Books: Poor Biographies

The lack of a complete publication of Washington's letters has made possible the slanderous belittlement of his character by present-day writers, for where all the facts are not known it is comparatively easy to misunderstand and misconstrue. In one way we are indebted to the enterprises of Sparks and Ford for the hundreds of biographies and special studies of Washington which are now available, for had they not published their editions we should, more than likely, have but few lives of Washington on our library shelves to-day. The pity of it is, however, that most of these biographies, so unsatisfactory because of their lack of complete information, have been read with avidity by the American public and so have been responsible for the vast amount of existent misconception regarding Washington.

Lacking the complete record and having neither time nor inclination to examine the vast store of Washington manuscripts that have survived (there are about 400 volumes of these in the Library of Congress and small groups of his letters, as well as single pieces are to be found, not only in every State in the Union, but in nearly every country in the world) many biographers have been content to fill in the evident gaps in Sparks and Ford with what seemed logical conjectures. These conjectures have seldom been right.

But both Sparks and Ford were hampered by the usual restrictions of commercial publishing. Few publishers would venture a work of 12 or 14 volumes to-day, even of George Washington's letters, and even 40 years ago, when Ford's edition appeared, a 14-volume work was something of a rarity. Sparks was handicapped further by a peculiar editing obsession which led him to alter the texts so as to make Washington write as Jared Sparks thought he should have written. Another disconcerting Sparks's method was to omit portions of letters without indicating that omissions had been made. As a consequence the George Washington who appears in Sparks's edition of the writings can not, by any possibility, be like the real man and the business that Washington controlled and finished can not be properly understood by reference to Sparks's edition. Although Ford did not follow Sparks's methods in any particular, and although he printed several hundred more letters than did Sparks, Washington's writings yet remain less than half published.

The bicentennial edition of Washington's writings will probably run to 25 volumes and nothing of importance will be omitted. Every letter printed by Sparks and Ford will be included and, with the unpublished material, George Washington will stand out as a man and a patriot with greater clearness than ever before. With this clearer insight to his character, ambitions, and efforts we will obtain at the same time a much better understanding of the difficulties and struggles through which this Nation came

Washington's Writings

American schools which are building up libraries will want the new edition of the Writings of George Washington. SCHOOL LIFE is honored to have the editor, John C. Fitzpatrick, describe the significance of this major contribution to American literature arising from the George Washington Bicentennial celebration. This definitive edition of approximately 25 volumes will present the founding of our National Government in the actual words of the first President. These volumes will be offered for sale at cost by the Superintendent of Documents, Government Printing Office, in the near future. SCHOOL LIFE will report terms of purchase as soon as the information is available.

Courtesy National Park Service

GEORGE WASHINGTON'S BIRTHPLACE AT WAKEFIELD REBUILT

Thousands of teachers, school administrators, and students coming this year to view the scenes and places associated with Washington's life will find many homes that he knew restored—Wakefield, Arlington, Mount Vernon, and his mother's cottage in Fredericksburg.

into existence. Such an understanding can not fail to make better Americans of us all.

Letters in Library of Congress

The main collection of Washington's letters is in the Library of Congress. It was purchased by the Government nearly a century ago and comprises more than 95 per cent of the surviving Washington records. Efforts have been made to gather all of Washington's letters that are in the various libraries, historical societies, State archives and private hands, all over the country, and the response accorded has been most gratifying. With few individual exceptions, everyone has been genuinely pleased to aid the Government in this work and these many proofs of the existence of a deep admiration for George Washington, connote a patriotism decidedly inspiring.

There is more real interest in the life of George Washington than in that of any other American. It is difficult to put into words precisely what this interest and feeling is, but it would seem that attacks upon Washington are somehow felt to be attacks upon American ideals, and it is only natural that the average American should resent them and desire easy access to means for repelling all such assaults. When the Government of the United States completes this bicentennial edition of Washington's writings this means will be available, and it is not too much to assume that after this publication is finished real biographies of Washington will for the first time become possible. It is curious that the memory of a man with an outstanding characteristic of not making an important decision until he had gathered and digested all possible information upon the subject, should suffer because his own life story has been often told by those who spoke or wrote without informing themselves.

The work of preparing and editing these letters for publication was begun in 1930 and has progressed to the point where certainly five volumes, and possibly six, will be printed, bound, and ready for issue in 1932. The volumes will be printed on 100 per cent linen rag paper and bound in one of the most durable woven fabrics known, dark blue in color, with gold lettering. The volumes will average 500 pages and, due to the skill of the Government Printing Office, will include 300 or more letters in each volume.

New material in the new edition includes, among other things, all of General Washington's general orders during the Revolutionary War. The letters are adequately, but not heavily footnoted and the names, titles, and military record of all Revolutionary personages mentioned are given, a matter ignored by both Sparks and Ford. Each volume will have its own index and in the last volume these will be consolidated. Care has been taken to have the text accurate and all the letters that are entirely in Washington's writing are so indicated. The price of the work is, by law, based upon the cost of production, but efforts will be made to bring the selling price below this cost if possible, so that libraries and schools may find it easy to avail themselves of a record which, in many respects, is the most important publication so far undertaken by the United States, for it not only will make the real George Washington known to Americans but in that knowledge will furnish the finest of inspiration to American patriotism.

Literature Made Alluring

(*Continued from page 109*)

cooperative production in auditorium exercises or public performance.

Poetry and Hums

Upstairs in the principal's office I listened to a radio program, presented by a pupil announcer from a sending station within the school. The 40-minute program on Evangeline was the work of a committee of 20 children. It was accompanied by slides on Longfellow and the scenes of Evangeline with pictures original with the children and slides made and colored by the Photographers' Club. Still another group of radio performers entertained us with three brief 1-act plays adapted from O. Henry's stories read in the ninth grade. Finally the program ended with the best oral talks of the previous month preserved on victrola records for future use in the classroom.

Our visit ended with an hour in the Creative Writing class, where boys and girls engaged in "poetry and hums" after the manner of Winnie-the-Pooh. "It isn't easy," they tell us with Pooh. "Because poetry and Hums aren't things which you get; they're things which get you. And all you can do is to go where they can find you."

That the pupils of Jefferson Junior High School know where to go is testified by their verses printed in the school print shop and illustrated with appropriate block prints in the classes in art. Small mimeographed volumes preserve the work of each year until final selection is made for the printed collections.

Volumes of verse such as those produced in Cleveland bear witness everywhere to a growing desire on the part of educators to foster the creative ability of the more gifted pupils in our schools. Unto the Hills, a charming booklet by the pupils of the Beyers Junior High School in Denver, records the love of the Colorado children for the mountains. Finally, from the Starr King Junior High School in Los Angeles, with which we began our visit, comes a volume just off the press, the product of the pupils' own efforts—Creative Activity in a Happy School Atmosphere. Both title and contents are indicative of a new trend toward social integration in the program of the secondary school to-day.

All this is but a small part of what the traveler "in boys and girls," could reveal concerning the teaching of English in this country to-day. Admittedly it is the pleasanter side of the picture. Doubtless many questions arise. To what extent are the situations just described representative of average practice in 1932? Are the classics most commonly taught those calculated to enrich the lives of boys and girls, to assist them in adaptation to a twentieth-century world? Are the methods used in presenting them such as to promote a love of reading and an appreciation of what is best in literature? Does self-expression have its rightful place in secondary school English to-day? Is the study of grammar neglected or does it have the lion's share of the time devoted to English? Where are unique things being accomplished and how? What programs are under way for improved courses of study in English? How are they organized and with what results? Data gathered from the 156 courses submitted present evidence bearing upon these issues and many others which will appear in the forthcoming report of the National Survey as it relates to the teaching of English in secondary schools. Many of the answers give cause for rejoicing. Many of them are discouraging indeed. All of them challenge the best efforts and the clearest thinking of those engaged in secondary education to-day.

Salaries of College Teachers

(*Continued from page 111*)

salary, is $890 less than in that of psychology. Among the other departments with lower median salaries are chemistry and mathematics, but both are on a considerably higher level than English. The highest median salary for professors is found in the department of history and political science, but the department of psychology has the highest median salaries for associate professors, assistant professors, and instructors. The lowest median salary is paid in the department of English in all the academic ranks with the exception of assistant professor. In this rank, the department of mathematics has the lowest median salary.

In the interpretation of the contents of this article, it must be remembered that the answers came only from the 50 land-grant universities and colleges. Further details of the salary status of these teachers by sex, by rank, by major fields of teaching, and by liberal arts departments as well as the difference in the academic ranking given them may be found in Pamphlet No. 24, issued by the Office of Education in November, 1931.

A School Where Children Think

By Mary Dabney Davis

Senior Specialist in Nursery-Kindergarten-Primary Education, Office of Education

"THEY come down head first."

"Of course they don't, how could they hang on to the tree?"

"If they came down back first how could they see where they are going?"

"Perhaps they don't, but they aren't going to fall that way."

"I saw it in a book in the library the other day that they come down back first."

This last statement was given with an air of finality. The discussion must be about an animal. Not knowing what kind of an animal, the visitor began to wonder if she herself knew just how all the tree-climbing animals of her acquaintance made their descent. Mental pictures flashed through her mind of cats cautiously backing down and of squirrels running down head first. What animal was under discussion in this classroom?

"After all, what has the way they come down from trees got to do with our polar bears? There aren't any trees in the Arctic Circle for them to climb."

Not to be diverted from the issue the boy who had read about bears in the library said that there certainly were icebergs that polar bears would have to climb.

The principle of the problem of animals' ways of climbing was suggested by a question from the teacher. "What about squirrels, cats, and raccoons?" she asked. "How do they manage to get down safely from a tree? Do they all come down as fast as they go up? Do they all face the ground on the way down?"

Puzzled eyes resulted and it was decided to watch for cats and squirrels on the way home and to hunt for the solution of why animals climb as they do in the Book of Knowledge or some encyclopedia and finish that part of the discussion the next day.

Is there a value in such reasoning and discussing? It was going on in a third-grade classroom of a public school in a middle western city, a minor issue in the plans the children and the teacher had under consideration for studying the life of Eskimos. It arrested the interest of an adult visitor who stepped into the classroom in the middle of the discussion. It made her wonder how many major or minor details of adult life are challenged, argued, and studied before being rejected or accepted. How much thinking do we do?

In another school the question was asked "What are you doing in religious education?"

"We are trying to help the children learn ways of thinking and acting that make better relationships in life. Our activity curriculum gives us an opportunity to bring together the social, intellectual, æsthetic and moral aspects of experience. We want to help the children see how closely related these values of life should be. We want them, above all, to *think*."

"This sounds well," said the visitor, "but give me one instance of how it works."

"The other day," replied the teacher, "the fourth-grade children were discussing how to go to work on a problem of transportation. Each of the 30 boys and girls seemed to have an individual idea that was *the one* best way of getting to work. Each had an opportunity to express himself and there was no unity in their thinking.

"We needed to be quiet and think. So we agreed to take time off to consider the main ideas others had expressed and to see how they could be pulled together into a plan of work.

"The very stillness of the room helped. But I'm sure the experiences we have been having helped to bring about the poised, clear thought, and group decisions that followed.

"The experiences I referred to have centered about *first*, an understanding of the controlling laws of nature and of studies which scientists have made to show us more about the earth formation and its changes; *second*, developing a feeling of reverence and appreciation for the creative forces active in the world; *third*, learning to live happily with others; and *last*, depending upon spiritual guidance—and one of our ways to express this is through quieting the mind and body for thought, with a willingness to follow what seems to result as the wise plan.

"I can see one big value in that procedure," the questioner said. "Your children will make their decisions individually and they will look for facts and reasons instead of relying upon the rather unreliable authority of adults."

"There are other values," the teacher replied. "We are not developing conformists. The children are learning to weigh values, to support opinion with evidence, and to be tolerant, and unprejudiced."

What a Superintendent Does

By F. E. Lurton

Superintendent of Schools, Frazee, Minn.

JOKINGLY, a board member asked me, "What does a superintendent do?" This aroused my curiosity and I kept a tally sheet on my desk for one year and found that besides reading educational magazines, and books to keep a bit abreast of the times, thinking, planning, guiding, supervising, work, discipline, playgrounds, buildings, filing papers, keeping records and data, managing extra-curricular activities, and the thousand and one unreckoned things that come up daily, I attended to 17,407 specific things. Some required only a moment and others hours.

Letters received	3,275
Other mail received	2,366
Letters written	1,717
Phone calls received	457
Phone calls made	90
Long distance calls handled	68
Conferences with teachers in the office	193
Visits to classrooms	246
Conferences with parents	51
Conferences with students	279
Calls from salesmen	147
Evenings or afternoons at school activities	30
Pupils called to the telephone	179
Messages carried to students	105
Other callers	62
Teachers' meetings held	24
Jobs found for students	40
Board meetings attended	24
Circulars to teachers	78
Report cards checked	6,850
Reports received and filed	330
Packages received	157
Lost and found	27
Bills audited	102
Sick children attended to	18
Teachers' applications received	417
New texts examined	57
Annual reports made	48

This was done without any clerical assistance.—*Minnesota Journal of Education.*

Drawn by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT

Librarian, Office of Education

The first of a series of publications of the laboratory schools of University of Chicago, was issued in November, 1930. It is written by Evangeline Colburn on the subject of "Library for the intermediate grades." The introductory section discusses the purpose and management of the library, and the results of studies of reading records. The main section gives an annotated list of books representing the choices of pupils in grades four to six. There has appeared in recent numbers of Scottish Educational Journal, beginning with the issue for November 20, a series of articles commenting on American life and education. The author, William Boyd, came to America in September, 1930, to lecture at Teachers College, Columbia University. The articles are based on the experiences of his family during a year in America. The Commercial Standards Monthly, published by the Bureau of Standards, has a short article in the December number on standardization of language. The author, Thomas A. Knott, is editor of the Merriam Webster dictionaries. He shows the factors which have contributed to the standardized international languages as contrasted with the merely conventionalized speech of the early tribes and clans. He also points out that language is not permanently standardized but is changing with the changes in civilization. A new intercollegiate newspaper appeared on December 26. The World Student Mirror is the organ of the National Student Federation of America, to be published monthly to further the efforts of the federation "to develop an intelligent student opinion on questions of national and international importance." Some warnings against the sort of reading matter the adolescent finds in the popular magazines of questionable merit, as well as some practical suggestions for the improvement of reading taste are given in the December League Scrip, the official publication of the Minneapolis Teachers' League. Dora V. Smith, of the college of education, University of Minnesota, writes on "Bridging the gap in adolescent reading." A description of the publications helpful to teachers in the celebration of the George Washington bicentennial, is published in the Grade Teacher for January. "To-day's unemployment and to-morrow's leisure" is the title of an interesting discussion by Dr. L. P. Jacks in Recreation for December. He answers the question "What have play, recreation, and leisure to do with education?" The School Review for December carries a full statement concerning the "demonstration teachers college" to be opened at Columbia University in September, 1932. The plan is outlined and the curriculum discussed. Dr. Thomas Alexander, of Teachers College, will be the director. Other accounts of this new college appear in the Educational Research Bulletin for November 25, and in the Phi Delta Kappan for December. "Does the school record foretell business success?" This question is answered in the Journal of Business Education for December, by Edward J. Rouse, commercial coordinator, Boston Public High Schools. The commencement address given at American University by William John Cooper, United States Commissioner of Education, appears in Religious Education for December. The title, "Educated Americans," indicates the trend of thought, while the address itself points to many distinguished Americans as examples of right conduct and high intellectual attainment. Journalism Quarterly for December contains surveys of journalism in 1931 in the United States, South America, Germany, and China. There is also an annotated bibliography of journalistic subjects appearing in American magazines in July, Aug. and Sept., 1931. The results of a year's experiment with radio instruction in the school are described in the Wisconsin Journal of Education for December, by H. U. Wood, principal of Franklin Junior High School of Racine. The same journal also carries an article on the other side of the question, "Can the radio supplant the classroom teacher?" by M. H. Jackson. Benita R. Blood, principal of the school, tells, in the Minnesota Journal of Education for December, how various classes of the Fuller School of Minneapolis planted seeds and watched them grow in the school experiment garden. A class studying clothing, planted flax seeds and observed the plants as they blossomed and developed seeds. Another group planted date seeds while others planted cotton, peanuts, dill, and a butternut. "Were it not for his mother and father, the difficulties of the problem child could be met with comparative ease." This is the text of an article by Ray Lyman Wilbur, Secretary of the Interior, appearing in World's Work for January under the title "Our Backward Parents." Teachers of French who are endeavoring to interest their students in French language and culture will find a valuable aid in the magazine Les Enfants de France, which is published twice a month in Paris. Since it is directed to the French child of 6 to 16, its articles are more nearly on the level of an American language student's comprehension than other French periodicals. The charm of the illustrations in black and white and color and the popular appeal of the stories are effective lures to reading. The publication even has cross-word puzzles in French! For further information address Countess Jean de Pange, 55 rue de Varenne, Paris VII, France.

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 senders' risk.

The teaching of science related to the home. 1931. 127 p., illus. (Federal Board for Vocational Education, Bulletin No. 158, Home Economics Series No. 14.) 25¢.

Suggestions for content and method in related science instruction in the vocational program in home economics. State supervisors of home economics, members of teacher-training staffs, and home economics and science teachers in secondary schools and colleges cooperated with the Economics Education Service of the Federal Board in developing this program for teaching science related to the home and in making home economics instruction more effective by insuring a more adequate application of related science. (Home economics; Vocational education; Science.)

Power-using industries of Italy. 1931. 21 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 772.) 10¢.

Conditions as they relate to the sections and Provinces of Italy of importance industrially, with data as to products and manufactures, types of machines, power equipment, and devices used. (Geography; Economics; Commerce.)

Questions and answers on smallpox and vaccination. 1931. 24 p., illus. (Public Health Service, Reprint No. 1137.) 5¢.

Answers to 24 questions frequently asked by physicians. (Public health; Health education.)

Alaska fishery and fur-seal industries in 1930. 108 p., illus. (Bureau of Fisheries.) 25¢.

Detailed reports and statistical tables dealing with the various Alaskan fishery and fur industries. (Geography; Economics.)

A study of illness among grade school children. 1931. 23 p., illus. (Public Health Service, Reprint No. 1497.) 10¢.

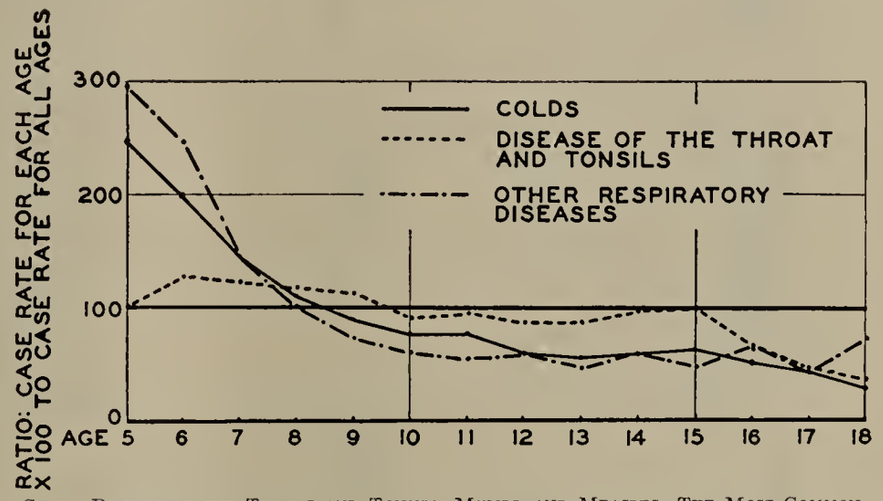
Study based on an analysis of absences of three or more successive school days occurring among the New Haven public-school children from January, 1927, to the end of the school year of 1927–28 in June. Absences were classified according to cause and case rates were computed for single age groups and for each sex. Colds, disease of the throat and tonsils, mumps, and measles were the most common causes of sickness. (Health education; School administration.)

The industrial experience of women workers at the summer schools, 1928 to 1930. 1931. 62 p., illus. (Women's Bureau Bulletin No. 89.) 20¢.

Results of a study on the industrial experience of 609 women students at the four summer schools for women in industry—at Bryn Mawr, Barnard, Wisconsin, and the Southern School in North Carolina. (University extension; Industrial education; Adult education.)

United States-Philippine tariff and trade relations. 1931. 136 p. (United States Tariff Commission, Report No. 18.) 25¢.

Summary of tariff and trade relations between the United States and the Philippines from the time of American occupation of the islands in 1898 until recent years. (Geography; History; Commerce.)



COLDS, DISEASE OF THE THROAT AND TONSILS, MUMPS, AND MEASLES—THE MOST COMMON CAUSES OF SICKNESS AMONG NEW HAVEN PUBLIC-SCHOOL CHILDREN

Results of a study which was made of the absences on three or more successive school days occurring among the New Haven public-school children from January, 1927, to the end of the school year of 1927–28 in June, are available in Public Health Service Reprint No. 1497 "A study of illness among grade school children" available from the Superintendent of Documents at 10 cents per copy.

Juvenile court statistics, 1929. 1931. 61 p. (Children's Bureau Publication No. 207.) 15¢.

Data based on information supplied by 96 courts on delinquency, dependency, and neglect. (Special education; Sociology.)

Studies on determination of sulphur in gasoline. 1931. 22 p., illus. (Bureau of Mines, Technical Paper 513.) 5¢.

Lamp-method test for determining the amount of sulphur, by weight, contained in motor fuels is discussed as well as several other lamp-method tests. Diagram of the apparatus used is shown. (Physics; Chemistry.)

Economic and financial conditions in Ecuador. 1931. 39 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 773.) 10¢.

A review prepared by the United States commercial attaché at Lima, Peru, during extended visits to Ecuador, to be used as a guide in judging present conditions and a basis for arriving at an approximate understanding of what to expect in the future. (Geography; Economics.)

Glaciation in Alaska. 1931. 8 p., illus. (Geological Survey Professional Paper 170–A.) 15¢.

A discussion of Pleistocene glaciation in Alaska as well as reported occurrences of pre-Pleistocene ice invasions. Contains two folding maps of Alaska, 25 by 19 inches—one showing localities from which pre-Wisconsin glacial deposits have been reported, the other showing the area covered by ice during the Wisconsin stage of glaciation, line of flow, and submarine contours along the Alaska coast. (Geology; Geography.)

Contributions to the hydrology of the United States, 1930. 1931. 220 p., illus. (Geological Survey Water-Supply Paper 637.) 70¢.

Contents: (*a*) Surface-water supply of minor San Francisco Bay, northern Pacific and Great basins in California, 1895–1927; (*b*) Preliminary report on the ground-water supply of Mimbres Valley, N. Mex.; (*c*) Water-power resources of the McKenzie River and its tributaries, Oregon; and (*d*) Geology and water resources of the middle Deschutes River Basin, Oreg. (Geography; Geology; Engineering.)

A survey of storage conditions in libraries relative to the preservation of records. 1931. 8 p. (Bureau of Standards Miscellaneous Publication, No. 128.) 5¢.

Leading present-day libraries were surveyed in order to determine the extent to which conditions of storage may be responsible for the deterioration of records and other material stored in libraries. The inspection stressed particularly conditions within the book stacks relative to the control of temperature, humidity, and air pollution, as well as the exclusion of light. (Library science.)

Government forest work in Utah. 1931. 18 p., illus. (Department of Agriculture, Miscellaneous Publication No. 99.) 10¢. (Forestry; Civics.)

General Information Regarding the Department of the Interior. 1931. 23 pp. (Department of the Interior.) Free.

Short résumés of the duties of each of the bureaus, offices, and other activities of the Interior Department. (Civics.)

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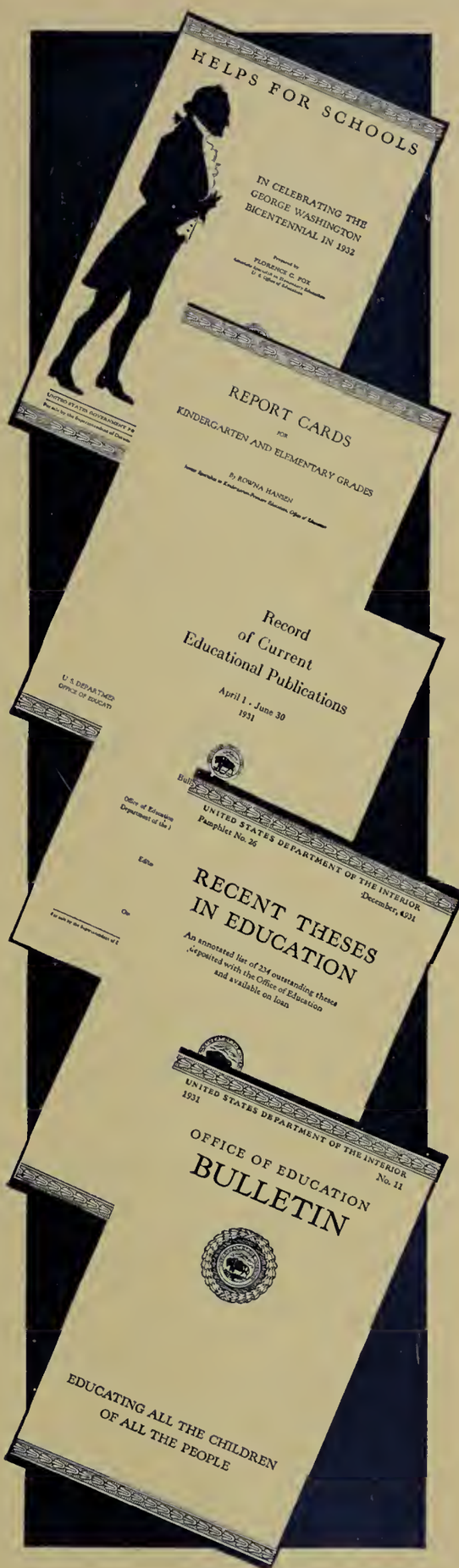

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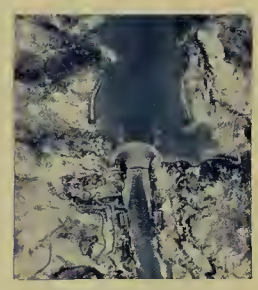

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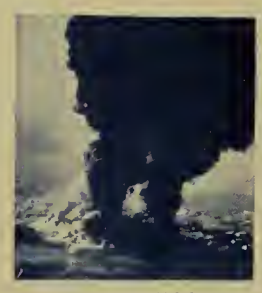

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SCHOOL LIFE

VOLUME XVII
NUMBER 7

In this Issue

The Schools of Porto Rico

Twenty-five Years of Progress in Recreation

Demand for and Supply of Junior High School Teachers

PATIO OF AN HISTORIC PORTO RICO SCHOOL

FORMER GOVERNOR THEODORE ROOSEVELT IN THIS ISSUE TELLS OF EDUCATION INNOVATIONS IN PORTO RICO THAT BLAZE PATHS CONTINENTAL UNITED STATES CAN PROFITABLY EXPLORE

MARCH
1932

In this Issue

Los Angeles Schools and Japanese Culture

Orpheus Works Wonders in the High School

New Government Publications Useful to Teachers

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

Washington's Rules *of* Civility *and* Decent Behavior

One exquisite but rare pleasure of life is to be transported flesh and blood into an earlier century. A well-played minuet will sometimes turn the trick. A first visit to Mount Vernon is almost sure to make a person pinch himself in order to be certain that he is in the twentieth—not the eighteenth century. George Washington's Rules of Civility have that strange magic. Compounded of colonial Emily Post and colonial character education, they have the curious power of throwing open the doors of history. ¶Scholars know now that the Rules are Hawkins's not Washington's. And before they were Hawkins's rules they were French Jesuit maxims. But they are Washington's rules to this extent—he guided his life by their precepts. Treasured in the Library of Congress is the original penmanship exercise, in young Washington's boyish handwriting.* ¶Following are a few of the Rules which most successfully evoke the vision of the eighteenth century:

9. Spit not in the Fire, nor Stoop low before it neither Put your Hands into the Flames to warm them, nor Set your Feet upon the Fire especially if there be meat before it.

10. When you Sit down, Keep your Feet firm and Even, without putting one on the other or Crossing them.

12. Shake not the head, Feet, or Legs, rowl not the Eys, lift not one eyebrow higher than the other, wry not the mouth, and bedew no mans face with your Spittle, by appr . . . r him . . . you Speak.

13. Kill no Vermin as Fleas, lice ticks &c in the Sight of Others, if you See any filth or thick Spittle put your foot Dexteriously upon it, if it be upon the Cloths of your Companions, Put if off privately, and if it be upon your own Cloths return Thanks to him who puts it off.

18. Read no Letters, Books, or Papers in Company but when there is a Necessity for the doing of it you must ask leave: come not near the Books or Writings of Another so as to read them unless desired or give your opinion of them unask'd also look not nigh when another is writing a Letter.

26. In pulling off your Hat to Persons of Distinction, as Noblemen, Justices, Churchmen &c make a Reverence, bowing more or less according to the Custom of the Better Bred, and Quality of the Persons Amongst your equals expect not always that they Should begin with you first, but to Pull off the Hat when there is no need is Affectation, in the Manner of Saluting and resaluting in words keep to the most usual Custom.

32. To one that is your equal, or not much inferior you are to give the chief Place in your Lodging and he to who 'tis offered ought at the first to refuse it but at the Second to accept though not without acknowledging his own unworthiness.

35. Let your Discourse with Men of Business be Short and Comprehensive.

38. In visiting the Sick, do not Presently play the Physician if you be not Knowing therein.

41. Undertake not to Teach your equal in the art himself Professes; it flavours of arrogancy.

45. Being to advise or reprehend any one, consider whether it ought to be in Publick or in Private; presently, or at Some other time in what terms to do it & in reproving Shew no Signs of Cholar but do it with all Sweetness and Mildness.

46. Take all Admonitions thankfully in what Time or Place Soever given but afterwards not being culpable take a Time or Place Convenient to let him know it that gave them.

51. Wear not your Cloths, foul, unript or Dusty but See tney be Brush'd once every day at least and take heed that you approach not to any Uncleaness.

53. Run not in the Streets, neither go too slowly nor with Mouth open go not Shaking Yr. Arms. . . . not upon the toes, nor in a Dancing . . .

54. Play not the Peacock, looking everywhere about you, to See if you be well Deck't, if your Shoes fit well if your Stockings Sit neatly, and Cloths handsomely.

56. Associate yourself with Men of good Quality if you Esteem your own Reputation; for 'tis better to be alone than in bad Company.

60. Be not immodest in urging your Friends to Discover a Secret.

61. Utter not base and frivilous things amongst grave and Learn'd Men nor very Difficult Questions or Subjects, among the Ignorant or things hard to be believed, Stuff not your Discourse with Sentences amongst your Betters nor Equals.

73. Think before you Speak pronounce not imperfectly nor bring out your Words too hastily but orderly and Distinctly.

82. Undertake not what you cannot Perform but be Carefull to keep your Promise.

83. When you deliver a matter do it without Passion & with Discretion, however mean ve Person be you do it too.

85. In Company of these Higher Quality than yourself Speak not till you are ask'd a Question then Stand upright put of your Hat & Answer in few words.

90. Being Set at meat Scratch not neither Spit Cough or blow your Nose except there's a Necessity for it.

91. Make no Shew of taking great Delight in your Victuals, Feed not With Greediness; cut your Bread with a Knife, lean not on the Table neither find fault with what you Eat.

92. Take no Salt or cut Bread with your Knife Greasy.

95. Put not your meat to your Mouth with your Knife in your hand neither Spit forth the Stones of any fruit Pye upon a Dish not cast anything under the table.

100. Cleanse not your teeth with the Table Cloth Napkin Fork or Knife but if Others do it let be done wt a Pick Toota.

108. When you speak of God or his Atributes, let it be Seriously & . . . Reverence. Honour & obey your Natural Parents altho they be Poor.

110. Labour to keep alive in your Breast that Little Spark of Celestial fire called Conscience.

* The complete list of 110 Rules of Civility appears on pages 6–14 in Papers for Program Three, "Youth and Manhood of George Washington," published by the Bicentennial Commission. Selections of the Rules according to grade levels appear in "Selections Relating to George Washington for Declamatory Contests in the Elementary Schools," also published by the commission, but available only to schools engaging in the contests. Johnson Publishing Co. has adapted them to school use in one of their George Washington Work Book series.

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. XVII WASHINGTON, D. C., MARCH, 1932 No. 7

The Schools of Porto Rico

By Theodore Roosevelt

Governor of the Philippine Islands, former Governor of Porto Rico

IT IS COLD comfort for any child to be turned out on the world after his education has been completed, with no means of earning a livelihood. We have had in the past in Porto Rico, as we have had in the continental United States, a tendency to educate boys and girls with no thought as to their future. One of our most important endeavors—if not the most important—is the extension and development of a special type of consolidated vocational rural school.

We also feel, however, that the schools should be the fulcrum on which to rest the lever wherewith we hope to change the conditions on the island. Through them we expect to disseminate practical knowledge not only to the children but also to their parents. We have now in operation on the island 3,786 schools, among which some 2,028 can properly be classed as rural. On the other hand, we have only 16 health units, and 65 agricultural agents. Therefore, the schools are the logical means whereby we can get practical information on useful subjects to the people who need it most.

Triple rural High Schools

During the past year we have nearly tripled the number of our rural secondary schools, bringing the total to 36 in 1931 from 13 in 1929. The annual cost of each one of these units, including all expenses, is about $10,000. Furthermore, we have wherever possible, continued and amplified our policy of extending through the other schools instruction of a similar nature, instruction that may be readily applicable by the children to gaining their livelihood and improving the conditions in which their families are living at this time.

Our plans in this have been greatly aided by the extension to Porto Rico by the Federal Congress of the Smith-Hughes Vocational Training Act, whereby Porto Rico receives aid in vocational training in the same fashion as do the States of the Union. This act provides a sum of money of approximately $125,000 which we match down here, and which is devoted to vocational training along certain specifically designated lines—agriculture, home economics, trades, and industries.

GOVERNOR THEODORE ROOSEVELT

His record as chief administrative officer in one island in the West Indies prompted President Herbert Hoover to make him governor of 7,000 islands that compose the Philippines.

We have arranged the curriculum of these special rural schools as follows: We are teaching reading, writing, arithmetic, and English. The rest of the curriculum is practical. Each school is built on a small farm from 5 to 15 acres in size, which is cultivated by the boys under the direction of a farmer. The crops raised are such as are profitable in the surrounding country. One-third of the proceeds goes to the boys; two-thirds is either sold for school funds or used in the school lunchrooms. Each boy is encouraged to have at his home a small truck garden. These gardens are inspected by the school authorities and prizes are awarded—useful prizes such as pigs, chickens, or rabbits.

Avoiding Ornate Uselessness

In addition to these endeavors, which are directed purely toward agriculture, there are certain other trades taught in these schools, such as barbering, carpentry, and cobbling.

We have classes in manual training but in them we do not make articles of ornate uselessness. Everything constructed by the pupils has a value. They make chairs, tables, beds, washboards, etc—objects which when finished can go into the home and be of use there. To illustrate what can be done, 80 per cent of the furniture for the new schools established this year was made by the school children themselves! The pupils also constructed outbuildings for stock.

Meanwhile the girls are being instructed in home economics—the home economics which is adapted to the conditions in which they live. They are taught cooking, sewing, and embroidery. Embroidery is a distinct economic asset. They cook on charcoal stoves similar to those which are used in their own homes. They prepare and serve the meals for the school lunchrooms.

School Children Build a $250 House

We are now working on plans for a model house which we intend to have constructed by the school children to serve as an example of what can be done at a very small cost. One very comfortable house, in which everything, building and furnishings, was made by the children, cost approximately $250.

103607—32——1

During the year 1930–31, through money raised from private sources in the continental United States, plus sums appropriated by the insular government, and the help of various communities, we have been able to feed a daily average of approximately 50,000 children in our school lunch rooms. We have used these lunch rooms not merely to feed the children, who would otherwise have gone hungry, but also to inculcate proper ideas of dietetics on schedules arranged by the medical authorities. A meal costs in the neighborhood of from 3½ to 5 cents per child. As we do not believe in the principle of "something for nothing," we arrange for each child to pay 1 cent, or contribute its equivalent in produce. Naturally, where the child can do neither of these, he gets the meal just the same.

THE SCHOOL OF TROPICAL MEDICINE AT SAN JUAN, PORTO RICO

A Visit to a 1-Room School

A number of our rural schools have a social worker who visits the families and explains to them the basic principles of sanitation, health, and diet. Eventually we hope each school will have one. The social workers are being specially trained in a summer course at the University of Porto Rico. They are used also in connection with our health units, and in several districts have been put in charge of the milk stations, where they supervise the feeding of babies and children of preschool age.

The devotion of our school-teachers, who form the shock troops in our fight for better conditions, is notable. Few realize, who have not seen them at work, just what their day's schedule means. For example, not long ago I visited a little 1-room schoolhouse in a country district. The school-teacher was a young woman about 24 years of age. Every morning she walked a couple of miles on a muddy road to get to her work, returning in the same fashion in the evening. During the morning period she had 37 children; during the afternoon she had 35 others. She supervised and arranged for the serving of a noonday meal in the school to approximately 25 children. She directed the care by the children of a truck garden nearly an acre in size, in the cultivation of which she had obtained the cooperation of the near-by parents. She was bright, cheerful, and had no complaints. When I asked her if there were anything else she needed, she thought for a second and said, "New lanyards for the flagpole"—that was all. She gets a salary of $65 a month for a 10-month year.

In one of our municipalities the school superintendent not only handles the affairs of the schools, but in addition has organized a class in needlework which gives instruction to a hundred or more women, superintended and encouraged the planting of truck gardens, organized the distribution of food during a famine due to a prolonged drought, and helped in a hundred other ways.

Parents Also Come to the School

The spirit of these teachers is illustrated by the fact that this past summer the university summer school had some 1,200 students, the vast majority of whom were school-teachers. It is on these school-teachers and their schools that we place our reliance.

We have prescribed as part of the curriculum in each rural school and in many

(Continued on page 137)

A BIRD'S-EYE VIEW OF THE RURAL SCHOOL AT SABANA HOYOS, ARECIBO, PORTO RICO, DISCLOSES THE BREADTH OF ITS EDUCATIONAL PROGRAM

Half the day in the new type Porto Rico school is spent on academic subjects; the other half learning farm keeping and home keeping by practice. Most schools have 5 acres on which to cultivate model gardens and raise stock. Gardens supply vegetables which the girls studying home economics use in preparing the regular school lunch. Note the playgrounds for younger children, basket-ball courts for older children, henhouses behind school, and the beginnings of a flower garden to the left of the basket-ball court.

An Adventure in Reading

By W. S. Coy

Business Manager, Ohio Teachers' and Pupils' Reading Circle

THERE ARE so many angles from which the Ohio Teachers' and Pupils' Reading Circle may be viewed that it is not at all easy to put in words all that it means.

Back in 1882 at a summer session of the Ohio State Teachers Association, Mrs. Delia Williams spoke. Fewer than a hundred teachers were in her audience. But the earnestness with which she spoke and the novelty of her plan won action. By the action of the association there and then the Ohio Teachers' Reading Circle was formed. Serving continually ever since, it is to-day a flourishing and youthful institution.

Mrs. Williams, an outstanding Ohio Wesleyan University teacher, proposed that the association appoint a board of control to choose books worthy of study by young teachers. A board was appointed. A list of books was chosen for the first year. That board and its successors have chosen such a list of books for each of the years that have followed.

Teachers' Town Meeting

In its early days the Reading Circle was unique as the only preparation for teaching service offered. Local circles became regular teachers' town meetings. The books studied then, as now, were a reflection of the thought and action of the best and most forward-looking educational leaders of their time. Without a doubt the reading circle hastened the coming of the normal schools and colleges of education as we know them to-day.

There is no one of the original members of the board of control now living. But the work they began so well carries on. The present board is composed of nine members. Two are elected at large from the Ohio Education Association for terms of four years. For a like term a member is elected by each of the six district education associations. The State director of education is a member ex officio The board elects a secretary who also acts as business manager.

The board each year selects five to seven books that constitute the current reading list for the teachers' reading circle. They also select 50 books adapted to the various elementary grades and the high school which are the current reading list of the Ohio Pupils' Reading Circle. The elasticity afforded by the new choice made each year by a thoroughly representative board makes it impossible for the reading circle to be other than a live and growing institution, reflecting from year to year the best work that is being done and pointing the way ahead.

From the first those charged with the responsibility of the selection of these books have given their very best efforts and they have sought the counsel and advice of their associates in school work in performing this important service. Through the years there has come to be such a quality of respect for the ideals of this good work and such a confidence displayed in the product of the choice that every newly elected member of the board of control naturally is impelled to prove his fitness for his trust by making the reading circle ideal grow in fineness of worth in consonance with the latest and best educational thought and effort.

The Ohio Teachers' Reading Circle, pioneer book distributing club, sends out approximately 100,000 volumes per year

Books chosen for the 1931–32 Teachers' Circle Course are:

Wider Horizons. By Herbert A. Gibbons. New York, Century Co., 1930.

Reading Activities. By Grace E. Storm and Nila B. Smith, Boston, New York, Ginn & Co., 1930.

Adventurous America. By Edwin Mims. New York, Scribners Sons, 1929.

Psychology of the Elementary School. By Harry G. Wheat. New York, Boston, Silver Burdett & Co., 1931.

The Teacher in the New School. By Martha Peck Porter. Yonkers-on-the-Hudson, N. Y., World Book Co., 1930.

Marks of an Educated Man. By Albert Edward Wiggam. Indianapolis, Bobbs-Merrill Co., 1930.

Ways to Teach English. By Thomas C. Blaisdell. Garden City, N. Y., Doubleday, Doran & Co. (Inc.), 1930.

The teachers' reading circle books are dedicated to the continued professional growth of teachers who are disposed to keep on learning. This year's seven books are listed elsewhere on this page.

The pupils' reading circle books are chosen to cultivate in the individual child a love of reading good books and to establish in him a permanent interest in worth-while reading material. The current list of 50 recent children's books is too long for the space allotted here. If you want it send your request, Teachers' Reading Circle, Columbus, Ohio.

Once chosen both teachers' and pupils' books are ordered in thousand lots from the publishers. Circulars describing the books are prepared and mailed. Then the orders begin coming and hundreds of parcel-post packages are sent out all over Ohio, and even to old friends far away who have learned of this service. A few days ago an order came from Aburi, Gold Coast, West Africa. One comes every year from Phoenix, Ariz., and from a number of school people in bordering States. Occasionally calls come from Korea, Egypt, Porto Rico, and Hawaii. After the books have gone, checks begin coming in. Then publishers' bills and other items must be paid. Each month a statement of receipts, expenditures, sales, accounts receivable and accounts payable is sent to each board member. At the end of the fiscal year the auditing committee of the Ohio Education Association, assisted by an expert accountant, inspect the books and make a financial report covering the business of the year.

How the Books Are Used

Meantime in one school and another the principal is making use of the books in teachers' meetings. A meeting of teachers of 1-room school buildings of a county is considering suggestions offered by this author and that. In another group every teacher has read a chapter or two and as they read they write suggestions for discussion. These suggestions are left with the principal who mimeographs them and so provides lists that make the meeting program effective. Sometimes the meetings are immediately after school. At other times combination social and professional sessions are held in the evening. Then there is the solitary reader. He finds great joy in traveling through a book afoot, across lots and alone.

From one of our young old men—past 91 years of age—whose name has been for years and years in "Who's Who in America" came a call the other day for three books entitled, respectively: "Wider Horizons," "Adventurous America" and "The Marks of an Educated Man."

Los Angeles Schools Welcome Japanese Culture

By Valerie Watrous

Member of Headquarters Staff, Los Angeles Public Schools

Drawn by Bill Thompson

ON THE STEPS of a side entrance to the Roosevelt High School in Los Angeles last July a little Japanese girl in a brilliantly figured silk kimono tugged and pulled at a heavy white stocking that had one big toe. Beside her lay her Japanese toe-strap sandals.

"These stocking feel so **funny**," she said to a bystander. "I can't see how my mother ever wore such shoes. I like American shoes so much better. Those make my feet hurt."

In this California high school more than 100 Japanese boys and girls are trying to adjust traditions to conditions.

"We are not American although we were born here, nor are we Japanese since we can not accept the viewpoint of our fathers and mothers who were born in Japan," said a lovely Japanese girl in Los Angeles. She is a product of the city's public schools and has been reared entirely in the environment of the United States. She was speaking as one of a number of intelligent Japanese school boys and girls who were attempting to answer the age-old question of what shall be the position of a minority group, either of race, religion, or language, in any country. In this particular case, out of the many thousands of such cases in the world, a Japanese group trained in the language, ways of living, and ideals common to the United States is trying to work out adjustments on the one hand with the surrounding Caucasian majority trained in like ideals, and on the other with their Japanese parents born and reared in Japan and keeping to its traditions.

Most Serious Conflict with Ideals of Older Generation

"Of course it does not take us long to discover that we must be sufficient unto ourselves," she continued reflectively. "We must make a place for ourselves. It must be a place where we shall be surrounded by our own kind, a place where we shall meet Japanese boys and girls who have been trained in the American tradition and who discover that the Japanese tradition is in conflict with those standards which you Americans have set up and which we find acceptable."

One of the most serious conflicts which these Japanese students encounter is not with the ideals and environment of the United States, but with that older generation in their own homes.

"My mother and father are shocked," said another Japanese girl, "when I compete with boys in my classes and dance with them American fashion at our parties. The older Japanese woman regards boys and men as strange and mysterious beings. It is impossible to make them understand that we girls of the second generation in the United States look upon these boys as just classmates."

The people of the United States have been severely and adversely criticized many times for absorbing into their body politic large numbers of folk from other countries without trying to make the most of the wealth of culture those folk have brought with them into this country. Partly to avoid this mistake but more for the purpose of adding to the immediate happiness and wholesome development of the children, the teachers and counselors of the Roosevelt High School have undertaken the interesting task of unifying the Japanese group, some of which are young people of peasant stock, others the sons and daughters of small tradesmen, and still others who trace their ancestry for a

Drawn by Bill Thompson

thousand years through the feudal families of old Japan.

A Japanese Garden All Their Own

The children have their own club and their social functions to which the mothers and fathers and all the kith and kin of the group are invited. On the school grounds they were allotted a plot approximately 200 feet square for their own use. This they are converting into a Japanese garden and while the work is only half finished, it already gives promise of its future. The garden is inclosed with a high fence and gates of split bamboo, and one day, when the California sunshine and that rare native artistry of the garden's sponsors have completed the work, it is destined to be known as one of the beauty spots of the city. It is, of course, a garden in miniature. A part of it has been given over to a charming little pond, fed by a stream that trickles down over and through the rocks from a diminutive waterfall built up in the back of the garden. Lava rocks of vivid hues have been transported hundreds of miles by the young gardeners, who gave 5 hours a day before and after school and sometimes 10 or 12 hours on Saturdays, in the development of this beauty spot. Girls work side by side with the boys, digging and scooping the earth, carrying rocks, and planting the trees and the flowers.

This unification of the Japanese and the encouragement to them to retain the best of their culture so that the other people of the United States as well as they may enjoy and profit by it, is not confined to the one high school; it extends generally throughout the city system. One of the fine entertainments offered the National Education Association delegates last July was a Japanese festival arranged by the students of the school with the assistance of faculty members from some 16 elementary and junior high schools, which have many Japanese students, together with the Japanese Chamber of Commerce. This latter group supplied the decorations and engaged the artists who presented the program. More than 1,000 enthusiastic guests were present. Colored lanterns, cherry blossoms, huge tissue-paper fish flying from fence posts and flagpoles, their sides realistically bulging with the gentle breeze that obligingly played about the campus all afternoon and evening, gave life and charm to the picture and served as a fitting background for the gay kimono-clad figures that moved about in the throng. A feature of the day was the exhibition of a series of flower arrangements by a number of Japanese women, each of whom had earned a diploma in Japan for her artistry in this work.

Roosevelt High School Girls Cherish Japanese Customs

America has filled its museums with inanimate treasures of foreign cultures. Now in Cloveland, Los Angeles, and elsewhere schools are beginning to discover and appreciate that children of newcomers to the United States can bring into the classrooms the distinctive and significant achievements of foreign cultures in a vital living manner no museum can ever hope to achieve.

To turn to more serious matters, what will a Japanese girl of the second generation in the United States do when she comes to the marriageable age? As an answer to this question, I relate an experience typical of these young women, one that has been repeated, with some variations to be sure, many times in the Japanese families in Los Angeles. This young woman, born in Los Angeles and graduated from one of its high schools, was sent to Japan to consider three young men, one of whom she was to choose as her husband. It is not common to leave the decision with the daughter and her parents felt they were unusually lenient in allowing her a choice in the matter.

She returned from Japan unwed, and when asked about her possible marriage she smiled reflectively and said: "Yes, I met all three of them; fine young men, and from wealthy families, but they were Japanese. They didn't inspire me." So she returned to join the growing colony of the second generation and in it she will presently find a mate.

It was explained by a mutual friend who knew the girl's family well that she found the restrictions placed upon Japanese women much too irksome after having known the freedom of American life.

You must already have judged from this account that these young people have good minds. They measure up well in scholarship. Teachers throughout Los Angeles declare that the Japanese student is always earnest, that he works hard. Often he is a brilliant student, and vice principals assert that it is unheard of for a Japanese child to be "sent to the office."

"We never see them here because they are never in trouble," says Miss Reeves, vice principal of the Roosevelt High School. Teachers elect the Roosevelt school for summer work. They say they prefer to teach in it because the Japanese children are so eager mentally and that they and their classmates from southern Europe take their studies more seriously than does the average son or daughter of the well-to-do American.

♔

Nearly 7,500 school cooperative societies were established in France up to the end of last year. A central cooperative society furnishes the schools with scientific apparatus and any necessary materials for handwork.

Drawn by Bill Thompson

Twenty- Five Years of Progress in Recreation

By James Edward Rogers

Director, National Physical Education Service, Playground and Recreation Association of America

IN THE CABINET ROOM of the White House with President Herbert Hoover, and members of his Cabinet, the board of directors of the National Recreation Association celebrated its twenty-fifth anniversary April 13, 1931. Twenty-five years before on April 12 at the invitation of President Roosevelt, the first board of directors met in the same room and listened to the stirring statements by President Roosevelt for the need of play in the life of the American people.

It is fitting, therefore, to summarize the progress made and to point to the trends for the future. Perhaps the first official recognition of the need of play for children and the necessity to provide playgrounds was made in Boston in 1886 when the sand courts were established for little children under the leadership of trained kindergartners. Municipal provision for play and recreation was first made in 1900 by the Chicago South Park Commission when they built their wonderful neighborhood recreation centers. Of course there are many instances before 1886 of the recognition of the need for community recreation. However, the date of 1906 marks the start of a national movement when definite trends can be ascertained.

Expenditures for Recreation

From 1906 to 1930 there has been a steady rapid growth in the playground and recreation movement. In 1906 about 40 communities were making some provision for community recreation. Twenty-five years later in 1931 a thousand communities were providing programs. Each year has shown a steady growth. The yearbook of the National Recreation Association, June, 1931, furnishes us with valuable statistics showing this steady yearly growth of the recreation movement.

Another sign of fundamental progress is the steady increase in expenditures. Although there has been a financial depression for the past two years these two sets of figures are very significant. Despite the industrial depression, $1,000,000 more was spent for recreation leadership by localities during 1930 than was expended during 1929. Altogether over $5,000,000 more was expended for local recreation in 1930 than in 1929. Total recreation expenditures: 1929, $33,539,000; 1930, $38,500,000. Total expenditure for leadership: 1929, $7,059,000; 1930, $8,100,000.

There has been an increase in the use of municipal recreation facilities. To quote from the yearbook, 1931: The reports of attendance at playgrounds and indoor recreation centers give fuller information on the extent of their use than has been available heretofore. Although many communities do not record attendance, the cities reporting indicate a total average daily playground attendance during the summer of 2,822,940 participants. In addition, one-half of these cities report an average of 899,418 spectators daily during the summer months. Therefore, approximately 3,750,000 people were served daily by the playgrounds in these cities alone. A total attendance of both spectators and participants at playgrounds for the year 1930 is reported by 573 cities to be 206,816,987. Since the spectators are not included in many of these reports and since the attendance at more than 1,000 playgrounds is not recorded. the total number of playground visitors during the year is far in excess of this figure. Likewise the number of participants at the indoor centers and recreation buildings reached the remarkable total of 34,114,757 persons in the cities submitting attendance data.

Drawn by Bill Thompson

Recreation a Public Utility

Trained leadership is now in demand. One hundred and forty colleges and universities now provide training courses in recreation. A national graduate school has been established by the National Recreation Association for the training of executives. Experience has shown that a recreation worker must be trained as an educator, as a physical educator, as a teacher, and as a social worker.

Perhaps the most outstanding significant contribution to our modern community life in America has been this recognition that recreation is a

Drawn by Bill Thompson

public utility—as important as health, education, or safety—that it is a public necessity—a municipal function of government in that it certainly must provide playgrounds and recreation centers as it furnishes schools, sewers, and streets; that it must provide for trained leadership as it employs a superintendent of schools or a chief of police.

These past 25 years have seen a remarkable growth in the acquisition of areas and facilities. In the next 10 years, however, we must acquire twice as much property as we have in the past. The necessity of obtaining play areas for the future is most pressing and immediate.

The past quarter of a century has witnessed an expanding and enriching program. At the start, play activities were largely physical games and sports, but today the program is a broad one. Plays, games, sports, athletics, physical activities we will always have on the playgrounds. But we also now stress the arts and cultural recreational interests for both young and old; music, drama, camping, nature study — all these activities that have to do with the enrichment of leisure time are the field of the community recreation program.

Trends Predicted

Two hundred and thirty-three city governments through playground and recreation commissions provide play and recreation programs. However, one of the remarkable developments in the past 25 years has been the creation of recreation programs by park boards and departments. More than 240 park boards operate play and recreation programs. Another sign of the times is the increasing interest on the part of schools in the development of recreational programs. One hundred and fifty American school systems now maintain departments of recreation.

1. In the immediate years to come recreation must make a larger contribution to adult education and the wise use of leisure time.

2. Recreation will have much to do with avocational activities. It will concern itself not only with physical activities but with hobbies and the creative interest of both young and old.

3. Public recreation and public education must come closer together and cooperate in the business of providing for the leisure time interest for the whole community. Each has a distinct field but both have much to give to each other in the common community program.

4. In the next 10 years the recreation program will demand new leadership, with a new philosophy and a new psychology. All professions are now changing their points of view to meet the new day and the new conditions of life.

5. In the future because of the bigger jobs to be done, a closer cooperation between all municipal, public, and semipublic groups touching leisure time will become most necessary so that a general community recreation system may be developed.

At the White House meeting April 13, President Hoover said:

I have followed the work of the association for many years. It has taken a most significant and a magnificent part in the whole recreational development of the country. Its work to-day is of increasing importance because of the growing congestion of the cities on the one hand and the increasing leisure of people on the other. The whole recreational movement is one not only vital to public health, but it is vital to public welfare. The growing congestion of the cities presents constantly new problems of physical and moral and mental training of children, on one hand; and the growing leisure by shortened hours of labor presents increasing problems in provision of opportunity for proper use of increasing leisure for adults. Fewer problems in government arise which concern people while they are at work than while they are at leisure. They do not often go to jail for activities when they are on their jobs. Most of our problems arise when the people are off the job. Every progress in constructive recreation for leisure time not only improves health, but also morals.

Drawn by Bill Thompson

A Teachers Retires from the Supreme Court Bench

"If you want to hit a bird on the wing you must have all your will in a focus—every achievement is a bird on the wing. Forget subjectivities. Be a willing instrument."

These are the words of a former teacher, one who has been termed "the greatest living American," Oliver Wendell Holmes.

Many years ago Oliver Wendell Holmes taught in the Harvard law school. In 1882 he became a justice of the Supreme Judicial Court of Massachusetts. In 1902 he was appointed to the United States Supreme Court by President Roosevelt. Nearing his ninety-first birthday, this former teacher and sage of the bench resigned from his high position.

Orpheus Works Wonders in the High School

By Anne E. Pierce

Specialist in Music, National Survey of Secondary Education

THE recent history of music in the public secondary schools of America reads like a modern fairy story, so phenomenal has been its development in the last few years. It is well within the recollection of many when music, if offered in the high school, was confined to compulsory chorus meeting once or twice a week. Exceptional indeed was the school that included any other form of instruction. To-day many high schools are found that offer a variety of courses in theory, history, appreciation, vocal, and instrumental music designed to educate boys and girls according to their musical interests and abilities. In the spring of 1931 it was my privilege as a member of the staff of the National Survey of Secondary Education to seek schools instituting innovating practices in teaching such courses and to observe class procedure in systems of recognized worth scattered from the eastern seaboard to the west coast.

The Stamp of Innovation

From the standpoint of being a relatively new addition to the school program, music instruction may, to a great extent, be considered experimental, yet some of the practices have been so widely accepted as to have become traditional. As a case in point, a course usually required in the first two years in junior high school and known as general music implies a certain amount of theory, music reading, unison and part singing, and appreciation. Frequently the work is merely a continuation of that given in the elementary grades. Departure from this common procedure would therefore stamp a school as an innovator. For example, in the classes I observed in the Grover Cleveland Junior High School, of Elizabeth, N. J., pupils' activities and interests are the basis of plans rather than the expansion of theoretical knowledge and skills previously acquired. Correlation and association with other subjects are the means through which the instructor works in an effort to enrich the offerings in music, particularly for those students without special talent. Songs, instrumental compositions, and information about music are closely allied with work in other classes so that the entire school benefits from the music course.

At the time of my visit the eighth grade was concerned with the Reconstruction Period in American history. Compositions which displayed racial characteristics of the Negro were played and sung. The teacher and pupils then discussed them from musical and historical points of view. Visual aids were effectively used in this class and readings about the material presented had been placed in the library before the class meeting for the benefit of those who might wish to inform themselves about the lesson. I was told that music students in this school make greater use of the library than those of any other department.

San Dimas, Calif., to Plymouth, Ind.

To a group of boys in the seventh grade prejudiced against singing as the common form of work in that year a course in music appreciation was offered in the Voorhis School for Boys at San Dimas, Calif., in which the study of primitive man and primitive instruments was undertaken chiefly from the historical angle. After some discussion of its early development each boy invented a musical instrument using tree trunks, gourds, animal skins, and clay which his ancestors might have used. He also wrote a story putting himself in the place of that ancestor and explaining how his instrument was conceived. From this point the class progressed through a study of the music of the most ancient nations, through that of the time of Bach and on to the present time. A study of musical form was projected and discussions about music were encouraged. Trips to concerts were also introduced when convenient. No textbook was available so one was written by the students for the benefit of future classes.

A departure from the traditional was likewise carried on in Plymouth, Ind. Here the required junior high school music course was divided into three units, students being given the privilege of choosing their own class. The three phases of work offered included vocal, instrumental, and scientific. This last unit was, for the most part, the one in which the experimental activity was emphasized. It was made up largely of students who expressed no interest in singing or playing. With the aid of the science department, acoustical problems were worked out and applied in various rooms and public halls. Piano construction and tuning, the mechanics of pipe and reed organs were studied, and finally radios were built. Each student was responsible for class demonstrations of his project and reports and readings were required as outside preparation.

Exploratory Courses in Music

In the belief that ninth-grade boys and girls compelled to take music should have some choice as to the kind they study, the director of music in the township high school, Joliet, Ill., provides exploratory courses in listening and performance. During the first semester pupils go in turn to vocal, string, and appreciation studios, spending approximately five weeks in each. In the vocal studio they are given training in the correct use of the voice as well as an opportunity to sing interesting and worthwhile songs; in the string class they learn to tune a violin and something of the technique of this instrument; in the listening work they hear compositions played and sung by others and gain knowledge tending to increase musical understanding and appreciation. For the second semester each student is allowed to choose the studio in which he is most interested.

General music is usually considered a junior high school subject, but the director of music in Kansas City, Mo., feels that it is one that can well be carried over into the upper grades. In the classes I visited, although the plan of work was similar to that used in the junior high school, the material was of a more advanced type and the teaching methods were of such a nature as to appeal to senior high school students. Singing, theory, and listening received attention, but all were closely related. For example, a group of girls gained an insight into certain rhythm problems by singing the old English song Phyllis Has Such Charming Graces, and by listening to an arrangement of an old folk dance. The rhythm patterns which had been placed on the board were recognized and discussed in an analytical way by the class. Another group sang a song by a modern composer and listened to a modern composition played on the phonograph. The two compositions were then compared as to mood, form, melody, intervals, harmony,

THIS is the seventh of a series of articles written for SCHOOL LIFE giving preliminary findings of the important National Survey of Secondary Education. This brief article does not aim to report any major portion of the large-scale investigation. The complete report will be published during 1932 as a monograph—one of a series based on the investigations of the survey.—EDITOR.

cadences, and rhythms. In these classes, drill on sight singing was conspicuous by its absence, yet pupils through a musical sense developed in an intelligent way interpreted notation easily and well.

Preparing for Symphony Concerts

In many schools appreciation lessons, whether a part of the general music course or a separate study, tend to be the outgrowth of the teacher's training and experience, but in Cleveland plans center about the concerts given for school children by the Cleveland Symphony Orchestra. Lessons are devised so that when pupils become auditors at the actual program their background is such that they are appreciative listeners.

A course in music appreciation at Santa Monica, Calif., develops initiative by having students arrange and give concerts. I was fortunate in being able to attend such a program which had been entirely planned by pupils. The committee in charge had consulted with the instructor on the material selected and had given her a written report of the plans, but aside from this preliminary consultation the teacher had no part in the performance. Guests are welcome at these recitals and members of the class are free to invite other pupils and outside friends. Students planning and directing the program are graded by the teacher and their classmates on the following points: Choice and arrangement of musical numbers; content and wording of informational notes; management of phonograph (if used); originality, ability, and preparation displayed in presentation of material; appearance and value of the printed program; poise and appearance of the performer; and interest of the program as a whole.

History of music as a separate course is apparently seldom given. Among schools including it in their curriculum, however, is Oakland, Calif. Here one teacher chose to depart from the usual chronological plan, approaching the subject from a study of contemporary music and the causes which had brought it about. Dramatization was a device used with one group in order to make the material realistic. At the time of my visit I met the reincarnation of such composers as Schubert, Beethoven, and Schumann, each boy and girl relating in a personal and vivid way some of the important events in the life of the person he or she had chosen to represent.

Practicing in Hamtramck's New Copernicus Junior High School

Pupils are playing on keyboards in unison with a piano. To the left are individual sound-proof practice rooms, each equipped with a piano. Music rooms occupy the entire third floor of this remarkable new building.

Creative activity in teaching harmony has been stressed so much within the last few years that one might infer it has been generally accepted, but the classes I observed where work was confined to drill on the figured bass, a method of long standing, would disprove such an assumption. In Pittsburgh, St. Louis, and Los Angeles, where creative work is being fostered, the term "harmony" scarcely describes the offering, for in such classes skill in composition is being developed.

Some schools endeavor to train individual leaders and directors. In a class in conducting, which I observed in the technical high school in Oakland, a young boy and girl conducted an orchestra with dignity, judgment, and skill rivaling many a professional musician. A special conductor's class is also a part of the school program at Washington High School, Cedar Rapids, Iowa. In this school each home room appoints a director whose duty it is to train the group in singing songs selected by the class. On commencement morning when the stage is set for the graduates the different choruses engage in a contest. Judges are chosen for the event and a cup, donated by the parent-teacher association, is awarded the winning conductor.

Class instruction in band and orchestral instruments is an important feature of many junior high schools. Piano class instruction is commonly confined to the elementary grades, but I heard advanced classes in such work in the senior high schools of Santa Monica, Pasadena, and Los Angeles where students performed music of such grade of difficulty as the Bach preludes and some of the Beethoven sonatas in a musicianly way.

No Fear for the Musical Future

As counterpart of classes in instrumental work, I found voice classes in Rochester, Cleveland, Cedar Rapids, Oakland, and Pasadena where teachers instructed students in the correct use of the singing voice and acquainted them with worthwhile song literature.

A variation from glee clubs, which are a traditional part of music instruction, are *a cappella* choirs which are becoming prominent features in schools with well-developed offerings in music. Those I heard at Flint, Minneapolis, Des Moines, Los Angeles, Long Beach, and Pittsburgh showed performance ability equal to the best orchestras and bands which, for some time, have been outstanding examples of the excellent group response possible from high-school boys and girls under good direction. Among those which should be mentioned as notable examples of instrumental organizations are the orchestras and bands in Detroit, Cleveland, Joliet, and Pittsburgh. To hear young people sing some of the Bach chorales and the early English madrigals and play such works as the Franck D-minor Symphony in an artistic and sincere manner are experiences not soon forgotten and give satisfying proof that we need not fear for the musical future of America if some of our schools can continue their present work.

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· SCHOOL LIFE ·

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MARCH, 1932

Four Paths

THE QUESTION "How do schools progress?" asked editorially in January SCHOOL LIFE, brought some answers.

One, supplied by the assistant director of a strong education research organization, seemed most satisfactory:

How do schools make progress? Education makes progress just the same way as government, business, or any other social enterprise does:

"(1) Inspiration—the better ideas which come more or less as 'flashes' to many individuals.

"(2) Trial and error—the muddling through of the typical worker in the field.

"(3) Research and experimentation—the systematic, controlled, and critical collection of data, including interpretation and application of findings.

"(4) Publicity—the dissemination of research findings so that the typical worker may eliminate or shorten the 'trial and error' method."

If these are the four paths to school progress, another question immediately arises: How are we using the four paths? Let us make a rough estimate.

Inspiration.—Education gives less recognition and encouragement to inspiration than invention, the arts, advertising, or many other professions.

Trial and error.—A boulevard, not a path.

Research and experimentation.—This path has witnessed increased use in recent years. In actual expenditure and purposeful coordination education lags behind industry considering the American Telephone & Telegraph Co. and the University of Light at Cleveland as examples.

Publicity.—Despite the fact that we have more than 300 educational publications and 640 thriving summer schools to which teachers go in large numbers, the gap between what research knows is good and current school practice is as deep and wide as the Grand Canyon. The abyss between progressive education and the public is even more profound.

Four paths! Three of them largely uncharted and unexploited. What alluring vistas for pioneers!

When Depression Hit the Suttons[1]

I WELL REMEMBER the day when our father came in with a serious look upon his face and gave orders that the parlor be opened. You know in those days we didn't use the parlor the way they do now and call it a living room. It was a sacred spot to be used only for weddings and funerals, or when some serious problem demanded a family conference. When we were all seated there on the haircloth sofa and chairs, our father came in and said, "We're in deep trouble. I owe $80,000. The crops have failed. If I sold everything that we have in the world it wouldn't reach $50,000. We've got to decide right now what we can do and we've got to cut down expense. First of all, of course, the boys will have to come home from college." Then up rose my mother, the stalwart southern woman of a type familiar to history. She said determinedly, "I don't know just what we'll do to cut down, but the boys will not come home. They are going to have their chance. We have no right to take away their education because we haven't managed our business right. They shall not suffer whatever happens."

That settled the matter, and then we began to talk over ways and means. Everyone of us must do our part to keep the boys in college. My part turned out to be the job of selling vegetables in the near-by city. So every Saturday I used to take my cart and go down through the streets of that city selling fresh vegetables and fruit and eggs. Then, one Sunday, over to my house came my good Aunt Mattie in her elegant team, and she said to my mother, "I have come over here for something very important. You mustn't let Willis come into town selling vegetables Saturdays. Why, the whole Sutton family will lose caste."

Well, now, I didn't know I had lost anything, and I didn't know what "caste" was anyway, but I did know my brothers had to have their weekly money and I had to help to get it to them, so the next Saturday I went into town same as usual, and I drove that old cart of mine right up by my Aunt Mattie's house and stopped right at her gate and rang my bell. And I called out, "Onions, fresh vegetables, fresh vegetables, onions and garlic, eggs, fresh eggs, brown eggs, speckled eggs, white eggs," and so-forth, till I sold everything I had in the cart, and my Aunt Mattie never came out to tell us about losing caste again, and the boys got through college and so did I. But if it hadn't been for my mother being wise enough to see that an education and a chance in life is the best thing you can give a boy, I certainly wouldn't be here to-day. And there are a lot of mothers and fathers just like mine who to-day will say as she did, "We've got to cut down expenses, but the children shall not suffer for our mistakes. They shall have their chance in life."

[1] A radio address by Dr. Willis A. Sutton, superintendent of schools, Atlanta, Ga., in the National Education Association Sunday night series.

Governor Roosevelt Writes a Motto

AT A SMALL meeting at the National Education Association headquarters we heard the Columbia-trained dean of women of the University of Porto Rico tell how much interest Gov. Theodore Roosevelt took in Porto Rico schools. She told how on his drives through the country he frequently stopped at the rural schools. Any governor who comes to a school for any reason other than to deliver a speech is such a rare figure that we immediately asked him to write an article.

Governor Roosevelt kindly supplied us with the excellent leading article in this issue. It was written before President Hoover decided that his record with one island warranted trusting him with 7,000 islands that make up the Philippines. We wish him equal success in the Philippines and hope he will contribute at some future time an article on the schools of the Philippines.

His first sentence makes one wish that the practice of hanging mottoes on walls were not out of date. It deserves to be written in large letters where all might see: "It is cold comfort for any child to be turned out on the world after his education has been completed, with no means of earning a livelihood."

The Question of Military Instruction

By William John Cooper

United States Commissioner of Education

WITH the understanding then that I am attempting to please neither the extreme internationalists nor the extreme nationalists on this occasion but that I would have existing schools do the best possible work, I offer some observations and point out some possible lines of study for those especially interested in military education.

We all recognize the effect of social and economic changes upon our institutions and particularly upon much of our educational practice. War is an institution and as such does not escape the operation of these changes. It is immediately influenced by good highways, by new and rapid methods of transportation, by such inventions as gunpowder, the repeating rifle, the machine gun, rapid-fire light artillery, by the development of aircraft, and by progress in chemical science. There is no call for a discussion of the effects of any of these advances upon war and upon military education. Likewise, social changes operate to modify military education. The passing of kings and the disappearance of a separate noble class has changed war from a game of kings and a calling for one class of the population to a national concern. If the Great War established any one fact clearly it was that to-day a whole nation goes to war with another nation and that groups of nations engage in war with other groups of nations. Accordingly, men, women, and children of all social classes and of all economic conditions are involved not merely indirectly, as they are affected by taxation, food shortage, inability to travel, loss of friends and relatives, and the like, but directly.

Everyone Goes to War

Men are required in almost every imaginable type of service. Women are asked to take the places of men in production. Children are asked to grow food supplies in home gardens. All are asked to save money, to furnish funds through direct taxes and by loans. Men are required to take valuable days from business and professional careers, and, in some cases to endure risks to limb and health which may render the investment in preparing for those careers, economically valueless. Every risk of life itself from front-line fighting to spy service in enemy territory is asked of adults, both men and women. Children are expected to suffer privation and malnutrition that may prevent a wholesome and happy adulthood. Every individual not immediately, completely, and enthusiastically interested is looked upon as a slacker. For citizens of a democracy like our own, the most sacred rights of citizenship, such as freedom of speech, freedom of press, and freedom of assembly, must be surrendered. Even the previous writ of habeas corpus may be suspended during periods of the national danger.

If I am right in thinking that war is passing into the stage of machinery, more emphasis must be placed upon intellectual qualities and less upon the training of hand-to-hand fighters. If I am right in guessing that the next war will be fought in a very large measure with aircraft and poison gases, certainly this observation has point. This also eliminates from war the personal element. Certainly the personalities of the heroes of Homer and Vergil are gone. And no more are there personal combats between kings and princes. Gone even are the feuds to be found in our own Civil War. We now engage in a gigantic impersonal struggle of resources, specific equipment, and human brains and ingenuity.

What Graduates Think About Military Training

The investigation forecast by Commissioner Cooper is now complete: "A Study of the Educational Value of Military Instruction in Universities and Colleges," by Ralph Chesney Bishop, Office of Education Pamphlet No. 28.

Copies will be supplied without charge until the free stock is exhausted. They may also be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C. (5 cents.)

Homicide, Murder, War

To illustrate again by a concrete situation. Not long ago I was attempting to explain to one of our school boys the difference between murder and homicide. In attempting to unravel the complications involved in these two words because of varying legal definitions, I said that murder involved the killing of a particular individual who was usually known to the killer and that frequently there existed a clear motive or reason for the murder, but that a homicide might involve no special motive of revenge or hatred but result from a reckless use of firearms or other deadly instruments, approaching the common meaning of manslaughter, which frequently results from carelessness. Artillery from the beginning presented the homicide aspect and now even in trench fighting the machine gun is not aimed at any particular individual. Both lay down a kind of barrage. The other fellow gets in the way much as he does in the way of an automobile in traffic. Under such conditions if war is to be resorted to in the settlement of group disputes it may be assumed then that nations will find it impossible or inadvisable to attempt to maintain large fighting organizations but will maintain a few professional soldiers to plan campaigns and direct the use of machinery and gases in actual conflict. This appears to be our policy in so far as we have any.

At the present time, aside from the few great institutions maintained by the United States Government designed to prepare men for the profession of war, we find military instruction offered in a group of colleges commonly called "the land-grant colleges." One of the departments in these colleges is devoted to military education. Only 3 of the 51 institutions of this type keep their students in uniform all the time. On the campuses of the other 48, men are seen in uniform only on certain days of the week and not all the men are in uniforms even on those days. The work is conducted in accordance with regulations laid down by the United States War Department. Its effectiveness may be measured in part by the fact that records of 39 of these institutions filed with the United States Office of Education indicate that in the World War more than 25,000 of their graduates served as commissioned officers, 15 of whom reached the rank of major general, and 28 more the rank of brigadier general.

On the college level of instruction then it does appear possible to make military education an adjunct to civil education in a way to realize fully an old definition of education given by the puritan poet Milton, who said, "I call, therefore, a complete and generous education that which fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war."

(Continued on page 138)

A Picture of Demand for and Supply of Junior High School Teachers in the United States, 1930–31

State	Total number junior high school teachers involved	Total number new junior high school teachers	Ratio of mobility 3-2 ratio of new teachers to total	Reasons for demand for new junior high school teachers by per cents										Sources of supply meeting demand for new teachers by per cents									
				Predecessor died	Predecessor retired	Predecessor entered college	Predecessor married	Predecessor left to teach elsewhere in the State	Predecessor left to teach in another State	Predecessor entered another occupation or profession	Predecessor left on leave of absence, illness, etc.	Hold newly created position	Other reasons creating demand	College or university in same State	Normal school or teachers college in same State	Another school system in same State	College or university in another State	Normal school or teachers college in another State	Another school system in another State	A position other than educational work	Leave of absence	Return to teaching, having some occupation other than educational the past year	Other sources of supply
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Alabama	566	170	1-3.33	0.6	4.7	8.8	5.9	48.8	5.9	8.2	1.2	14.1	1.8	20	13.7	44.2	2.9	0.5	4.7	6.4	1.1	4.7	1.8
Arizona	137	42	1-3.26	-----	2.4	-----	16.7	21.4	16.7	7.1	2.4	26.2	7.1	16.7	14.3	14.3	16.7	-----	28.6	4.8	-----	2.3	2.3
Arkansas	317	80	1-3.96	3.8	2.5	11.3	6.2	23.7	7.5	15	1.2	22.5	6.3	20	8.7	37.6	8.7	-----	10	5	-----	5	5
California	2,556	299	1-8.55	2	3.3	3.7	7.7	31.1	1.7	4	8.4	26.1	12	37.8	7.7	25.5	3	.3	8	4	6	3.7	4
Colorado	447	74	1-6.04	2.7	8.1	9.5	12.2	27	10.8	9.4	6.8	8.1	5.4	19	6.7	36.5	12.2	-----	6.7	8.1	-----	8.1	2.7
Connecticut	498	59	1-8.44	-----	1.7	5.1	10.2	8.4	28.8	8.5	1.7	27.1	8.5	3.3	3.3	10.2	25.5	11.9	22.1	10.2	1.7	6.7	5.1
Delaware	82	17	1-4.82	-----	-----	-----	17.6	-----	35.3	11.8	-----	29.4	5.9	17.7	-----	23.6	17.7	5.8	17.7	11.7	-----	5.8	-----
Dist. of Columbia	151	17	1-8.88	-----	-----	-----	-----	29.4	5.9	17.6	5.9	23.5	17.7	11.8	-----	5.8	5.8	-----	-----	53.1	17.7	-----	5.8
Florida	533	131	1-4.07	.8	2.3	4.6	6.9	34.3	16	9.9	2.3	13	9.9	22.2	.7	33.6	10.7	1.5	9.2	5.3	3.8	6.9	6.1
Georgia	274	70	1-3.91	-----	4.3	5.7	20	27.1	7.1	8.6	2.9	20	4.3	20	5.7	37.1	8.6	-----	14.3	4.3	2.8	4.3	2.9
Idaho	114	39	1-2.92	-----	2.6	12.8	7.7	23.1	17.9	5.1	2.6	15.4	12.8	12.8	12.8	28.3	10.3	2.5	23.1	7.7	-----	-----	2.5
Illinois	720	110	1-6.54	-----	.9	3.7	20.9	27.3	8.2	4.5	1.8	22.7	10	27.3	10	28.3	5.4	2.7	10.9	7.3	.9	2.7	4.5
Indiana	1,100	171	1-6.43	3.5	2.9	5.3	12.9	33.3	10.5	7	6.4	13.5	4.7	19.9	7.6	33.3	6.4	3.5	12.3	5.3	2.9	4.1	4.7
Iowa	996	201	1-4.95	.5	3.5	11.4	16.4	30.3	8.5	9.5	5	8.5	6.4	25.4	7.9	38.3	3.5	1.5	12.4	3.5	.5	5	2
Kansas	696	101	1-6.82	2	4.9	6.9	24.8	22.8	3	11.9	3.9	10.9	8.9	23.8	10.9	41.6	4.9	2	6.9	3.9	1	2	3
Kentucky	469	69	1-6.80	2.9	7.2	1.5	8.7	26.1	5.8	10.1	7.2	26.1	4.4	23.2	14.5	21.8	11.6	-----	8.7	7.2	1.4	2.9	8.7
Louisiana	119	14	1-8.50	-----	-----	-----	14.3	35.7	-----	14.3	7.1	21.4	7.2	7.1	35.8	21.5	7.1	-----	-----	28.5	-----	-----	-----
Maine	164	36	1-4.55	-----	2.8	13.9	5.6	19.4	8.3	5.6	5.6	19.4	19.4	13.9	19.5	30.6	8.3	2.7	5.6	11.2	-----	5.5	2.7
Maryland	388	48	1-8.08	6.2	6.2	2.1	10.4	16.7	8.3	4.2	10.4	31.3	4.2	29.2	2.1	16.7	25.1	4.1	8.3	4.1	-----	6.3	4.1
Massachusetts	2,371	217	1-10.93	1.4	3.2	2.8	18	30.4	7.4	5.1	5	18.4	8.3	11.5	15.7	31.8	5	1.4	17.6	6.9	.9	3.2	6
Michigan	2,432	331	1-7.35	.6	5.4	9.1	15.4	26.9	6.1	4.8	2.7	23.3	5.7	22.1	23.6	31.1	6	1	4.2	4.2	.6	3.9	3.3
Minnesota	961	132	1-7.28	-----	2.3	8.3	15.1	28.8	11.4	6.1	6.8	14.4	6.8	15.9	10.6	43.2	6.8	1.5	13.7	3.8	-----	3	1.5
Mississippi	153	48	1-3.19	-----	8.3	4.2	25	27.1	2.1	12.5	2.1	12.5	6.2	29.2	4.1	39.6	4.2	-----	12.5	6.2	-----	-----	4.2
Missouri	659	110	1-5.99	.9	1.8	3.7	9.1	32.7	13.6	10	2.7	14.6	10.9	26.4	11.8	30	10.9	2.7	5.5	3.6	-----	3.6	5.5
Montana	134	39	1-3.43	-----	2.5	12.8	10.3	23.1	28.2	2.6	2.6	12.8	5.1	10.3	-----	23.1	18.1	2.5	38.5	2.5	2.5	-----	2.5
Nebraska	361	97	1-3.72	1	2.1	17.5	16.5	32	3.1	9.3	3.1	8.2	7.2	33	13.5	41.3	3.1	1	2	2	-----	3.1	1
Nevada	41	11	1-3.73	-----	9.1	9.1	-----	45.5	9.1	9.1	-----	18.1	-----	18.2	-----	27.2	18.2	-----	-----	-----	-----	-----	18.2
New Hampshire	145	40	1-3.62	-----	5	2.5	30	20	20	2.5	5	12.5	2.5	7.5	40	15	5	5	17.5	5	-----	-----	5
New Jersey	1,746	194	1-9.00	.5	2.6	2.6	12.4	19.6	13.9	7.2	7.2	25.8	8.2	5.6	8.2	19.6	18.6	6.7	26.3	5.6	1.6	1.6	6.2
New Mexico	99	31	1-3.19	-----	6.5	-----	25.8	25.8	16.1	3.2	6.5	9.6	6.5	25.8	3.2	25.8	19.4	6.4	13	3.2	-----	3.2	-----
New York	3,718	334	1-11.13	.9	2.4	1.5	9.6	27.8	4.8	4.5	7.5	32.9	8.1	16.2	16.2	31.7	4.5	2.1	7.8	7.8	1.2	3.9	8.6
North Carolina	366	92	1-3.98	-----	2.2	6.5	13	30.4	8.7	9.8	-----	27.2	2.2	27.2	6.5	38.1	7.6	4.3	7.6	2.2	-----	2.2	4.3
North Dakota	127	44	1-2.88	-----	-----	15.9	9.1	18.2	18.2	13.6	6.8	11.4	6.8	11.3	25.1	38.7	2.2	13.7	6.8	-----	2.2	-----	-----
Ohio	2,781	377	1-7.38	1.6	4	3.7	17.5	23.1	2.6	6.6	4.5	29.2	7.2	32.6	2.9	35.3	7.9	1.9	6.9	4	1.9	4.2	2.4
Oklahoma	499	106	1-4.71	-----	9.4	10.4	10.4	25.5	3.8	16	5.7	9.4	9.4	29.3	8.5	34.1	5.6	.9	7.5	6.6	-----	1.9	5.6
Oregon	260	57	1-4.56	-----	3.5	8.8	17.5	31.6	8.8	12.3	1.7	10.5	5.3	24.6	14.1	36.9	7	-----	5.2	3.5	1.7	3.5	3.5
Pennsylvania	4,202	476	1-8.83	1.7	2.9	4.4	15.9	24.6	3.6	5.3	4.2	29	8.4	27.1	13.7	27.5	8.8	.8	5.3	8	1.4	2.1	5.3
Rhode Island	183	26	1-7.04	-----	7.7	-----	11.5	26.9	3.8	15.4	3.9	26.9	3.9	7.7	23.1	11.5	7.7	-----	3.8	15.4	-----	7.7	23.1
South Carolina	82	20	1-4.10	-----	-----	5	10	40	10	10	-----	20	5	25	5	15	10	-----	10	10	-----	15	10
South Dakota	117	27	1-4.33	-----	7.4	18.6	14.8	11.1	14.8	14.8	-----	11.1	7.4	11.2	-----	33.3	14.9	3.7	29.6	-----	-----	7.3	-----
Tennessee	558	88	1-6.34	-----	4.5	5.7	8	33	1.1	2.3	1.1	34.1	10.2	23.9	11.4	39.8	5.7	4.5	4.5	3.4	1.1	2.3	3.4
Texas	1,292	228	1-5.67	.9	3.1	7.9	8.3	37.7	5.2	5.3	6.6	17.1	7.9	25.9	7.4	46.5	3.1	.4	4.8	3.1	.4	5.3	3.1
Utah	378	83	1-4.55	-----	7.2	6	15.7	28.9	8.4	12.1	2.4	12.1	7.2	45.8	3.6	26.6	2.4	1.2	8.4	4.8	-----	4.8	2.4
Vermont	60	17	1-3.53	-----	-----	-----	-----	11.8	35.2	11.8	11.8	-----	11.8	17.6	5.9	11.8	29.5	17.7	5.8	17.7	5.8	-----	5.8
Virginia	515	81	1-6.36	1.2	2.5	4.9	22.2	24.7	8.6	12.4	3.7	13.6	6.2	34.5	12.4	19.8	6.1	3.7	14.9	3.7	1.2	1.2	2.5
Washington	543	120	1-4.52	-----	4.2	8.3	12.5	27.5	9.2	3.3	5	21.7	8.3	20.8	13.3	34.2	1.7	-----	19.2	6.7	-----	3.3	.8
West Virginia	118	17	1-6.94	-----	-----	11.8	11.8	35.3	5.8	5.8	5.9	11.8	11.8	35.3	5.9	29.5	17.7	-----	5.8	-----	-----	5.8	-----
Wisconsin	932	163	1-5.72	.6	2.5	9.2	16	26.3	9.8	7.4	3.7	19	5.5	18.9	18.5	29.5	9.2	.6	12.9	4.3	.6	1.8	3.7
Wyoming	91	27	1-3.37	-----	3.7	7.4	25.9	29.7	7.4	7.4	3.7	7.4	7.4	7.4	-----	7.4	22.2	3.7	40.7	11.2	-----	7.4	-----
Total	36,251	5,381	1-6.73	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

EXPLANATION

A "NEW" TEACHER is, for the purposes of this study, defined as one "who was not employed in present school system last year (1929–30)."

This table should be read as follows: There were 566 junior high school teachers in Alabama who answered inquiry No. 1; there were 170 of them who had not taught in their present positions during last year (1929–30); there was one "new" junior high school teacher in every 3.33 junior high school teachers; six-tenths of 1 per cent of the "new" junior high school teachers were occupying positions in which the predecessor had died; 4.7 per cent had positions from which the predecessor retired, and so on for the other per cents.

The data in the above table were obtained from an inquiry sent to all teachers in connection with the National Survey of the Education of Teachers. Because of the method of distribution many teachers did not receive these data sheets. For this reason some of the States were not as adequately represented as others. It is also true that the junior high school form of organization has been much more generally adopted in some States than in others. These two facts should be borne in mind in interpreting the percentages in this table.

The Demand for and Supply of Junior High School Teachers

By E. S. Evenden

Associate Director, National Survey of the Education of Teachers

ONE OF THE interesting educational developments in recent years has been the rapid increase in the number of junior high schools which have been organized. Some of the most perplexing problems in the education of teachers have to do with the preparation of teachers for these schools. For that reason the National Survey of the Education of Teachers segregated the data on this group of teachers for special study whenever possible.

The accompanying table gives the replies from 36,251 teachers in junior high schools in all States and the District of Columbia. Of these, 5,381 were "new" teachers in 1930–31. A "new" teacher as used in this table is one who during the previous year (1929–30) was not teaching in his present position. The answers returned give a "mobility ratio" (1–6.73) of four "new" teachers in every 27 junior high school teachers. There was less shifting of positions among junior high school teachers than was found among elementary teachers and also less than among high-school teachers. Expressed in percentages the returns indicate that in 1930–31, 20 per cent of the elementary teachers, 15 per cent of the junior high school teachers, and 20 per cent of the senior high school teachers were "new." As was explained in connection with the previously published tables for high-school and elementary teachers, the differences in the proportion of teachers who were "new" in the several States make very significant differences in the interpretation of this table. For example, 30 out of 100 of the junior high school teachers reporting from Alabama were "new," whereas only 9 out of every 100 were "new" in New York. The percentages given in this table for these two States are based, therefore, upon 30 per cent of Alabama's junior high school teachers and upon only 9 per cent of the total junior high school group for New York.

On the basis of the answers returned, New York had the fewest "new" junior high school teachers per 100 and North Dakota with 35 in each 100 had the most.

Demand for junior high school teachers.—When an analysis is made of why the "predecessors" of these "new" teachers left, it gives a picture of the causes of the vacancies which "*demanded*" new teachers. These demands for "new" junior high school teachers are of very real interest to teachers and administrators and particularly to those interested in preparing to teach in junior high schools and to those in higher educational institutions who are to prepare them.

Only 3.6 per cent of the "predecessors" of these "new" junior high school teachers retired or left because of illness. This is the same percentage that was found for the high school teachers and three-fifths of that found for the elementary group.

Six and one-tenth per cent of the "predecessors" of these teachers entered college. To the extent that the teachers who answered are typical this would mean that 6.1 per cent of 1–6.73 (mobility ratio), or 0.9 of 1 per cent, of the junior high school teachers left to enter colleges of various kinds at the close of 1929–30. In this connection it is interesting that in practically all the States which had the largest percentages of junior high school teachers going to college there were also high "mobility rates."

The percentage of "predecessors" who left to teach another school in the same State was only 28 for the junior high school teachers of the entire country. Corresponding per cents were 42.2 for the elementary teachers and 33.3 for the high-school teachers. Even though a smaller percentage of junior high school teachers as a total group moved to other schools within the same States, individual States varied in this respect from Alabama with 48.8 per cent to Connecticut with 8.4 per cent. When these are expressed in terms of the total State groups of junior high school teachers, it means that about 15 in every 100 moved to other positions within Alabama and only 1 in 100 in Connecticut.

Column 10 shows that a larger percentage of junior high school teachers accepted positions in other States than did elementary teachers. The percentages on this were 7.6 for all junior high school teachers and 3.2 for elementary teachers.

Evidence that junior high schools were increasing in size and number in 1930–31 is given in column 13, showing the percentages of new junior high school teachers holding newly created positions. This was 20.8 per cent of all "new" teachers and is comparable to 8.8 per cent for elementary teachers and 16.2 per cent for high-school teachers. In other words, approximately 20 per cent of all "new" junior high school teachers and 3 per cent of all junior high school teachers in 1930–31 held newly created positions. There was in this factor, as in all others, wide variation among States, which when compared with "mobility ratios" gave some interesting contrasts. Most of the States with high percentages of "new" junior high school teachers who held newly created positions also had low mobility ratios and are populous States with large cities. On the other hand, many of the States which had small per cents of newly created positions for junior high school teachers are more sparsely populated with fewer large cities.

Supply of junior high school teachers.—As was also true for both elementary and high-school teachers, about one-third of the "new" junior high school teachers in 1930–31 came from higher educational institutions within the several States. An interesting reversal occurred, however, between the per cents from colleges and universities and from normal schools and teachers colleges when elementary and junior high school teachers were compared. Twice as many of the "new" junior high school teachers were recruited from the colleges and universities within the States as from the normal schools and teachers colleges within the States. The situation was reversed for elementary teachers.

About 1 of every 3 "new" junior high school teachers was drawn from other school systems within the same States and 1 in 10 from school systems in other States. Two-fifths of the "new" teachers in this field were therefore transfers from other teaching positions.

The percentages of "new" junior high school teachers who were on leave of absence the previous year; who returned to teaching, having been in some other work; and who came from other sources are all significant because of their smallness.

Interesting as the percentages in these three tables may have proved to be, the reader is cautioned against attaching too much significance to any single per cent for a particular State. The purpose was to show the total picture of demand for and supply of teachers as well as could be done by this analysis. It is hoped that questions will have been raised which will interest teachers and prospective teachers in attempting to answer them by means of data available in the several States.

Can Better Laws Reduce Illiteracy?

By Ward W. Keesecker

Specialist in School Legislation, Office of Education

CAN ILLITERACY be diminished by improving laws on the statute books? This is a question many States are asking. While the recent census reveals that the United States has reduced illiteracy to 1.6 per cent among persons between 10 and 20 years of age, superintendents, parent-teacher associations, clubs, and other agencies are eager to diminish, as far as possible, the illiteracy that remains.

Citizens, legislators, and school administrators working on this vital problem will be interested in the fact that considerable correlation can be shown between educational conditions and laws for education.

There are, of course, many social, economic, racial, and geographic influences which affect school attendance and literacy. Popular recognition, by parents and children, of the value of an education is apparently the strongest factor in promoting school attendance. If in any State or community the public or school authorities are indifferent, the best attendance law will fail to produce adequate results. The type of school buildings, equipment, roads, transportation, health, and teaching, and the establishment of kindergartens and part-time schools are without doubt important factors affecting attendance. In addition to these influences compulsory education laws promote school attendance and literacy. Educational history shows also that non school attendance and illiteracy keep close company. For example, the States which had adopted and applied compulsory education laws prior to 1890 had by that time reduced illiteracy markedly. They had on the average 2.67 per cent illiteracy among persons between 10 and 25 years of age.

On the other hand States without such laws had then on the average 17.14 per cent of illiteracy within the same ages. Furthermore, the States having no compulsory education laws in 1890, but which adopted them prior to 1920, had by the aid of such laws succeeded in reducing illiteracy of persons between 10 and 25 years of age from 17.14 per cent in 1890 to 5.2 per cent in 1920.

Some Communities Have Complex Problems

During the last 13 years all States have been operating compulsory education systems. This is sufficient time to permit some estimate of their influence and the type of laws which produce best results. Obviously some laws in themselves are better than others; also nonattendance problems are more complex and different in some communities than in others. The greatest need for a good attendance law is where nonattendance and illiteracy are greatest and most difficult to solve.

The 1930 census reveals three significant facts showing the relation of illiteracy and school attendance to legislation: (1) That the 10 States which ranked lowest in the per cent of literacy of persons between 10 and 20 years of age had, apparently, less rigid and less definite compulsory school attendance laws in 1928 (when these laws were last analyzed for all States); (2) that these 10 States also ranked far below the average per cent in school attendance; and (3) that the 2 States which ranked lowest in per cent of literacy of persons within the stated ages are also the same 2 States which had, apparently, the weakest laws.

Illiteracy Chiefly Affected by Racial Differences

It is obvious from the tables given here that illiteracy is chiefly affected by racial differences. On the other hand (eliminating the racial element) it is apparent that 9 of the 10 States shown in Table 1 have also an unusually high rate of illiteracy among the native white population between 10 and 20 years of age.

TABLE 1.—*School attendance and illiteracy in 10 States having less than 10 of the 20 provisions generally found in compulsory education laws*

State	Per cent of persons between 7 and 13 years of age attending school (1930)	Total number months attendance required (1928)	Total per cent of persons 10 to 20 years of age who are illiterate (1930)	Per cent of illiterate native whites 10 to 20 (1930)	Per cent of illiterate Negroes 10 to 20 (1930)
1	2	3	4	5	6
Alabama	88.5	.....	5.7	2.1	12.0
Arizona	90.8	64	5.5	[1] 0.3	[1] 1.3
Georgia	88.6	36	4.8	1.8	9.5
Louisiana	89.4	49	5.8	3.1	10.3
Mississippi	91.3	36	5.4	1.2	9.1
New Mexico	90.7	70	5.7	2.3	3.0
North Carolina	93.0	42	4.2	1.9	9.0
South Carolina	86.4	46	8.6	2.4	14.7
Texas	88.7	36	4.1	.6	4.2
Virginia	90.7	56	3.9	2.5	7.4

[1] The high percentage of illiteracy among the Indian and Mexican population in Arizona is not included in columns 5 and 6.

Out of 20 legal provisions generally found in compulsory education laws the 10 States appearing in Table 1 had fewer than 10 of such provisions. Following are some of the omissions or weaknesses of the laws in these States (as they apparently existed in 1928):

Eight States did not definitely define truancy; 8 did not specifically require teachers or principals to report truancies immediately; 9 did not provide penalties for teachers and principals upon their failure to report truancies; none specifically required attendance officers to act immediately upon truancy cases reported to them; none provided penalties for attendance officers upon their failure to act; 8 of them did not seem to prescribe conditions under which truancy officers may arrest truants, or to specifically vest this power in such officers; 8 of these States seemed to allow exemptions from school attendance on account of distance from school; 6 did not provide who shall grant exemptions; 5 allowed labor permits without any definite educational requirements; 1 required mere ability to read and write; and 1 required only a fourth-grade education; 5 did not require attendance until 8 years of age; 5 did not require attendance after 14 years of age; 6 required less than 50 months' total school attendance. These States did not require, on an average, more than 36 months of total school attendance.

The 9 States which had 14 or more of the 20 provisions generally found in compulsory education laws have the following types of provisions: Four States definitely define truancy; 6 specifically require teachers and principals to report truancy immediately; 6 provide penalties for teachers and principals upon their failure to report truancies; 7 provide penalties for truancy officers upon their failure to act immediately upon truancy cases reported to them; 5 provide penalties for truancy officers upon their failure to act upon truancy cases; 7 specifically vest attendance officers with power to arrest truants; 6 permit no exemptions on account of distance; 7 prescribe who shall grant exemptions; 7 require completion of the seventh grade or more for labor permits; all require attendance at 7 years of age; 8 require attendance until 16 or more years of age; 6 require attendance for 9 or more school terms; 7 require 72 or more months of total school attendance. These States require an average of more than 75 months' total school attendance.

Table 2.—*School attendance and illiteracy in the nine States having 14 or more of 20 provisions generally found in compulsory education laws*

State	Per cent of persons between 7 and 13 years of age attending school (1930)	Total number months attendance required (1928)	Total per cent of persons 10 to 20 years of age who are illiterate (1930)	Per cent of illiterate native whites 10 to 20 (1930)	Per cent of illiterate Negroes 10 to 20 (1930)
1	2	3	4	5	6
Iowa	98.3	72	0.2	0.2	0.6
Kansas	98.0	72	.3	.2	.4
Maryland	96.4	90	.9	.5	3.1
Missouri	96.8	72	.6	.5	2.0
Ohio	97.9	94	.3	.3	.7
Pennsylvania	97.3	64	.3	.3	.6
Washington	97.7	64	.3	.2	.5
Wisconsin	98.0	72	.3	.2	.5
Wyoming	98.0	72	.5	.2	.....

It is axiomatic that a law requiring attendance from 7 to 18 years of age will secure attendance over a longer period of youth than one requiring attendance from 8 to 14; that a school term of 9 months will secure more annual attendance than one of 6 months; and that a law requiring an eighth-grade education before labor permits can be issued will secure more attendance than one requiring only a fifth-grade education or none at all. It is also obvious that better enforcement would naturally follow a law requiring that truancies be reported immediately, or within 24 hours, than one requiring that they be reported weekly. It is plain that a law with a penalty provision for neglect of duty by teachers and attendance officers is likely to be more effective than one without such provision; and that a law which defines truancy is likely to obtain a more satisfactory court judgment than one without such definition.

Compulsory education laws which require school attendance of children 6 years of age have been in operation for many years; this is also true of laws requiring attendance until 18 years of age. Results show that children 6 years of age make good progress in school, but under the laws of approximately one-half of the States they are not required to attend school until 8 years of age. Children who stay out of school until they reach the age of 8 are considerably handicapped when they start. Their retarded educational development tends to promote an attitude of embarrassment, a dislike for school, truancy, and early withdrawal. Thus permissive nonattendance during the years from 6 to 8 tends to defeat the very aim of the compulsory education law.

The test of efficiency of any compulsory education system may be fairly shown by the answers to two questions which are: First, what per cent of the total school population does it get into school or otherwise reach? Second, how well does it keep pupils in school? Generally speaking, the school attendance law which scores satisfactorily on these two questions is a satisfactory law.

Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT
Librarian, Office of Education

An entertaining account of early American spellers appears in the Michigan Education Journal for January. F. W. Frostic, superintendent of schools at Wyandotte, describes the contents and make-up of some of the oldest spelling books, and points out that Noah Webster holds the "all-time all-American" record as a textbook writer. At the age of 24 he published a spelling book that was the standard for more than 50 years and of which 70,000,000 copies have been sold. Several reproductions of pages of the old spellers illustrate the article. ✍ ✍ ✍ A new quarterly has just appeared. The American Scholar, successor to the Phi Beta Kappa Key, appeared in January. The editor describing the function of the periodical states that it "will be devoted to general scholarship, . . . will present articles which will appeal to persons who have general intellectual interests, perhaps as supplementary to technical or academic interests." ✍ ✍ ✍ A complete list of junior colleges within the United States and in foreign countries appears in the Junior College Journal for January. The compiler is Doak S. Campbell, secretary of the American Association of Junior Colleges. The list is arranged by States and gives location, name of presiding officer, date established enrollment, and tuition. ✍ ✍ ✍ In the Journal of Social Hygiene for February, Dr. Ray Lyman Wilbur, Secretary of the Interior, discusses "Self-management the basis of citizenship." He gives excellent advice to those young people who "pose as rather devilish in order to show people that they have grown up and are quite worldly." ✍ ✍ ✍ Several articles on the subject "The visiting teacher" appear in Understanding the Child for January. "The history of the movement," "The visiting teacher in America to-day," "The visiting teacher in Massachusetts," "How the visiting teacher may help the classroom teacher," and "A day with the visiting teacher" are titles which show the scope of the articles. ✍ ✍ ✍ A "summary of investigations of extra-curriculum activities of 1930," beginning in the School Review for February, contains an annotated bibliography of 91 references on the subject. The author, Paul W. Terry, of the University of Alabama, promises a summary to follow. ✍ ✍ ✍ Adelbert M. Jakeman faculty advisor of the Westfield High School Herald, writes on the "Advertising value of the school newspaper" in the Massachusetts Teacher for February. He points out 10 ways in which the school may profit by the publicity afforded by a good school paper. ✍ ✍ ✍ An interesting prospectus of "Summer schools of Spanish in the Americas" appears in the Bulletin of the Pan American Union for February. There is a short account, illustrated with excellent pictures, of the summer sessions at Mexico City, at the University of Guatemala, at Lima, and in Porto Rico. ✍ ✍ ✍ Much is being written on the wise use of leisure. In Recreation for February, Maria Lambin Rogers discusses "The development of personality through leisure." While she offers no solution of the problem of leisure time, she does indicate some experiments which seem to be contributing to that solution. ✍ ✍ ✍ Many of the State educational journals for February have devoted much space to the George Washington Bicentennial Celebration. Historical and biographical articles, poems, illustrative material, and excellent suggestions for working out programs have appeared. One—The Idaho Journal of Education—gave the words and music of the song written by George M. Cohan. ✍ ✍ ✍ A new periodical called Education law and Administration issued its first number in January. Its purpose is to serve "as an organ of research and a clearing-house of current information on the legal aspects of educational administration." Editor: M. M. Chambers, Teachers College, Kansas City, Mo. ✍ ✍ ✍ Harold J. Laski critically surveys the institution of "The American college president" in Harpers for February. He takes for his thesis the simple statement that the "university president of the American type is an undesirable feature in academic life." ✍ ✍ ✍ A list of the bills pending in Congress which are of special interest to educators is given in Educational Record for January. The number of the bill is given, also its title, the name of the Member by whom it was introduced the committee to which it was referred and a brief outline of its contents.

Boys and Girls Enjoy the Reading and Making of Poetry

Making Activities Serve the Child

By Ruby M. Adams, Elementary Supervisor, and Charles J. Dalthorp, Superintendent of Schools, Aberdeen, S. Dak.

EXCEPT WHERE the work-study-play or platoon schools have been established, the development of extra curricular programs has not been so rapid or pronounced in the elementary schools as in the secondary schools and colleges.

Aberdeen, S. Dak., made a thorough survey and analysis of the daily activities of every child in its elementary schools in the fall of 1929. The survey revealed that numerous school practices were contributing either directly or indirectly to the establishment of many undesirable habits and traits of character. Groups of children were coming to school an hour before the time set for the opening of school in the morning for special instruction in group piano, and stringed or wind instruments. Special groups were remaining after the close of school in the afternoon for chorus work, team games, dramatic rehearsals, and other special activities. Still other groups were reporting to the churches, Boy Scout and Girl Scout headquarters, the Young Men's Christian Association, and other similar centers for after-school religious, recreational, and citizenship activities.

Some Children Under Strain

Some children were engaging in as many as six different activities, while others were neither interested nor participating in any activity. Children engaging in many activities were often found to be under a continuous mental and physical strain, and in most instances were not carrying all of their outside activities creditably. A large percentage of the children overburdened with outside activities were not doing satisfactory work in the classroom. Children not participating in any activities were losing opportunities for the development of initiative, resourcefulness, cooperation, leadership, social ease, and enriched background. A great number of the nonparticipating children were passive in their attitudes toward school.

The results of the survey showed clearly that a better integrated day and a better balance of activities for elementary children were immediate necessities. A plan was devised for providing two periods a week of 40 minutes each for children in the fourth, fifth, and sixth grades to be devoted to desirable activities during school time. At the times set aside for group activities, pupils assembled in regular classrooms with one of the regular teachers serving as the activity director. Activities organized in the various schools included boys' chorus, girls' chorus, mixed chorus, science, dramatics, cooking, art, construction, group piano, poetry, gardening, orchestra, and band. Teachers selected the activity group they wished to direct on the basis of personal interest in the activity or special qualifications. Activities in group piano, stringed and wind instrument instruction, band, and orchestra were directed by the special teachers of that work who came to each elementary school on the club days.

Aberdeen has seven elementary schools (grades, kindergarten to sixth) which made it necessary to carefully dovetail schedules for visits of special teachers in piano, stringed and wind instruments to the various buildings. Each child was permitted to select two activities. Groupings were made on the basis of interests rather than upon age or grade levels.

The activities and interests have been varied in the groups in the different schools. The science groups have claimed the largest enrollments. One science group has been interested in the performing of simple experiments, another group has made entertaining studies of plant and animal life. These groups have prepared balanced aquaria, built and equipped bird-feeding stations, and have carried out a nutrition unit by using two groups of white rats. A study of weather and the work of the weather bureau, an astronomy unit, and a school garden have developed in other science groups. Puppet shows, shadow plays, and dramatization of stories read or written by the children have been given by the dramatic groups. Experimentation with clay modeling, soap carving, water-color work, and oil paints have interested the art groups. This year the chorus groups rehearsed Humperdinck's opera, Hansel and Gretel. The art groups painted the scenery for the production. Dramatics, chorus, orchestra, and similar groups gave occasional assembly programs to which all other groups were invited.

Two years of work with group-activity periods have created many problems and necessitated many changes. Possibilities for growth and improvement in the program are unlimited. In the short time the plan has been in operation, many desirable results have been secured. A better integrated day has been developed. Better opportunities have been provided for children to engage in desirable activities that can not be provided in the classroom.

The plan has also given opportunities to children who have no contacts for training of this type outside the school; it has created a more wholesome interest in classroom work; it has provided more fully for the social, physical, and emotional needs of the child; the extra load of many pupils has been lightened; the work of outside organizations has been made more meaningful.

The Schools of Porto Rico

(Continued from page 122)

others in the island a lecture for parents once a week. These lectures are delivered by the health officer of the district, the agricultural agent, the social worker, or some similar person, and deal with matters of practical interest. We also try to have moving-picture films where we can. We use the schools as centers through which to disseminate all types of knowledge from health to questions of market conditions.

Besides this, we are trying to make of some of our schools social centers for their communities. We hold fairs and dances at them, and exhibit there the vegetables raised in the school gardens, and handiwork of the children.

One of the most important means whereby, we believe, we can accomplish our ends in this endeavor is through the radio. At the present moment we have a broadcasting system run by the International Telegraph & Telephone Co., which is woefully inadequate and has been allowed to get into such a condition through lack of funds that its equipment is incapable of consecutive or dependable use. We therefore approached the departments in Washington with the idea of obtaining aid in the establishment of an insular broadcasting station, and have been able to arrange with the Navy Department for a station to be run in conjunction with the naval radio station at Cayey, which will reduce the cost of maintenance to practically nothing. It will be necessary for us to obtain congressional action for funds for the original construction, but we hope that this money will be made available for use during the coming session.

Plan to Use Radios in Schools

That, however, is but half the battle. The transmitting station is of no value unless we have receiving sets. We wish ultimately to put a receiving set in every one of our schools. Such a procedure, particularly in the rural schools, would be of enormous value. First, of course, we could use it for lectures delivered during school time in the same fashion that it is used in Cuyahoga County, Ohio. Second, and even more important, it could be used for evening programs.

The vast majority of our rural schools are situated in the hill country. As in the mountains of Virginia, Tennessee, and Kentucky, practically no means exist for social contact. When night falls, the poor people return to their little houses, where inadequate light practically prohibits all recreation or study. If we are able to install radios in the schools and arrange proper programs, we can draw the vast majority of the local population to the schools. We plan to have programs delivered once a week, or oftener, from San Juan. They would comprise reasonably short lectures on practical subjects, delivered by the best authorities on the island. In addition, we would try to have them not merely educational but recreational as well, and would arrange for band concerts, singing, and other entertainment. Due to the extreme poverty and inaccessibility of many of our rural districts, the ordinary means of transmitting information, such as the newspapers, are practically entirely absent. We would therefore have a brief summary of topics of the day.

A Source of Spanish Teachers for United States

Roughly, that comprises our plans for the utilization of radio. The difficulty that confronts us now is securing the money wherewith to buy receiving sets. We have not the resources at hand ourselves. With this end in view, we have placed before the Carnegie Corporation a request for $50,000. Though this sum would not purchase sufficient radios to equip the schools, it would give us money wherewith to start to equip the most isolated and poorest. Once that was done and the programs established, the probabilities are that the remaining communities would somehow find means for providing for themselves.

A radio broadcasting station such as outlined would have a very distinct value from the standpoint of contacts between North and South America. Matters of interest to Latin America would be transmitted from Porto Rico, and in addition the radio could be used for the transmission of advertising programs in Spanish to South and Central American countries. Right now Santo Domingo listens to our lectures on agriculture. It could play an important part in the ultimate program of mutual understanding and sympathy which must be cultivated between North and South America.

There ought to be a closer connection between our schools in Porto Rico and those on the continent. There are many ways in which a mutual benefit might be derived. One way in which we can contribute notably is through furnishing Spanish teachers. Unquestionably the language most valuable to the average American in the future is Spanish. Our interests are going to be more closely intertwined as the years pass with the countries that lie south of the Rio Grande. Here in Porto Rico are American citizens of Spanish blood and tradition, speaking both English and Spanish, speaking the latter with the love of people born to the tongue. They can perform a tremendous service to education in the continental United States if they are given a chance, for they can teach not merely the bare bones of the language but the spirit of Spanish thought as well.

President Hoover on School Expenditures

The White House,
Washington, February 25, 1932.

My Dear Doctor Potter:

I congratulate the department of superintendence of the National Education Association most cordially upon the success of its conference just closing in Washington; and the Nation upon the inspiration in the high service of education that flows out to the country from its deliberations.

These serve again to remind our people that, however the national economy may vary or whatever fiscal adjustments may need to be made, the very first obligation upon the national resources is the undiminished financial support of the public schools. We can not afford to lose any ground in education. That is neither economy nor good government.

Yours faithfully,

HERBERT HOOVER.

Syracuse Has All-Sports Program

Syracuse University has inaugurated an intramural sports program which is very popular. Horseshoe pitching is becoming "collegiate" and "touch" football is taking its place with golf, basketball, handball, and mountain climbing. Thirty-five teams were entered in a recent "touch," football tournament. Seventy-eight teams and almost a thousand students are taking part in the basketball competition now under way. Bowling, swimming, and tennis are included in the program as instruction for wise use of leisure time after graduation. Graduate students, training to become high-school physical education instructors, aid in directing this intramural sports program.

An institute of adult education will be held in Spokane, Wash., Apr. 6, 7, and 8, 1932, under the auspices of the Inland Empire Education Association, an organization which draws its membership from Idaho, Montana, Oregon, and Washington. The institute will be conducted in round tables, discussion groups from the various agencies of formal and informal adult education whose leaders, national and local, will be in attendance.

Helps For Classes Studying Latin America

SOME VERY practical helps for teachers who plan to turn the attention of their classes to Latin America have been prepared by the Pan American Union, Washington, D. C.

These materials have been prepared especially to aid schools in observing Pan American Day, April 14, which will be proclaimed officially this year for the second time. The excellent program suggestions, references and other information compiled by the Pan American Union authorities, can, however, be used at any time of the year when students study our neighbors to the south.

Pageants and Projects

"Pan America" is a historical pageant written by Grace H. Swift, including scenes of aboriginal civilizations, immigration of Europeans to the New World, Bolivar's work, Monroe reading his doctrine, and a conference of all the Pan American States.

Pan America's Reception is a Pan American Day pageant given last year by the Raymond School, Washington, D. C. It emphasizes the products which the countries produce.

Christ of the Andes is a description of a project worked out by a sixth-grade class under the direction of Eleanor Holston, Ithaca, N. Y.

Miss Mary Wilhelmine Williams, of Goucher College, has prepared an Outline for Incidental Study of Latin-American History that will be useful in the high school.

Clubs, Music, and Visual Aids

The Pan American Union can also supply suggestions for the development of Pan American clubs in high schools. They will put persons interested in touch with organizations in this field.

Schools in search of Spanish music will want the list giving Spanish and Latin American songs, textbooks containing songs, and publishers handling Spanish music.

Visual aids have not been forgotten. The Pan American Union has prepared a roster of agencies through which schools can secure slides and films on Latin American subjects and a list of companies selling flags of Pan American countries and another list of sources of other information, tourist folders, and pamphlets concerned with Latin America.

Reference Books Listed

Three types of references have been prepared by the Pan American authorities: First, an extensive bibliography on Pan American topics for high schools; second, a list of juvenile books on Latin America; third, a list of the many excellent pamphlets and reprints available from the Pan American Union at small cost.

Every school library would be distinctly richer by having on file the illustrated series on Pan American nations, cities, and products that are sold by the Union, at 5 cents per copy. These include booklets on 21 countries and products usually studied in school, such as asphalt, bananas, chicle, chocolate, cocoa, coffee, copper, nitrates, rubber, and sugar.

Three larger publications available are Seeing South America, 224 pages, 70 illustrations, 25 cents; Seeing the Latin Republics of North America, 185 pages, 73 illustrations, 25 cents; and Ports and Harbors of South America, 200 pages, 100 illustrations, 25 cents.

On the Air

Some good radio programs in prospect

For the School

Pan American Day program, April 14. Address by Vice President Curtis; Latin-American music by the United States Army Band: 2.30–3.30 p. m. (E. S. T.).

For the Home

Eight vocational guidance programs to help boys and girls choose their life work: 7–7.30 p. m. (E. S. T.) on Sundays.

A new series on The School and Present-day Problems, directed by Miss Florence Hale, president of the National Education Association: 6.30–7 p. m., Sundays.

Watch your local newspapers for further announcements.

The packets available to schools free (one packet per school) contain only the pageant, project, reference, and visual aid material, not the pamphlets listed with a price. But in addition the packets contain some useful textual material in mimeograph form: Washington and the Emancipation of the Americas; Joaquin Miller's Columbus; and Simon Bolivar: A Brief Biography.

To obtain these free packets address the Educational Division, Pan American Union, Washington, D. C. Because of the limited supply, distribution is restricted to one packet per school.

The Chilean Ministry of Public Education recently issued a decree approving a regulation establishing an educational motion-picture service. All theaters in Chile will be compelled to show a film on some educational subject with each program.

American Federation of Organizations for the Hard-of-Hearing

AMONG the various national education organizations located in Washington, D. C., is the American Federation of Organizations for the Hard of Hearing (Inc.), created and maintained to assist and encourage all legitimate activities for the benefit of the deaf and the partially deaf.

This organization carries out its functions in several ways. It publishes monthly The Auditory Outlook, which reports matters of interest in connection with work for the hard-of-hearing. It publishes eight bulletins a year, each devoted to one particular phase of the problem. In addition, other helpful articles appear from time to time in educational periodicals. The federation acts as a clearing house of information for more than 90 State and local associations in the United States which work for the benefit of those with impaired hearing. It also helps to organize new societies in sections where none exist.

The federation and its work are indorsed by the leading medical societies. School authorities wanting advice on any matters relative to the testing of hearing and approved handling of hard-of-hearing children in their schools may apply to the secretary of the federation, 1601 Thirty-fifth Street NW., Washington, D. C.—A. C. MONAHAN.

Question of Military Instruction

(Continued from page 131)

This kind of military education proved to be of great service to the Republic in time of danger. Did it have any bearing on getting us into the war? No such charge has been made so far as I can discover. Does it tend to make men eager for actual warfare? It has been asserted by antimilitarists that it does, but I can find no facts to substantiate the charge. In an effort to answer this question, at least in part, the Office of Education is cooperating with a committee in attempting to ascertain from recent graduates who had been enrolled in the Reserve Officers' Training Corps in many of our colleges their frank opinion of the weaknesses and strong points in the military courses which they took and the usefulness, if any, of these courses in civil life. I hope that this may be only one of several investigations designed to remove this issue from the realm of mere opinion to a discussion of the actual facts involved.

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.

Cocoa in the Ivory Coast. 1931. 36 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 125.) 15¢.

Development and present status of the cocoa industry in the Ivory Coast—one of the eight colonies comprising French West Africa. Labor supply, land tenure, the harvesting, preparation, and transportation of cocoa, and the commercial position of the industry are also discussed. (Geography; Economics; Commerce.)

The Farm Garden. 1931. 68 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1673.) 10¢.

Geueral information on soil, fertilizers, soil preparation, plan and arrangements, seed supply, starting early plants, transplanting, cultivation, irrigation, canning, and storing, etc. (School gardening; Biology; Botany.)

French Chemical Industry and Trade in 1930. 25 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 781.) 10¢.

One of a series of reports on the chemical industries of the major European producing countries. Bulletins of the series have already been issued on the chemical industry and trade of Germany, Czechoslovakia, Italy, Poland, Great Britain, Sweden, Norway and Denmark, Portugal, and Switzerland. (Economics; Chemistry.)

Influence of Weather on Crops: 1900–1930. 246 p. (Department of Agriculture, Miscellaneous publication No. 118.) 40¢.

A selected and annotated bibliography. (Agriculture; Library science.)

Price Lists. Weather, Astronomy, and Meteorology, No. 48; Mines—Explosives, fuel, gas, gasoline, petroleum, No. 58. Free.

Mineral Resources, 1930. Pt. 1. Vanadium, uranium, and radium, pp. 133–150, 5¢; Bauxite and aluminum, pp. 151–178, 5¢; Silver, copper, lead, and zinc in the Central States, pp. 209–242. 10¢; Secondary metals, pp. 333–354, 5¢. Pt. 2. Pennsylvania anthracite, 44 p., 10¢; Magnesium and its compounds, pp. 181–203, 5¢; Asphalt and related bitumens, pp. 205–246, 10¢; Slate, pp. 277–290, 5¢. (Mineralogy; Geology; Economics; Geography.)

Let's Know Some Trees. 1931. 38 p., illus. (Department of Agriculture, Miscellaneous Circular No. 31.) 5¢.

Brief descriptions of the principal California trees—Pines, firs, cedars, sequoias and other California cone-bearers, oaks, willows, poplars, maples, alders, etc. (Forestry; Nature study; Geography.)

Porto Rico—What it Produces and What it Buys. 1932. 61 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 785.) 10¢.

Climate, Health Conditions, school enrollment, language, government, public finance, transportation and communication, labor supply and demand, power utilization, advertising, the industries, and commodity markets of Porto Rico—United States' fourth best customer in Latin America. (Geography; Economies; Commerce; Civics.)

Credit and Payment Terms in Foreign Countries. 103 pp. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 123.) 20¢.

Sets forth the methods of payment usual in each of the foreign countries and terms usual in the granting of credit, in order to emphasize the differences in respect to various countries and localities, and in respect to the purpose of different commodities. (Geography; Commerce; Economics.)

Insects Injurious to Agriculture in Japan. 115 pp., fold. map. (Department of Agriculture Circular No. 168.) 20¢.

A discussion of deciduous-fruit insects, as well as insects to be found in miscellaneous tropical and subtropical fruit, field-crops, cotton and tobacco, truck-crops, tea, forests, and stored-grain. (Entomology; Commerce; Geography.)

Reports to the President of the United States Tariff Commission: No. 21, Cheese, 18 pp., 5¢; No. 22, Olive Oil, 20 pp., 10¢; No. 23, Iron in Pigs and Iron Kentledge, 19 pp., 10¢; No. 25, Dried Egg Products, 17 pp., 5¢. (Home economics; Foreign trade; Geography.)

Subject Index of United States Tariff Commission Publications, Revised September, 1931. 36 pp. 10¢. (Librarians.)

Present status of the British and coal industry. 1931. 19 pp. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 764.) 10¢.

The economic importance of the coal industry is set forth as well as postwar economic difficulties, the present rationalization plans, and the working of the new plans. (Economics, geography.)

Suggestions for the improvement of old bank dairy barns. 1931. 35 pp., illus. (Department of Agriculture, Circular No. 166.) 10¢.

Suggested improvements for old barns as to light, ventilation, stalls, and equipment, as well as suggestions for new barn construction. (Agriculture; Manual training.)

Architectural Acoustics. 1931. 8 p. (Bureau of Standards, Circular of the Bureau of Standards, No. 396.) 5¢.

Historical origin of architectural acoustics, usual defects of auditoriums—Echo, dead spots and sound foci, reverberation—calculation of the reverberation time, and planning an auditorium. (School architecture; Music.)

Courtesy Bureau of Foreign and Domestic Commerce

NATIVES REMOVING COCOA BEANS FROM THEIR PODS

One of numerous illustrations appearing in "Cocoa in the Ivory Coast," a publication of the Bureau of Foreign and Domestic Commerce known as Trade Promotion Series No. 125 which is available from the Superintendent of Documents at 15 cents per copy.

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SCHOOL LIFE

VOLUME XVII
NUMBER 8

In this Issue

WASHINGTON BOY SCOUTS ON TELEGRAPH'S 100TH ANNIVERSARY
INSPECTING SITE OF THE WORLD'S FIRST TELEGRAPH OFFICE

(See page 145)

APRIL
1932

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

CONTENTS

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. XVII WASHINGTON, D. C., APRIL, 1932 No. 8

What Constitutes the Educated Man?

By Wm. John Cooper
United States Commissioner of Education

WHAT CONSTITUTES the educated man? Fortunately this question was answered in a general way quite early in western history. An Ancient Greek schoolmaster and rhetorician named Isocrates, whom you must not confuse with the great philosopher who drank the hemlock, tells us that the educated man is, first of all, one who is "capable of dealing with the ordinary events of life by possessing a happy sense of fitness and a faculty of usually hitting upon the right course of action." Please note that nothing whatever is said about a bachelor's degree, or units in mathematics, foreign languages, or even the mother tongue. Perhaps Dr. Albert Bushnell Hart had this attribute in mind when he wrote "Washington was the best educated man in the United States of his day," for our first President's formal education consisted of work with a tutor and short periods in two schools.

I do not pretend to know what percentage of the graduates of our colleges "are capable of dealing with the ordinary events of life—and of usually hitting upon the right course of action." But I think it must be large. And I am encouraged by the number of great commercial and industrial enterprises that wait each year to recruit their staffs from those who receive these baccalaureate degrees. Nor do I know whether those who have acquired such facilities have secured most from books, from their instructors, from their fellow students, or from a combination of these things. But if Washington could begin at 16 to earn his own living and turn out to be the best educated American of his time, I wonder whether we should not expect more from college graduates than this.

I presume that if we could ask Isocrates about this, he would tell us that such power should be acquired by the close of the secondary school period. If we tentatively agree on this, may we not "step up" our qualifications and expect college men and women to be able to meet the extraordinary events of life. Modern civilization is characterized by the unusual, the unexpected, the extraordinary. For instance, we have been through a war of extraordinary violence. It has left the world staggering under tremendous debts. It has generated bitter hates. It overturned long-established governments. It came near annihilating western culture. Yet educated men of that generation were unable to hit upon a course of action which has been accepted by thinking men and women. The President of the United States who sat at Versailles, actuated by highest idealism, manifesting no element of selfishness for his own country, was unable to write into the treaty the 14 points to which friend and foe both had given lip service. Perhaps history will attribute this failure to the fact that war brought into places of responsibility men who were mirrors for popular hates and bitternesses, that men educated in this higher sense were eliminated from the deliberations.

The Second Criterion

The second criterion laid down by Isocrates for the educated man is that "his behavior in any society is always correct and proper. If he is thrown with offensive or disagreeable company, he can meet it with easy good temper; and he treats everyone with the utmost fairness and gentleness." This may appear to be a lengthy way of describing a gentleman or of saying that the educated man is always possessed of good manners. I think, however, that the meaning is deeper than would appear from such externals. It seems to involve a capacity which relatively few people have, an ability to look through personalities and see the fundamental causes and purposes which actuate their lives.

To the uneducated the poor foreign immigrant from southeastern Europe may be "a wop" but in the opinion of the educated man, Charles W. Eliot, "every healthy and honest laborer, male or female, and every healthy child added to the population is a gain to the country." The unfortunate black "sold down the river" was a despicable object to most travelers on the Mississippi River; but to Lincoln, the truly educated, he represented "man's inhumanity to man"—a condition that clamored for remedy.

The third criterion laid down by Isocrates is that "he always has the mastery over his pleasures, and does not give way unduly under misfortune and pain, but behaves in such cases with manliness and worthily of the nature which has been given to us." This standard is certainly met by the men who constitute our college athletic team, for they undergo tremendous strain and much actual physical pain in all contests and suffer keen disappointment when a hard-fought game is lost.

Mastery of Pleasures

I wish I could see clearer indications that college men and women to-day were also masters of their pleasures. But I must question our ability to meet this standard when I read in the press of college students arrested for offenses which characterize the nee'r-do-well sons of the wealthy and when the president of a great women's college can be quoted as admitting that her college gets some of the "backwash of lawlessness" which is rampant in our land. And I am worried by the observations of a man who is responsible for employing men to serve one of our great corporations. For C. R. Dooley, personnel manager of the Standard Oil Co. of New York, says that to-day a great many of the applicants who come into his office are not employable. He writes: "Many do not read anything; they are not up to date in their own line; they are just drifting around, looking for a job. They had a good time in many frivolous ways during youth and young manhood, and now in middle life they expect society to come to their rescue. With minds out of the habit of study and bodies neglected

109226—32——1

or abused, they face the balance of life as best they can, having to take whatever they can get. We must bring home to the younger people that notwithstanding their good times and fun, they can not expect society to take care of them if they ruin their health and neglect their mental training and fail to appreciate their responsibility for their own future."

Not Spoilt, nor Puffed Up

In the fourth place, the educated man, according to Isocrates, "is not spoilt nor puffed up nor is his head turned by success, but he continues throughout to behave like a wise man, taking less pleasure in the good things which chance has given him at birth than in the products of his own talents and intelligence."

A few months after Theodore Roosevelt had succeeded to the Presidency of the United States, entering the White House at a younger age than any of his predecessors, my own college president, Benjamin Ide Wheeler, who had been a close personal friend of the colonel, was asked what effect the high office was likely to have on the strenuous rough rider. Doctor Wheeler replied: "Theodore Roosevelt is decidedly a personality. It is a personality that no robes or insignia of any office can bemask. In the White House he is the same man precisely that hundreds and thousands have known as governor, colonel, assistant secretary, commissioner, or citizen. If anyone is counting upon President Roosevelt to be a very different man from Theodore Roosevelt, he is leaning on a broken reed. The man is incapable of masquerading."

"Those whose souls," concludes Isocrates, "are well tuned to play their parts in all these ways, these I call wise and perfect men, and declare to possess all the virtues; those I regard as truly educated." Have I set the standard too high? Do American college men hesitate to accept a challenge? I can not justify my position in American education and set a standard lower than was set for ancient Greece.

Can Our College Students Meet These Tests?

I believe few will call it unfair to ask that twentieth century Americans who have been born in a land of plenty, protected from child labor, offered 16 years of formal schooling, meet these pertinent standards!

First. They shall adapt themselves easily, willingly, and with sympathetic understanding into American civilization as they find it, but will during their lifetime endeavor to guide and direct it to the greater comfort of all people and richer, more worth living, on the part of each American.

Second. They will thoroughly appreciate that America is the "land of the free" for the oppressed of the world. They will set high standards of conduct for those who would be "Americanized" and will display sympathy and toleration for all their fellow men regardless of race, nationality, creed, or station.

Third. They will manifest a Spartan fortitude toward the misfortunes of life and a Christian integrity toward the corrupting influences of a pagan "pleasure cult."

Fourth. That whether in public service or private enterprise they will carry into the highest posts the common sense of Franklin, the clear-headed democracy of Jefferson, the simple honesty and sincerity of Lincoln, the ideals of family life and public service of Roosevelt, and Washington's self-sacrificing devotion to public interest.

Those whose souls are tuned by our colleges to play parts in all these ways, those I regard as truly educated Americans.

Civics on the Radio

TEACHERS OF civics and government will have the rare opportunity this spring, if they wish to take advantage of it, of having leading United States authorities like Charles Beard and John Dewey lecture to their classes. This can be done by giving students a homework assignment to listen to a radio lecture series, given under the auspices of the National Advisory Council on Radio in Education with the cooperation of the American Political Science Association over the N. B. C. chain.

Such assignments will probably be welcomed by students because the lectures will be keyed to the public interest generated by coming party conventions.

Speakers, subjects, and dates are listed below. Watch your local newspapers for time announcements.

April 12.—The significance of the coming national elections—William Bennett Munro, California Institute of Technology.

April 19.—The significance of our State and local elections—William Bennett Munro, California Institute of Technology.

April 26.—Primaries and the machinery of their operation—Charles E. Merriam, department political science, University of Chicago.

May 3.—The party and the issues—Arthur Krock, New York Times, Democrat, and Julian Mason, New York Evening Post, Republican, interrogated by Ruth Morgan, vice president, National League of Women Voters.

May 10.—The campaign and economic planning—Stuart Chase, economist, interviewed by Virgil Jordan, economist, McGraw-Hill Publishing Co.

May 17.—Issues of foreign policy—Charles A. Beard, historian.

May 24.—Issues of domestic policy—Charles A. Beard, historian.

May 31.—Why we have political parties—Arthur N. Holcombe, department of government, Harvard University.

June 7.—Existing party alignment—Edward M. Sait, department of political science, Pomona College.

June 14.—The party convention—Its history, organization, and work—Edward M. Sait, department of political science, Pomona College.

June 21.—Results of the Republican National Convention—A colloquy—William Hard, publicist, and other representatives of the press.

June 28.—The place of minor parties in the American scene and their relation to the present situation—John Dewey, department of philosophy, Columbia University.

July 5.—Results of the Democratic National Convention—A colloquy—William Hard, publicist, and other representatives of the press.

A special manual has been prepared for teachers giving questions for class discussion, reading lists, suggestions for coordinating lectures with classroom work and for making use of the lectures to supplement school work. Teachers may obtain copies of this manual free of charge from the National Advisory Council on Radio in Education, 60 East Forty-second Street, New York. Printed programs for distribution in quantity to students may also be obtained free from the same source

Seven schools in the State of Montana have only one pupil, according to official reports to the Federal Office of Education. Thirty-three schools in the same State have only 2 pupils, 40 have only 3, 74 only 4, and 123 instruct but 5 pupils.

Leaves Millions for Chilean School

One of the largest technical schools in Latin America is under construction in Chile. The institution, which will be known as the José Miguel Carrera Engineering and Trade School, was made possible by the Santa Maria Foundation, established by the will of the Chilean millionaire, Federico Santa Maria, who died in December, 1925, leaving his whole estate, estimated at about 90,000,000 pesos, for the creation and maintenance of a school of arts, trades, and advanced engineering.

Correspondence Courses Offered High School at Cost

Correspondence courses which may be used to enrich the high-school curriculum may be obtained at actual cost of lesson materials and instruction by mail from the Massachusetts division of university extension. James A. Moyer, director of the university extension division, Massachusetts Department of Education, makes this announcement for the benefit of high-school principals who may wish supplemental curriculum material of this type at nominal costs.

What They Said in Washington

OUTSTANDING AMONG the subjects discussed at the Washington meeting of the department of superintendance, National Education Association were financing education, realism, class size, ability grouping, and the future of education.

Financing Education

"The problem of the financing of education is only in a minor degree a tax problem. The shortage of tax revenue is due chiefly to a shrinkage of the fund from which taxes are drawn. The aggregate income of the people of the United States for the year 1929 was nearly $90,000,000,000. Preliminary estimates for 1931 indicate that this figure has shrunk to approximately $50,000,000,000."—Prof. Robert M. Haig, Columbia University.

"How well we remember the arrogance with which business vaunted itself before October, 1929. How often we were exhorted to learn from business management how to conduct schools. The fact is that business was then and is to-day far less effective in rendering genuine service to the Nation than are the schools. I confess I am filled with resentment when I hear the criticism of those who say that the American schools are failures. They are the smug exploiters of society. * * * They have been parsimonious with the schools."—Dean Charles H. Judd, Chicago University.

"However the national economy may vary or whatever fiscal adjustments may need to be made, the very first obligation upon the national resources is the undiminished financial support of the public schools. We can not afford to lose any ground in education. That is neither economy nor good government."—President Herbert Hoover in a letter to Milton C. Potter, superintendent, Milwaukee, Wis., newly elected president of the department of superintendence.

"What is happening to the public schools? A brief survey of the conditions was made last year by the National Education Association. This is what was found:

"1. An unprecedented increase in school enrollment, due to lack of opportunities for employment, and a consequent increase in the demand on the public schools; but, in spite of a greatly increased demand, over two-thirds of the city school systems are forced to operate on reduced budgets.

"2. Many schools closed, especially in rural districts, and the school year shortened in many other districts.

"3. Educational services that have been regarded necessary have been discontinued or curtailed; for example, kindergartens, night schools, summer schools, health work, playgrounds and recreation centers, supervision, special classes for handicapped children, and manual and industrial courses.

"4. The replacement of experienced and competent teachers by inexperienced ones at lower salaries.

"5. The reduction of teachers' salaries in many places to a point from which they will not recover for a generation.

"6. Increase in size of classes and of the teaching load to a point which threatens the efficiency of instruction.

"7. The suspension of building programs sorely needed in many communities to relieve overcrowding and to give the children decent and safe housing."—Edwin C. Broome, superintendent, Philadelphia, Pa., retiring president.

"If our work is interdependent the universities can not without protest watch a major operation performed on the schools, which, to judge by its present rate and direction, seems more likely to kill the patient than to profit him or the community."— President Robert M. Hutchins, University of Chicago.

The Demand for Realism

"Unless and until we permit or rather encourage the schools to abandon the following of traditions which have no relation to existing social realities, our thinking in matters of the greatest public concern, including peace and war as well as industrial prosperity and depression, will continue to be thoroughly stupid and our leaders will be such only in the sense in which the blind lead the blind."—Prof. John Dewey, Columbia University.

"It would be the most serious form of hypocrisy for the school to exhort pupils to be sincere, intelligent, and courageous in facing the world and then itself to practice insincerity, ignorance, and cowardice in the making of its curriculum."—Excerpt from the department's new Character Education Yearbook, quoted by Mrs. John K. Norton, National Education Association research staff.

"Truth lies in the frontier of thinking, and to bring it to the masses is a perilous task. The mission is not for the weak or the fearless. It is a dangerous thing to tell the truth, but only the truth shall make us free."—Virgil B. Wiley, superintendent, Dover, Del.

Class Size

"The small class in the secondary school can not, as a rule, in the light of present evidence or of sound educational objectives, be justified. In 35 published experiments examined, 11 showed an advantage in larger classes, 20 revealed no differences in results, while only 4 showed the smaller classes as being superior. In all of these experiments, the only measurement was that of subject-matter achievement."—M. R. Keyworth, superintendent, Hamtramck, Mich.

Ability Grouping

"It is probable, too, that segregation of classes on the basis of ability will not be as popular as was once the case with us. The intellectual advantages have not proven to be as large as we had expected and the unsatisfactory emotional consequences have been far greater than we had anticipated."—Henry Suzzalo, president Carnegie Foundation for the Advancement of Teaching.

"Homogeneous grouping, special classes, and the unit assignment form a kind of trinity, a sort of three-in-one answer of the Nation's outstanding schools to the problem of providing for individual differences."—Roy O. Billett, National Survey of Secondary Education.

"A critical examination of the more expert opinion and research devoted to ability grouping indicates that decisive evidence is still lacking concerning its ultimate desirability."—Prof. Fred C. Ayer, University of Texas.

The Future of Education

"The remedy * * * is to effect improvements in instruction which will produce an optimum degree of skill (in writing, reading, spelling, arithmetic, composition) in a fraction of the time now required. Recent research suggests that this result is entirely possible."—Prof. Arthur I. Gates, Columbia University.

"An uneducated people could neither make nor use the great variety of goods America produces. We have not yet approached overproduction in education."—State Superintendent James N. Rule, Pennsylvania.

"To conceive of schooling as a mere part of the whole and continuing process of education will do more than correct some of our hurtful, false assumptions, such as worrying unduly over the fact that a child does not learn here and now, and as fast as we wish, all that we have set up for him to acquire on the basis of some average or standardized expectation. It will put the emphasis on learning rather than teaching. Schooling will become mere self-education under teacher stimulation and assistance. In fact the teacher under the new régime will become a supervisor of learners, and what a revo-

lution would result from this changed attitude and point of view. No need for teachers to be omniscient, but merely omnipresent. Teachers and learners would then be permitted to learn something together. The teacher's ignorance would not have to be concealed, shamefully and too often deceitfully."—Henry Suzzalo.

"In simpler days the quack spoke only to those he could gather about the end of his wagon; now his voice may reach every fireside. Whether his selfish aim is to cater to human ills or economic disorder or to breed dissatisfaction is immaterial. Unless his audience is immunized by education and disciplined in self-control, he may be the percussion cap of the explosion."—Secretary Ray Lyman Wilbur, Department of the Interior.

Out of Gray Covers

Rarely do more than half a dozen Federal Office of Education representatives address major sessions or section meetings of the National Education Association winter convention. This year more than 25 regular and survey staff specialists were on the program.

This remarkable increase reflects the larger contribution which the Office of Education is now making to education's progress in the United States. The majority of the speaking corps were experts engaged on the three national surveys now under way, (1) secondary education, (2) education of teachers, and (3) school finance. They were reporting to interested groups the progress and the findings of their inquiries. They were answering school men's questions.

Educators and citizens are increasingly critical of surveys that never get out of gray covers into action. Appearance of these speakers on National Education Association programs shows one method by which Office of Education surveys get into action. United States Commissioner of Education William John Cooper also plans a series of regional survey follow-up conferences composed of persons who are in positions from which changes recommended by new facts can be directed. He already has invitations for a number of such conferences to work on the facts revealed by the National Survey of Secondary Education, which ends June 30, 1932.

Appearance of the large number of Office of Education representatives on the National Education Association program and the conference plans reveal that the familiar gray-covered bulletins will, in the future, provide but one of many channels for disseminating the important facts on education which the Federal bureau gathers.

A New Reference Service

By Bess Goodykoontz

Assistant United States Commissioner of Education

WHAT RECENT STUDIES have been made in junior high school curriculum?

Are there any studies of homogeneous grouping in progress?

How may copies of unpublished masters' theses be secured?

Inquiries similar to these have urged upon the Office of Education a new reference service, that of maintaining a file of all doctors' and especially significant masters' theses in education for the use of students of education. Last year Commissioner Cooper wrote to a number of deans of schools of education asking whether it would be of service to those who direct graduate research and to graduate students themselves if a copy of each thesis were deposited in the library of the Office of Education, and whether their respective schools could cooperate in such an undertaking. The replies suggested a number of values in such a plan, and expressed a general willingness to help in getting it into operation. A few of the comments on the proposal follow:

Opinions of Deans

It would be worth a great deal to us to know that all copies of doctors' dissertations in education from this time on are on file in the Office of Education and that we could thereby always obtain from the Office of Education information concerning the phases of any subject which have already been covered.—C. J. ANDERSON, dean of the School of Education, University of Wisconsin.

I think your idea of collecting copies of masters' and doctors' theses at the bureau a very good one. In my opinion the greatest value will prove to be historical. For example, think how worth while such a collection of these would be if we had them for the past 30 years. In 50 or 100 years, such a collection would be one of the most interesting and unique bodies of materials to be found anywhere. No other library in the world would have the same materials.—JOHN C. ALMACK, School of Education, Stanford University.

In answer to your questions I would say, first, it would be quite worth while to have copies of all doctors' dissertations in education from the various graduate schools over the country filed with you in Washington, provided, of course, that your office would furnish upon request to such schools of education as ours information gathered from these theses as to what has already been done on certain problems on which graduate students may hereafter desire to write theses, either for the master's or for the doctor's degree. It would, I am sure, be possible for this institution to require all candidates for the master's and doctor's degrees to furnish to your office a copy of their dissertations or theses.—JOHN W. WITHERS, dean of the school of education, New York University.

We feel sure that it would be desirable to make a collection of theses in education at the library of the Office of Education. We shall be glad to put the Office of Education on our mailing list for copies of all education theses which are published.—CHARLES H. JUDD, director of the school of education, University of Chicago.

The faculty of the department of education at Yale feels that it would be very much worth while to have assembled in your office copies of doctors' dissertations in education. In case you decide to pursue this plan we shall be very glad to arrange to place on file in your library the dissertations of our students.—CLYDE M. HILL, chairman of the department of education, Yale University.

List of Theses Published

Accordingly the Office of Education has invited schools of education and graduate schools to forward a copy of each doctor's thesis in education and any outstanding masters' theses completed during the year 1930–31 for deposit in the library of the Office of Education. The response has been very generous. Approximately 250 theses have been received from 20 institutions. One hundred and eight of them are printed; the others are in manuscript. Some are bound in their school's colors; others are in binders. They have been catalogued, annotated, and listed in the first Recent Theses in Education,[1] which has just come from the press. Each of the theses, whether printed or in manuscript, is available for loan through university or other libraries, and a special thesis section in the Office of Education is open to research students.

The cooperation of schools of education has varied with the different institutions. In some, individual graduate students have sent in their theses. In others, professors in charge of graduate work have written to students who have recently completed their theses, forwarding the Office of Education's request. In still others, steps have been taken to make the filing of a copy of the thesis in this office one of the requirements for the fulfillment of the degree. A few universities have generously donated from their supply copies required for deposit in their own libraries.

It is hoped that with a continuation of this generous support, the office may help to make many significant contributions to educational literature available, and may have more adequate information from which to draw in answering the inquiries of research workers concerning recent studies.

[1] Recent Theses in Education, Pamphlet No. 26, is available without charge from the Office of Education, Department of the Interior, as long as the limited free supply lasts.

How the World Talks

By Florence C. Fox

Associate Specialist in Elementary Education

ONE HUNDRED years ago in May a great idea was born in mid-Atlantic. Never did a vacation produce greater results than the month of idleness which the slow-sailing packet ship *Sally* enforced on a young American returning from Europe. Because he had nothing else to do, Samuel F. B. Morse conceived the plan of sending messages over wires by electricity.

This idea has been called the most important one ever conceived in the mind of man. Certainly it has been far-reaching in its effect. Following along behind it through the century have come the telephone, wireless telegraphy, the radio, and television.

To the teacher.—It is a fitting time for us on this one hundredth anniversary to review the history of the different methods used in communication and to honor the man who played so important a part in the development of communication.

The subjects listed in this program are arranged according to the methods used in communication. They are designed for particular grades, (1) signals for second and third, (2) carriers for fourth and fifth, and (3) messages by electricity for fifth and sixth, if the teacher so desires, or the entire program may be given by pupils in any one grade. Space permits only the barest outline. References given under each subject are to United States Government bulletins[1] and other publications obtainable at little or no expense which will enable teachers to enrich the program.

Things to do.—The programs will be greatly enhanced if certain activities are introduced to illustrate the subject matter; under signals, a Boy Scout with flags to spell out a word, or a boy dressed as an Indian to talk with the sign language; under carriers, a pigeon in a cage to illustrate this type of service, etc. Pupil-made posters of an Indian runner, a pony express, the stagecoach, steamship, railroad train, and air mail plane may be exhibited while the pupil recites the text which the posters illustrate.

If possible a telegraph wire with transmitter and receiver, borrowed from the school laboratory, may be rigged up on the stage and a message sent to illustrate the telegraph, or a primitive telephone of tin cans and cord may be used for the telephone.

Fire-and-smoke signals.—In the early days the Indians talked by fire-and-smoke signals. They knew how to build a fire that sent up a long column of smoke. An Indian stood by the fire on top of a hill and swung his blanket or shield through the column of smoke, thus cutting the column into sections. Anyone a long distance off could read these signals and know what the Indian was trying to say.[2]

Sign language.—Sometimes the Indians sent messages by making signs. Breaking a stick meant strength, courage, defiance, and sometimes a dare or challenge. Placing two fingers on either side of the head meant "wolf" and drawing a finger across the forehead meant a man wearing a hat, or a "white man."[3]

Deaf and dumb language.—Deaf and dumb boys and girls used to converse together with the sign language, although they now practice lip reading. They spelled out words by gestures, using their fingers, arms, and hands. They talked together as rapidly as children can do who hear and speak.[4]

Signal corps.—Have you ever wondered how troops in battle, sometimes 250 miles apart, are moved into position as one unit? This is accomplished with signals used by the Signal Corps, which is sometimes called the "eyes and nerves" of the service.[5] Flags are among the devices for sending messages this corps employs. Semaphore flags are exactly alike and the positions in which they are held indicate letters of the alphabet. One of the hardest tasks a Boy Scout has to learn is his signal code, but he becomes so skillful that he can send messages quickly.[6]

The heliograph.—The heliograph is another signaling instrument. It can only be used during the daytime when the sun is shining. By means of mirrors, long beams of light are sent out and their messages are recorded by the length of the flashes, regulated by a shutter, now short, now long, like the Morse code in telegraphy. The heliograph is occasionally used for signaling in times of war and by the United States Coast and Geodetic Survey for measuring distances.

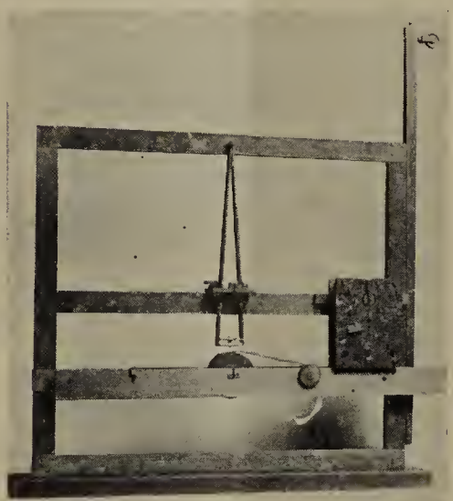
Indian runners.—Among the first of the message carriers were Persian postmen and Indian runners. They were especially trained for their work and could run long distances in a very short time.[7] Rabunta was a famous Indian runner who carried to Powhatan the news of Capt. John Smith's capture by the Indians.

Parcel post.—Parcel posts were known and used by the Aztec Indians. These highly civilized tribes distributed throughout the Indian villages by runners the fresh fish that were caught in their fishing grounds.

Samuel Morse and the Cave Man

Inventors strive to increase the range of men's eyes, ears, legs, and voice. The cave man could halloo across a valley; Indians signaled from hilltop to hilltop with fire; African native drums still send jungle telegraph messages; Morse's great step sent man's word but not his voice around the world; radio achieves almost the ultimate. With its magic the cave man's descendant can shout completely around the world in a fraction of a second. Television, the ultimate achievement, will make it possible for man to see as well as shout around the world.

For teachers wishing to dramatize communication's rise on the hundredth anniversary of Morse's invention, this program outline is suggested.



Courtesy of the National Museum

THE MORSE RECEIVER

The original of this part of the first telegraph instrument made and used by Mr. Morse is in the National Museum, Washington, D. C. The message is registered on a strip of tape in dots and dashes as it is tapped off on the sender.

[1] Order all priced Government publications from Superintendent of Documents, Government Printing Office. Those which are free may be obtained from the agency issuing them.

[2] U. S. Department of Agriculture. Motion pictures. General Scott sign-language picture.

[3] Tomkins, William. Universal sign language. San Diego, Calif. 96 p. 800 illustrations of sign language. $1.

[4] New York Institution for the Deaf. The manual alphabet. 160 Second Street, Fort Washington, N. Y. Free to teachers.

[5] Buoyage system of the United States, 1931. Lighthouse Service of the United States, 1923.

[6] Scout handbook, Boy Scouts of America, 1103 Vermont Avenue, Washington, D. C.

[7] Fox's Indian Primer. New York, American Book Co. 25 cents.

Pigeons.—Perhaps the most remarkable of all message carriers is the carrier pigeon. The speed of an American homing pigeon is marvelous. One bird is known to have made a journey of 1,040 miles without stopping. It has a strong homing instinct and when carried away to a distant point and then released flies directly home. Messages are usually fastened to the pigeon's leg. When released the bird mounts into the air, circles about for a moment, and then darts away toward its home. [8]

The pony express.—The pony express was organized to carry mail from St. Joseph, Mo., to Sacramento, Calif. The route followed the well-defined trail of the covered wagon. Riders noted for their courage and hardihood were employed. All of them had to face the perils of terrific storms, deep snows, flooded rivers, and the danger of losing their way and being attacked by Indians. For their labors the riders were paid $50 a month and board. They rode in relays of from 30 to 50 miles, using three horses, and keeping within a 2-minute limit for change of mail and remount. On one occasion young William F. Cody, "Buffalo Bill," made a continuous ride of 320 miles in 21 hours and 40 minutes, 14 miles an hour, 1 mile every 4 minutes.[9]

The stagecoach.—These coaches carried both mail and passengers. They were driven through the country in relays of about 10 miles each and stopped at the roadside inns along the way. The driver drove four horses with an outrider on one of the front horses who helped to guide them over the rough places.

Trans-Atlantic mail.—One of the first vessels to bring mail to America from England was the *Speedwell*, which visited the Pilgrim colony in Massachusetts in 1622, the next year after their settlement at Plymouth. The *Savannah*, the first steamboat to cross the Atlantic, carried mail between Savannah and England in 1819. Great ocean steamers to-day have regular post offices where mail is sorted before the ship reaches its destination. Newspapers are published every day on board ship filled with news from both continents received by wireless.

Railroads.—Uncle Sam pays railroad companies to carry mail for him. The through mail from New York to San Francisco runs over a certain railroad, which promises to get the mail to either point at a certain hour and minute. If the railroad fails to do this, it must pay a forfeit.[10] [11]

Courtesy of the National Museum

THE MORSE SENDER

The original of this is also to be found in the National Museum, Washington, D. C. The alphabet, in the form of steel plates representing dots and dashes, is placed upon a carrier which can be moved back and forth by means of the handle. A key on the bar above the alphabet taps any given letter as it is moved under the key.

Air mail service.—When the stagecoach carried the United States mail from coast to coast, the size of the United States in point of time was 500 hours at 6 miles per hour. In 1931 the railroad train carries the mail over this route in 100 hours at 30 miles per hour, and now the airplane carries the mail in 30 hours at 100 miles per hour. The distance across the United States in point of time shrinks from 500 hours, in the old stagecoach days, to 30 hours in the year 1931.[12]

"A lone plane hurtling through space at nearly 2 miles a minute, ice-sheathed or slippery-wet with fog, its pilot half-frozen and blinded by snow or mist, fighting with every ounce of energy to keep his ship on a true course a mile or more above the earth which he can not see—such is the service that has made our air mail pilots the best in the world.

"Lindbergh was a pilot on the St. Louis-Chicago contract air mail route, dreaming and planning his New York to Paris flight, but making a living by flying while he studied the vagaries of the air, the tricks of the weather, and the countless problems of putting a plane through any pace demanded of it." [13]

The telegraph.—In 1844 Morse sent his first message over his wire from Washington to Baltimore by the hand of a little girl, Annie Ellsworth. It read, "What hath God wrought?" and consisted of a series of dots and dashes representing the letters of the alphabet.[14]

Distance was obliterated by the telegraph wire. On it a signal can be sent around the world in less than a minute. A message can be received in San Francisco from Washington, D. C., in the "wink of an eye." Far-away peoples become close neighbors when daily and hourly news of their affairs are known to the whole world.

Mr. Morse, like many great men, had wide interests. He specialized at Yale in chemistry and natural philosophy. After graduation he went to England to study painting under Benjamin West, and on his return to this country he founded the National Academy of Design, of which he was the first president. He was also interested in photography and the first daguerreotypes taken in this country were made by him.

Just as a pastime he experimented with electromagnetism, and whiled away the tedious hours of an ocean voyage working out his invention of the telegraph. He had the usual difficulty convincing a "backer," in this case the United States Government, of his invention's merits. Stringing half a mile of wire around his room, he invited spectators to witness the sending of a message along an electric wire. Finally Congress gave him $30,000 and he built a telegraph line from Wash-

[8] U. S. Department of Agriculture, Washington, D. C. Homing pigeons, their training, No. 1373, F. 5 cents.

[9] Notes on the Oregon Trail. Office of Education. Bulletin, 1930, No. 27. 15 cents.

[10] How the World Rides. Bureau of Education. Bulletin, 1926, No. 8. 25 cents.

[11] *Post Office Department, Information Service, Washington, D. C.*—The following mimeographed sheets are available from the Post Office Department in Washington, D. C., and will be sent to any address free of charge: Rural Mail Service; Uncle Sam has his heroes in peace time as well as in war, Bulletin No. 6; Following a letter or parcel through the mails, Bulletin No. 16; Owney, the postal dog; History of the City Delivery Service; American history in United States postage stamps; American mails in 1773; Postal Service paints picture of Nation; Earliest known map of the post roads of the United States—wierdly out of proportion, this old drawing shows the hamlets of the 13 colonies clustered along the coast line, bound one to the other by a single important path of communication; Post Office Department, a circular describing the personnel and their official duties.

[12] How the World Rides. Bureau of Education. Bulletin, 1926, No. 8. 25 cents. Air mail service. Post Office Department, Washington, D. C. Official Postal Guide for May and September, 1923. 50 cents each.

U. S. Department of Commerce, Washington, D. C.—Aviation: Annual Report of the Assistant Secretary of Commerce for Aeronautics, June 30, 1931. 10 cents; Civil aeronautics in the United States, July 1, 1931; The Federal airways system, December 1, 1930; General airway information.

NOTE.—These bulletins are replete with airway maps showing scheduled air express routes, scheduled air passenger routes, air mail routes, aeronautical radio communication stations, radio range beacons and maps of intermediate landing fields, and airports on the Federal airways, with other interesting data of use to teachers.

[13] Mingos, Howard. The perils of flying the night mail. The World's Work, August, 1927.

[14] Morse, Edward L. Letters and journal of S. F. B. Morse. New York, Houghton Mifflin Co., 2 v. il. $8.

ington to Baltimore. Later he laid the first submarine telegraph across the bay at New York. Representatives of 10 countries voted him $80,000 as a reward for his labor.

The telephone.—The word "telephone" means "to talk far off." Even without an electric wire two persons can talk along a common cord stretched from one vibrating membrane to another. Punch a hole in the bottom of two tin cans, near the center of each, and stretch a cord between them. The voice will carry over the cord for several hundred feet.[15]

Alexander Graham Bell used this principle when he invented the electric telephone in 1876. An electric wire was substituted for the cord and a transmitter was placed at one end of the wire and a receiver at the other. The telephone has been improved until now a man in Chicago can talk in a natural tone of voice to a friend more than 10,000 miles away in Australia.

The wireless.—Marconi is the inventor of wireless telegraphy. He is a celebrated Italian electrician who when a young boy already showed remarkable interest and understanding of electrical science. In 1901, more than 30 years ago, he sent the first wireless messages across the Atlantic. During the war wireless telegraphy was improved with sensitive electric tubes which made it possible to throw the human voice as well as dots and dashes through the air.

The radio.—The radio was first called "the voice of the sea," because it proved to be the greatest safety device that ocean or lake travel has ever known. SOS is its signal of distress. Ships receiving this call rush to the aid of a stricken vessel.

The direction finder is another use of the radio on board ship. If the weather is foggy and the ship has lost her bearings the direction finder communicating with land stations helps a captain locate his ship's position.

On land the airplane is guided more and more by radio signals. Code letters are projected into the air in a direct beam of light from ground machines about 25 miles apart. As the pilot soars by in his plane he hears the letter and knows whether or not he is on his course and just what point he is passing. Radio brings amusement and entertainment to your fireside, and brings geography, arithmetic, and history to the school.[16]

[15] American Inventions. (Morse and Edison). The Instructor Literature Series. Dansville, N. Y., F. A. Owen Publishing Co. 10 cents.

[16] Government Printing Office, Superintendent of Documents, Washington, D. C.: How to build a simple radio set; Bureau of Standards Circular 120; 5 cents. Radio facts and principles; Federal Radio Commission 12 R, 11; 5 cents. Mariners and aviators' Charts and Books, Government Printing Office, Communication Chart of the World showing submarine cables, principal landlines, and radio traffic stations—2180a, sheet 1 (Atlantic Ocean), 1930, 40 cents; 2180b, sheet 2 (Indian and Western Pacific Oceans), 1930, 40 cents; 2180c, sheet 3 (eastern Pacific Ocean), 1930, 40 cents.

Samuel F. B. Morse, Inventor of the Telegraph

St. Louis Library Opens Architectural Room

Designed and decorated in the manner of a private library, the Steedman architectural room in the St. Louis Public Library contains a collection of more than 600 volumes on architecture and allied subjects. The architecture room opens directly into the art room, of which it is an adjunct. A large stained-glass window, a window seat, a fire-place with an elaborately carved wood mantel, and bookcases having doors of leaded glass give the impression of privacy. While the room is intended primarily for the use of architects in connection with their profession, it is open to interested students and investigators. Use of the books by others is allowed, but admission to the room is by card. The collection is a memorial gift, which provides not only for annual increases in architectural collections, but for needed improvements and additions to the library.

Students From Nine Nations Pay Visit

Nine students from Germany, Spain, Hungary, Great Britain, Denmark, New Zealand, Austria, and Estonia, under the direction of Mrs. A. Buel Trowbridge, chairman of the International Student Service committee in the United States, visited the Federal Office of Education and the Office of Indian Affairs in the Department of the Interior. They stopped in Washington after attending a conference held by the International Student Service at Mount Holyoke College, Massachusetts, where students from all over the world had been discussing for more than a week the general topic of the university in a changing world.

The students were: Frauelein Ella Drescher, Germany; Pedro Aranegui, Spain; John Farkas, Hungary; Dr. Heinrich Kaun, Germany; Miss Rosemarie Porter, Great Britain; Erich Goldschmidt, Denmark; Ian Fraser, New Zealand; Walter Ternik, Austria; and Huga Paalman, Estonia.

Illustrations drawn by L. H. Thompson were selected from those submitted by a Carnegie Institute of Technology art class

The Westing-School-House

By C. S. Coler

President, Westinghouse Technical High School

ONLY THE EXCEPTIONAL person is willing to spend half a lifetime getting ready for something. Because of the scarcity of such persons we find in industry many who dropped out of school at the end of the eighth grade, or at the end of high school, or somewhere in between. Many of these young people acquire a *real* purpose in life perhaps for the first time. This leads to the development of a *real* hunger for education.

Most jobs can be made the nucleus of an ever-expanding interest, the means of physical, mental, and moral development, in addition to the usual object of such employment. A youngster becomes interested in building a radio receiver. He surprises us with his dexterity in handling copper and iron and insulation. He amazes us with his knowledge of resistors, condensers, and reactors. He astonishes us with his increasing interest in electricity, in energy, and in the universe about him.

In the shadow of the great Westinghouse plant at East Pittsburgh there has developed an educational institution which harnesses this boy's natural interest in the job and the natural desire for advancement. It is based on the idea of satisfying the individual need, but it by no means neglects the social need. The individual needs are as varied as the backgrounds of the persons in whom they have developed, and as wide in scope as the aspirations and hopes of these same individuals.

As a consequence, we find in the Westinghouse Technical Night School an institution open to anyone irrespective of sex, creed, race, age, previous education, or present employment. Practically the only requirement of admission is interest. The individual must be sufficiently interested to invest a portion of his earnings and a portion of his spare time for self-development.

Back in 1902, 30 young Westinghouse employees wanted instruction in mechanical drawing. From this interest has developed a 4-year course in engineering in which hundreds of students are enrolled.

Individual Needs Served

A few years later several girls wanted to learn to typewrite. To-day several hundred of girls are studying office practice. They are becoming acquainted not only with the operation of office machines, but with systems of filing, English, spelling and punctuation, and other matters essential to their success.

In a similar way have been added courses in English for foreign born; preparatory courses for those who stopped their general studies too soon; courses in domestic arts, accounting, tool design, and welding—each course designed to meet specific needs.

In the classroom and laboratory each student finds a program which adjusts itself to his individual needs and interests. The instructor's record card lists not only the names of the individuals in his group, but also their jobs. The instructor in general starts with the specific—something with which the individual has become familiar on his job or in his everyday life contacts. From this point the instruction tends toward the more general in ever-widening circles. Starting with a piece of iron, interest is gradually directed back to the atoms of which it is composed and out into space to worlds other than our own. Starting with an individual, his attention is directed to the functional activities of his own mind and in the other direction, to the functional activities of society.

The application of the principle of adjusting the instruction to individual needs is well illustrated in the course in mechanical drawing, which has been planned in a series of graded jobs.

The problems range from the design of an ordinary house brick to the design of a compound die for economically producing a certain type of armature punchings in large quantities. Many different kinds of jobs are provided at each level throughout the course. No matter what his individual background, the new student may start on a job which is in line with his ability. Because of the variety of jobs at each level he may select one which is also in line with his interest. An analysis of the individual interests of the students, based on their free selection of jobs, becomes an important aid in vocational guidance.

In general, only one student works on each job, except where group jobs are provided for the purpose of giving instruction in the coordination of activity and in the value and method of organized effort. The individual advances in his work as rapidly as he is able.

A brief report prepared by the student accompanies each of his drawings. This report offers him the opportunity to make an accurate analysis of his work and to express in good English, specific information regarding standards, processes, shop equipment, and cost accounting. The teacher becomes an executive. The student develops initiative, resourcefulness, a sense of responsibility, and a sense of values. He learns to think independently and to work cooperatively.

Company Letters Used in Course

In the study of economics, the student begins by making an analysis of the ways in which people distribute their time throughout life. The 24 hours available to everyone each day are divided—work, study, recreation, eating, sleeping, and miscellaneous activities. Individual charts based on the personal observations of the students are studied by the group to determine their differences and are then combined into one chart representing the composite observations of the group.

In the business letter writing course, the individual starts with a file containing several well-written letters, representing, let us say, the correspondence with some customer in regard to some matters of company policy. His job is to answer the last letter of the series. The student learns the general principles of English, psychology, business organization, ethics, and salesmanship, as he meets them.

In the machine shop, in addition to experience in operating the various tools, the young worker learns the practices involved in cost estimating, cost calculating, and shop layout. He also discovers the principles underlying quantity production, waste reduction, and good management.

Under this plan the individual develops in line with his interests which, in turn, are coordinated with the interests of others in his group. In like manner he acquires knowledge and skill in many different directions and to a degree which is determined chiefly by his capacity.

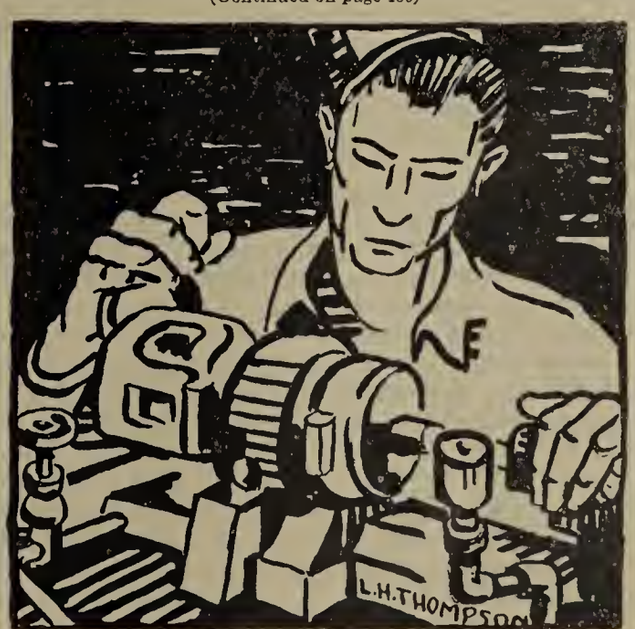
From time to time the various courses which constitute a training program are coordinated with each other. Such coordination is secured by means of comprehensive courses which act either as an introduction to, or as a review of, a group of subjects. In this way the various branches of mathematics and the technical subjects are brought together early in the engineering curriculum in a course known as "Shop problems." Near the end of the term an advanced course known as "Engineering problems" is included.

The following problem illustrates the manner in which the courses bring out the relation between physics, chemistry, electricity, hydraulics, arithmetic, algebra, mechanical drawing, and economics:

A mill is supplied by water from a dam in a stream. The water is conducted from the dam to the mill by means of a wooden aqueduct. It is necessary to find the amount of water used by the mill. To do this a barrel of strong salt solution was introduced at the intake. The solution was allowed to flow from the barrel into the intake water at the rate of 15 gallons per hour. The salt solution was found by titration against silver nitrate to be four and one-half times normal. The water at the outlet of the aqueduct was titrated against $\frac{N}{10}AgNO_3$ solution before the salt solution started to flow and thereafter every 15 minutes until the amount of salt in the water was found to be constant. The following data were obtained when 100 c. c. samples of the water were tested:

At start	0. 40 c. c. $\frac{N}{10}AgNO_3$.
After 15 minutes	8. 7 c. c. $\frac{N}{10}AgNO_3$.
After 30 minutes	10. 5 c. c. $\frac{N}{10}AgNO_3$.
After 45 minutes	10. 45 c. c. $\frac{N}{10}AgNO_3$.
After 60 minutes	10. 55 c. c. $\frac{N}{10}AgNO_3$.

(Continued on page 156)



· SCHOOL LIFE ·

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APRIL, 1932

Consider the Personal Pronoun

AS CURIOUS as the customs of the wild men of Borneo are some of the customs of educators—writing educators in particular. One of these is the avoidance of the personal pronoun "I."

That professional educational literature is difficult reading nearly everyone will agree. Most powerful of reader soporifics is the absence of the personal pronoun. In place of forthright "I" appear such awkward masks of self-conscious scientific modesty as "the writer," and "one," and "it is assumed."

The best that can be said for side stepping "I," "me," and "my" is that the scientific ideal requires objective approach. Yet every scrap of manuscript which is not a mathematical table or formula has some subjective element. Since this is true, why not be honest and write "I did this," and "I gathered the data," instead of "The data were gathered." Elimination of the personal element in educational manuscripts gives them the cold inhumanity of an automat restaurant. It contributes also to the popular but mistaken idea that education is dull stuff.

It is too much to hope for a thesis that starts like this: "I have long been interested in the idea of applying the principles of medical technique in diagnosis and prescription to the problem of aiding students failing in reading, arithmetic, or spelling. With the approval of my adviser, Professor Simpkins, I selected the specific subject, The Effect of Diagnostic and Remedial Teaching in Arithmetic Upon Pupil Achievement in Zenith. In the following pages I describe the scope of the problem, sources of information, the methods I used in gathering the data, my analysis of the data, and my conclusions."

The drawing on page 2 of the cover of SCHOOL LIFE for March, 1932, was by Mr. Schaffert, student, Carnegie Institute of Technology.

You Have to Think

"I HAVE CALLED you into assembly," said the principal of a large high school near Washington, D. C., to his students, "to consider an important matter.

"It has been possible to go through life in the United States without thinking very deeply. It has been possible to take the easy paths; to do as others do in our community; to accept conditions as we find them. That time is past. I would be less than honest with you unless I made this important fact clear. Conditions which you will have to face in the next 10 years will compel you to think.

"When I graduated from high school I had the pick of four good jobs. When you graduate from high school you will be lucky if you can find a job. Why is it that your community may have no place for you? How long will the conditions which brought about this situation last? Can anything be done to change the conditions?

"I'm sure you boys and girls will not accept defeat without a struggle. Something can be done. It is unbelievable that the people of the United States can not master their problems. But I wish to impress upon you that you may get little help from leaders. You need to reconsider the fundamental principles of our society. You must examine critically our methods of living together, our government, our production, our distribution. Your teachers and I will do what we can to bring these central problems before you, but let me impress upon you once more that you must think. For your own salvation you have to think!"

On Memorizing

By HARRY HANSEN
Literary Critic

ABOUT THE TIME when I reached ninth grade in school, which must have been close to the publication of Richard Carvel and If I Were King, teachers began to pooh-pooh the idea of memorizing anything. For 100 years memorizing had been the basis of an ordinary education in America and people who knew their history by heart repeated it in the same words. Teachers decided that this did not make for individuality and originality.

So they retained memorizing solely for the multiplication table and began to encourage reading for the essentials and not for the text, asking the pupil to retell what he had read in his own words. We youngsters thought this a great advance over the older system and I recall how I patronized my elders, who had absorbed a great amount of knowledge by memorizing it. I argued—echoing my mentors—that memorizing could be done by dubs but that real thinking was done by men with brains. My mother was indulgent, but when a situation called for an apt expression she could draw on countless authors who wrote in words of flame. I, having nothing but arguments for originality, was compelled to remain dumb.

One teacher, however, used her own method of getting something really fine and cultural into our thick skulls. Every day she chalked up a quotation and asked us to memorize it. She explained its context and its authorship. In the course of one year we garnered a great many nuggets of wisdom by the way. I remember her suggestion that we keep this up after we left school. I doubt whether any of us ever did. I used to take down bits from my reading now and then and transcribe them in a notebook. But I never again did that little effort at memorizing before breakfast, which was necessary to make them stick.

She had one other trick, which is beside the point, but deserves to be recorded. Every now and then she would produce a Copley print of a famous painting, describe it, and then hang it up for all of us to see. There it would remain for several days. Invariably when I think of the Night Watch I think of that little print. When I think of Sacred and Profane Love I do not think of the original, which I have visited in the Palazzo Borghese, but the print in No. 10. With the pictures went innumerable stories. I shall never forget them.

To-day, I believe, teachers are trying for a golden mean in education; neither too much memorizing nor too little.

Ontario Teaches 12,000 by Mail

More than 12,000 children were taught by correspondence courses provided by the Ontario, Canada, Department of Education last year. The courses were prepared for persons of school age who lived remote from any school, for those who could not attend school in winter by reason of road conditions or school being closed, and for those who were physically unable to attend school and for whom no other means of education could be provided.

How Rochester Raised its Daily Attendance Record

By Herman J. Norton

Director of Health Education, Public Schools, Rochester, N. Y.

DURING THE SCHOOL YEAR, September, 1925, to June, 1926, the bureau of research of the Rochester Board of Education made a study of the absence of school children due to sickness and it was estimated that 389,958 school days were lost in the elementary schools, excluding days lost by kindergarten children.

In September, 1929, our State education department began to distribute financial State aid to the schools of the State on the basis of the average daily attendance of school children. The State allowed 29 cents a day for each child in attendance. If this system of distributing State funds had been in operation during the school year September, 1925, to June, 1926, the Rochester schools would have lost $116,984 of State aid because of absence due to illness.

During this 1925–26 school year, the average daily attendance of school children was 91 per cent. Since this date, there has been a steady improvement each year in the average daily attendance. Last year, it reached 97 per cent. The estimated cost of absence for all causes during the school year 1929–30 was $106,990. Approximately 81 per cent of this absence was due to sickness. This means that last year through sickness the board of education and the people of Rochester lost $86,661.90 of State aid which they would have received if each child had had a perfect school attendance. Of course, we realize that such an achievement is impossible. But how much of this absence for illness is preventable? That is the question.

Increase Number of Attendance Officers

Prior to September, 1926, the board of education employed only 4 attendance officers. In September, 1926, Mr. Keople added 8 officers to his staff and to-day his staff numbers 15. It is fair to say that the efficient work of these officers has played a large part in bringing about the steady increase in school attendance. Of course, there were other factors working toward the reduction of absence from school, such as the principals and teachers concerted efforts, as well as the combined efforts of the school nurses and physicians and health education teachers. All of which goes to show that when a big and worth-while job has to be done and everybody concerned cooperates, desired results are secured.

Let us shift our thinking from the direct financial loss due to absence from school to what we might term the indirect financial loss through retardation in school progress caused by illness and physical defects.

From the United States Department of the Interior, Office of Education, comes the report that in the schools of Bridgeport, Conn., retardation was reduced 50 per cent during five years of vigorous oral hygiene work. The cost of reeducation in 1912 (at the beginning of the campaign) was 42 per cent of the entire budget. The cost in 1918 was 17 per cent of the budget.

In the study of 1,242 school children in New York City by the Association for Improving the Condition of the Poor, they found that boys having no teeth defects showed 7 per cent better attendance than those with such defects and they made 6 per cent more promotions.

Of 12,000 children who had dental defects corrected, in the Chicago schools, it is reported that 70.5 per cent improved in health, 45 per cent improved mentally, and 57 per cent improved in school attendance.

The Russell Sage Foundation in its health study in the New York schools estimated that children suffering from physical defects made 8.8 per cent less progress than did those having no defects.

We have been rather successful in Rochester in our efforts to improve our average daily attendance. It has been raised from 91 per cent during the school year 1925 and 1926 to 97 per cent during the 1929 and 1930 school year. This includes all public schools, elementary, junior, and senior high school.

A number of outstanding preventive and remedial measures have been developed which have helped to improve the attendance record.

Helping Families Find Services Available

The superintendent and deputy superintendent of schools have made the principals, teachers, directors, attendance officers, and parents conscious of the school absence problem through articles in the public press, through appointment of committees to study the problem, and through discussion at principals' and directors' meetings. Principals have initiated their own individual programs for encouraging attendance. Such campaigns have helped considerably.

The board of education has employed special remedial teachers to work with the retarded child in an effort to have him catch up with the educational procession before school is out in June. The staff attendance officers have been keenly alive to the necessity of rendering ever-increasing social as well as health protection and remedial health service to school children and parents.

Whenever a Rochester school attendance officer finds that illness exists in the home and it is, let us say an indigent case, he or she directs the parents to the proper community health agency, the school nurse or clinic or suggests that the school nurse visit the home, size up the situation, and make proper recommendations for following up the case. In case the family is financially self-supporting, she may suggest that they call in the family physician. The attendance officer helps in checking the spread of disease by notifying the school nurse of suspected cases of communicable disease such as measles, mumps, chicken pox, or skin disease. The nurse in turn notifies the city health bureau and it immediately insists that proper protective and remedial measures be followed by the family.

In the common cases of exclusion from school for pediculosis or dirty head, scabies, dirty clothing, or a much needed bath, the attendance officer is a coercive factor in securing cleanliness and better health habits because she is able to impress upon parents that such absences are illegal.

Attendance officers refer needy families to social agencies, thus preventing absence due to lack of clothes, shoes, or inadequate food.

The attendance officer often saves a great deal of school absences due to parents' oversolicitude for their children especially in the kindergarten and primary grades. Parents are often inclined to be lenient in the case of their small children. The attendance officer meets parents' arguments of "rain," "cold," "distance," or "slight headache," by emphasizing advantages of regular attendance or suggesting that the school nurse will promptly send the child home if his condition warrants it.

Again the attendance officer often aids in reducing absence due to family illness. She makes the adjustment which will allow a prompt return of the child to school. Under the present provision, a maximum absence of three days is sometimes allowed an older child when it is necessary for her to work in the home, if a better adjustment is impossible. When family illness seems likely to extend over a longer period, the attendance officers arrange with the family, neighbors, relatives, or social agency for the necessary home adjustments so that the child may

return to school. Sometimes arrangements are made with the school principal and family so that the child may attend her most important classes and be excused for the rest of the school day.

Cutting Down Trivial Excuses

Finally, when a child is about to leave school to go to work, the most frequent cause of delay in securing a work permit is some health problem, for example, carious teeth, infected tonsils, or eye defects needing attention. Attendance officers in these cases explain to parents the need for correcting defects and insist on continued regular attendance until the defects are corrected. In exceptional cases a temporary work permit may be issued at once, after which the attendance officer follows the case to see that corrections are made.

The psychological effect of attendance officers' activities in the community causes parents to use better judgment regarding keeping children from school on trivial sickness excuses.

Since illness is the outstanding cause of absence from school, every attendance officer is vitally interested in the health education program that is being conducted in the schools. If he is not interested and actively so, he should be. Those in charge of the program need cooperation, and certainly a healthy child helps to improve and maintain a high average daily school attendance. Attendance officers should meet with health education teachers and vice versa. They should get acquainted with the objectives, activities, and techniques used by each group and work together to meet the individual health needs of school children.

In Rochester, health education is a 3-section program, namely: Health protection, health teaching, and health development. Each section has its own course of study with definitely outlined objectives, activities, standards of attainment, subject matter, and teaching methods.

The objectives of the health protection program are (1) to detect physical defects for the purpose of correcting remediable conditions; (2) to prevent and control communicable diseases; (3) to recommend such school equipment and practices as will furnish the best possible environment for the health of the pupils and the teachers; and (4) to secure the cooperation of the home in health protection activities.

The objectives in the health teaching program are (1) to develop right attitudes and high ideals toward health and health practices in life situations; (2) to give students information which will help them to improve and conserve their own health; (3) to aid in establishing specific health habits at various age levels; and (4) to cooperate with parents and others in contributing to the health of the community.

In the health development or physical education program the objectives are (1) physical—to develop organic power, vitality, posture, and neuromuscular skills for meeting life situations; (2) social—to develop traits of citizenship, such as courage, initiative, cooperation, honesty, and courtesy; and (3) cultural—to gain a sympathetic understanding and appreciation of physical laws, rhythm, and achievement, and to develop interest and specific skill in such activities as will be of value in leisure time.

With better ventilation in schools, with better care as to the clothing of school children, especially their shoes in cold, rainy, or snowy weather, and by adequate isolation of children with respiratory disorders, absence for illness should be considerably reduced. By vaccination and by daily morning health inspection of all children by the teachers and by the exclusion of suspects, the "common" communicable diseases would become less common. If the school hygiene program is functioning properly there is hardly any excuse for digestive disorders and real headaches, and with adequate dental and medicinal supervision, toothache and eye troubles should almost disappear. With such prevention, sickness from miscellaneous causes would gradually disappear and on the whole we should be able to reduce present absence for illness at least 25 per cent.

CORRECTING DEFECTS WHICH CAUSE POOR SCHOOL ATTENDANCE

Dental hygienists at work in the new Benjamin Franklin High School, Rochester, N. Y. Through the development of preventive and remedial measures Rochester raised the average daily attendance in all its public schools from 91 per cent during the school year 1925 and 1926 to 97 per cent during the 1929 and 1930 school year.

Junior High School Subject of Cleveland Report

Fifteen years of experimentation with the junior high school in Cleveland have been reported in the annual report of the superintendent of schools of Cleveland, Ohio, recently published by the Cleveland Board of Education. Describing minutely the various activities of the modern junior high school, the author, R. G. Jones, makes some conclusions and predicts future developments in this comparatively new branch of the public school.

Mr. Jones predicts that new inventions, including television, now nearing perfection, will exert a great influence on the curriculum of the junior high school. He believes, according to the report, that visual aid will continue to become an increasingly important medium for broadening and enriching the scope of the pupil's experience. He says, after several years of experimentation with radio in Cleveland junior high school, that "it is the opinion of those connected with the experimental work that certain desirable educational outcomes reasonably may be expected from radio lessons."

Many Use Deposit Plan to Buy Government Bulletins

Many persons who frequently purchase United States Government publications use the deposit plan of payment which has proven very satisfactory. The Superintendent of Documents reports more than 3,000 deposit accounts in use at the present time.

How can one take advantage of this simple method of paying for publications, arranged especially for convenience?

The only requirement is a deposit of $5 or more with the Superintendent of Documents, Government Printing Office, Washington, D. C. When a publication is then ordered, the cost is charged against the amount on deposit in the cashier's section of the Public Documents Division and the document is mailed. Robert E. Brooks, cashier, directs the mailing of a bill to the customer, stating the price of the publication purchased, and also notifies the depositor when his account must be replenished.

Deposit accounts do away with much delay which might otherwise be caused in obtaining prices of publications desired, and also eliminate the necessity of a remittance with every order.

After making a deposit, one simply requests the publication he desires, and mentions that he is a depositor.

Federal Office of Education publications are in demand. More than 1,150,000 copies of publications from this bureau went out to the education world during the past year.

Trends in Summer Sessions for Teachers

By Frank K. Foster

Specialist, National Survey of Education of Teachers

ARE SUMMER SESSIONS fulfilling the responsibilities which new economic and social factors in our changing civilization have placed on all schools?

To meet the challenge of change, schools have been forced to take inventory of their practices. The national survey of education of teachers, conducted by the Office of Education, is attempting to ascertain policies and practices in all institutions which educate teachers. The findings throw light on trends in summer schools as well as other departments. Cooperation of directors of summer sessions makes possible at this time presentation of pertinent facts on purposes of summer schools.

The summer session has become one of the important factors in the education of teachers. Relatively, the summer session is a recent development as an agency of teacher education. Antecedents of the present summer session have been described by Willoughby [1] and Judd.[2] The rapid extension of the summer session idea from the early beginnings of Louis Agassiz in 1872 to the present time is astounding. In the summer of 1931, a report[3] shows 654 summer schools enrolling 425,100 students. Of these, 273,148 were enrolled in courses in education; this number represents 28.6 per cent of the total number of teachers in the United States.

Influences at Work

Several factors have influenced the rapid development of the summer session. Paramount among them is the elevation of teaching from the artisan level toward a professional status. Standardizing agencies, increased certification requirements, salary schedules, increased tenure, retirement provisions, and public demand have stimulated this professional trend. Gradually, the increased standards have become legal requirements. Continuation in teaching on the part of teachers in service depends upon the individual's ability to satisfy the prescribed higher standards of training. Competition, caused by an ever-increasing supply of young teachers who have been educated on the level of higher requirements for teaching, forces the in-service teacher to acquire comparable training. The in-service teacher is often unable to take a year's leave of absence for the required training. The opportunity offered by summer sessions to satisfy the increasing educational requirements while continuing in service is seized by teachers whose preparation is below the required minimum.

Emphasis upon the quantitative factors of degrees, credits, or so many weeks of attendance upon summer sessions has been the chief criterion in the satisfaction of increased requirements. The ultimate limit of prescribed standards on a quantitative basis can not be extended indefinitely. Although the final outcome of elevated standards implies an increase in teaching efficiency, there is some doubt whether this result has always followed. A shift in emphasis from the quantitative standards which have received so much attention may alter summer session functions. If emphasis continues to be placed on degrees and credits as such, the present educational standards for teaching will soon be satisfied by most in-service teachers. Those functions of the summer session which pertained to increasing the professional education of teachers in the past will assume less importance. Either standards of professional preparation for teaching will have to be increased or emphasis must be shifted to qualitative values in teaching performance, if the summer session is to continue as the chief means for the professional advancement of in-service teachers. To know the fundamental purposes of the present summer sessions will help one to comprehend the present contribution of the summer session toward the professional education of American teachers.

What the Directors Reported

An inquiry was addressed to the directors of the 1931 summer sessions. At the time this article was prepared, returns had been received from 333 directors in five types of public and private institutions which educate teachers—of universities colleges, junior colleges, teachers colleges and normal schools. Directors indicated the relative importance of the various purposes for which their present summer sessions are organized. (See Table 1.)

The bachelor's degree has always been an end point in collegiate education. The arbitrary prescription of the baccalaureate as a basis for teacher certification has defined one of the chief purposes of the summer session in universities, colleges, and teacher colleges. Curricula which lead to the bachelor's degree in the various teaching subjects have almost universally prescribed varying degrees and types of professional work. Under these circumstances, the importance of the bachelor's degree and the emphasis on professional education courses in the summer sessions of universities, colleges, and teachers' colleges are not surprising. Definite evidence of the importance of the bachelor's degree as a basis for teacher certification is disclosed by the rapid disappearance of the normal school by conversion into 4-year teachers' colleges granting the bachelor's degree. Existing normal schools are making plans for the bachelor's degree through summer session offerings. Although junior colleges are not primarily an agency of teacher education, several of these institutions emphasize professional work for teachers in their summer sessions.

The prescription of higher standards for certain types of school administrators and supervisors has increased the demand for work which leads to the master's degree and even the doctorate. The large proportion of universities which emphasize graduate work in the summer sessions indicates a distinct demand for graduate degrees. As many as 11 teachers' colleges are granting the master's degree, the work assuming primary importance in the summer session.

Continuation of the program of studies of the regular year is the only other dominant purpose of the summer sessions in all types of institutions. The limited emphasis on experimentation and research with method and content of teaching subjects probably reflects the influence of the traditional nature of work toward

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[1] Willoughby, W. W. The History of Summer Schools in the United States. Commissioner of Education Report, 1891–92, Vol. II, pp. 893–957.

[2] Judd, C. D. The Summer School as an Agency for the Training of Teachers in the United States, George Peabody College for Teachers, Contributions to Education, No. 3, Ch. II, Nashville, Tenn., 1921.

[3] Adapted from the Journal of the National Education Association: Growth of Summer School Attendance, Vol. XX, No. 8, November, 1931, p. 298.

degrees. Recognition of the opportunities for a distinct contribution toward practical teacher education in terms of actual teaching problems is the real challenge before the directors of summer sessions.

Our Year-Around Colleges

The differences in importance between purposes of the summer session and the same purposes in the regular academic year were tabulated and no significant differences were obtained. Further evidence of this agreement was obtained by comparing the importance of each purpose of the summer session with the importance of the same purpose of the regular year. Three categories were stated as follows: (*a*) Of primary importance in both summer session and regular year; (*b*) of primary importance in summer session and of secondary importance in the regular year; and (*c*) of secondary importance in the summer session and of primary importance in the regular year.

The only significant differences found were that summer sessions placed a slightly greater importance on "professional courses meeting the requirements for the extension of teachers' certificates" and "opportunity for inservice teachers to obtain further professional work." The agreement on the purposes which pertain to the administrative patterns of the summer session and the regular year is significant. Every indication points toward the organization of the summer session as an integral part of the regular academic year. (Data in support of these findings will be published in the final report of the national survey of the education of teachers.)

Trends in demands for certain types of work during the summer session were considered an important index of changing purposes. Directors of summer sessions were asked to indicate the demands for certain types of work in their summer sessions from 1926 to 1931. Three mutually exclusive categories were listed as follows: (*a*) No noticeable change; (*b*) increasing demand; and (*c*) diminishing demand.

Returns are given in Table 2.

What Teachers Want at Summer School

The less formal character of the summer session offers the greatest opportunity for adaptation to changing needs. In the absence of traditional practices, every opportunity is present for a unique service. Without doubt, the summer session is of real benefit to the student who, for economic reasons, is forced to shorten the period of preparation. The in-service teachers of our schools who wish either to meet increased standards or to keep abreast of the newer movements in education, welcome the summer session. Many summer session directors report an increasing demand for undergraduate work for credit. An exception is noted in universities which report a slight decrease which is compensated for, however, in the tremendous increased demand for graduate work. The increasing demand for professional education courses is sufficiently widespread to anticipate a continued demand for this type of work. Competition will probably increase the demand for professional courses as long as an oversupply of certified teachers exists. The general increase in demand for graduate work during the summer session denotes a teacher interest beyond the minimal requirements of present certification standards. Many factors have altered demands and the prestige of certain institutions has played no small part.

Work in music education, physical education, library training, and research and experimentation, although limited, is on the up-grade in demand. Absence of any extensive decrease in demand for all types of work in the several types of institutions reveals opportunities in adapting summer sessions to obvious needs.

Brevity of the summer session and the absence of tradition offer an opportunity

TABLE 1.—*Number of institutions reporting each purpose as of primary or secondary importance in the organization of the summer session*

[The table should be read as follows: Of the 65 universities reporting, 32 (column 2) indicated "continuation of program of the regular year" as of "primary importance" in the summer session, and 19 (column 3) indicated the same purpose of as "secondary importance." The difference between the total reports on primary and secondary importance and the number of institutions reporting represents either no answer or no indicated importance. In the case of "continuation of program of the regular year" for the universities, 65 less (32+19) equals 14 no answers or no indicated importance for that purpose. Read the data opposite each purpose under each type of institution in the same manner]

Purposes of summer sessions	Number and types of institutions reporting									
	65 universities		137 colleges		28 junior colleges		84 teachers colleges		19 normal schools	
	P [1]	S [2]	P [1]	S [2]	P [1]	S [2]	P [1]	S [2]	P [1]	S [2]
1	2	3	4	5	6	7	8	9	10	11
1. Continuation of the program of studies of the regular year	32	19	63	35	19	6	52	19	10	5
2. Convenience of administration by dividing the year into four equal parts	3	13	2	19	1	2	5	26	2	2
3. Regular year students an opportunity to make up back work owing to absence, failure, etc	14	36	32	74	5	15	10	59	0	14
4. Opportunity for in-service teachers to obtain:										
(*a*) Preprofessional work (junior college)	25	14	27	16	20	1	29	12	8	0
(*b*) Bachelor's degree	49	9	96	20	2	0	73	8	3	2
(*c*) Master's degree	50	5	26	7	0	0	11	0	0	0
(*d*) Doctor's degree	22	7	2	3	0	0	1	0	0	0
5. Undergraduate work for those who wish to reduce the period of residence (regular year students)	27	28	51	56	12	6	30	41	5	10
6. Graduate work for those who wish to reduce the period of residence (regular year students)	34	20	13	10	0	2	3	7	0	2
7. Opportunity for superintendents, principals, supervisors, teachers, and others who desire further professional work (no credit desired)	25	20	16	43	5	3	17	32	3	9
8. Courses for persons who seek intellectual improvement (no credit desired)	7	33	8	46	3	6	3	33	1	9
9. Professional courses meeting the requirements for the extension of teachers' certificates without examination	32	18	75	33	18	6	43	32	6	7
10. Opportunity for teachers to raise the grade of the teaching certificate now held	30	22	70	38	14	7	48	18	8	5
11. Offerings for out-of-state students who will later transfer their credits to an out-of-state institution	1	35	6	44	2	5	1	31	0	3
12. Opportunity for students to remove deficiencies in entrance requirements	1	20	8	35	5	8	2	24	0	3
13. Special offerings not given in the regular year, e. g., coaching, vocational courses, institutes, etc	10	32	16	26	2	2	5	36	2	4
14. Facilities for experimentation and research with method or content of teaching subjects	19	12	7	16	1	2	7	19	0	4
15. A try-out period for high-school graduates who wish to acquaint themselves with institutional practices before entrance upon the work of the regular year	4	18	0	20	0	6	0	20	0	0

[1] P = Of primary importance in summer session.

[2] S = Of secondary importance in summer session.

Table 2.—*Number of institutions reporting no noticeable change, increasing demand, or diminishing demand for the several types of work offered in the summer sessions from 1926 to 1931*

[The table should be read as follows: Of the 65 universities reporting, 15 (column 1) indicated no noticeable change in demand for undergraduate work for credit, 35 (column 2) indicated an increasing demand, and 10 (column 3) indicated a decreasing demand. The difference between the total of the cases in all 3 columns opposite a given type of work and the number of institutions reporting represents either no answer or no indicated consideration in the case of "undergraduate work for credit" for the universities, 65 less (15 plus 35 plus 10) equals 5 no answers or no indicated consideration for that purpose. Read the data opposite each type of work under each type of institution in the same manner.]

Types of summer session work done since 1926	65 universities			137 colleges			28 junior colleges			84 teachers colleges			19 normal schools		
	No noticeable change	Increasing demand	Diminishing demand	No noticeable change	Increasing demand	Diminishing demand	No noticeable change	Increasing demand	Diminishing demand	No noticeable change	Increasing demand	Diminishing demand	No noticeable change	Increasing demand	Diminishing demand
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Undergraduate work for credit	15	35	10	28	100	2	8	16	1	22	57	3	4	11	1
2. Graduate work for advanced degrees	2	55	0	2	35	1	0	0	0	1	19	0	1	2	0
3. Make-up courses for "incompletes" or "failures" from the regular year	29	8	17	63	27	24	13	7	1	41	8	24	9	1	4
4. Courses which meet requirements for teachers' certificates without examination	20	27	11	31	62	17	4	19	2	16	30	27	3	3	8
5. Professional courses for in-service teachers, supervisors, principals, and superintendents	11	49	1	34	62	6	6	8	0	22	54	3	3	14	0
6. Liberal arts and science courses of general type, e. g., Political economy, Anthropology, etc	25	28	2	46	46	3	13	3	0	27	32	3	5	3	0
7. Special cultural courses in which museums and similar agencies are utilized	25	5	3	28	3	1	6	1	0	25	14	3	4	1	0
8. Field trips in geology and geography	23	13	6	26	12	2	4	2	0	29	22	1	5	6	0
9. Supervised foreign travel	7	4	5	7	0	5	3	0	0	13	3	2	1	1	0
10. Music education	18	24	3	29	37	7	3	10	3	24	32	3	8	4	0
11. Physical education, health, and sports	14	30	4	18	33	5	4	11	0	13	50	2	5	5	1
12. Library training	7	23	3	13	29	0	2	7	1	16	36	3	6	3	0
13. Research and experimentation	9	34	0	8	20	0	2	1	0	13	19	1	2	0	0

for experimentation which is rather difficult to secure in the regular academic year. Without attention to its unique possibilities, the summer session will limit its field of service. In spite of criticisms of superficiality and laxity of mental discipline in the summer sessions, every effort should be made to keep it free from domination by tradition. Adaptation of offerings and emphasis on the practical values of the professional courses in terms of the needs of teachers in service are essential principles of summer session organization. The opportunity to experiment with educational methodology and educational content is a real challenge to the summer session directors.

Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT
Librarian, Office of Education

"How 135 superintendents reduced school costs" is reported in School Executives Magazine for February, by T. V. Goodrich. A questionnaire was sent out asking for specific illustrations of how expenditures were reduced without adversely affecting the educational program. The answers here reported merit the consideration of others who are facing the problem of reducing budgets.

The Elementary School Journal for February, 1932, carries the full text of the bill introduced in Congress to "carry into effect practically all the recommendations of the National Advisory Committee on Education." This same number has also the Office of Education summary statement concerning education in this country during 1931.

"The portrait of an intellectual," by John R. Tunis, in Harpers for March, is a type study of an American college professor. The author contrasts the modern college and its professors with the old-fashioned colleges in which the faculty and students were more intimately associated, and where culture, rather than high-powered salesmanship, was an important object of the curriculum.

"When the doctor prescribes books" the librarian should know the kinds of books best adapted to the patient. Catherine P. Walker, United States Army librarian, Atlanta, Ga., presents a "phychological symptomatology advocated to aid in bibliotherapy" in American Journal of Public Health for February.

An interesting short article on "How Germans study" appears in The Princeton Alumni Weekly for February 12. The author, James H. Breasted, jr., '32, contrasts the American plan of prescribed reading with the German free reading.

A rather strong argument against "Educational tours for high-school seniors" appears in School Review for March. J. M. Clifford, principal of the high school at Romeo, Mich., has had long experience with these tours, and he presents several cogent arguments against the practice.

With a growing sense of democracy and nationalism developing in China, a reformation of the Chinese educational system is making fairly rapid progress. An account of "China's educational plans," by Edgar W. Knight, of the University of North Carolina, appears in the High School Journal for February.

The encouragement of creative literary effort on the part of high-school students has advanced another step. In February there appeared the first number of the American High School Journal. Its purpose is to offer to high-school students throughout the country an opportunity to print their own creative writings; also to prove to the public that these students have real ability and genius in forceful expression.

Since Melvil Dewey's death in December, two excellent articles about him have appeared. A memorial supplement to the February issue of Library Journal contained an account of his life and work, illustrated by two portraits. In the Wilson Bulletin for March, Dorkas Fellows sketches briefly his active life and his invaluable contributions.

An interesting article on the elementary school library in Louisiana, by G. O. Houston, appears in the Journal of the Louisiana Teachers Association for March. The plan of supplying books to the elementary school libraries is described and some exellent suggestions are given for promotion of this service.

The subject of the February issue of Progressive Education is "New trends in Indian education." Schools for Eskimos and Mexican Indians as well as for the Indians of the United States are discussed. The list of writers of the articles includes such distinguished authors as Oliver La Farge. Julian S. Huxley, and Mary Austin. Excellent illustrations add much value.

Uncle Sam's China and Japan Teaching Aids

By Margaret F. Ryan

Editorial Division, Office of Education

WITH the eyes of the world focused on China and Japan and newspapers carrying screamer headlines on each new development in the Far East, we feel the urge to know more about these two nations. For authoritative, unbiased information, what better place to turn than to the United States Government.

Maps help us to get our bearings. The Hydrographic Office of the Navy Department publishes two maps covering the area of recent fighting; one, 30 by 42 inches, of the Hwangpoo River (Woosung River) showing international settlement roads and names of commercial concerns occupying each of the wharves along the Hwangpoo River. Price 50 cents.[1] The other map, 48 by 34 inches, shows the Yangtze River from Shanghai to Nanking. Price 60 cents.

The State Department has published a map of Manchuria and adjacent regions (Map series No. 2, Publication No. 276), showing the railways and principal motor routes. This map 30 by 30 inches, contains an index of the hundreds of geographic names seen frequently in news reports. Price 20 cents.

But the best map of all—one which shows China, Japan, and Manchuria—is to be found folded at the back of "Motor Roads in China" (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 120). This 132-page bulletin (30 cents) contains 48 illustrations which give a fairly good idea of Chinese roads, modes of transportation, customs, and clothing. The map alone is worth the price of the bulletin.

From maps let us turn to some of the treaties and agreements which exist between China and Japan and the other nations of the world. The State Department, in what is known as its Treaty Series—the official texts of treaties and conventions entered into between the United States and other powers, and published as soon as they have been ratified by and with the advice and consent of the Senate and have been proclaimed by the President—has published the following pamphlets, any one of which may be purchased from the Superintendent of Documents at 5 cents per copy: Exchange of notes between the United States and Japan canceling the Lansing-Ishii agreement of November 2, 1917 (No. 667); Treaty between the United States, the British Empire, France, and Japan relating to their insular possessions and insular dominions in the region of the Pacific Ocean (No. 669); Agreement between the United States, the British Empire, France and Japan—supplementary to the treaty of December 13, 1921 (No. 670); Agreement between the United States and Japan—Arbitration (No. 683); Treaty between the United States, Belgium, the British Empire, China, France, Italy, Japan, the Netherlands, and Portugal regarding principles and policies to be followed in matters concerning China (No. 723); Treaty between the United States, Belgium, the British Empire, China, France, Italy, Japan, the Netherlands, and Portugal relating to the revision of the Chinese customs tariff (No. 724); and the Treaty between the United States and China regulating tariff relations (No. 773).

Now that we have touched upon the geographic and historical side, let us see what is available on the social and economic. "Labor conditions of women and children in Japan" (Bureau of Labor Statistics, Bulletin No. 558) presents conditions in the textile factories of Japan. Price 20 cents.

The Bureau of Foreign and Domestic Commerce, however, makes the largest contribution with its "Commerce Yearbook—1931, Volume II—Foreign Countries," giving comparative data for 78 foreign countries. This book, containing 750 pages, 18 maps, and 47 charts, bound in buckram ($1), is an invaluable supplement to school textbooks.

"China—A Commercial and Industrial Handbook," by Julean Arnold, a bound volume of 818 pages with 25 illustrations and a folding map like that in "Motor Roads in China," is another valuable source book. Price, $1.75.

"Commercial Travelers' Guide to the Far East" (Trade Promotion Series No. 29, price 85 cents) contains information valuable also to geography and social science classes. Bound in buckram; it contains 384 pages and 23 maps.

As a result of the numerous requests for publications on Japanese and Chinese finance the Bureau of Foreign and Domestic Commerce has compiled a list of 10 publications covering currency, banking, international payments, and American investments abroad. Six of the 10 publications cost but 10 cents apiece. A list of these publications will be forwarded upon request to that office.

If further information on these two countries is desired, titles and prices of numerous other publications may be found in price list No. 65, "Foreign Relations of the United States," copies of which will be sent free upon application to the Superintendent of Documents. Additional information may also be found in "Publications of the Bureau of Foreign and Domestic Commerce," a copy of which is free for the asking.

[1] Where the price is given the publication may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C.

The Westing-School-House

(Continued from page 149)

(*a*) Find the approximate amount of water flowing through the aqueduct in gallons per minute.

(*b*) Find the flow per day, in cubic feet.

(*c*) How much electrical power could be generated if the average head of water is 50 feet?

(*d*) Design a device which would regulate the flow of the salt solution from the barrel.

There are in the Westinghouse Technical Night School few rules and practically no problems of discipline. A problem of individual development, built around natural interests, needs no compulsory regulation in order to obtain a high average of attendance. The students take the initiative to see that the teachers are able, rather than the reverse. Vocational guidance naturally takes care of itself. There is practically no problem of placing graduates as they have been earning their way in the local industries throughout the course and they have received promotions from time to time as their abilities have warranted.

Perhaps the most important result of the working out of the plan is that the subjects taught become relatively unimportant as compared with the method of instruction and the personality and ability of the teacher. The student learns to think and do. The teacher learns to lead and to inspire.

A prominent educator speaking recently before the Chamber of Commerce of Pittsburgh said, "Industry is beginning to realize more and more that efficiency without idealism is fatal. Our schools, on the other hand, are beginning to realize that idealism without efficiency is futile."

The principle of mass production has offered some advantages in industry, There is no good reason to believe, however, that this principle can be effectively applied in the field of human relations, and it may reasonably be questioned whether even in the favorable environment of our best schools there is any other kind of education than self-education.

Courtesy of Longmans

From "Pigtail of Lee Ah Ben Loo"

Children's Books that Adults Enjoy

Selected by the Children's Literature Class, School of Library Science, University of North Carolina

MOST PARENTS enjoy reading to their children, but such delightful family explorations of the world of books are frequently disrupted when father, drawing a deep sigh of resignation, takes junior on his lap and rattles through some childish, sugary story that his young son dearly loves.

Believing that there are a number of books equally enjoyable to adults and children, we asked Miss Nora Buest to interest her class in children's literature in selecting 25 such books.

"The class enjoyed working on the list," writes Miss Buest. "It was difficult to limit the number of titles, for there were many other books that might have been selected. The students believe, however, that the list is representative of various types, old and new, that are pursued with pleasure by both adults and children."

Reprints of this list may be obtained free of charge from the Office of Education, Department of the Interior.—Editor.

Little Women. By Louisa M. Alcott, with illustration by Jessie W. Smith. Little. $2.

The youth of Meg, Jo, Beth, and Amy is delineated with such a degree of realism that adults in reading the story relive vicariously the experiences of early days.

Fairy Tales. By Hans C. Andersen; translated by Mrs. E. Lucas and illustrated by Thomas, Charles, and William Robinson. Dutton. $2.

When the folhles of man are described with humor and keen analysis in the guise of a nursery tale hy a master story-teller the group of listeners grows to include all ages.

Waterless Mountain. By Laura A. Armer, with illustrations by Sidney and Laura A. Armer. Longmans. $3.

A story of the Navahos written in a simple style that is well suited to revealing the beauty and mysticism of Younger Brother and his priestly Uncle.

Winged Horse; the story of the poets and their poetry. By Joseph Auslander and Frank E. Hill, with illustrations by Paul Honoré and a bibliography by Theresa W. Elmendorf. Doubleday. $3.50.

Any grown-ups who have thought that poetry does not helong to the ordinary reader hut still have a desire to find out if poetry contains an element of magic, will find this an excellent introduction into the "world of rhythmic delight."

Peter Pan and Wendy. By James M. Barrie, with illustrations by Mabel L. Atwell. Scribner. $2.50.

All who have believed in fairies will turn again and again to Peter Pan and the tale of "the gay and innocent and heartless people who can fly to the Neverland."

Pigtail of Lee Ah Ben Loo; with 17 other laughable tales and 200 comical silhouettes. Told and illustrated by John Bennett. Longmans. $3.50.

Stories humorous and sprightly in verse and prose that are profusely illustrated with expressive pictures.

Joan of Arc. Told and illustrated by Louis M. Boutet de Monvel. Century. $4.

What satisfaction it is to return to a favorite hook after many years to find it even more heautiful than the image stamped on the memory. The technique, the coloring, the careful attention to historical accuracy, a high type of imagination all combine to produce this reaction when the reader opens "Joan of Arc."

Alice's Adventures in Wonderland By Lewis Carroll, with illustrations by John Tenniel. Macmillan. $1.75.

Alice has never ceased to enchant all ages.

A Roundabout Turn. By Robert H. Charles, with drawings by L. Leslie Brooke. Warne. $1.50.

A humorous account of a toad that is moved hy curiosity to see the world. He finds it the "Roundest place I ever was in!" Only Leslie Brooke could have made the illustrations.

Cat Who Went to Heaven. By Elizabeth Coatsworth, with pictures by Lynd Ward. Macmillan. $2.

A young artist who has a very devoted old housekeeper finds himself the owner of "Good Fortune," a cat that is three-colored. "She is like a white flower on which hutterflies of two kinds have alighted." The opportunity to paint a picture of the Buddha is the theme into which is woven a range of human emotions and much heauty. The illustrations typify the lifelike quality of the author's story.

The Christ Child. Told by Matthew and Luke, with illustrations by Maud and Mishka Petersham. Doubleday. $2.

The illustrations for the appropriate Bihle texts that tell of the Christ Child are reproductions that kindle reverence in the supernatural and a kindly feeling of friendship for the human.

Peacock Pie. By Walter De La Mare, with illustrations by Heath Robinson. Holt. $2.50.

The heauty of the imagery casts a spell that reaches heyond the years of childhood:

"I heard a horseman
Ride over the hill;
The moon shone clear
The night was still;
His helm was silver
And pale was he
And the horse he rode
Was of ivory."

Calico Bush. By Rachel Field, engravings on wood by Allen Lewis Macmillan. $2.50.

The character of Marguerite Ledoux, a hound-out girl, is developed against a hackground of rigorous pioneer days in the Maine of 1743 with a nice halance of factual and dramatic elements that made a successful "sectional" story.

Goldsmith of Florence; a book of great craftsmen. By Katharine Gibson, with decorations by Kalman Kubinyi. Macmillan. $5.

Courtesy of Warne

From "A Roundabout Turn"

Stories of the development of the arts and crafts as explained by such artists as Della Robbia, Cellini, and Paul Revere are told in simple dignified prose. The rich text is embellished with illustrations and photographic reproductions of unusual beauty and significance.

Wind in the Willows. By Kenneth Grahame, with illustrations by Nancy Bainhart. Scribner. $2.50.

The adventures of Mr. Toad, Water Rat, Mr. Mole, and the Badger in the alteration of Mr. Toad are made doubly interesting through the humor that leads the reader to chuckle about the commonplace practices of humans as they are enacted by this company of animals.

Courtesy of Scribners

SMOKY, THE COWHORSE

Uncle Remus; his songs and sayings. By Joel C. Harris, with illustrations by A. B. Frost. Appleton. $2.

The famous "Tar Baby," together with the other stories of Br'er Fox and Br'er Rabbit and Miss Meadows an de gals, are wonder tales that always produce a smile.

The World We Live in and How It Came to Be. By Gertrude Hartman, with many illustrations from contemporary Sources. Macmillan. $5.

An authoritative interesting account of how the world began and how man has progressed through his ability to use the resources of his environment. Excellent bibliographies that lead to further reading.

Smoky, the Cowhorse. Written and illustrated by Will James. Scribner. $2.

A mouse-colored cow pony's experiences on the western plains is told in cowboy vernacular.

Trumpeter of Krakow, a tale of the fifteenth century. By Eric P. Kelly, with illustrations by Angela Pruszynska. Macmillan. $2.50.

An illusion of Poland in the fifteenth century is constantly maintained in the stirring account of the faithfulness of a family that had taken the oath to guard a precious jewel for the King of Poland.

Just So Stories. By Rudyard Kipling, with illustrations by J. M. Gleeson. Doubleday. $2.50.

As long as the impulse that stimulates "satiable curiosity" is active the fanciful tales of "How" will be treasured.

Story of Doctor Dolittle. Written and illustrated by Hugh Lofting. Stokes. $2.

A highly imaginative nonsense story that tells of the perculiar actions of the doctor who "likes the animals better than the 'best people.'"

Winnie-the-Pooh. By Alan A. Milne, with illustrations by Ernest H. Sheppard. Dutton. $2.

A thread of genial philosophy runs through the delightful nonsense stories of Winnie-the-Pooh, Eeyore, Kanga, Piglet, and Christopher Robin.

Early Moon. By Carl Sandburg, with illustrations by James Daugherty. Harcourt. $2.50.

The short talk on poetry by the author that prefaces the volume will enlighten many on their speculations about poetry. The collection is a telling example of how forceful poetry can have its roots in the work-a-day scene.

Wild Animals I Have Known. Written and illustrated by Ernest T. Seton. Scribner. $2.50.

The readers of these stories are impressed with the author's unusual gift of personally experiencing the episodes to the degree that he conveys similar impressions on his audience. Dramatic illustrations.

Treasure Island. By Robert L. Stevenson, with illustrations by N. C. Wyeth. Scribner. $2.50.

Hidden treasure, storm and adventure, pirates and buccaneers, are still synonymous with "Treasure Island."

Spartans still exist. Fearing he would be late to school a 12-year old Jersey City boy struck by an automobile refused to admit that he was injured. He sat through an afternoon class, but a school nurse detected his limping in the line of march to go home. Examination revealed a fractured hip. The boy's stoicism may cost him perfect locomotion.

"One of the most pressing needs of the American university to-day is for more radicals and liberals, not the bomb-throwing, flag-waving type of course, but a student who challenges every statement before he accepts it."—E. R. MURROW, president, National Student Federation of America.

Graduation with honorable mention from the University of Illinois School of Pharmacy last year was the accomplishment of a 40-year old mother. One of her sons is already a university student. The other attends a junior high school.

For the construction of a model primary school for boys at Quito, Ecuador, the National Government has appropriated the sum of 90,000 sucres. It will be conducted as an experimental school under the immediate supervision of the Minister of Public Instruction, with the purpose of trying out new pedagogical methods.

One Way to Interest Students in College

Marion C. Early High School, district No. 5, Morrisville, Mo., for a number of years has been experimenting with a college essay contest as a means of getting high-school pupils more interested in higher education after graduation. Students write on "Why I Should Select Some Certain College or University for Some Particular Course." They thus look into college and university programs sufficiently to learn what each higher institution offers and what the requirements are academically and financially. The unique plan stimulates and encourages more high-school students to enter college. Last year Max Ballinger, of Morrisville, won the essay contest prize.

Prevention of Diphtheria

In discussing the prevention of diphtheria, the United States Public Health Service recently pointed out that school children should be taught the dangers of such common practices as putting their fingers in their nose and mouth, of using common drinking cups and towels, and of placing anything in their mouths except food, water, and the toothbrush. The simple and inexpensive procedure of washing the hands before eating should be the universal practice among all school children, the bulletin suggests. The recommendation that all school children under the age of 7 years be given two doses of toxoid with an interval of one month between doses, as a preventive, is also offered to parents, teachers, and school health authorities.

Half of the farm children in South Dakota go to high school, but only about one-third of those who do attend high school come back to the farm, according to a study made by Prof. W. F. Kumelin, in cooperation with the South Dakota bureau of agricultural economics.

Although most wooden schoolhouses in the United States are now painted white, a few generations ago it was customary, especially in New England and other northeastern sections of the country, to paint frame schoolhouses red, not because that color was preferred, but because red paint was cheaper than any other kind obtainable. Thus the little red schoolhouse became the symbol of popular education in general.—NUGGETS OF KNOWLEDGE BY G. W. STIMPSON.

Courtesy Bureau of Fisheries

The Bureau of Fisheries Cooperating With the National Park Service in Stocking Interior Waters

Cooperation with other agencies, such as the Forest Service, the National Park Service, and the railroads, is but one of the numerous activities of the Bureau of Fisheries described in "Stocking Interior Waters of the United States," Fishery Circular No. 8, available from the Superintendent of Documents at 10 cents per copy.

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.

Notes on the Geography and Geology of Lituya Bay, Alaska. 1931. pp. 117–135, map. (Geological Survey Bulletin 836–B.) 5¢. (Geography; Geology.)

The Port of Detroit, Michigan. 1931. 128 p. illus., fold. maps. (Bureau of Operations, United States Shipping Board, Lake Series No. 2.) 45¢.

Data on the movement of commerce through the port of Detroit, the facilities available for handling the traffic, and the rates and charges applying against it. Contains 5 maps and graphs, and 6 additional illustrations. (Geography; Commerce; Civics.)

Report of the Porto Rico Agricultural Experiment Station, 1930. 50 p., illus. (Department of Agriculture, Office of Experiment Stations.) 10¢.

Reports of the director, the assistant chemist, the horticulturist, the plant breeder, the agriculturist, and the parasitologist connected with the Porto Rico Agricultural Experiment Station. Also a report of the forage crops. (Agriculture; Geography.)

Source Material for the Social and Ceremonial Life of the Choctaw Indians. 1931. 282 p. (Smithsonian Institution, Bureau of American Ethnology, Bulletin 103.) 60¢.

Historical sketch, origin legend, social organization, government, property, crime and punishment, education, marriage, games, war and burial customs, religion and medicine of the Choctaw Indians. (Ethnology; Sociology; History.)

Shipping and Shipbuilding Subsidies. 1932. 611 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 129.) $1.10.

A study of State aid to the shipping and shipbuilding industries in various countries of the world from 1827 to 1931. (History; Geography; International relations; Commerce; Debating.)

Naturalization, Citizenship, and Expatriation Laws. 1932. 123 p. (Bureau of Naturalization, Naturalization Regulations.) 20¢.

Full text of naturalization, citizenship, and expatriation laws, including law creating the Department of Labor, naturalization rules and regulations, and an outline of the requirements for citizenship by naturalization. (Americanization; Adult education; Debating.)

Zinc and Its Alloys. 1931. 214 p., illus. (Circular of the Bureau of Standards, No. 395.) 70¢.

Deals primarily with the physical properties of zinc and its alloys. Except for a few statistics of production, other features such as methods of manufacture, presence of impurities, etc., are discussed primarily in their relation to these physical properties. The corrosion resistance of zinc, especially as related to its usefulness as a protective coating for steel, is discussed, while particular attention is given to the die-casting alloys and the properties which determine their usefulness industrially. (Geology; Chemistry; Research.)

List of Bulletins of the Agricultural Experiment Stations for the Calendar Years 1929 and 1930. 1932. 88 p. (Department of Agriculture, Miscellaneous Publication No. 128.) 15¢.

Contains a list of the names of the directors of the agricultural experiment stations, a list of the bulletins published by each station, and an author and a subject index. (Agriculture; Libraries.)

Aboriginal Indian Pottery of the Dominican Republic. 1931. 165 p., illus. (United States National Museum Bulletin 156.) 75¢.

Contents: Geography of the Dominican Republic; native tribes and provinces; nonagricultural cave dwellers; historical narratives and archeological field work; elements of form and design in Santo Dominican aboriginal pottery; description of type examples in the national collection; Northern affiliations of Santo Dominican pottery; characterization of divergent pottery groups in the Antilles; Trinidad and South American earthenware types. (Geography; History; Archeology; Ethnology; Art.)

Family Welfare. 1932. 62 p., illus. (Children's Bureau, Separate from Publication No. 209) 15¢.

Summary of expenditures for relief, general family welfare and relief, mothers' aid, and veterans' aid, compiled by the Children's Bureau through the cooperation of community chests and councils and family welfare agencies from reports covering the activities in the field of family welfare during the calendar year 1930 from 38 metropolitan areas, representing 19 States and the District of Columbia. (Sociology; Social case work; Child welfare.)

Stocking Interior Waters of the United States. 1931. 18 p., illus. (Bureau of Fisheries, Fishery Circular No. 8.) 10¢.

Brief description of one of the most important features of the work of the Bureau of Fisheries—species distributed; rescue work; methods of increasing the fish supply; method of distribution; cooperation with various agencies, such as the United States Forest Service, National Parks, and railroads; fish protection; and pollution of streams. (Civics; Zoology; Ichthyology.)

Report of the United States National Museum, 1931. 223 p., illus. (Smithsonian Institution) 25¢. (Civics; Research.)

Price Lists: No. 11, Foods and cooking—Canning, Cold Storage, Home Economics; No. 73, Handy Books. (Government Printing Office.) Free.

Music from the Days of George Washington. 1931. 61 p. (George Washington Bicentennial Commission.) Free.

A collection of patriotic and military tunes, piano and dance music, songs, and operatic airs. The 17 pieces included present a fairly complete cross-section of the secular music that was heard in America during the latter half of Washington's life. (Music; Dancing.)

Organization and Teaching Procedure to be Followed in Evening Agricultural Schools on the Marketing of Wool and Mohair. 1932. 11 p. (Federal Board for Vocational Education, Monograph No. 15) 5¢.

An analysis of the job of marketing is presented in order to give the teacher a general picture of the job, the decisions to be made, and the factors to be considered. Also contains suggested teaching procedures. (Adult education; Vocational education; Agriculture.)

THESE MEN AND WOMEN ARE AT YOUR SERVICE—

More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its Territories, and in foreign countries.

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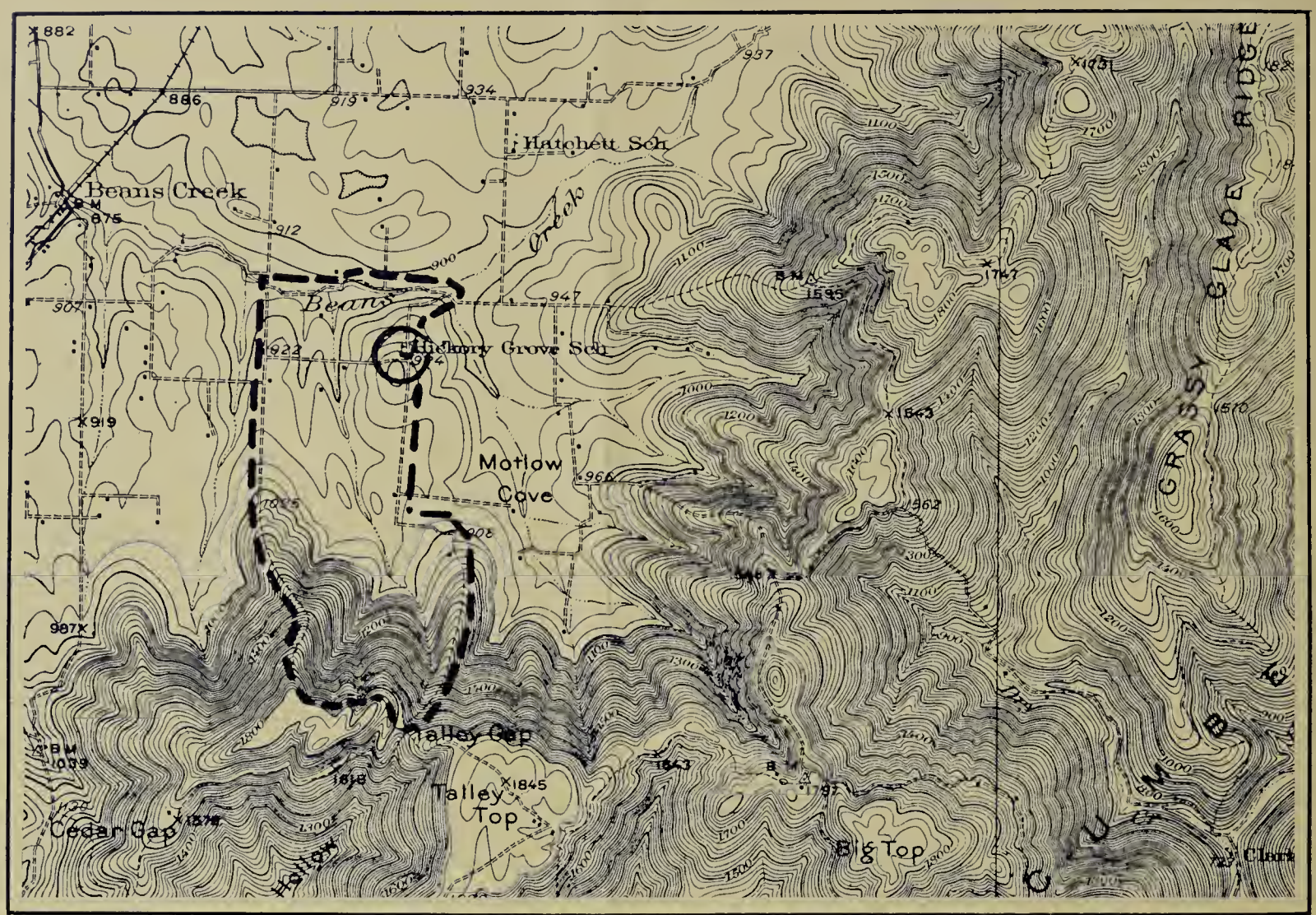
DEPARTMENT OF THE INTERIOR

Where the Class Explored Geography



Courtesy United States Geological Survey

A BRIGHT SPRING DAY, a topographic map, and a class of youngsters eager to get outdoors. Most of the children knew something of the country for miles around but none of them had ever seen it depicted on a map. First they located their schoolhouse by the map's tiny symbol of the flag. Then the teacher explained the brown contour lines—how each one is drawn at a definite height above sea level; how, noting the 20-foot interval shown by the brown lines, they could count 20 feet up or down for each space between contours. They found out how to tell the height of the neighboring hills from the map. Over the hills and down into the valleys they made their way, crossing a bridge over a quiet stream.

EVERYTHING THEY SAW, whether the work of God in shaping the face of the earth or the work of man was shown on the map. Good roads and poor, railroads of every kind, churches, cemeteries, windmills, tanks, all were represented by symbols on their map. What fun it was to be able to tell by the map what was on the other side of a hill or to know that, half a mile farther on, one would find a field of corn or cotton, a bit of marshland, sand and dunes, or a deep creek which would be difficult to cross.

THE TEACHER TOLD THEM that the topographic maps of the United States Geological Survey together constitute the Mother Map of this country on which all wall maps and geographic atlases are based. Although less than half of the United States has been charted, parts of every State in the Union have been covered by the Survey.

THE COST OF THE MAPS is small, and schools are allowed a special rate, a discount of 40 per cent when an order amounts to $2.50 or more. Write the Director of the Geological Survey, Washington, D. C., and ask him to send an index and the lists of maps illustrating physiographic types, specially selected for school use.

GEOLOGICAL SURVEY

UNITED STATES DEPARTMENT OF THE INTERIOR

U. S. GOVERNMENT PRINTING OFFICE: 1932

SCHOOL LIFE

VOLUME XVII
NUMBER 9

MAY
1932

In this Issue

MODEL OF McGUFFEY MEMORIAL BY LORADO TAFT · TO BE PLACED AT MIAMI UNIVERSITY, OXFORD, OHIO

(See Page 169)

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 180 for prices

CONTENTS

FREE

Mimeograph announcement of Dollar Educational Packet No. 12: SPECIAL EDUCATION, List of 7 selected publications on education of exceptional children.

Circular No. 10 (Mimeograph revision) Subject: PUBLIC SCHOOL ATTENDANCE AGES IN THE VARIOUS STATES.

For copies of these useful mimeograph references and announcements of other publications which teachers and school administrators find helpful, address:

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Washington, D. C.

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Educational Directory—Part II, Institutions of Higher Education. (Bulletin, 1932, No. 1) - - - - - - - - - - - - - - - 5c

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Guidance Leaflet No. 20: Art, Walter J. Greenleaf - - - - - - 5c

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SCHOOL LIFE

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VOL. XVII WASHINGTON, D. C., MAY, 1932 No. 9

How Forty-Six High Schools Use Correspondence Courses

By Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake

Specialists, National Survey of Secondary Education

THE HIGH-SCHOOL PRINCIPAL faces, among other problems, that of providing courses in a sufficient variety of subjects to serve the needs and interests of his students. This problem is especially important in the small high school where there are few teachers and limited equipment. Among the various expedients used to enrich the limited offering in such schools is the correspondence school course. Many such courses are available, for which the small high school has no teacher or facilities.

In connection with the National Survey of Secondary Education the United States Office of Education sent an inquiry form to 183 high schools reported from various sources to be using correspondence courses. Ninety-six replies were received. Of these only 46 stated that they use correspondence courses. It is probably reasonable to infer that most of the 87 who did not return the questionnaire do not use these lessons. Evidently this practice is at present not at all common.

The distribution by States of the schools using correspondence study is as follows: Nebraska, 16; Michigan, 6; Massachusetts, 5; Wisconsin, 4; Illinois, 2; Kansas, 2; Pennsylvania, 2; Indiana, 1; Iowa, 1; Minnesota, 1; Missouri, 1; Mississippi, 1; Montana, 1; Washington, 1; West Virginia, 1; Wyoming, 1.

These States are well distributed, although Nebraska, due to the encouragement given the practice by the University of Nebraska and the State department, is far ahead of any other State.

The data on the enrollments of the 46 schools indicate that 26, or 56.5 per cent, have enrollments of less than 300; the median enrollment of the group is 200. Forty, or 86.9 per cent, have enrollments below 900. Three schools have enrollments between 1,100 and 1,200 and one 1,400. As would be expected, this practice is engaged in predominately by small high schools.

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MANY PRINCIPALS who are looking for methods of providing adequate instruction despite diminished revenues are interested in possibilities of correspondence courses. What 46 high schools are doing with correspondence courses is told in this article, eighth of a series written for SCHOOL LIFE, giving preliminary findings of the National Survey of Secondary Education. The complete report will be published in one of the monographs of the survey report. See June SCHOOL LIFE for review of "Instruction by Mail in Massachusettes".—EDITOR.

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Ninety-five different courses are offered by correspondence in these schools. The largest number of different courses is in the field of industrial arts, followed in order by academic, commercial, agriculture, art, household arts, and music courses. Some of the courses most frequently offered and the number of schools using them are as follows: Mathematics (including arithmetic, algebra, and geometry), 15; English and journalism (one or more semesters), 14; electricity and electrical engineering, 12; auto mechanics, 8; drafting and mechanical drawing, 8; commercial art and drawing, 9; bookkeeping and accounting, 8; salesmanship, 5; shorthand, 4.

Except for the courses listed, none is mentioned by more than three schools, and the majority are listed by one school only.

Among the other diversified courses by correspondence reported by the 46 high schools are: Aviation, architecture, plumbing, radio and watch repairing in the industrial arts field; commercial English, commercial law, typewriting, mail clerk, and salesmanship in the commercial field; history, civics, Latin, and French in the academic; and poultry farming, fruit culture, animal husbandry, household management, and soil study in the field of agriculture.

The total number of students taking these courses in any one school varies from 1 to 70. The median enrollment is 2.9. The replies to the questionnaire reveal that in the majority of schools the student pays for books and supplies; that the school district pays the tuition; that correspondence work has been introduced in most cases during the past five years; and that the principal agencies supplying the courses are the international and the American correspondence schools, State universities, and State departments of education.

The relations to the various agencies are governed in most cases by the rules of the agency. Although most of the schools report having some member of their own staff supervise the work, practically all schools return the lessons to the correspondence school for marking, and credit is granted on the basis of these marks.

One to two class periods daily for study of each course taken by correspondence are permitted in most cases, and practically all schools allow credit towards graduation for such work. The total amount of credit which may be earned by correspondence varies in different schools from one-half unit to one-half the total graduation requirement. Five schools permit a student unable to attend school because of being bedridden, crippled, or because of forced employment, to satisfy the full requirement for graduation by this means.

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Most schools report that they pay in advance for the entire course, and that they are limited in funds for this work by the board of education. In answer to the question of whether or not they feel their experience with correspondence courses warrants trial of them by other schools, 36 answer yes, 3 no, and 4 are uncertain because they have not used them sufficiently.

Thirteen schools plan to expand and increase the use of correspondence study, 19 plan to continue as at present, 5 are not certain, and 6 plan to discontinue its use. Of the latter, 4 give no reason, 1 states "it is too expensive," and 1 says "expect to have another teacher." A total of 32 plan either to expand or continue as at present, which represents 74.4 per cent of those answering this question.

Five replies indicate that they believe the achievement of a student in a correspondence course to be greater than that of an equally able student in the same course taught by the usual methods; 25 believe there is no difference, 7 think it is less in the case of the course taken by correspondence, and 4 fail to give a definite answer.

Advantages of Correspondence Courses

On the whole, it is evident that this type of instruction is being used with considerable success by a number of small high schools. They are pleased with the results and regard the practice favorably. It is not expensive as compared with the cost of adding to the staff and the equipment. Some of the more interesting comments by persons returning the questionnaire are: (1) "It decreases administrative costs"; (2) "work is high standard—makes private tutoring or very small classes unnecessary"; (3) "a student who wishes a certain course should not be compelled to find 20 or more others before starting his career"; (4) "provides organized individual instruction"; (5) "correspondence courses are so well organized that they save time and effort for all."

There were practically no unfavorable comments. One school reports opposition to correspondence study because of the cost, stating that it is greater per pupil than the regular high-school work. This seems somewhat doubtful except for very large classes in the regular school work. One school reports a preference for direct instruction. Other than these, no comments appear that are not commendatory. The favorable judgments concerning these lessons would seem to merit further experimentation and use as one means of enriching the program of the small high school.

Where economies are forcing cuts in the teaching staff, correspondence courses may help a school to continue to offer students a broad curriculum.

Helps for Schools in Government Publications

The House and Home as a Classroom Project

By Florence C. Fox

Associate Specialist in Elementary Education, Office of Education

A STUDY OF the house and home has found its way into every course of study. From the kindergarten to the junior and senior high school classes in home economics some phase of home life is included in every grade of the curriculum. Government publications are particularly rich in this material and they also cover a wide range of subjects, prominent among them being the building of the house, its furniture, its care, and the safeguards against accidents which should be stressed in every lesson.

House Building

1. How to judge a house. Washington, D. C., U. S. Department of Commerce. Wood utilization. January, 1931. Illus. 85 p. 10 cents.

   This bulletin contains chapters on location and site, the plan of the rooms, structural features and mechanical installations of the house.

2. How to own your own home. Washington, D. C., Bureau of Standards, 1923. 28 p. 5 cents.

   A handbook for prospective home owners.

3. Present home financing methods. Washington, D. C., Bureau of Standards, 1928. 23 p. 5 cents.

Care of the House

4. Suggestions for possible repairs and improvements in the house and its equipment. Prepared for the President's Emergency Committee for Employment. Washington, D. C., Bureau of Standards, Division of Building and Housing, 1931. 5 p. Free.

   This little pamphlet covers the repairs of a house both outside and in, including the topics of walls, roofs and steps for exterior, and heating, plumbing, lighting, etc., for the interior, suggesting repair work that any boy in upper classes might do about the house.

5. Chimneys and fireplaces. Washington, D. C., Department of Agriculture, Division of Agricultural Engineering, 1931. Illus. 28 p. Free.

   The function, shape, and size of fireplaces are discussed in this bulletin and how to improve their heating capacity.

6. Care and repair of the house. Washington, D. C., Bureau of Standards, 1931. Illus. 121 p. 20 cents.

   Describes simple repair work needed in the house.

Furniture in the House

7. Furniture, its selection and use. Washington, D. C., Department of Commerce. Report of the National Committee on Wood Utilization. 1931. Illus. 115 p. 20 cents.

   Contains chapters on buying furniture, the materials and construction, styles and care and repair of furniture.

8. Floors and floor coverings. Washington, D. C., Department of Agri-

(*Continued on page 174*)

Courtesy Mattie Edwards Hewitt Studio, New York

PHOTOGRAPH FROM "FURNITURE, ITS SELECTION AND USE"

Open Your Schools to the Unemployed

By William Dow Boutwell

Editor in chief, United States Office of Education

ANY MAN WITH GRIT can "take it on the chin" a few times. He can take dismissal. He can keep up his pluck when employers say: "Sorry; nothing here. Try Jones. Here's his address."

But when Jones sends him on. And Robinson sends him on. And the employment agency has no job for him. And the social agencies give him food, but not much hope—then despair settles over him. Hit again and again, he ceases to struggle for a place in a world that apparently does not want him. It isn't losing a job that beats him down. It is the loneliness, the futility of continued effort, the succession of failures to find a door open to honest employment that ultimately breaks him down, sends him to the poorhouse, or makes him a tramp, a criminal, or a suicide.

Some cities have bravely put a refuge in the path of the honest citizen whom the depression is dragging down to despair. Here is one place, these cities have said, where you won't be told to go some place else. "What we need," as Milwaukee's public-school extension director says, "is not a bread line, but a friend line." New York schools have also extended a hand of welcome to the unemployed.

Training a New Finger Waver

Could you step into room 316 in the East Side Continuation School, New York City, about 4.30 some afternoon, you would find yourself in the steamy-scented atmosphere of the largest beauty shop you probably ever saw; white uniforms and blonde heads; white uniforms and glossy black heads; white uniforms and heads wrapped in towels; girls washing heads of other girls; women curling the hair of girls; girls working on the faces of women reclining in curious chairs. Over in the corner a gray head, a man's head, topping a white uniform, bends over a mass of chestnut hair framing a pretty Jewish girl's face.

"Can you tell me something about the gray-haired man over in the corner?" I asked the teacher. "How does he happen to be here?"

"You mean Mr. D——. Oh, he has been here two months. He was a plumber. Yes; a plumber, but he couldn't find work. His wife's sister-in-law runs a beauty shop and his wife helps her, so he decided to make himself expert enough to warrant joining the beauty-shop staff. His progress was a bit slow at first, but he now is doing most satisfactory work. He is already a very good finger waver and will soon be a skilled barber and shampooer. I am sure he will be a success. You know trained men are in demand in beauty shops. And of course he will always be able to take care of the plumbing."

How has New York been able to restore this unemployed man to the ranks of employed workers? How has it been able to help thousands of other unemployed? Two years ago New York schools would have offered an unemployed man or woman little help. Night schools? For employed persons, chiefly. Extension classes? Only for persons with jobs. Continuation schools? No admittance except to boys and girls under compulsory education age.

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How Schools Can Help

Commissioner of Education William John Cooper, in a recent letter to city superintendents, suggests the following ways of helping the unemployed which have been found practicable:

1. Making the facilities of the continuation schools available during the whole year.
2. Enlarging the activities of evening schools and continuing the term of these schools.
3. Opening school shops (when not in use by children) so that furniture, shoes, etc., might be repaired.
4. Organizing extensive subsistence garden programs through making ground available, providing for the plowing of same, for seed, etc.
5. Inaugurating recreational programs.
6. Providing postgraduate courses for former high-school graduates.

The public school is the public agency which probably is closer to the unemployed than any other. Many superintendents are very much alive to the importance of using the public-school facilities to lessen the evil effect of a broken-down morale that may result from a period of unemployment. The attitude of school superintendents who have done the most in this field is that we must work with our unemployed rather than for them. The unemployed must have a feeling of *belonging*.

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But 15 months ago New York lifted the age lid off its continuation schools. The school board decided that any mature man or woman WHO WANTED TO LEARN deserved an opportunity for schooling.

New York threw open to its unemployed the doors of 15 schools; 4 trade schools, and 11 general schools. Men and boys, girls and women study and work side by side in most of these schools. Sometimes the older students are organized into separate classes. School administrators believe separate classes are best. But this is no time to be too particular. This is a time to give the maximum service with the teachers and equipment on hand. So adults and adolescents learn together.

That Ceaseless, Hopeless Search

Recently the woman in charge of adult placement at the Brooklyn Boys Continuation School heard that a certain garment factory wanted 100 employees who could perform certain new operations requiring an untried technique. She telephoned the central needle trades school, equipment was borrowed, candidates for employment registered, trained for two weeks, and sent to the factory, which with the aid of these trained workers was able to rush its new products to market.

This placement officer knows what it means to a man or boy to have a job. "Sometimes I hate to tell them the terms of the jobs available because the wages are so low," she says—"$7 or $8 per week—but they are glad to get them at that. They are glad to do anything to keep from walking the streets in a seemingly ceaseless and hopeless search for work."

Cities that wish to help their unemployed find that the continuation school is unusually well fitted for the task. These schools are already skilled in helping individuals find themselves; they are adapted to training individuals individually in courses short or long; they have also accepted the responsibility of placing students and following up on placement. Every one of these features is of vital importance. The complete cycle—registration, guidance, vocational training, placement, and follow-up—is essential in helping unemployed men and women.

Let no city assume, however, that by the wave of the administrative wand it can solve the problem of giving aid to the unemployed man through the schools. Kindliness and counsel are more important

to these knockers at the school door than arithmetic or shopwork. Teaching them demands more than technique; it demands a love of mankind, a missionary spirit, in the best sense of the word missionary, on the part of principal and teachers, and the confidence and openheartedness of a Grenfell of Labrador or an Emily Griffith of Denver.

Teachers Enjoy Instructing Adults

I asked some of the New York teachers how they liked teaching adults. New York continuation school-teachers I talked to said they enjoyed it. These men and women, they declared, come to school determined to learn. There is no discipline problem.

Having serious-minded, hard-studying adults in the class has a sobering effect on the adolescents, according to some of the teachers, who find less difficulty managing mixed classes than teaching adolescents alone.

A few weeks ago New York school officials, faced with the necessity of economizing, considered the question of having to close this service to adults through the continuation schools. Within 24 hours welfare and social agencies of the metropolis made such a concerted and strenuous appeal that the school officials decided to continue the service. Welfare and social agencies in New York and elsewhere are struggling to feed and shelter the unemployed, but they realize that they need the help of the schools to restore these men and women to the status of self-supporting able citizens.

National Home-Making Conference

William John Cooper, United States Commissioner of Education, has called a National Conference on Home Making to be held May 16 at Minneapolis, Minn., in cooperation with the National Congress of Parents and Teachers.

Science by Phonograph

Seven leading scientists of the world have recorded important educational messages which schools may obtain. Recordings were made by Dr. Robert A. Millikan, Dr. John C. Merriam, Dr. Edwin G. Conklin, Dr. Karl T. Compton, Dr. Leo H. Backeland, Dr. William H. Welch, and Dr. William M. Mann. With the seven phonograph records, photographs and biographies of the scientists and copies of their addresses in print for class use may also be obtained from the institution which has prepared the new records: Science Service, Washington, D. C.

How Some City School Systems are Aiding Unemployed

NEW YORK: Age limits have been abolished in 15 continuation schools which have served more than 30,000 unemployed adults in day courses. Night schools report huge registration. The Brooklyn Boys' Continuation School adult placement service has recently obtained permanent or temporary work for more than 300 men and women trainees.

CALIFORNIA: State Superintendent Vierling Kersey asks the California public-school system to render all assistance possible through (1) retaining juveniles in full-time schools, and (2) offering continuation school training in special day and evening classes for adults.

ATLANTA, GA.: Several types of training under way in the Atlanta public schools are designed primarily for the unemployed.

DALLAS, TEX.: About 900 unemployed men and women attend Dallas evening schools this term.

BOSTON, MASS.: Representatives from Harvard, Massachusetts Institute of Technology, Boston University, and Northeastern University met and organized classes especially for the unemployed. Twenty-three different subjects have been offered and the first four weeks brought an enrollment of more than 1,500 unemployed men and women.

DETROIT, MICH.: High schools are taking care of 1,900 young people in postgraduate courses who, since their recent graduation, have been unable to find employment.

ST. LOUIS, MO.: Attendance the past year has been the best in the history of the evening schools, and the appreciation shown by the attendance record indicates that the schools are meeting a community need.

MILWAUKEE, WIS.: The public-school extension department has opened, in an abandoned old factory building, a clubhouse for unemployed where they can repair their own shoes and clothes, make ship models and other things for sale.

DENVER, COLO.: The famous Opportunity School of Denver is well prepared, through long experience and sound financing, to meet the present emergency. A recent publication, What Is This Opportunity School?—A Study of the Denver Tax-Supported Institution, brought out by the American Association for Adult Education, supplies "blue prints" for any citizens who wish to render real help to the unemployed through their schools.

White House Conference Publications

Guideposts for all whose chief concern is the welfare of children are publications of the White House Conference. Since the conference, held in Washington late in 1930 at the call of President Hoover, the following publications have come from the press:

White House Conference, 1930; 50 cents and $2.
The Home and the Child; $2.
Communicable Disease Control; $2.25.
Nursery Education; $2.
Health Protection for the Preschool Child; $2.50.
Special Education: The Handicapped and the Gifted; $4.
Pediatrics: Education and Practice; $1.50.
Body Mechanics: Education and Practice; $1.50.
Psychology and Psychiatry in Pediatrics: The Problem; $1.50.
Public Health Organization; $3.
Parent Education: Types, Content, Method; $2.50.
Growth and Development of the Child; Part III, Nutrition; $4.
Vocational Guidance; $3.
Child Labor; $5.
Obstetric Education; $3.
Nutrition Service in the Field: Child Health Centers—a Survey; $2.
A Survey of Day Nurseries; 35 cents.
A Series of White House Conference Leaflets; single copy, 10 cents; complete set of 15, $1.25.

Orders or requests for additional information regarding publications listed should be addressed to the White House Conference on Child Health and Protection, United States Department of the Interior, Washington, D. C.

Oregon-Alaska Cruise Extended

Article and magazine writing, literature of the Pacific Northwest, geography and field botany will be taught on the fourth annual Alaska summer session cruise of the University of Oregon, July 19–August 24. The cruise will be extended this year into the interior of Alaska with a voyage down the Tanana and up the Yukon to Dawson, one of the greatest river trips of the world, the Alaska Railroad office in the Department of the Interior building announces. A stop will be made at the Alaska College of Agriculture and School of Mines at College, Alaska. From this point parties will proceed to Mount McKinley.

New Commencements for Old

By John P. Lozo

Principal, Senior High School, Reading, Pa.

COMMENCEMENTS ARE DIFFERENT in Reading High School now. No longer at commencement time do we see the solemn processions of individuality-smothering caps and gowns nor listen to the trembling attempts of a few boys and girls to say "Hello" and "Good-bye." No longer does some imported spellbinder attempt to send the graduating class into line with a bundle of scarcely heard and soon-forgotten platitudes.

Instead, Reading High School, for the fourth time is speeding its youth into the world through the medium of a gripping pageant. Each pageant dramatizes some noble ideal. Each pupil, by participating in the production of his commencement theme, leaves school with at least one high character trait firmly imbedded within himself.

Faculty and Pupils Cooperate

How is all this done?

First, let us see how the pageantry began. Two years ago the principal, after studying carefully the shortcomings of the commencement exercises then in vogue, recommended to the board of school directors that there be substituted for these archaic exercises something more in keeping with the spirit of modern education. On 85 occasions fond Reading parents had listened to the same old story: Salutatory, oratory, valedictory. Only a few took part, yet all were graduating. Why not have everyone in the class take an active part? Why not teach the parents, the class, and the patrons some important lesson? Why not give them a better appreciation of the school? Why not add a little color to the affair? The board of school directors authorized the faculty to go ahead, and the faculty did.

The idea was carefully explained to the senior class, and a combined faculty-pupil committee was chosen to organize the work. The head of the English department, Mr. William L. Fink, was made director of the pageant. He chose from the faculty a committee to assist him, and the class elected two from each home room to work with the faculty on the production staff. After each combined committee meeting, all the ideas evolved were in turn handed over to the class for discussion, revision and adoption. A remarkably fine cooperative attitude in the production of each pageant resulted.

Work of production has been parceled out freely. After a theme has been selected, the director of the pageant, who is also its author, takes the contributions of his assistants, writes the speaking parts and organizes the whole, consulting always his associates and the class. A talented member of his department writes the lyrics.

The head of the music department sets the lyrics to original music, and also directs a 60-piece orchestra and the choir. Two assistants help with the vocal numbers.

One of the vice principals directs the making of costumes and properties. Dramatic classes and senior pupils assist. The former are designed by volunteers from the faculty. Under the direction of this vice principal, too, the woodworking shop produces all the scenery and properties needed. The department of art paints the scenery and advises concerning color schemes. Four members of the department of physical education direct the dances, drills, and athletic acts.

All matters pertaining to the stage are under the direction of a second vice principal. The large stage is divided into three parts, each elevated above the other so that while one scene is in progress another is being set up. The stage manager takes care of these matters together with the lighting. Considerable time must be spent in preparation so that "spots" and colors are effectively used.

Cheaper Than Oratory

Four members of the faculty at large, chosen because of their tact and skill in handling pupils, act as personnel directors. They keep the class spirit, enthusiasm, and interest high, assist behind the stage, and see that the members of each cast answer their cue.

The expenses involved in producing these pageants are met jointly by the board of school directors and the school. For the January and June commencements of each year the board allows $500, which is less than half of what it costs them for the old-type exercises. An admission charge of 25 cents on the first two nights cares for the balance of the expenditures. The 1932 January pageant netted about $1,000, which nearly paid for all the costumes and scenery used. The school-board fund easily met the deficit.

So far, Reading High School has produced four pageants. The 1930 June class started the new régime with Fair Learning's Gifts. The seven cardinal principles of education furnished the theme. Alma mater and her seven knights—health, vocations, leisure, citizenship, home membership, fundamental processes, and ethical character—took up the battle against the lures—ease, money, false power, and false philosophy—and through repeated onslaughts led "Every boy" and "Every girl" through the perplexities and struggles of youth to the pinnacle of truth, where each could choose wisely his part in the world of men.

The mid-year class of 1931 tried a new theme of a historical nature. In it four types of Indian culture were emphasized. The first episode dealt with the forest Indian of the East, the second with the Zuni, the third with the tribes of the Plains, and the fourth with the totem pole of the Northwest. No pageant has gripped its audience as did Thunder Mountain.

Last June, Hearth Fires, a pageant of the home, spoke its message. The growth of the home through the centuries was portrayed with vigor. The schools' contributions through science, music and art, physical education and history, manual arts and language, and literature furnished the theme.

Pageant on Washington

The 1932 January class has just finished its pageant, George Washington. The bicentennial ceremonies in Reading have been fittingly opened with a vivid portrayal of the life of the Father of our Country. The five episodes pictured the youth of Washington, his experiences in the French and Indian wars, Valley Forge, the first inauguration, and Washington at home.

Under the old type of commencement perhaps 7,000 people would have seen the closing exercises of the last four classes. Under the new type 27,000 have witnessed the graduation ceremonies, 8,500 seeing the 1932 January commencement exercises.

Poetry By Children

Carl Sandburg, after recently reading 60 poems written by children in Glencoe, Ill., said that the poems were as good as some of those he had read by world-famous poets. "Young people are writing more poetry," he told the winter institute of literature at the University of Miami and he agreed that their time is being well spent.

Trends In Educational Guidance

By Maris M. Proffitt

Educational Consultant and Specialist in Guidance and Industrial Education, United States Office of Education

RECENT INFORMATION coming to the Office of Education indicates not only an increasing interest in the educational guidance movement, but also for most States reporting an enlargement of the programs carried on. This growing interest in public-school guidance service is manifested in various ways. Most of them, however, can be classified under the following types of activities:

1. *Increase in number of schools including guidance service.*—Although national statistics have not been compiled to show the absolute increase in the number of schools including some phase of guidance in their school programs, reports from various States indicate that the increase during the past few years has been rapid. In Alabama the program of studies in 67 State-approved junior high schools calls for a certain definite portion of the daily schedule in all three years to be devoted to occupational studies and guidance. There are more than 75 communities in New York that have taken definite steps to provide some organized guidance service to pupils. In Pennsylvania 800 schools now have counselors or advisers on an extracurricular, part-time, or full-time basis, or have established group guidance through classes in opportunities or occupations.

2. *Increase in the number of associations interested in guidance.*—Miscellaneous reports clearly indicate that State and local communities are organizing associations for the purpose of stimulating and assisting public-school guidance programs. Outstanding educational leaders appear as members or officers of such associations. The Nebraska Vocational Guidance Association has for its president a deputy superintendent of public instruction, for its vice president a member of the State university teachers college, and for members of its executive board prominent school superintendents and representatives of State teacher-training institutions. Some of the larger cities have their own associations which study guidance theory and practice and also examine local problems.

3. *Discussion of guidance by educational organizations.*—The topic of guidance occupies an increasingly large place in the programs of educational conventions and conferences, local, State, and national. The following are examples of the topics discussed at teachers' meetings: Guidance in the senior high school; bridging the gap between high school and college; guidance and the parent; opportunities for guidance in high-school teaching; guidance and service clubs.

4. *Literature on guidance.*—It is probable that no other phase of education during the past few years has had greater growth in its literature than has guidance. It is almost impossible for one to keep abreast of information on the subject turned out by printing press and mimeograph. This literature includes:

(*a*) *Textbooks or reference books valuable for use in courses in guidance given in teacher-training institutions.*—College professors of guidance rank high in frequency as authors of this class of books. Usually the books on guidance produced by college teachers are, partly at least, the outgrowth of studies undertaken in the preparation of instructional material for courses in guidance. These books usually include discussions on the philosophy and aims of guidance, the organization and administration of guidance in public-school systems, and activities in a program of guidance.

(*b*) *Materials issued by school systems.*—This class of materials includes an exposition of activities included in local programs and ways and methods of carrying on specific guidance services. Often city schools collect and compile much valuable data relative to local occupational opportunities. A few cities have made outstanding contributions to occupational studies. Each occupation studied is analyzed for the nature of the work involved, working conditions, local and general opportunities for employment and promotion, personal characteristics and general qualifications required for success educational training and experience needed for employment, initial pay-roll jobs, and the probable future of the type of activity represented by the occupation. Some cities are issuing such occupational studies as printed monographs to be used in classes in occupations and for counseling. The total amount of occupational information of this kind prepared by different schools is reaching such a proportion that it is having a considerable influence on the kind of work that can be accomplished in occupational classes and on the services rendered to individual pupils by the school counselor.

(*c*) *Reports and other forms of materials issued by associations.*—A number of associations and organizations carrying on programs and studies in subjects pertaining to guidance have issued reports which show the need for guidance service by the schools and indicate ways for rendering such service effectively. For example the study of the part-time education committee, American Vocational Association, makes a large contribution to the information needed for the guidance of pupils who may enter upon part-time employment. White House Conference reports include studies in educational guidance.

(*d*) *Special and general survey reports of school systems and local communities.*—Such surveys frequently contain much valuable information on local vocational training opportunities, local industrial and commercial activites, and local employment opportunities. The recent vocational survey in New York City resulted in the accumulation of a great deal of information important to the counselor for advising with students on local vocational opportunities.

(*e*) *Miscellaneous publications.*—Miscellaneous publications of research workers in various phases of education frequently deal with problems definitely pertaining to guidance. More and more studies deal with phases of psychology that bear on guidance problems—individual differences, formation of motor habits, personality traits, social adaptations, methods of learning, and tests and measurements.

5. *Radio talks on guidance.*—From the very beginning of educational broadcasting, vocational guidance has been given considerable recognition. During the current school year the American School of the Air, over the Columbia broadcasting system is providing talks on vocational guidance each Friday. Outstanding persons in educational work, the professions, and in business emphasize over the radio proper methods to be followed in seeking employment opportunities and training necessary for employment in various lines of work. The Ohio School of the Air, over WLW, Cincinnati, broadcast during 1931 a program of practical talks on

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AS SCHOOL LIFE GROWS nearer to real life the necessity for education to close the gap becomes clearer. School life must merge with real life. That day is past when teachers, on the heights of knowledge, can unroll for their students the marvelous world about them and then shove them off the precipice with a diploma for a parachute.

Guidance has answered this obvious need. Depression, raising higher and higher barriers to entrance to the trades and professions, makes guidance more vitally important in the school program than ever before. How the schools, State departments, teachers colleges, and the radio are building up the important service guidance can supply is described by Maris M. Proffitt in this article.—EDITOR.

Guidance Aids

The Federal Office of Education is aiding the development of guidance through its research studies and publications. Following are publications guidance teachers and advisors find useful:

1. Scholarships and Fellowships, Bulletin, 1931, No. 15; price 30 cents.
2. College and University Extension Helps in Adult Education, Bulletin, 1930, No. 10; price 10 cents.
3. Industrial Education, Bulletin, 1931, No. 20, Vol. I, ch. 4; price 10 cents.
4. Self-Help for College Students, Bulletin, 1929, No. 2; price 25 cents.
5. Accredited Higher Institutions, Bulletin, 1930, No. 19; price 20 cents.
6. Guidance Leaflets: Law, No. 5; Medicine, No. 6; Dentistry, No. 7; Journalism, No. 8; Librarianship, No. 9; Architecture, No. 10; Civil Engineering, No. 11; Electrical Engineering, No. 12; Mechanical Engineering, No. 13; Pharmacy, No. 14; Forestry, No. 16; Music, No. 17; and Veterinary Medicine, No. 18. Five cents each. Others to follow.

(*Order from Superintendent of Documents, Government Printing Office, Washington, D. C.*)

guidance. The National broadcasting system has also provided radio talks on guidance. The State department of education of New York broadcast a number of talks on guidance which included valuable information relative to training and opportunities for vocational employment. Some service clubs have also provided radio speakers on guidance.

6. *Activities of State departments of education.*—State departments of education, realizing the need, are encouraging guidance work in local schools by including it in the State course of study and assisting schools in organizing guidance programs. Pennsylvania and Virginia are examples. Some State departments point out the importance of correlating certain phases of guidance with other school activities and subject-matter courses. They are furnishing leadership in promoting guidance work through the calling of guidance conferences. Delaware held in January a State conference at which various schools with guidance programs reported.

In Idaho the State board of education has appointed a committee to study the guidance problem and to formulate a State guidance program. The committee at the present time is at work on the preparation of a course for ninth grade pupils in social and vocational guidance. The State department has also prepared a guidance bulletin under the leadership of the curriculum adviser.

Maine has a lay committee working on a program of social and moral guidance. The educational council of the State teachers' association of New Hampshire, in cooperation with the State department of education, has appointed a committee which now has in preparation an outline of a guidance program to go into the State course of study for junior and senior high schools. A year ago the State department of New York issued a syllabus entitled "Economic Citizenship." Much of the material included pertains to guidance and many of the schools are using it to supplement the required course in civics. Virginia has issued a new State course of study in vocational civics. Ohio has issued a number of bulletins on guidance.

All these associations are doing much for the development of a guidance consciousness on the part of both the schools and the general public and are very influential in directing the guidance movement along paths that make for an effective guidance program.

Scholarship Standard Lowered: Students Strike

French law students recently went on strike in protest against a bill passed by the Chamber of Deputies to reduce scholastic requirements for those desiring licenses to practice law.

Science Book Lists For Teachers

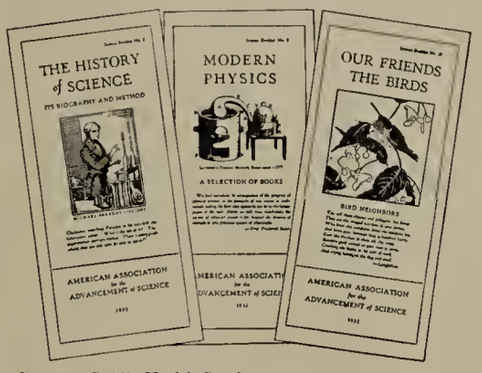
By Sabra W. Vought

Librarian, Office of Education

A SERIES of book lists, 27 in number, has been prepared by a special committee of the American Association for the Advancement of Science. The chairman of the committee is Joseph L. Wheeler, of the Enoch Pratt Free Library, Baltimore, Md. The help of more than 300 specialists in colleges, libraries, and museums was given to the task of selecting the books listed.

The object of the lists is threefold: (1) To select and describe a few authentic books which are especially interesting to the general reader; (2) to supplement these with several introductory treatises written in understandable style; (3) to suggest a group of textbooks for more advanced study.

The lists which are very carefully annotated cover many departments of science. Following are the titles: (1) Science in the world to-day; (2) History of science; (3) Exploring science; (4) Mathematics for the layman; (5) Wonders of the sky; (6) The earth and its wonders; (7) The wind and the weather, meteorology; (8) Modern physics; (9) Chemistry of to-day; (10) and (12) Microbes and microscope; (11) Biology the science of life; (13) Plants and their ways; (14) Wild flowers; (15) The ferns, mosses, and



Courtesy Public Health Service.

fungi; (16) Our trees and shrubs; (17) Zoology, the science of animal life; (18) Our friends the animals; (19) Our friends the birds; (20) Entomology, the wonders of insect life; (21) The sea and the shore; (22) The life of inland waters; (23) Fishes, frogs, and reptiles; (24) Fossils and their story; (25) Evolution and heredity; (26) The making of man; (27) The teaching of science.

Information concerning the distribution of this series may be obtained from the American Association for the Advancement of Science, Smithsonian Institution, Washington, D. C.

Questions Chicago University Asks Its Students

News of the comprehensive examinations at the University of Chicago has spread far and wide. "Thinking and inference rather than mere rote memory" are stressed in these examinations. Essay and short-answer types of questions are used. One of 22 true-false questions under the physical sciences section is: "Water at the temperature of ice is as effective as ice in cooling drinks such as lemonade." A typical essay question under social sciences is: "Comment on the following senatorial statement: 'I don't know much about the tariff but I know this much: When I buy a coat that comes from England, I have the coat and the English have the money. But when I buy a coat that has been made on this side, we have both the coat and the money.'"

Philosophy in the Measurement of Teaching Ability

By Gilbert L. Betts

Research Specialist, National Survey of Teacher Education

SOONER OR LATER, in most of the controversial issues regarding the education of a teacher, the question is asked: "How effective is this teacher?" As often as the question is asked, it is answered, but no two people give the same answer. The philosophy of the person doing the rating, acquaintance with the teacher, and other factors influence the estimate. Each proponent of a different plan or program of teacher education has a different answer. Such confusion in thinking causes much educational effort to be at cross-purposes. Clarity of thinking is much needed so that concerted effort may be directed toward a solution of this important problem. By what scale are persons measuring the effectiveness of teaching?

The answer at present seems to be that each measurer has his own unique measuring stick. The repute in which a teacher is held by one measurer may be entirely different from that of another, and a reputation for being an effective teacher may be quite independent of technical skill as a teacher. These two factors, reputation and technical skill, are as requisite to success in teaching as to success in other professions. Both are prerequisites to success.

What is Teaching?

A professional calling suggests, because of the long period of pre-service education which it requires, that they who enter it intend to render a lifetime of service. In order to remain in teaching and to make it a successful life career, one must be a skilled technician, not only in fact, but also by repute. Failure in either of these aspects means failure in the profession. How to make a reputation is one problem and how to be a skilled technician is another. The measurement of these two aspects of success are also different problems. Teacher ratings represent *reputed* teacher ability. Determining *technical* ability is more difficult. Of what does the latter consist?

Teaching is production; something is produced, namely, changes in pupils or pupil achievement. Measuring pupil achievement, or change, is a logical technique for measuring the productiveness of the teaching. How much pupil achievement should teaching produce?

When pupil achievement equals the norm, there is a tendency (specifically revealed in survey reports) to consider it satisfactory. Remedial action is recommended most frequently when achievement is below the norm. Special classes and schools are more frequently organized for the benefit of subnormal and handicapped children than for the benefit of superior children. Probably every extensive age-grade table in existence shows more retarded children than accelerated children. All this evidence points toward the conclusion that greater effort is being made to cause children to reach the norm than to cause children to exceed it. There are, however, as many children who should be stimulated to exceed the norm as there are children who should be stimulated to reach it. Apparently, the norm is frequently held, implicitly if not explicitly and consciously, as a goal. Norms are based on averages. Normal achievement means average achievement. Is this a proper goal?

Responsibility of Society

Attainment of a goal brings satisfaction. Satisfaction in average achievement inhibits the striving to excel and mediocrity is perpetuated. Progress is the successive transcendence over norms and comes through trial and error change. If changes are accelerated, false starts can be detected and progress expedited. If the changes of which society approves in pupils can be accelerated, society can reaffirm or retract its approval with dispatch, and order its behavior accordingly. Of what changes in pupils does society approve?

The following are submitted. All but one of them now can be quantitatively treated.

PROPOSITION I. *The subject-matter achievement of a pupil-group should increase under the tutelage of a good teacher.*—This is held to be self-evident.

PROPOSITION II. *The subject-matter achievement of pupils, both of the gifted and of the dull, should increase at a rate commensurate with ability.*—Experimental evidence indicates that gifted pupils now do not have the opportunity to achieve to the level of which they are capable. Society suffers an inestimable loss because gifted pupils are neglected in favor of dullards and have an almost insurmountable handicap placed upon them. The height to which gifted pupils could climb, were they to be given continuous opportunity commensurate with ability, is yet unknown.

PROPOSITION III. *The subject-matter achievement of each pupil should increase at a rate commensurate with ability, both in special weaknesses and in special abilities.*—Experimental evidence indicates that special abilities are neglected in favor of special weaknesses. In this respect also, the full development of the potential genius is inhibited. Even the dullard can not develop the traits in which he is most able, but dissipates energy upon his special weaknesses. Possibly special weaknesses would benefit under the impetus of success in special abilities. Every member of society has undeveloped special abilities.

Most Able Should Serve

PROPOSITION IV. *The extent to which pupils possess socially desirable personal and social traits which promote behavior for the common good should increase under the tutelage of a good teacher.*—(A momentary qualitative point of reference can be established, but measuring deviations from it can not be done satisfactorily for the present.) The distribution of mental ability in the prison population closely resembles that in the civil population. This is some slight evidence for the conclusion that there is now little or no relation between ability to serve society and the service rendered. Just as those with greater wealth contribute toward the education of all (through taxation and benefaction), so should those of greater ability make some effort to serve the common good. It is possible, conceivably, for society to develop a race of geniuses antagonistic toward the general welfare who, in time, would cause the majority of the population to become subservient to their *personal* welfare. Even now wealth is concentrating in fewer and fewer hands, crime is increasing, and young people are the most frequent offenders. The personal and social traits conducive to socially acceptable behavior should be developed in potential leaders. There is a chance, if gifted leaders had the will, that they could elevate society consistently toward its ultimate goal. By doing this, their own chances for further progress, measured by an absolute scale, would be increased.

Proposition V. *The incidence of nervous behavior should decrease in pupil-groups under the tutelage of a good teacher.*—It is sometimes alleged that stimulation to learning now is excessive and produces a nervous malady called "school sickness." The symptoms are nervousness, irritability, restlessness, anxiety, and a highly emotional state. The child usually has a poor appetite, sleeps badly, and may have night terrors. "The more sensitive child, who can not keep the pace in one or more subjects, does his utmost under the well-intended stimulus and the result of the impossible struggle is an illness as real as measles, and unfortunately, far more drawn out and full of misery," writes Doctor Rogers, Office of Education, specialist in health education. "In the public-school child there is no wear and tear from such brain work as he can do, * * * but there is fearful emotional turmoil from trying to do what he can not do. * * * In a later educational stage, in college, we have cases analogous to 'school sickness'—of 'neurasthenia' or 'nervous breakdown' * * *," again writes Doctor Rogers.

Can the adult, emerging from such turmoil and strain, reasonably be expected to serve loyally the society which inflicted it? When special abilities, not special weaknesses, are emphasized, when stimulation and opportunity are commensurate with ability, the incidence of school sickness can be expected to decrease and loyal service to society can be more easily induced. No greater satisfaction can be experienced by the human organism than that accompanying the learning process, contends Bühler, a German psychologist. "School sickness" arises from the frustrated effort to attain this satisfaction. Does social maladjustment arise from a similar source? Seemingly, the five propositions are interrelated.

Judging Teacher Effectiveness

Five criteria for judging the effectiveness of teaching through changes in pupils have been described. These constitute five aspects of the whole—five features of a pattern. A single one in isolation loses much or all of its significance. A specified physical substance has several properties. All must be present or it is something other than the substance specified. The same can be said of the properties of the effective teacher. Five are described, but perhaps others exist. How practical are these criteria as administrative tools?

The measures described are difficult to secure. An indirect approach will lessen the difficulty. The problem then becomes one of discovering a quick easy method or instrument for predicting whether or not a teacher will produce these changes in pupils. The National Survey of the Education of Teachers is attempting a beginning along these lines. It is attempting, by means of such an instrument, to answer some pressing questions.

Key Questions

Two in particular need answering. Do any of the present programs of teacher education in the United States prepare teachers adequately to produce these changes in pupils? Is the help given at present proportional to the number of courses taken? These are key questions around which educational policy is built. This method of approach might be useful in attacking a still more basic problem, which is outside the scope of the survey.

How well is any given elementary school, high school, or college functioning as a social institution? The specific question to be answered is: What changes are produced in pupils? This, in turn, is prefaced by the answer to another: What change in students does society desire?

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McGuffey's Rightful Place In America's Hall of Fame

A MEMORIAL TO William Holmes McGuffey, sculptured by Lorado Taft, a photograph of which appears on the cover of this issue, will meet the approval of Mark Sullivan, author of Our Times. In Volume II, America Finding Herself, Mr. Sullivan reestimates the importance of McGuffey's influence:

"A historian if asked who was the most popular American of the second half of the nineteenth century might answer incorrectly if his researches had been confined to the more usual fields of investigation. He might, bearing in mind the regard of old soldiers for a military hero, answer Grant; or recalling the martyr of the Civil War, say Lincoln. Probably he would not think at all of the one who was really the most popular, in the sense of being most affectionately remembered, who was named McGuffey. School boys did not know him as that, but as 'McGuffey's,' as if he were an institution, which in fact he was.

"To millions, to probably nine out of ten average Americans, what taste of literature they got from McGuffey's was all they ever had; what literature the children brought into the home in McGuffey's Readers was all that ever came. Broad classical reading was decidedly not general. McGuffey, in short, because of the leverage of his Readers, had a large part in forming the mind of America. A compiler who selects from the entire body of English literature enough to fill six small books may put into the process as much personality as many an author of original works.

"William Holmes McGuffey, the eldest son in the large family, was born September 28, 1800, on the southern border of Washington County, Pa.; attended the 'Old Stone Academy' when his father could spare him from reclaiming the family farm from the wilderness; graduated at Washington College; taught school at Paris, Ky., in 1824; served as professor of ancient languages at Miami University from 1826 to 1832; became president of Cincinnati College in 1836; helped in the passage of the general school law under which the common schools of Ohio were organized; and became professor of natural and moral philosophy in the University of Virginia in 1845.

"In 1836 McGuffey compiled for a firm of publishers in Cincinnati a First and Second Reader and in 1837 a Third and Fourth. In 1841 with the assistance of his brother he compiled the Fifth, first known as McGuffey's Rhetorical Guide. In 1851 the five Readers were made into six. The series was revised five times. The last revision was copyrighted in 1901. They were still being sold in 1927. Their vogue endured from the presidency of Martin Van Buren to that of Theodore Roosevelt. In a country prone to change, McGuffey's had permanence for a strikingly long time.

"The compilation and publication of McGuffey's Readers coincided with the time when the idea of free common schools was getting into swing. By that and by the energy of the publishers (Van Antwerp Bragg & Co.) but more by the merit of the compiler, the McGuffey Readers 'attained the largest sales that have as yet been accorded by the public to a single series of books.' Of the earlier editions there are no records, but of one revised edition more than 8,000,000 copies of the First Reader were used. Of the Sixth Reader, which, being for mature pupils, had the least sale, over 1,000,000 copies were distributed. One feels justified in estimating that, by taking into account all the editions, as many as 70,000,000 or 80,000,000 of McGuffey's Readers must have been used by American school children."

· SCHOOL LIFE ·

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Editor - - - - - WILLIAM DOW BOUTWELL
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MAY, 1932

Education Furnishes the Only Solution

Ever since I was a child I have been meeting public problems upon which all sorts of experts—legislative, executive, and judicial—have exercised their wits, to come finally to the conclusion always that education furnishes the only solution. That prescription has been given for virtually every problem of social discipline. What we are trying to do in any organized society is to learn to live together happily and fruitfully. All the problems that arise—problems of juvenile delinquency, of parental education, of hygiene, of temperance, of crime among adults; problems requiring either a new approach to an old evil, or a new remedy for an evil that has taken a new form in the changing kaleidoscope of social development—all these have only one answer. That answer is education.—NEWTON D. BAKER, *Journal of Adult Education.*

How France Kept Her Schools Open During a Crisis

Soon after the United States entered the war in 1917 an American schoolman visited France to learn what advice the educational authorities of France had to give us for the conduct of our schools in war time. He made a circuit of the country from Amiens and St. Quentin at the north to Toulouse and Bordeaux at the south and from Brest on the west to Nancy and St. Die and the blue line of the Vosges, seeing at first hand how the French were caring for the education of their children in time of greatest stress. He found that the Minister of Public Instruction, who was then M. Viviani, had published an order that unless the military authorities forbade "the schools must everywhere be kept open." Thus the "scholastic front" followed everywhere the very line of the trenches, being never more than 10 kilometers distant, often less than 2.

In Nancy the American visitor, seeing the broken walls of an elementary school, inquired as to the fate of the children and was told by the rector of the university that the master of the school, when the shells began to fall near the school building, timed the interval between the first shells, got his children in line, and in a later interval marched them to a cellar with stout walls 70 paces away and continued the session. The next shell penetrated the school building and wrecked it completely. When the visitor remarked that the teacher should have had some recognition, the rector replied that any teacher in France would have done this.

The director of education made like tribute in one of his memorable war-time statements:

"We admire, not without reason, the serenity of the farmer who two steps from the battle line is sowing for the future his grain on the bloody furrows. * * * Let us admire none the less these teachers who all along the line of fire hold their classes within sound of cannon; they also are sowing for the future."

In that time France made every possible provision, in her economy, for the present defense, but she did not for one moment forget the future defense. She even opened schools in caves and occasionally provided teachers and pupils with gas masks. Hundreds of children fleeing from the territory occupied by the enemy were being taught in barracks by the women teachers who had fled with them. So did France refuse to let the child's heritage be taken away from it, even in the face of cannon and bomb. When men teachers were called to the military front by thousands, their mothers, sisters, or daughters came to assist on the scholastic front. Nowhere was the schooling discontinued.

The advice which came out of all this to us (though it was advice of deed and not of word) was put into these words:

"Do not let the needs of the hour however demanding, or its burdens however heavy, or its perils however threatening, or its sorrows however heartbreaking, make you unmindful of the defense of to-morrow, of those disciplines through which an efficient democracy is possible, through which the institutions of civilization can be perpetuated and strengthened. Conserve, endure taxation and privation, suffer and sacrifice, to assure to those whom you have brought into the world that it shall be not only a safe but also a happy place for them."

And it is as pertinent advice to-day to us, when communities under far less stress, with no peril at their doors or unusual bereavements in their homes, are closing schools, shortening terms, or considering steps that will deprive the children of that which we owe them of our own heritage.

—*Editorial, New York Times.*

Six hundred and five courses to be offered by the University of Chicago during the coming summer quarter are listed in the most recent announcements issued by that university.

Environment's Influence On Intelligence

According to a study of the intelligence expressed by children in underprivileged or impoverished homes, the longer a child stays in an impoverished environment the less intelligence he seems to express.

The study, made by the secretary of the Family Welfare Society, Atlanta, Ga., revealed that 14 and 15 year old boys and girls averaged 20 points lower in their rating on an intelligence examination than did their 4 and 5 year old brothers and sisters.

"There is a definite suggestion here," says Mary Dabney Davis, nursery-kindergarten and primary-education specialist in the Office of Education, "that adequate physical surroundings should be provided for children, that their intelligent participation in home and school activities should be solicited, and that a constant appeal should be made to their intelligence."

What is Educational Broadcasting?

Discussions about radio in education often get nowhere through failure to define terms. Probably the most successful definition of educational broadcasting yet devised is that by Dr. W. W. Charters, of Ohio State University: "An educational program is one which purposes to raise standards of taste, to increase range of valuable information, or to stimulate audiences to undertake worth-while activities."

An interesting weekly that has recently come to our attention is the Listener published by the British Broadcasting Corporation. The articles are mainly reprints of broad-cast talks. They cover a wide variety of topics from politics to literature, art, and science, and are written by men distinguished in the various fields. The periodical is attractively edited and is illustrated.

How Rural Communities Can Be Improved[1]

By C. R. Hoffer

Associate Professor of Sociology, Michigan State College

THE NEIGHBORHOOD has been an important unit in rural life for generations. A significant characteristic of neighborhoods or communities is interrelationship of social activities and interests. A permanent advancement of one phase of community life rarely occurs unless others progress in somewhat the same degree. The old adage, "A chain is no stronger than its weakest link," is almost as true in group organization as it is in engineering. An unprofitable, unscientific agriculture surely has its effect upon the social well-being of a rural neighborhood just as does profitable farming.

Let the educational standards deteriorate and soon the ill effects of poor schooling begin to appear in subtle and injurious ways. Low moral standards and a lack of ideals follow a weak and obsolete church program.

Interests of Neighborhood Not Interchangeable

Many superintendents of consolidated schools, for example, have found the school program seriously retarded because other institutions were not so progressive. It is even possible to develop a school program so far in advance of the patrons that they will fail to appreciate it. Moreover, the important activities and interests in a neighborhood or community are not interchangeable. The school program can not take the place of the church no matter how comprehensive it is or how weak and ineffective the church activities may be. Economic development of agriculture depends finally upon farmers and farmers' organizations though the school may stimulate interest in this important activity.

It thus becomes apparent that there is need for some organization in the neighborhood or community to act as a socializing agency. Some communities have had well-established organizations for years. Where they exist good schools, churches, and homes are usually found. Cooperative marketing activities are more easily developed and efficient farming is generally practiced.

Organizations such as farmers' clubs, parent-teacher associations, the grange, and the farm bureau, have been instrumental in neighborhood or community improvement. The name of the organization is of secondary importance. The primary essential is to have a locally organized group which provides participation by the members. In fact, more than one organization may be advisable if the major objectives in their programs do not overlap. Such organizations are an important source of rural improvement because they socialize their members. Contrary to what may seem to be true, research studies show that membership in any organization with constructive purposes favors the development of others. Grange or farm bureau members are more likely to be church members or members of school organizations than are persons who do not have membership in a grange or farm bureau.

Teachers Hold Unique Position

The significant fact is that socialization and progressive attitudes are developed through participation in group activities. It therefore would seem to be a wise procedure for any school-teacher or official to encourage some kind of an organization in the neighborhood that will start this socializing process going. Sometimes it may be a farmers' club. In other places a different type of organization may be more effective and more easily started. In general, the best procedure is to utilize an existing organization, if possible, but when this can not be done a new one may be created if it can meet some evident need. Teachers hold a unique position in this connection because they are ordinarily well enough acquainted with the neighborhood to gain some idea of its needs but far enough away from it to have a perspective that the inhabitants lack.

Another influence destined to improve rural life is the agricultural extension work carried on by our State agricultural colleges and the United States Department of Agriculture. The knowledge and utilization of the basic scientific practices in agriculture constitute the economic foundation of rural life and any cessation of efforts in this regard would be a step backward.

One great obstacle in the path of rural development has been the inability of rural people to describe clearly their position or express their views in a coherent manner. This obstacle is being eliminated and now the wishes of millions of rural people are finding expression and certain important questions are being asked. These rural dwellers want to know why they should pay more than their proportionate share of public taxes, why they should rear and educate under special limitations hundreds of farm youth for the city without any return. They want to know, moreover, why in a free country devoted to the principles of democracy their children have educational advantages less favorable than those enjoyed by the urban part of the population. Unnecessarily low standards of living and gross maladjustments do not exist long when large groups of people raise such issues.

It is a sign of improvement to note the interest manifested by agricultural extension departments of some States in community development. Ten States have hired specialists in rural sociology for the express purpose of helping rural communities. Examples of their work may be seen in the work in dramatics on the part of rural people in Ohio and New York, in community associations in Missouri, in the Farm Bureau debates in Iowa, and other projects.

4-H Clubs Effective Agents

No survey of the factors favoring rural improvement would be complete without an appraisal of the boys' and girls' 4-H club movement which has become so widespread in recent years. At least 756,000 rural boys and girls in the United States were enrolled in these clubs in 1929. The value of these activities is no longer a matter of theory. A recent bulletin of 4-H club work in West Virginia reports that nearly 75 per cent of the clubs studied showed evidence that their club members remained in school longer than nonclub members in the same school. The encouragement of good reading habits was found in 88 per cent of the clubs. Some clubs even bought books and circulated them among their members, and numerous community projects were encouraged.

In the enumeration of influences tending to improve social conditions in rural communities the increased interest now being manifested in music and art deserves much emphasis. The school, it may be stated, holds a unique place in this connection, for no other agency can so well develop instruction along these lines. The elementary instruction in music, school bands, orchestras, and music festivals provide a means for emotional expression and wholesome recreation that has far-reaching results. Mechanical devices are giving rural people more time for leisure

[1] Excerpt from a speech delivered at the Midwestern Conference of Rural School Supervisors called by the U. S. Commissioner of Education at Kalamazoo, Mich., June, 1931.

but, unfortunately, many of them lack the ability to enjoy it. With the use of the radio good music may be brought to the living room of every farm home, but often jazz is preferred, for listeners lack the training to appreciate any other kind.

Natural Scenery Often Unobserved and Unappreciated

Likewise, instruction in the elements of art gives the person an ability to appreciate beauty wherever it is found. In rural districts there is much natural scenery but often it is unobserved or unappreciated. Even the most elementary instruction in art would train the eye of the rural dweller to see some of the beauty about him. The priceless heritage of rural life is contact with nature, but if the ruralist lacks the means to appreciate this contact he can not profit by it. It is an encouraging sign, therefore, to find rural teachers carefully selecting appropriate pictures for their schoolrooms and making an effort to acquaint the pupils with their merits. The writer observed one rural teacher who utilized the opening exercises on certain days for a consideration of the great paintings of natural scenes. Gradually copies of these same pictures began to appear in the homes of the pupils. It has been correctly stated that the school may be the art center for the community.

Development of Rural Libraries Significant

In this connection interest in good reading and the means of providing for its development are important. Statistics relating to the reading habits of farm people are not available for consecutive periods but some data pertaining to current reading practices show without a doubt that rural dwellers spend a considerable amount of their leisure time in this way. Data for 1,482 adult rural dwellers in Michigan indicate that approximately 45 per cent of their leisure time around the home is spent in this manner. In actual time this amounted to an average of 295 hours for the period of one year. Exact information showing what these people read is not available. Practically all of them read the local newspaper. Some are interested in magazines and periodicals. A few obtained library books. Every bit of evidence that can be found indicates that good reading furnishes an effective source of rural improvement.

The development of rural library service is therefore very significant. This is being done in various ways, but the county library appears to be the most effective method in a majority of cases. This is true because the average county has sufficient taxable property to support the library without undue expense to the taxpayer and yet it is possible for the residents of a county to make effective use of a county library through the various branches that ordinarily are established. School libraries are very important but they can not take the place of a county library partly because books belonging to the school library do not circulate beyond the limits of the school district. Moreover, the county library provides for the employment of a librarian. Her services are necessary since it is important to supply the reader with the book suited to his needs or interests. A good librarian is as essential as the books and possibly more so. A rural population that reads good books is a progressive one. A nonreading population is likely to be nonprogressive. The elements of a progressive school program are well known.

These can be provided most easily in a consolidated school but until consolidation can be achieved it is an unwise social policy to neglect the 1-room school. It is still the chief bulwark of education for a majority of rural pupils. There are in the United States about ten 1-room school buildings for every building with two or more rooms, and in some States the proportion of 1-room buildings is much higher. In rural Michigan, in 1927, for example, there were six thousand five hundred and six 1-room buildings and 1,394 buildings with two or more rooms. To neglect these 1-room schools is as fatal to rural life as a lack of cultivation is to plant growth. Movements to improve them must be put on the credit side of the Nation's ledger.

Nor can the rural church be neglected. At its best it fosters a social viewpoint and an idealism indispensable to rural social well-being. The great interest in rural church work on the part of major denominational bodies is having its effect and to-day thousands of rural churches are serving the people in an effective way. Summer courses for town and country pastors and the introduction of courses in rural sociology in theological seminaries are giving rural pastors a deeper and more constructive appreciation of their work.

Agriculture Department has 250 Educational Films

The United States Department of Agriculture now has available more than 250 motion-picture subjects (mainly agricultural) on standard width (35 millimeters) film. A limited number may be obtained on narrow width (16 millimeter) film. Sound-recording apparatus has also been installed and three new sound pictures have been completed. Write for reservations of films as far as possible in advance of dates desired. Address: Office of Motion Pictures, Extension Service, United States Department of Agriculture, Washington, D. C.

Vermont Makes Unique Inventory

Rural school teachers, library extension workers, and other persons interested in rural life will be interested in the report of the Vermont Commission on Country Life published under the title Rural Vermont—a Program For the Future. This report of the first rural survey ever made of an entire State represents more than two years study by 200 Vermonters, introducing every important phase of rural life, and making recommendations for rural betterment.

Mrs. Katherine M. Cook, chief of the special problems division of the Office of Education, collaborated with the commission in making the survey and aided in the preparation of the final report on rural Vermont educational facilities.

Publications on Women

More than 80 different publications on "Women," published by the Women's Bureau, United States Department of Labor, are available from the Superintendent of Documents, Government Printing Office, Washington, D. C. These bulletins are the result of facts and figures about women workers collected by that bureau, and come under the following subtitles: Recommended standards; hours, wages, and working conditions; occupations and opportunities, family status and home responsibilities, lost time and labor turnover, health and safety, and legislation. Price lists are available from the Women's Bureau, Department of Labor, Washington, D. C.

Teaching the World to Play

"It may be that among Englishmen and Americans, especially Americans, too much attention is given to athletics and sports in our educational system. But that is not so among most other peoples, and the moral as well as the physical advantages accompanying the introduction of Anglo-American sports in other countries have been very pronounced. Sports teach the importance of cooperation, the absolute need of individual self-effacement for the success of the whole team, the willingness to accept defeat uncomplainingly and gracefully. Englishmen and Americans can learn much from other educational systems, especially in the field of intellectual discipline, but in diffusing sports among other peoples of the world they have made a contribution of real value to human welfare."—STEPHEN P. DUGGAN, director, Institute of International Education.

Courtesy Library of Congress

THE FIRST PRINTING PRESS: A MURAL PAINTING IN THE LIBRARY OF CONGRESS, WASHINGTON, D. C.

United States Buys Three Thousand "Cradle Books"

By Frederick W. Ashley

Chief Assistant Librarian, Library of Congress

ON JULY 3, 1930, Congress unanimously passed and the President approved an act appropriating $1,500,000 for the purchase of the Vollbehr collection of 3,000 incunabula,[1] including the Gutenberg St. Blasius-St. Paul copy of the 42-line Bible, for the Library of Congress.

A million and a half dollars would have supported the entire Library for 118 years at the rate Congress spent money upon it during the first half of its existence!

During the first 110 years of its history the Library had gathered together about 600 specimens of fifteenth century printing. In 1910 Mrs. John Boyd Thacher deposited with us some 929 other incunabula, and in 1927 bequeathed that collection to the Library. This recent gift of Congress raises the Library's total collection of books printed before January 1, 1501, to 4,545 volumes, and puts the Library among the dozen libraries of the world having the largest collections of such treasures. The largest collection is in the State library in Munich with about 16,000 specimens, largely the result of bringing together several old monastic libraries, consisting very largely of religious works. The British Museum has about 13,000—the Bibliothèque Nationale in Paris about 10,000. Only one Library in the Western Hemisphere has now more than the Library of Congress—the Huntington Library in California with perhaps 5,300. Upon the treasures of that library, including the incunabula, Henry Huntington spent some $25,000,000.

> Purchased by Congress for $1,500,000, the Vollbehr collection of incunabula mirrors fifteenth century life. It includes books on music, geography, cookery, grammar, ethics, and witchcraft.

Delivered by Armored Trucks

Within 10 days after the act was passed, the 3,000 incunabula, each at least 430 years old, had come down from New York in armored motor trucks traveling by night. There was no accident. The books were taken out of the trunks at once and installed in the rare book room.

What is the value of the Vollbehr collection for research purposes?

The study of fifteenth century books as literature is really almost a virgin field. Up to the present, attention has been almost entirely devoted to the purely physical side and not to the intellectual. A great deal of time has been given by scholars to identifying the incunabula, to registering the titles and clearly describing the books in relation to time and place and the printing establishments that produced them.

Collectors of incunabula have had various goals. Gen. Rush Hawkins, the collector of the Annmary Brown collection in Providence, tried to get the first book printed in each printing center of Europe—about 250 or 260 specimens would have satisfied that aim.

John Boyd Thacher, of Albany, whose collection is now in the Library of Congress, aimed to get one book from every printing press at work in Europe before 1501, a much more ambitious aim. He acquired specimens from some 520 presses. In Venice alone, the typographic capital of the fifteenth century world, he got 133 presses, but there were many Venetian presses not represented at all in his collection.

Some collectors try to get one book (any book) dated in each successive year. Certain American libraries show a fondness for incunabula not found in any other American library. George Dunn collected only incunabula that could not be assigned to any known press. But, you will see that none of these plans gives a thought to the contents of the books.

Now Doctor Vollbehr's aim was to get together a collection that would show what the people of the fifteenth century were thinking about. His library is representative to an amazing degree of every

[1] Literally "cradle books"; incunabula include all books printed down to Jan. 1, 1500. For a description and history of the Gutenberg St. Blasius Bible, "The Greatest Book in the World," see SCHOOL LIFE for November, 1931.

sort of publication that came from the fifteenth century presses. Apparently nobody else thought that the fifteenth century books best worth having were those that show the mind of that century.

The fifteenth century was much concerned with religion, and of course there is a notable representation of religious books. The collection begins with the Gutenberg 42-line Bible, the first great book ever printed. (There are 40 other Bibles in the collection.) It ends with the "Golden repertory of the Bible" of Rampegollis, the very last incunabulum printed, December 31, 1500, the last day of the fifteenth century. Between this alpha and this omega of incunabula, what a world of thought the collection presents! Three hundred of the titles are in law, 150 in medicine. Almost all the great ancient classics which got into print in the fifteenth century are there—about 215 specimens. There are 18 sets of Aristotle, specimens of Cæsar, 5; Cato, 3; Catullus, 4; Cicero, 37; Euclid, Herodotus, 4; Hesiod, Homer, Horace, 6; Juvenal, 9; Livy, 8; Lucan, 9; Martial, 7; Nepos, Ovid, 13; Persius, 4; Plato, 3; Plautus, 3; Pliny, 15; Plutarch, 5; Propertius, 2; Quintilian, 7; Sallust, 8; Seneca, 17; Suetonius, 6; Tacitus, 8; Terence, 4; Theocritus, 2; Tibullus, Thucydides, Vergil. There are 5 Æsops. Of mediæval literature Boccaccio has 13, Dante, 7, and Petrarch, 11.

Music, Magic, and Mathematics

There is much of history, philosophy, music, geography, natural history, logic, astronomy, travel, agriculture, philology in abundance, witchcraft, magic, mathematics, almanacs, calendars, herbals, fables, cookery, military science, architecture, fiction, genealogy, books of instruction in speaking, letter-writing, rhetoric, grammar, mediæval dictionaries and encyclopædias, biography, ethics, mythology, wine-making, etc. Books in Latin, Greek, German, Italian, French, Spanish, Dutch, Hebrew—books printed on more than 600 presses, in almost a hundred cities and towns. A study of the collection will show that it has not been built up from any narrow viewpoint, such as the bibliophile might have or the collector pursuing some particular line.

Dr. Otto H. F. Vollbehr, a descendant of a German family of culture, received a university education. He entered the dyestuff industry and made a considerable fortune. A railway accident sent him to the hospital for a long period, from which he emerged with a badly shattered nervous system. His physicians recommended that he take up a hobby—collecting of some sort. He turned his thoughts to fifteenth century books and devoted some 20 years to assembling this collection. The World War played havoc with many a German fortune and reduced Doctor Vollbehr to the necessity of disposing of his incunabula. He did not wish to break up the collection—for that would completely erase all the many years of effort in assembling it. He brought it to the United States in 1926 and exhibited part of it publicly at the Catholic Eucharistic Congress in Chicago, held that year; later at the National Arts Club in New York, in St. Louis, and elsewhere. About 200 specimens were exhibited at the Library of Congress in the spring of 1928. He offered it to the Library of Congress at a valuation of $3,000,000—of which he would donate one-half. Financial conditions in America became unfavorable, as we all know, deterring a private gift of such magnitude.

But Congress, acting upon the initiative of Representative Collins, a graduate of the University of Kentucky, formerly attorney general of Mississippi, his native State, decided after the bill had been before it for nearly eight months to purchase the collection for the Library of Congress. Without objection the bill was passed. And so we have possession of these treasures from the first presses of Germany, Switzerland, Italy, France, Holland, Austria, Spain, and England; 3,000 different editions, from 100 different cities and towns, the output of some 635 different printing presses. Books written in Latin, Greek, Italian, Hebrew, German, Dutch, Bohemian, Spanish, French, Catalan, and English. And oh, what an array of subjects! For they are not mere flint chips from the arrow shops of the cave men. They would have scant interest for us if we could regard them only as we look on a boy's copybook work—mere practice material on which the photoprinters tried out their newfound art until by and by they grew proficient enough to print "Gentlemen Prefer Blondes" and "From Prize-Ring to President."

These stony blocks are not sarcophagi. They are dormitories of slumbering souls whom we can wake at will to speak to us; not tombs but seed houses. Break open the crust of gothic letter and antique forms of speech and thought, sprinkle the dust with a little shower of fresh intelligence, let in the light of sympathetic imagination and there springs into new life many a thing of beauty and strength to delight the soul even of the twentieth century.

Eighty years ago he was the terror of his teachers in a high school at Nantes, France, and the plague of his playmates. When he left for Paris to study medicine few predicted he would come to anything but a bad end. To-day the same high school has erected a statue to him in its central courtyard and has adopted his family name. The mischievous boy was the late Georges Benjamin Clemenceau.

(Continued from page 162)

culture, Farmer's Bulletin 1219. 36 p. 5 cents.

Contains sections on care of hardwood floors, floor coverings, utilizing old carpets and rugs, how to lay and care for linoleum and floor oilcloth.

9. Convenient kitchens. Washington, D. C., Department of Agriculture, Farmer's Bulletin, No. 1513. Illus. 30 p. 5 cents.

For lessons in economy of time for the housekeeper this bulletin is valuable, showing as it does the saving of time in work done in a well arranged kitchen as compared with one poorly arranged. It contains plans for kitchens, the selection and arrangement of equipment, work centers and suggestion for remodeling a kitchen.

10. The teaching of art related to the home. Washington, D. C., Federal Board for Vocational Education. Bulletin, No. 156.

Gives the artistic arrangement of furniture, etc.

Household Helps

11. Materials for the household. Washington, D. C., Bureau of Standards, No. 70. Illus. 259 p. 25 cents.

Gives description of common household materials with their economic use, including structural materials, flexible materials, stationery, cleaning agents and preservatives, fuels, illuminants and lubricants, and the quantity of the purchase and use of materials.

12. Measurements for the household. Washington, D. C., Bureau of Standards, No. 55. Illus. 149 p. 45 cents.

Gives information relative to units of measurement, in the use of heat and refrigeration, gas, electricity, water, time and kitchen measuring utensils.

13. Safety for the household. Washington, D. C., Bureau of Standards, No. 75.

Gives modern hazards in the home as regards electricity, lightning, gas, fire, in the use of chemicals and miscellaneous hazards, including falls, cuts and bruises, machinery, scalds and burns.

14. House cleaning made easier. Washington, D. C., Department of Agriculture, 1180 F.

Household Pests

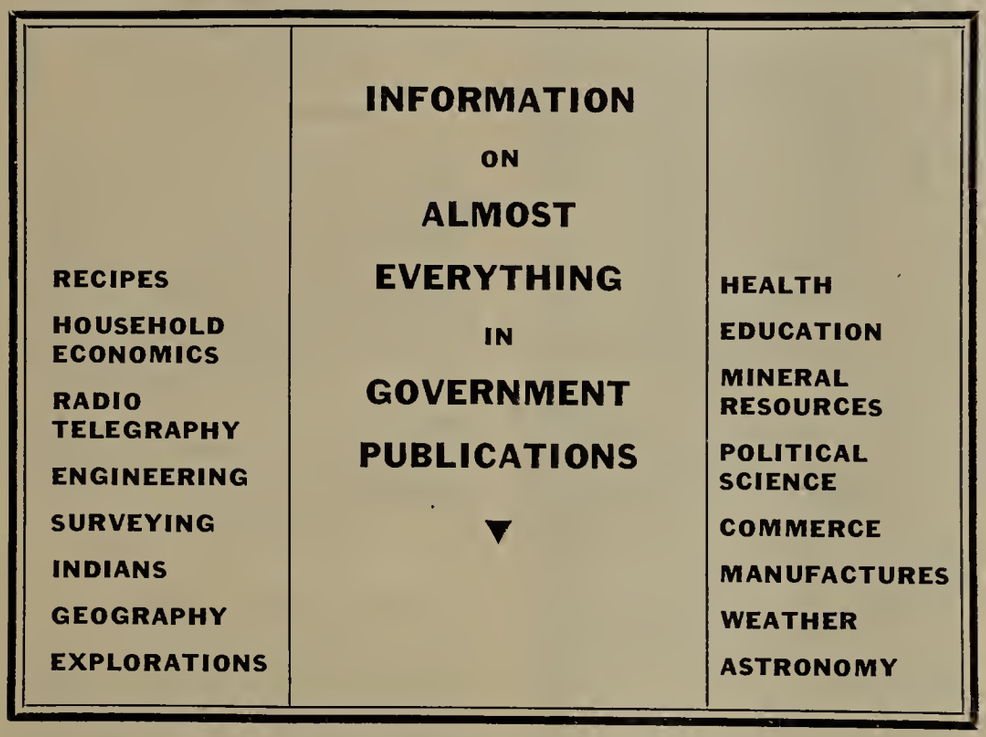
A long list of these Farmers' Bulletins are issued by the Department of Agriculture giving remedies and protection. Illus. Each about 15 p. 5 cents.

15. The bedbug, Farmers' Bulletin 754F; House centipede, 627F; Cockroaches, 658F; Flytraps and their operations, 734F; House ants, kinds and methods of control, 740F; The silver fish, or slicker, an injurious household insect, 902F; Book lice, 1104F; Carpet beetle and their control, 1346F; Mosquitoes, remedies and preventives, 1570F; Clothes moths and their control, 1353F; Yellow fever mosquitoes, 1354F.

Information on Almost Everything

U. S. Superintendent of Documents Sends Free Weekly Announcements of New Government Publications on Wide Range of Subjects

INFORMATION ON almost everything in Government publications is the inscription which greets the eye of every person entering the headquarters of the Superintendent of Documents, where you are interested is obtainable from Government publications." Another reads: "Books of interest for the city-bred man and the university graduate, as well as the farmer and the every-day man of



Federal publications are sent out to all sections of the world.

Uncle Sam is the greatest of all modern publishers, employing thousands of scientists to make researches and investigations in practically every line of activity known to man. Writings of these scientists are recorded and preserved in print by the Government Printer, and made available to everyone through the Superintendent of Documents.

To aid one in choosing out of the mass of specially prepared Government publications a few of the best, the Superintendent of Documents issues a free weekly selected list. This list, first prepared in 1928, has grown in popularity and usefulness until to-day nearly 8,000 copies go to all parts of the United States and abroad. Librarians, especially, find it extremely helpful.

One can get a faint idea of the contents of Government publications from another sign just inside the main entrance of the "document house": "Up-to-date information on almost any subject in which affairs." Still another attracts the attention of the visitor, one which goes into more detail, mentioning just a few of the subjects the thousands of specialists employed by Uncle Sam write about: "Explorations, geography, Indians, surveying, engineering, radio telegraphy, household economics, recipes, health, education, mineral resources, political science, commerce, manufactures, astronomy, and even the weather."

School Life, official organ of the Office of Education, regularly lists and annotates many Government publications pertaining to education, which school administrators, teachers, and the public in general find useful. Subscription price is 50¢ a year, or $1 for 2 years.

Of 8,459 school children examined in Port au Prince by the department of dental surgery of the Medical School of Haiti, 6,689 were ignorant of the use of the toothbrush, and the majority had teeth which needed attention.

On the Air

Radio programs in prospect

Methods of the Modern School

Over Network of the N. B. Co. from the National Education Association Headquarters: Sunday Evenings, 5.30–6.00, Eastern Standard Time

May 15—*Methods of Employing Teachers in the Modern School.*
School Board Meeting arranged by—
Belmont Farley, assistant director, division of publications of the N. E. A.
Richard Foster, assistant director, division of research of the N. E. A.

May 22—*Methods of Business Management in the Modern School.*
(To be announced.)

May 29—*Methods in the Modern Rural School.*
Kate V. Wofford, Teachers College, Columbia University, *Methods in the Rural School.*
William D. Boutwell, United States Office of Education, Department of the Interior, Washington, D. C., *Problems of Rural Communities.*

June 5—*Methods of Teaching Character Education in the Modern School.*
(To be announced.)

June 12—*Methods of Teaching Geography in the Modern School.*
J. R. Hildebrand, National Geographic Society, *Place of Geography in School Program.*
(To be announced.)

June 19—*Methods of Teaching Health and Physical Education in the Modern School.*
(To be announced.)

June 26—*Looking Ahead in Education.*
(To be announced.)

Cloud Chart Available

A chart showing the principal types of clouds is sold by the Superintendent of Documents, Government Printing Office, Washington, D. C., price 5 cents. In booklet form, this chart prepared by the Weather Bureau, Department of Agriculture, is 25 cents. For classes in physical geography this chart should be very useful.

Feeding Children in the Emergency

Recommendations on Food and Nutrition Prepared by the President's Organization on Unemployment

THE RECOMMENDATIONS:

1. It is by far the best practice, wherever possible, for children of needy families to be provided with proper food in their homes. This tends to preserve family unity.

2. In providing supplementary food for children through school lunches, there should be the *closest possible cooperation* with the home and with the recognized agencies in the community.

3. Where school lunches are provided, it is important that the educational aspects be maintained and that any free lunches be based upon the actual need because of lack of funds of the family. Recommendations for free lunches should be made by the established welfare or emergency relief agencies. In communities where there are no established welfare agencies, the schools should be expected to take the lead.

4. In order to safeguard the nutrition of our children every effort should be made to claim the services of physicians, nurses, nutritionists, and other individuals with special training along these lines.

Community Cooperation

Communities should be encouraged to see that the food for children of needy families be provided in their homes and for the entire family in preference to assembling children for mass emergency feeding.

Mass feeding may lead to omitting food for preschool children; to bringing about emotional strain which may easily affect the nutrition of the school child; and to neglecting food for mothers during the prenatal and nursing period. When food is provided in the home, it gives better opportunity for family unity; for rehabilitation; and *of great importance*, for including the essential foods for children in the family budget.

In any school-lunch program there should be the closest possible cooperation with the home and with the recognized agencies in the community.

These agencies are in a position to know the existing needs of various families, and through them it should be possible to build up a closer cooperation with the home.

Parents should feel that school lunches are supplementary to their efforts and that home and school are cooperating to share this responsibility.

Where school lunches are provided, food should be made available to all, and there should be no outward distinction between those able to pay and those not able to pay. In rural and other communities, where there are no established welfare agencies to determine family needs, schools should take the responsibility.

The school lunch has been developed in the past as an educational measure as well as one for safeguarding the health of the pupils. This emphasis should continue to be stressed during this emergency period. Every child who remains at school through the noon hour should be assured of one nourishing hot dish, at least.

Proper nutrition is essential for our children. During this period of stress every effort should be made by communities to secure the best professional guidance and to see that the money spent for food is spent wisely. Nutritionists and other home economists are now available in many communities on a volunteer or maintenance basis. These persons can be most helpful and should be used, as should physicians, nurses, and other trained personnel.

Bulletins and other useful materials may be obtained from the President's Organization on Unemployment and cooperating agencies.

To create a better understanding of oriental views, the American Council of Learned Societies will hold a six weeks' seminar on Far Eastern Studies this summer in connection with the Harvard summer school.

Between March 31 and December 31 of last year the National Broadcasting Co. distributed on request 314,000 listener charts to those desiring to learn piano playing by radio.

"A recent study has revealed that of all the pupils failing to secure promotion at the end of the first grade, 99.15 per cent were failures in reading."

—*Arthur I. Gates, professor of Education, Teachers College, Columbia University.*

ANSWER

A mountain cabin,
Gray and still,
With red geraniums
On the window sill!

Sages and scholars
Speak their mind,
Voicing their fear
For humankind.

Let this one thing
Still their dread:
A dingy window
Blossoming red.

By Harriet Fraser
Central High School,
Charlotte, N. C.

Harriet Fraser writes verse in both French and English, as well as excellent prose. She was editor of the school paper in junior high school and of the annual in senior high school, and was given the T. T. Smith award for excellence in English. She is now at Duke University and expects to be a journalist. During one summer vacation she worked on a Charlotte (N. C.) newspaper.

Both the poem and biography are from Younger Poets, an anthology of American Secondary School Verse—edited by Nellie Sergent, D. Appleton & Co.

Books For Parents

Parents' Magazine has announced that its medal for the best book for parents published during 1931 has been awarded to Miss Grace Langdon for her book, Home Guidance for Young Children. The book is said to be of particular interest to parents of children under six. Honorable mention was made of the following other books: Child Psychology, by J. J. B. Morgan; Creative Camping, by Joshua Lieberman; The Sex Education of Children, by Mary W. Dennett; Sex in Marriage, by D. R. and G. H. Groves; Religion and the Next Generation by Edwin E. Aubrey; and Culture and Education in America, by Harold Rugg.

Wisconsin Teaches Radio-communication

Radio communication is now taught in college. The University of Wisconsin is one of the first American colleges to offer a complete comprehensive course in this subject. It is a 2-semester training in practical radio-communication problems. The course is also offered in evening classes by correspondence.

Jobs for Graduates: Colgate's Placement Plan

By G. H. Estabrooke

Director, Placement Bureau, Colgate University

COLGATE is a men's institution, limited to 1,000 students. Last year we graduated 209 seniors, of whom 71 went on to graduate school. This proportion is fairly typical. We have to-day not more than 20 young graduates (one to five years out) now seeking employment. This, we believe, is a good showing on placement. In view of the increasing attention to placement, college authorities in other institutions may be interested in the following description of Colgate's attack on this problem.

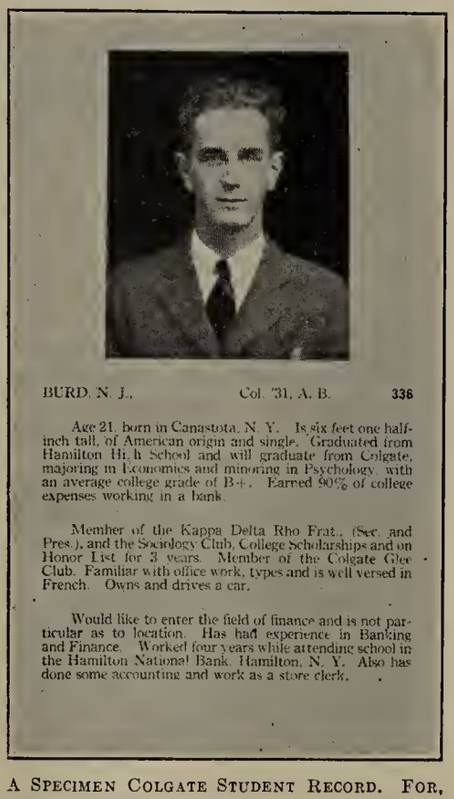
The director of placement is associate professor of psychology. He gives one-third to one-half of his time to placement work. Such time is a legitimate charge against the psychology department, because placement is largely handled through classes in vocational psychology. Two hundred dollars covers the cost of stenographic help supplied part time by students. This item could be materially reduced, if absolutely necessary.

The actual placement organization hinges around two classes in vocational psychology. The good will and understanding of the student body rests largely in their hands, and that is an important item. One of these classes meets three times per week the first semester, and has an enrollment of 45.

The second semester class in vocational psychology is called vocational laboratory, and is limited to 10 picked seniors. The laboratory in question is the placement office. Work consists of reports or reading coupled with projects in practical work.

Contacts, Records, and Student Education

Placement proper comes under three headings: Contacts, records, and education of the student body. Contacts are possibly the most important. We could depend on a certain number of "recruiting" firms, while all lines of business and industry were more or less open to college men, but such is not now the case. Yet the fact remains that college men can be placed if we but know where the openings lie.



BURD, N. J. Col. '31, A. B. 336

Age 21, born in Canastota, N. Y. Is six feet one half-inch tall, of American origin and single. Graduated from Hamilton High School and will graduate from Colgate, majoring in Economics and minoring in Psychology, with an average college grade of B+. Earned 90% of college expenses working in a bank.

Member of the Kappa Delta Rho Frat., (Sec. and Pres.), and the Sociology Club, College Scholarships and on Honor List for 3 years. Member of the Colgate Glee Club. Familiar with office work, types and is well versed in French. Owns and drives a car.

Would like to enter the field of finance and is not particular as to location. Has had experience in Banking and Finance. Worked four years while attending school in the Hamilton National Bank, Hamilton, N. Y. Also has done some accounting and work as a store clerk.

A SPECIMEN COLGATE STUDENT RECORD. FOR, EACH SENIOR 150 RECORDS, AT 1 CENT EACH, ARE PRINTED

How are openings to be located? The class in vocational psychology forms into five committees, four of which are responsible for contacts. One takes New York City, another covers placement centers outside the city, a third canvasses the alumni, and a fourth, certain special fields which, we know, are open to college men at the present time. In general, the first two of these committees obtain lists of prospective openings from chambers of commerce, telephone directories, or any other source, and write them direct.

Alumni Help

There are a few more very profitable leads. Any college has a fine list of contacts in its alumni group. If a return post card asking for possible openings is sent these alumni, a number of excellent leads may be obtained. Fathers of students are more than willing to assist, if asked. A return post card is an excellent device. Do not forget the student body itself. A mimeographed inquiry form handed around in chapel will repay the trouble many times over. In addition, there are excellent firms who still recruit on the campus, or who are temporarily out of actual hiring. Keep them informed on the college placement problems.

Most of this contacting work can be done by the class in vocational psychology. The 10 seniors in vocational laboratory supplement it in the second term. A permanent office staff could also function here, but the great point is that if you wish contacts you must go after them. Who actually does the contacting is a question of minor importance.

Novel Student Records

Records are of major importance. Colgate seniors fill out elaborate placement blanks which are kept with the usual reports in the alumni office. One device, however, yields excellent results. This is a small slip containing the senior's photograph and a short descriptive write-up of the student's college work, his chief interests, and business experience. The sheet fits a business envelope. One hundred and fifty are printed for each senior. Photos cost us little, since we already have the cuts used for the junior yearbook. The class in vocational psychology collects the data and prepares write-ups at a total cost of $1.50 per person. There is no cost to the placement bureau. Any selected group of these slips may be placed in an envelope with a letter to the employment manager, so that he has an intimate personal touch with the applicant. This practice is extremely useful, both for record and for publicity purposes.

Education of the students we regard as of paramount importance. Students have weird ideas as to work in foreign countries, the use of Spanish or geology on graduation, high initial salary as an accompaniment to a liberal-arts degree, the type of work open to college graduates in a depression, and methods of obtaining a job on graduation. The sooner they are set right on these questions the easier will be

that inevitable wrench which comes when they finally seek employment.

Classes in vocational psychology can be of inestimable advantage as interpreters between student body and placement office. Outside speakers, especially chosen from the business world, help to crystalize the students' thinking. We have found that men doing well in business, out of college one to three years, are especially useful. Perhaps the best device, however, is a placement bulletin issued irregularly the first term and once every two weeks the second when the problem is more to the fore. This is simply a single sheet, mimeographed on both sides, prepared by the classes in vocational psychology and containing such items as they, from contact with the students, judge to be important. This bulletin is distributed to the student body.

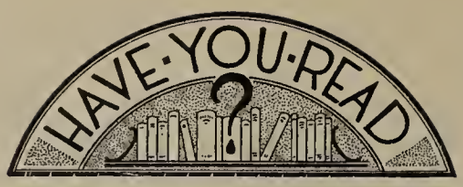
Another very valuable line of attack centers around the 10 picked seniors who constitute the second semester vocational laboratory course. Each one of these men, in as far as possible, is charged with the placement of 12 classmates, grouped according to occupational preference, whose problems are his problems to be discussed during the laboratory period. This work is kept on a very practical basis. For instance, journalism may be the subject for one period. An editor from Syracuse or Utica meets the group, readings are assigned, a paper is prepared by one member, and all men of the senior class interested in journalism are individually notified to appear. The group meets once a week.

We have found that placement, if pursued along these lines, gives very satisfactory results and enlists earnest cooperation from the student body.

Something New in Advertising

Four hundred students walked out of the Indian Agriculture School at Chapingo, Mexico, recently, in protest, it is said, against new methods and courses adopted by the administration. Heads of the college inserted advertisements in the newspapers calling for another student body.

The desirability of extension training for adults already employed to make them more efficient in their jobs, keep them posted on new developments in their occupations, and thus protect them more securely from unemployment resulting from industrial changes, is emphasized by the Federal Board for Vocational Education in its publication on Vocational Training and Unemployment.



Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA W. VOUGHT
Librarian, Office of Education

At the meeting of the Department of Superintendence in Washington, William John Cooper, United States Commissioner of Education, spoke on the National Advisory Committee and the Office of Education. This address appears in School and Society, March 12. In it Doctor Cooper shows in what ways plans outlined by the committee have so far been realized. "Should children read newspapers? Yes; if their parents can. But how many parents know how to read a newspaper? Perhaps one out of a hundred. Before children read papers we must first educate parents to do so." On this theme Walter B. Pitkin writes an illuminating article in Parents Magazine for March. From College to Breadline, by T. Swann Harding, in Current History for April, is an indictment of the mass production of doctors of philosophy, and the failure of the schools to train men for successful business careers. "It is more important that the supply of workers be limited strictly to those who can be placed at adequate salaries than it is to train or partially train legions of incompetents to go forth and depress the market," the author says. Dr. Carter Alexander gives much excellent advice in an address published in School and Society, March 12. Under the title, "The Young Educator and the Depression" the author points out ways by which younger men in the profession may work for advancement. "The young educator can not change the depression any more than he can the weather, but he can use his head in making adjustments to the situation." How Mrs. Stratton adopted a boy in order to make up the number of pupils required to start a school in Highland City, Mont., is told in Literary Digest for March 26. Howard University College of Education is publishing a new quarterly, The Journal of Negro Education, the first issue of which appeared in April. Editor-in-Chief Charles H. Thompson announces the purpose as the collection and dissemination of facts about education of Negroes, the presentation of discussions involving the appraisal of proposals and practices relating to this education, and the stimulation of investigations of problems incident to it. That the successful teacher must possess intelligence in every phase of human existence and not in a few phases only is the contention of William Gellerman, superintendent of schools in Kent, Wash., writing under the caption "Is Intelligence a Handicap to Teachers?" in the Washington Education Journal for March. The South Indian Teacher, for February, contains a short article by Dr. William John Cooper on the Educational Function of Radio. "The duty of the school is to evaluate the child to study society's needs and through education to make the child fit in somewhere." This is the keynote of an address made by Secretary Wilbur before the Department of Superintendence at its recent meeting in Washington. The address appears in South Dakota Education Association Journal for April under the title "Making Democracy Safe." C. L. Cushman, director of curriculum of Denver, Colo., in School Executives Magazine for April describes how new textbooks are brought to the attention of the teachers, and shows how that school system tries to cooperate with publishers "in an effort to reduce the cost of broadcasting sample textbooks." Seattle Grade School Magazine, March issue, is a most interesting number, devoted to Russia and China. Several articles on each country describe the people, customs, and folklore. Several excellent illustrations add interest. For several months this magazine has enterprisingly grouped its articles about a central theme; for example, four numbers dealt with pioneer life in the vicinity of Seattle; another with the gold rush to Nome. An entertaining account of First American Geographies, by F. W. Frostic, superintendent of schools at Wyandotte, appears in the Michigan Education Journal for March. Quotations from several eighteenth century geographies are of interest and help to explain why the "conservative element of the day" considered geography study a fad and an unnecessary frill in education. Floyd Starr, who has cared for more than 400 boys at Starr Commonwealth, near Albion, Mich., including former thieves, burglars, bandits, and even murderers, says, "I have never met a bad boy." For the Rotarian, March issue, W. H. Roberts, in the words of Floyd Starr himself, has written an interesting account of some of the cases dealt with at the Commonwealth. First-grade pupils of the Springfield School in Jefferson County, Ala., "planted cabbages and spinach," then had a luncheon, and ate the things they raised. How they did it is told in the Alabama School Journal for March. The article is made up of sentences formulated by the children themselves and written on the board by their teacher.

Courtesy United States Coast Guard

CLOSE TO A TOWERING ICEBERG

The *Marion* has just landed photographers on the iceberg and is about to back away. The manned dory by the ice cake is for rescue work in case the berg should break up or turn over. One of many illustrations to be found in Coast Guard Bulletin No. 19, Part I, "The *Marion* Expedition to Davis Strait and Baffin Bay," available from the Superintendent of Documents Government Printing Office, Washington, D. C., at 50 cents per copy.

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. (For new Office of Education publications see p. 2 of cover.)

Butterflies of the District of Columbia and Vicinity. 1932. 337 pp., illus. (Smithsonian Institution, United States National Museum Bulletin 157.) $1.50. (Nature study.)

International Marketing of Surplus Wheat. 1932. 28 pp., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 130.) 5¢. (Economics; Agriculture.)

The *Marion* Expedition to Davis Strait and Baffin Bay—Under the Direction of the United States Coast Guard. 1932. (Coast Guard Bulletin No. 19—in three parts.)

Part 1—The Bathymetry and Sediments of Davis Strait, 81 pp., illus. 50¢. Part 2—Physical Oceanography of Davis Strait, with special reference to the circulation of those waters. (In press). Part 3—Arctic Ice, with especial reference to its distribution to the North Atlantic Ocean. 221 pp., illus. 50 cts. (Geography; Oceanography; Geology.)

Foreign Consular Offices in the United States. 1932. 57 pp. (State Department.) 15¢.

Name, rank, jurisdiction, date of recognition, and residence of foreign consular offices in the United States. (Geography.)

Manufactures: 1929. 1932. 34 pp. (U. S. Department of Commerce, Bureau of of the Census, Industry Series.) 15¢.

Statistics of miscellaneous forest-products industries such as baskets and rattan and willow ware, not including furniture; billiard and pool tables, bowling alleys, and accessories; boxes, cigar and wooden products; cork products, excelsior; lasts and related products; matches; mirror and picture frames; pulp goods; refrigerators and refrigerator cabinets, exclusive of mechanical refrigerating equipment; window and door screens and weather strip; and wood turned and shaped and other wooden goods. (Economics; Forestry; Industrial arts.)

Directory of Field Activities of the Bureau of Plant Industry. 1931. 120 pp. (U. S. Department of Agriculture, Bureau of Plant Industry; Miscellaneous Publication No. 129.) 20¢. (Agriculture.)

Feeding Chickens. 1932. 22 pp., illus. (U. S. Department of Agriculture, Farmers' Bulletin No. 1541.) 5¢.

Relative value of the different nutrients is discussed and methods of feeding chickens for different purposes are outlined. (Poultry husbandry.)

Price Lists. Geography and Explorations—Natural Wonders, Scenery, and National Parks, No. 35; Agricultural Chemistry and Soils and Fertilizers, No. 46; Health—Diseases, Drugs, and Sanitation, No. 51. (Government Printing Office.) Free.

Mineral Resources, 1931. Pt. 1. Gold, silver, copper, lead, and zinc in Montana, pp. 385–429, 10¢. Pt. 2. Talc and soapstone, pp. 303–313, 5¢; Phosphate rock, pp. 315–332, 5¢; Sand and gravel, pp. 375–386, 5¢; Mica, pp. 387–395, 5¢. (Geology; Mineralogy; Geography; Economics.)

Marriage and Divorce, 1930. 1932. 90 pp. (Bureau of the Census.) 10¢.

Statistics of marriages, divorces, and annulments of marriage. (Sociology.)

Potato Production in the South. 1931. 34 pp., illus. (U. S. Department of Agriculture, Farmers' Bulletin No. 1205.) 10¢. (Agriculture.)

Instructions for Airway Observers. 1932. 70 pp., illus. (Weather Bureau, Circular N, Aerological Division.) 35¢.

Contents: General instructions; Clouds; General conditions—sky, weather, obstructions to vision; Ceiling; Visibility; Wind; Temperature; Dew point; Barometric pressure; Field conditions; Standard instrumental equipment; Wind instruments; Pressure-measuring instruments; Equipment for measuring height of ceiling; Pilot balloon observations and equipment; Precipitation measurement; and Care of instruments. (Aviation; Nature study; Mechanic arts.)

Broadcast Advertising in Europe. 1932. 21 pp. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 787.) 10¢.

Country-by-country outline sketching the status of commercial broadcasting in Europe. Answers many questions as to the feasibility of employing radio as an advertising medium for American products in foreign lands. (Advertising; Radio education; Geography.)

Home Baking. 1931. 14 pp. (U. S. Department of Agriculture, Farmers' Bulletin No. 1450.) 5¢.

Methods and proportions for making typical yeast breads, quick breads, cakes, and other baked goods at home. Emphasis is placed on the general principles of baking, proportions, and ways of substituting various ingredients, such as soft-wheat for hard-wheat flour, so that the housekeeper can make economical use of the materials at hand. (Home economics; Cooking.)

United States Earthquakes, 1930. 1932. 26 pp., illus. (U. S. Department of Commerce, Coast and Geodetic Survey, Serial No. 539.) 10¢.

Includes earthquakes of regions under the jurisdiction of the United States, instrumental reports on the principal earthquakes, a summary of instrumental results, and a report on miscellaneous seismological activity. (Geology; Seismology.)

The Principal Laws Relating to the Establishment and Administration of the National Forests and to Other Forest Service Activities. 1932. 31 pp. (U. S. Department of Agriculture, Miscellaneous Publication No. 135.) 5¢.

Laws relating to the establishment, jurisdiction, occupancy and use, fiscal matters, activities of the national forests; also full text of the Weeks law and amendments, the Clarke-McNary Act, and the McSweeney-McNary Act. (Forestry; Agriculture.)

THESE MEN AND WOMEN ARE AT YOUR SERVICE—

More than 100 men and women make up the staff of the Office of Education in the United States Department of the Interior. They are constantly engaged in collecting, analyzing, and diffusing information about all phases of education in the United States, its Territories, and in foreign countries.

UNITED STATES DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, *Secretary*

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Pierre Charles L'Enfant (1755–1825)
Designer and planner of the city of Washington, D. C.

TWO VALUABLE BOOKS

TWO SPLENDID VOLUMES commemorating the Bicentennial Anniversary of George Washington's birth have just been offered for sale by the Government Printing Office. Not many copies have been printed. Both will be collectors' items within a few months. Librarians and teachers who want copies will find it advisable to order at once.

WASHINGTON THE NATIONAL CAPITAL

By H. P. CAEMMERER
Secretary of the National Commission of Fine Arts

This is the first combined picture and text history of our National Capital. It begins with Colonial days, follows the rise, development, and future improvements of the first great city of the world built according to a comprehensive plan. Washington's public buildings, parks, and shrines, the Capitol, White House, Lincoln Memorial, Mount Vernon, statues, department buildings, and memorials are pictured and described. Activities of United States Government departments, bureaus and commissions, and boards are reported.

Handsomely bound, this volume of 768 pages and 412 illustrations is available from the Superintendent of Documents, Government Printing Office, Washington, D. C., at $3 a copy.

THE GEORGE WASHINGTON ATLAS

A COLLECTION of 85 maps, including 28 made by George Washington, 7 used and annotated by him, 8 made at his direction or for his use or otherwise associated with him, and 42 new maps tracing his wide travels in peace and war, showing the places he visited, his headquarters, and the towns, townships, and counties named for him.

Edited by Lawrence Martin, chief of the division of maps, Library of Congress.

Contains 50 pages 18 by 14 inches and may be purchased at $2 a copy from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Watch SCHOOL LIFE for announcements of other new Government publications maps, motion pictures, and other materials useful in schools

KEEPING "UP TO DATE"

THE personnel manager of a large corporation said recently that many persons who come into his office to apply for jobs are not employable. "Many do not read anything," he said. "They are not up to date in their line."

Teachers, principals, and superintendents realize the importance of keeping "up to date in their line."

To help school people in their endeavor to get the vital facts and statistics in the various educational fields, the Office of Education, for 13 years, has made available a publication: Biennial Survey of Education in the United States. Specialists in every branch of education prepare chapters that are included in this bound volume.

Delivery of the survey data this year to teachers, principals, superintendents, librarians and others has again been expedited. Chapters to be included in the bound volume have been printed in advance.

These useful guides to American educational trends and tendencies, listed on this page, are available from the Superintendent of Documents, Government Printing Office, Washington, D. C. Mail request, telling which chapters of Bulletin, 1931 No. 20, you desire, and inclose check or money order.

ADVANCE CHAPTERS OF THE BIENNIAL SURVEY OF EDUCATION IN THE UNITED STATES, 1928–1930

Bulletin, 1931 No. 20

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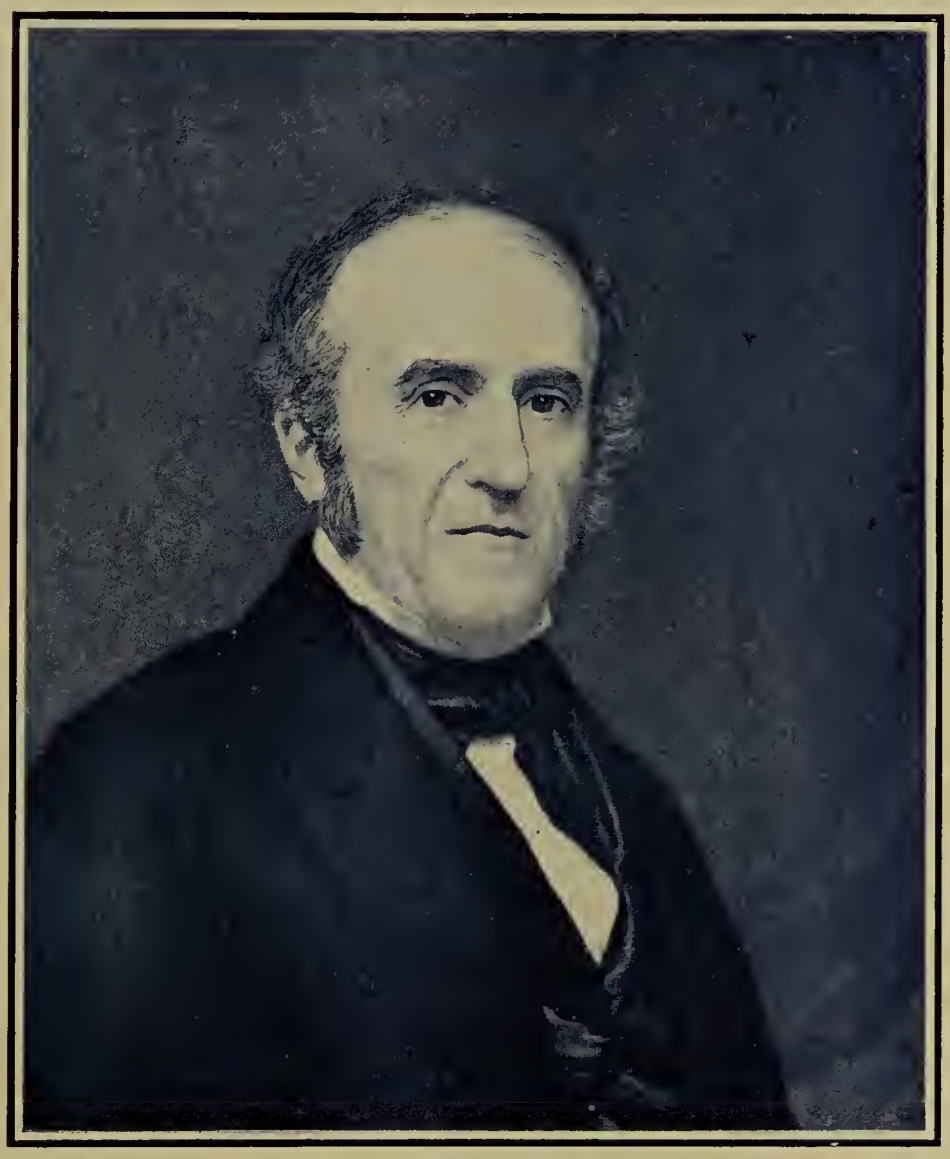
OFFICE OF EDUCATION

DEPARTMENT OF THE INTERIOR

U. S. GOVERNMENT PRINTING OFFICE: 1932

SCHOOL LIFE

VOLUME XVII
NUMBER 10



MARK HOPKINS—HE NEVER TAUGHT ON A LOG

(See Pages 184 and 190)

JUNE
1932

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 200 for prices

CONTENTS

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. XVII WASHINGTON, D. C., JUNE, 1932 No. 10

How Schools Are Aiding the Unemployed

TWO WAYS OF meeting the onslaught of depression are open to school officials. One is to take the elementary schools in their arms, dive into the cyclone cellar, and hover in hope that not all of the superstructure of junior high school, senior high school, vocational courses, and adult education will be blown away. The other is to adapt the schools so that they will offer as much help and refuge to the whole community as they can.

Letters in answer to Commissioner Cooper's recent request for information in regard to what the schools were doing to meet the emergency disclose that most superintendents are taking the latter course. They are not merely standing pat, holding what ground they can. They are actually increasing the public schools' services to the community, advancing education's service under the most trying conditions and in the face of decreased budgets.

Supt. James H. Risley of Pueblo, Colo., might have said to himself, "Teaching pupils is my sole job," but he didn't. His schools taught 500 unemployed men how to "pan gold" and they went out into the hills able to earn a livelihood.

One of the most complete and thoroughgoing programs for adapting schools to meet the emergency was reported by Chester F. Mills, superintendent, Saginaw, Mich. The 10-point Saginaw plan follows:

1. The schools had charge of the enrollment of the unemployed, furnishing all records for the establishment of a placement bureau.
2. Extended library service.
3. Extended night vocational courses making training of many types available to the unemployed.
4. Operated Americanization school for the teaching of citizenship.
5. Established recreation centers in a number of buildings, particularly for the age groups between 17 and 21.
6. Opened facilities of high schools for postgraduates. Several hundred are enrolled.
7. Operated clothing depositories in each school and a standard central depository to keep the centers supplied.
8. Administered a shoe fund which has kept the children supplied with footwear.
9. Raised and administered funds which clothed children and enabled them to carry on their school work.
10. Cooperated in serving meals to needy children.

Most popular of all measures by which schools are relieving the unemployment problem is enrollment of postgraduates in high schools. Stamford, Conn., has 60 postgraduate students. Dearborn, Mich., has 40; Kalamazoo, Mich., has 35; Lansing, Mich., has 200; Minneapolis, Minn., has 500; Nutley, N. J., has 30; Jamestown, N. Y., has more than 100; and Aliquippa, Pa., has 50, some of whom have had two years of college. So it goes. Practically every superintendent who wrote to Commissioner Cooper told how his schools were welcoming graduates who could not get jobs, permitting them to take, without tuition, further training which will prevent their ability from deteriorating under enforced idleness.

Subsistence gardens also meet with favor. Schools are cooperating with other civic organizations in having spare land plowed and harrowed, supplying seeds and expert advice to the "backyard farmers." H. R. Vanderslice, superintendent of Aliquippa schools, writes that the biology classes raised tomato and cabbage plants which were distributed to needy persons who had started gardens.

Atlanta, Ga., elementary and junior high schools are establishing "community gardens." "The plan is this," writes Supt. Willis T. Sutton. "Each school secures one or more vacant lots in the neighborhood for the purpose of planting a garden. The school department furnishes the fertilizer, which is trucked in from the city farm. Through the Penny Club and the Emergency Relief Committee, free labor is furnished for plowing and preparation. Through the cooperation of the Red Cross, seed has been secured. The gardens will be cultivated during the spring and early summer by the 'made work' group, and when the vegetables are mature, the Parent-Teacher Association, with the help of a committee from the faculty, will look after the canning. It is planned to use the garden products in the various school cafeterias next fall to give lunches to children who are not able to provide their own lunches."

Many school systems are opening their continuation schools, which previously served only boys and girls, to unemployed adults in search of retraining or some education which will help them handle

Our Schools are Friendly Places

OUR SCHOOL IS A friendly place, says a Detroit principal. School men and women throughout the nation are recognizing that friendliness is a first function of a school—friendliness to children and to their parents. This is a time when thousands of our people need friends as they never did before. This article describes practical deeds by which schools are demonstrating their generous capacity for warm-hearted service in this grave hour. It is not too early to plan now for the social service your school can contribute next year.—EDITOR.

120845—32——1

The Atlantic City School Program for Unemployment Relief

1. The evening school term was extended.
2. The recreational activities were extended rather than curtailed.
3. New courses were made available in the evening vocational schools.
4. Unemployed adults were given training in day school.
5. Postgraduates were given advanced training.
6. Extensive show-repair work was done in manual training departments by atypical groups.
7. During the Easter holidays 170 of the city's unemployed were hired to give the public schools a thorough cleaning and disinfection.
8. A survey is now being made to determine what training can be given to prepare for existing demands.
9. Over 200 teachers are giving their services at present in investigating applications for State relief.

the next job when they get it. New York City, whose splendid service to the unemployed was described in May SCHOOL LIFE, has just announced its determination to keep its continuation school program for unemployed men and women operating all summer.

Other school systems are experimenting with unusual services which might work well elsewhere. Eldorado, Ark., is making furniture repairs for the needy in its manual training shops. Superintendent Gwinn of San Francisco reports a class for commercial fishermen held on San Francisco's famous Fishermen's Wharf. In Santa Barbara the teachers have been procuring sewing work for needy mothers, according to Supt. Paul E. Stewart. Boulder, Colo., writes William V. Casey, has been running a night school (opportunity type) with teachers who volunteered their services.

C. E. Hulton, superintendent of Marinette, Wis., has provided high-school postgraduates with Freshman English courses from the University extension division.

Correspondence courses have also been introduced for this new group of students in Benton Harbor, Mich., according to S. C. Mitchell, superintendent.

More Play

B. G. Graham states that Pittsburgh has doubled its 1932 recreation program. Other letters are filled with news of extensions of play facilities to the unemployed. Gymnasiums and athletic fields have been opened Saturdays. Summer recreation opportunities have been planned, and playground supervisors empowered to promote adult as well as child sports. Frank G. Pickell of Montclair, N. J., writes that his staff provided sports for the people waiting at the employment bureau.

Minneapolis (C. R. Reed, superintendent) has sought scholarships for high-school boys and girls who need aid, and has obtained 42. Detroit has 22 evening schools with 200 courses. Lansing, Mich., keeps its school shops open Friday night and Saturday morning, afternoon, and evening. In Boston, according to Supt. Patrick T. Campbell, unemployed typists and stenographers can have the services of teachers from 3 to 5 o'clock so that they can keep up the speed and quality of their work.

Teachers' Aid

Lawrence, Kans., has a novel plan of spreading work. Assistant teachers are employed only 2 to 4 days a week, thus increasing the number of such jobs available.

Throughout the letters appears frequent mention of the contributions of the teachers in services or money. Where superintendents are expending services in the face of slashed budgets, it is evident they can do it only through the whole-hearted cooperation of the teachers.

Many superintendents also report that they are working hand-in-glove with the social agencies of the community and with the local unemployment relief committees. All community organizations are recognizing that if there was ever a time when they should work together, each bearing the largest burden it can shoulder, each helping the other, it is now.

—*William Dow Boutwell*

Librarians Choose School Life

By vote of more than 200 collaborating library workers who are in small libraries and conversant with the work and needs of such libraries, SCHOOL LIFE has been included in the new American Library Association list of "Periodicals for the Small Library" edited by Frank K. Walter, University of Minnesota. The booklet gives an annotated list of periodicals which have proved generally useful in small libraries.

How Many Colleges and Universities?

IN THE 1932 Educational Directory issued by the United States Office of Education, 1,433 universities, colleges, and professional schools are listed. The 4-year universities and colleges number 677, of which 116 are tax-supported, and 561 are privately controlled.

Junior colleges total 312 institutions of which 110 are a part of the public-school systems of cities, 29 are independent but public tax-supported schools, and 173 are privately organized and controlled.

The independent professional schools, including law. schools, medical schools, schools of theology, etc., total 167 institutions, all except 4 being under private control.

The teachers colleges are listed separately and not included in the above totals; of the 157 4-year teachers colleges which grant degrees, 147 are tax-supported, and 10 are under private control.

Normal schools are represented by 120 institutions which grant certificates but not degrees. Of the 79 under public control, 58 are State normal schools, of which 3 are Negro schools, and 21 are city normal schools. Of the 41 under private control, 6 are physical-education training schools, 20 are nursery, kindergarten, and primary training schools, and 15 are general training schools.

States with the largest number of colleges and universities of all kinds are: New York, 92; Pennsylvania, 90; Texas, 81; California, 78; Illinois, 72; Missouri, 63; Ohio, 57; Iowa, 52; and Massachusetts, 51.

Most of the 4-year universities and colleges are located in the Atlantic (238) and North Central States (219). Most of the junior colleges are located in the North Central, East South Central, and Pacific States.

There are 100 higher educational institutions in New England, 207 in the Middle Atlantic States (New York, New Jersey, and Pennsylvania), 462 in the North Central States, 491 in the Southern States, 52 in the Mountain States, 116 on the Pacific coast, and 5 in Alaska, Hawaii, the Philippines, and Puerto Rico.

—*Walter J. Greenleaf*

The American High School

A Composite Picture Completed

HIGH-SCHOOL EDUCATION in the United States will probably be rebuilt from the ground up within the next few years. The American high school has bulged out the walls of its curriculum structure; it has added educational wings and stories; it has installed modern improvements, until, at last, it has so overloaded its year 1900 foundations that a new basic plan will be demanded in the near future.

This composite picture of the high school at the end of an era was blocked in with 16 summary reports by staff investigators at the last meeting of the board of consultants of the National Survey of Secondary Education held in the Office of Education May 13 and 14. Each investigator marshaled the central findings of three years' study of some major phase of secondary education, enrollment, curriculm, activities, athletics, guidance, selection of teachers, organization, marks, supervision, etc. Each report brought evidence of the increasing volcanic action in secondary education.

Will Save Millions

Summaries by survey staff research workers foreshadowed the content and worth of the printed reports, all of which will be on their way to press by June 30, on which date the National Survey of Secondary Education ends. It is apparent that the survey will insure millions of savings to American education by supplying school boards and school officials with information which will help them, on the basis of facts, to decide which is the better type of school, how to reorganize a curriculum, what to do about guidance, and other pressing problems. It is obvious that the case studies of progressive practices which the survey will reveal can not fail to encourage many communities to abandon traditional customs and adventure along new paths. It is plain that the slipping grip which colleges and universities have on our high schools will be further loosened.

Survey "Shorts"

A few facts presented to the board of consultants may whet the appetites of superintendents, professors, principals, and teachers for the complete printed evidence:

Public high-school enrollment in the United States has increased 3,849 per cent since 1880.

Student activities exclusively for girls have increased 313 per cent since 1913.

Fifty per cent of athletic coaches receive higher pay than teachers. Men coaches have poorer preparation professionally than women coaches.

Foreign languages have lost the most ground. Home economics and commerce also show losses. Courses pertaining to health and citizenship, fine arts, and general mathematics are growing in popularity.

An eastern high-school's curriculum in 1890 was 96 per cent foreign language and mathematics (no English). By 1930 foreign language and mathematics dropped to 58.6 per cent; English had risen to 18.8. A California high school in 1930 had only 18.5 per cent foreign language and mathematics.

Chances are that a pupil in a high school of 75 pupils or fewer will do his work under three principals.

Research departments in high schools do very little research; they are engaged in administration service.

Tennis and golf are gaining ground as school sports.

Monographs and Authors

It is probable that the reports of the National Survey of Secondary Education will be published in some two dozen monographs, one of which will be a summary volume. English, the social sciences, music and art, science, athletic, and other activities, will probably each be separate monographs.

Details on the material in each monograph, the price, and other essential information will be published in September School Life. Outstanding findings of the survey will appear in successive issues next school year.

Specialists who submitted summaries at the recent meeting were: Grayson N. Kefauver, Teachers College, Columbia University; Victor H. Noll, University of Minnesota; C. Elwood Drake, Teachers College, Columbia University; Francis T. Spaulding, Harvard University; W. S. Deffenbaugh, Office of Education; Wm. H. Zeigel, University of Missouri; E. N. Ferriss, Cornell University; Belmont Farley, National Education Association; P. Roy Brammell, University of Washington; A. K. Loomis, University of Chicago; E. S. Lide, University of Chicago; Ambrose Caliver, Office of Education; O. I. Frederick, University of Michigan; William C. Reavis, University of Chicago; W. W. Keesecker, Office of Education and Roy O. Billett, Ohio State University. Dr. Leonard V. Koos, University of Chicago, was the associate director in active charge of the survey.

To our Survey Friends

ON JUNE 30 the Office of Education bids a regretful good-by to the staff of the National Survey of Secondary Education. We will miss Dr. Leonard V. Koos and the splendid staff of men who conducted for three years the first national study of America's high schools. We may not see them often again, but we know we shall hear of them often. The national perspective of secondary education which they have been privileged to gain will carry them to positions of importance and power in American education. We are proud to know that what they have done for secondary education through their survey and what they will do in the positions to which they go will reflect honor and prestige to the Office of Education as well as to themselves.

Summer School in the Virgin Islands

At the invitation of Gov. Paul M. Pearson of the Virgin Islands, New York University will establish a summer division for a limited group of teachers in St. Thomas, capital of the islands, from July 5 to August 12. Not more than 100 registrations will be accepted.

Dr. John W. Withers, dean of the summer school and of the New York University school of education will personally direct and supervise the branch summer sessions in St. Thomas. Others on the teaching staff will be George H. Ivins, director of education in the Virgin Islands, Katherine James, New Haven Normal School demonstration teacher, New Haven, Conn., and Viretta Van Dorn, author, teacher, and lecturer, New York University. Courses for at least six points of credit must be taken.

Additional information about this summer school in the tropics may be secured from Milton E. Loomis, director summer school, New York University, Washington Square, East, New York City.

I Knew Mark Hopkins

By George E. MacLean

Former President State University of Iowa

THE ESTIMATE of Mark Hopkins is indicated by the well-known definition of a college by President Garfield: "Mark Hopkins on one end of a log and a pupil on the other." This is a corruption of what Garfield actually said: "A pine bench with Mark Hopkins at one end of it and me at the other is a good enough college for me." [1]

Would that I could give a word picture of Mark Hopkins, president of Williams College, from 1836 to 1857. Behold him, over 6 feet tall with a scholar's stoop, a large head, Roman nose, strong chin, an oval and benign face, with beacon-light flashing eyes the like of which I never saw except in Gladstone, his frame in motion graceful, massive, and magnificent.

Let me pass on to you a few of my personal experiences with him. Williams then was really a small college of about 200 students. It was President Hopkins's custom to give a few lectures to the freshmen, and to call upon them in their rooms to establish a personal relation. When he dropped into my room in a familiar way, he overcame my awe of him made by my first sight of him in public. I can see him now refusing to sit in the luxurious upholstered chair and taking a hard straight-back one, incidentally remarking that such a chair was more healthful. It was natural, as he had taken a medical degree following his bachelor's degree, for him to begin his freshman lectures on health and conduct with practical suggestions, and, as was his wont, in very plain language like the following: "Young gentlemen, keep your heads cool, your feet warm, and your bowels open." By the time we were seniors, without fear of accusation of "bootlicking," we felt free to call upon him in his study, to seek his counsel. I was debating whether I should go to Yale or to Harvard for theological studies. As a result of my orthodox upbringing, I queried if it were safe for me to go to Harvard, then known as Unitarian. He looked at me sharply and said: "Well, MacLean, if you have learned the lesson I have been trying to teach you, namely, to think for yourself, it makes no difference where you go."

His memory of persons and names was remarkable. Persons presented momentarily to him in a receiving line he would call by name on their taking leave. If he saw unexpectedly a graduate of many years' standing perhaps at a railway station, he would immediately call him by name.

[1] There are many versions of what Garfield, then a Congressman, said at a Williams alumni dinner, January 17, 1872, at Delmonicos restaurant, New York City. Certain it is that he did not mention a log. Williams had pine benches but no logs, save those the students chopped for their own fireplaces, which were the sole source of heat in the dormitories. Arthur Guiterman's delightful poem is a good example of how thoroughly the log idea has been woven into the Mark Hopkins's legend. Garfield's principal biographer calls the "definition," which was tossed off in an extemporaneous address, the most quoted sentence the martyred President ever uttered.

Education

The Mark Hopkins' Legend in Verse

Mark Hopkins sat on one end of a log
And a farm boy sat on the other.
Mark Hopkins came as a pedagogue
And taught as an elder brother.
I don't care what Mark Hopkins taught—
If his Latin was small and his Greek was naught—
For the farmer's boy he thought, thought he,
All through lecture time and quiz,
"The kind of a man I mean to be
Is the kind of a man Mark Hopkins is!"
Philosophy, languages, medicine, law,
Are peacock feathers to deck the daw,
If the boys who come from your splendid schools
Are well-trained sharpers or flippant fools.
You may brag of your age and your ivied walls,
Your great endowments, your noble halls
And all your modern features,
Your vast curriculum's scope and reach
And the multifarious things you teach—
But, how about the teachers?
Are they men who will stand in a father's place
Who are paid, best paid, by the ardent fact
When boyhood gives, as boyhood can
Its love and faith to a fine, true man?
No printed page nor spoken plea
May teach young hearts what men should be—
Not all the books on all the shelves,
But what the teachers are themselves.
For education is: Making men;
So it is now, so was it, when
Mark Hopkins sat on one end of a log
And a farm boy sat on the other.

—Arthur Guiterman.

He was the prince of teachers. In his early days as a professor, according to the custom of the times, he used textbooks, but in the classroom he only made them a point of departure for question and answer. No student got off with a memoriter recitation of the text. His method was the Socratic one. This was the way he made men think. He wrote of his manner of teaching: ". . . Nothing pleases me more than to have the class ask questions, and so it sometimes happens that we spend the hour in what is really conversation, making no progress in the book."

Doctor Hopkins courted frank disagreement. He asked a bright student if he did not believe Leibnitz's doctrine that this is "the best possible world." The student replied that he did not. Thereupon the president said: "Will you please tell us in what respects you could improve upon this world?" "Certainly," was the prompt reply; "I would kill off all the bedbugs, mosquitoes, and fleas, and make oranges and bananas grow farther north." Doctor Hopkins regarded the pungent answer as an indication that the answerer was beginning to think and would be a plain speaker. Such the student was known to be when later in life he was known as James H. Canfield, chancellor of the University of Nebraska.

Mark Hopkins' Ideas on Teaching

Indeed Doctor Hopkins, in his inaugural address as president, way back in 1836, put into words the conception of true teaching, which he so fully realized in his life. He said: "It is far easier for a teacher to generalize a class and give it a lesson to get by rote, and hear it said, and let it pass, than it is to watch the progress of individual mind, and awaken interest, and answer objections. . . . Let the teacher construct together with his pupils, so that they shall feel that they aid in it, the fair fabric of a science. . . ." In short, the laboratory method, so popular now, was his conception from the beginning. He also said: "He who carries the torchlight into the recesses of science, and shows the gems that are sparkling there, must not be a mere hired conductor, who is to bow in one company and bow out another." Herein he compares a teacher and class to a company of explorers searching together for truth in the dark. This is the spirit of research. Thus with the senior classes he anticipated the seminary method now in vogue in our graduate schools. He had abandoned the lecture system of university teaching long before the present reaction against it.

There was nothing sensational in Doctor Hopkins' teaching. His method was modest and dignified, but he was a past-master in the art of questioning. By humor and anecdote he made dry topics vital and deep waters clear. What his best students got from him was a habit of mind, a method of philosophical approach, a breadth and balance of thought, which might serve them in future study.

Did I begin by saying he was the prince of teachers? You now see he was more than that. He was our master and we his disciples. His everpresent personality was centered in the personalities of his pupils. No wonder it has been said "Williams men always bore the same Mark."

"Seth Parker" on N. E. A. Program at Atlantic City

"SETH PARKER" of radio fame, who was a high-school principal in Plainville, Conn., from 1925 to 1927, and William John Cooper, United States Commissioner of Education, will be on the same program during the Atlantic City Convention of the National Education Association, June 26 to July 1. Phillips H. Lord, better known as "Seth Parker," from the speaker's platform will broadcast Old-Fashioned Religion To New-Fashioned Folk. Commissioner Cooper will speak on The Place of Radio in Our Future Programs of Education. Miss Florence E. Hale, president of the National Education Association, will introduce Doctor Cooper and "Seth Parker" as a feature of the program Tuesday, June 28, on Broadcasting Education to the public.

At a session to be devoted to present emergencies in education, Milton C. Potter, recently elected president of the National Education Association, Department of superintendence will tell how Milwaukee has "held the line." Miss Bess Goodykoontz, Assistant United States Commissioner of Education, will speak on The Office of Education in the Present Emergency. R. C. Moore, secretary of the Illinois State Teachers Association, and C. J. Heatwole, secretary of the Virginia State Teachers Association, will also address this session.

Arguments on both sides of controversial issues will be heard at several sessions. Dr. Paul R. Mort, director of the school of education, Teachers College, Columbia University will speak in favor of Research and Ability Grouping. James R. McGaughy, Columbia University professor of education, will take the negative side.

Other convention speakers include: Willard E. Givens, superintendent of Oakland, Calif., schools; Clifton B. Gray, president of Bates College, Lewiston, Me.; Rev. Ralph W. Sockman, pastor of Madison Avenue Methodist Episcopal Church, New York City; A. D. Winship, editor of the *Journal of Education;* Lewis E. Lawes, warden of Sing Sing Prison, Ossining, N. Y.; William J. Bogan, Chicago superintendent of schools; Aaron Sapiro, prominent New York attorney; Garry Cleveland Myers, Western Reserve University, authority on parental education; Rollo G. Reynolds, principal, Horace Mann School, Teachers College; Augustus O. Thomas, secretary general of the World Federation of Education Associations; Walter B. Pitkin, noted psychologist and writer; William T. Foster, economist; John K. Norton, Teachers College, Columbia University, and Joseph Rosier, president Fairmont Normal School, Fairmont, W. Va.

The Office of Education will have a booth in the exhibit hall, and an invitation is extended to all attending the convention to visit the booth.

For Sounder State School Finance

MOVEMENTS now under way in practically all the States to put the financing of public schools on a sounder basis will be materially aided by a nation-wide study of problems and practices in State aid which will be completed under the auspices of the Federal Office of Education by October.

The General Education Board has announced a grant of $25,000 for the completion of this major project of the National Survey of School Finance.

The School Finance Survey, authorized by Congress as a 4-year study to give school boards much-needed information to assist them in economical financing of education in our 150,000 independent school districts and 48 States, faced temporary suspension on July 1. Funds for the second year's work were eliminated in Congress through the necessities of the economy program. The grant from the General Education Board will enable the work started on one project to be carried to completion by early fall, in time to supply State legislatures, upon request, with information which shall be of great assistance to them in the 1933 legislative session. All other projects of the National Survey of School Finance will be postponed.

State "Contact" Committees

State superintendents of schools have nominated committees of leading citizens, educators, legislators, and tax experts to study the data produced by the national State aid investigation. Men and women recommended by the State superintendents have been appointed as State cooperating committees by United States Commissioner of Education William John Cooper.

Since each State has its own special problems in the matter of State aid to education, these committees will be able to study their own problems in the light of information collected for all 48 States. (State committee lists can be secured on application to Commissioner Cooper, Office of Education, Department of the Interior, Washington, D. C.)

All important legislation is based on factual information collected on a given problem. The need by State legislators for data on educational expenditures is revealed by the fact that school finance leads all other educational legislation in total number of bills considered. Expenditures by State governments for education last year totaled approximately $354,000,000.

Experts believe that large amounts of these funds are distributed to local communities by methods which do not yield the States as great returns as more equitable methods which can be devised when more facts are available. Data collected in the nation-wide comparative study will enable States to effect economies by comparing methods with those of their sister States.

Included in Study

The State aid study will provide indices for measuring educational programs in various counties of a State so that aid can be distributed with more certainty of equity. It will make possible identification of the strong and weak points of each State's school finance program. It will provide a complete description of the school aid plans of each State and show how it operates in typical districts. It will reveal the high and low points of school expenditures in each State. It will provide the best available information on property assessment for State aid. It will summarize and appraise findings of tax commissions, State departments, and tax experts on the relation of needed changes to State-aid provisions. It will indicate the extent of the minimum program which each State is justified in supporting from a State and also from a National point of view. It will suggest the key points for improvement in each State.

Bibliography in Press

One of the initial tasks of the National Survey of School Finance was to collect all available information on the subject. Dr. Carter Alexander, professor of education, Teachers College, Columbia University, and Timon Covert, Office of Education specialist in school finance, have just completed a bibliography on school finance totaling 6,500 references, which is now being printed in the Government Printing Office. This bulletin will be the Baedeker for all students of school finance in the United States for many years to come. Further information on it will appear in September SCHOOL LIFE.

Dr. Paul R. Mort, adviser to many State legislative committees on school finance problems, and director of the school of education, Teachers College, Columbia University, is associate director in active charge of the National Survey of School Finance.

Economy Check-Up in Iowa

One hundred and fifty-three questions, answers to which indicate if and how school districts use certain methods to eliminate unwise and extravagant practices, are included in a check list of financial economies for local school districts sent out to school-board members and superintendents in Iowa by the State department of public instruction. The questions are based on reports of successful curtailment of school expenditures with maintenance of present educational programs and preservation of quality of instruction. They are also the result of constant study and observation by members of the State department staff for significant factors to help meet demands which the present economic situation has created, and are also based on reports in educational periodicals as to what other States are doing, and the judgment of competent people as to what may be done. Administrators of schools in Iowa have been urged by the State superintendent of public instruction, Agnes Samuelson, to use the check list in intelligent preparation and management of budgets for the coming school year, and to acquaint themselves with methods listed for increasing the efficiency of their work, despite possible decrease in revenues for education.

Topsy-Turvy?

It is probably true that the extent and quality of services rendered by the Government are the best measure of civilization in any people. Why should we bewail the increased expenditures on education and boast of the relatively greater increase in the expenditure on cigarettes? Does the fact that the latter is a so-called "voluntary" expenditure on goods make it any more socially useful?

It is certainly a topsy-turvy world when we are urged to increase or maintain our expenditures on true-fable magazines, useless gadgets for automobiles, or anything made by "productive" private industry, and at the same time to cut our expenditures for public libraries, health work, and eradication of insect pests. If frills must be eliminated, why should we not begin with some of the real frills of modern life?—*By Prof. William Anderson, University of Minnesota.*

Private-school income in the United States is not more than 18 per cent below normal, according to a survey of 250 leading day and boarding schools just completed by Porter Sargent, Boston, Mass. Thirty per cent of the schools reported an increase in income as compared with two years ago.

Going Campward This Summer?

By Marie M. Ready

Specialist in Recreation, Office of Education

THE SUMMER CAMP movement was launched about 50 years ago to fill up the gap of the summer vacation for school children. To-day more than 7,000,000 children attend camp annually. Progressive educators advocate camps for their educational value.

Hundreds of inquiries reaching the Office of Education indicate that there is a wide demand for camping information. Teachers and college students inquire for camp counselor training courses and opportunities for positions; parents inquire about regular and special camps; superintendents and principals seek suggestions and advice.

The Federal Office of Education can supply information on counselor training facilities. It can also guide parents to sources which can help them decide "What camp?" Sources especially helpful to parents are:

1. Associations and agencies promoting summer camps—

Information regarding the many different types of camps maintained by various educational, recreational, social, religious, and philanthropical agencies and organizations in various sections of the country may be secured from the national or sectional officers of these associations. A very complete list of these associations is included in the 1929 Annual Yearbook published by the Russell Sage Foundation, 130 East Twenty-second Street, New York City.

The National Camp Directors Association includes in its membership camp counselors and directors from all types of camps. It provides an information service for camp directors, a placement bureau for camp counselors, and information or advice for parents. Address: Maj. R. F. Purcell, Secretary-Treasurer, Camp Directors Association, 1 East Forty-fifth Street, New York City.

Camps in Special Localities

Information regarding camps in special localities may be secured from presidents of affiliated sections of the above-named association as follows:

NEW YORK SECTION: Wallace Greene Arnold, 424 East Fifty-seventh Street, New York City; NEW ENGLAND SECTION: Robert S. Webster, Brunswick, Me.; MID-WEST SECTION: Mrs. L. A. Bishop, Three Lakes, Wis.; SOUTH WESTERN SECTION: Mrs. Cilton D. DeBellevue, Kerville, Tex.; PENNSYLVANIA SECTION: Chauncey G. Paxson, 113 Kenilworth Road, Merion, Pa.; SOUTHERN APPALACHIAN SECTION: C. W. Johnson, Asheville, N. C.; PACIFIC SECTION: Louis H. Blumenthal, 121 Haight Street, San Francisco, Calif.; MID-ATLANTIC SECTION: L. B. Cairns, (Acting President); Y. M. C. A., Baltimore, Md.

The Annual Yearbook of the Russell Sage Foundation previously mentioned also gives information regarding organization camps such as Scout, Boys' Club, Y. M. H. A., Y. W. H. A., Camp-fire-Y. M. C. A., Y. W. C. A., and others. Addresses of national headquarters of these organizations are listed in the Yearbook.

The Extension Division of the U. S. Department of Agriculture, Washington, D. C., supplies information regarding 4-H club camps, and the American Schools' Association, New York, Chicago, Pittsburgh, and Detroit, provides information service to parents.

2. Camp directories, available in many city libraries—

The following publications include names and addresses of camp directors, with detailed information regarding various kinds of camps for boys and girls.

A Handbook of Summer Camps, by Porter Sargent, 11 Beacon Street, Boston, Mass.

Camps and Camping, American Sports Publishing Company, 45 Rose Street, New York City. (For information and guidance of campers, parents, directors, and counselors. Includes a directory of camps in various States.)

"Camping" in Magazines

3. Educational camp service advice offered by various magazines—

Various magazines offer camp information service to parents. Among these may be mentioned—

The Camping Magazine, official journal of the Camp Directors Association, H. W. Gibson, editor, 14 Avon Road, Watertown, Mass.; Camp Life, the Camp Directors Publishing Co., Ben Solomon, editor, Barbizon-Plaza Hotel, Central Park South, New York City; Red Book Magazine, McCall Publishing Co., New York City; Child Study, the Child Study Association of America, 221 West Fifty-seventh Street, New York City; Parents' Magazine, Parents' Publishing Co" New York City; Good Housekeeping and Cosmopolitan, International Magazine Co. (Inc.), New York City; Harpers' Magazine, Harper & Bros., Publishers, New York City; Atlantic Monthly, the Atlantic Monthly Co., Boston, Mass.; Scribner's, Charles Scribner's Sons, Publishers, New York City; St. Nicholas Magazine, 155 East Forty-fourth Street, New York City; and Columbia, the national office of the Knights of Columbus, New Haven, Conn.

Information regarding opportunities for camping in the various State parks and forests is available from the National Conference on State Parks (Inc.), Washington, D. C., or from the State Park Commission of each State. For information on group camping facilities in the national parks inquire of the superintendent of the respective parks or the National Park Service, Department of the Interior, Washington, D. C.

Information regarding opportunities for camping in the national forests may be secured from the Forest Service, Department of Agriculture, Washington, D. C.

A list of cities in which camps are maintained by municipal recreation commissions is included in the 1929 Annual Yearbook of the National Recreation Association, 315 Fourth Avenue, New York City.

Laura Adams Armer has been awarded the Newbery Medal for "Waterless Mountain," the story of a Navajo Indian boy, which was considered the most distinguished contribution to children's literature published in 1931. The award was presented by the section for library work with children of the American Library Association.

"It is a subtle insult to the college that it turns out persons from whom, as alumni, it shrinks with horror."—*Dr. Clarence Cook Little, former President of the University of Michigan.*

Of all the Presidents of the United States only four have been collectors of rare books. Washington, Adams, Jefferson, and Hoover make up the quartet, according to Dr. A. S. W. Rosenbach, internationally known bibliophile. Hoover's collection of Chinese books, now at Stanford University library, is said to be one of the greatest ever brought to the United States.

Instruction By Mail In Massachusetts

By E. Everett Clark

State Supervisor of Adult Alien Education, Massachusetts Division of University Extension

ABILITY TO MEET the ever-increasing demands of educational progress has given the correspondence course a place as a recognized method of learning. This type of instruction offers a great variety of subjects in the academic, cultural, technical, and commercial fields, and provides almost unlimited possibility for an enlargement of school opportunities.

One outstanding need of the high school of to-day, especially the rural high school, is greater differentiation of courses and an enlargement of curricula which, under present economic conditions, is impossible. Massachusetts, through the Division of University Extension of the State Department of Education, offers a solution to the problem by the introduction of courses by correspondence. Planned by competent and authoritative persons these courses are available at nominal charge, ordinarily paid by the school department. They supply excellent and economical directed learning which is as broad and varied as the individual requirements of the pupils.

Ask for Aviation and Radio

A number of Massachusetts high schools have added correspondence courses to their regular curricula with notable success. The mystery of distant instruction appeals to students. They like the impersonal correction and rating. Marked pupil aptitudes and tendencies can always find expression through one of these courses. Credit is given in proportion to the importance of the course's content, and to the time and effort involved in completing it. Repeated demands for such courses as automobile repairing, mechanical drawing, household management, elementary aviation, radio, interior home decoration, indicate the desire of serious-minded students for knowledge of subjects which can not be included in the ordinary educational program.

In the last two years 200 enrollments in a large variety of subjects have been accepted. The students show a record of 80 per cent completion of the work. Principals of the schools where the courses were used have worked out methods of organization, supervision, and study. In most cases courses selected by the pupils were conducted in a regular study or class period once a week or oftener. Provision has been made for directed outside study in addition to the school period. Students have been given careful supervision, guidance, and individual help. In some instances, however, courses have been offered as regular electives.

It should be pointed out that supervised study guarantees that the student will receive immediate help over a difficulty which faces him as he proceeds. Every faculty has teachers who have some acquaintance with virtually all the subjects that might be offered by correspondence. They are called on to assist. It has been found also that specialists outside of the school are often more than willing to help a worthy student in a new field. The courses have created in the pupils an ability to study, compare, and discriminate. Principals have expressed hearty approval of the way in which the work has been done and in the manner of correction and comment used by the instructors.

Useful for Postgraduate Work

The correspondence course offers opportunity for club and project work in almost any field of interest. A number of students use these courses for make-up work. This plan has an advantage over private tutoring in that it puts the pupil on his own responsibility and develops initiative and independence. One or two principals have made use of lessons by mail for postgraduate study. One high-school principal reports that a 1931 graduate whose financial status prevented entrance to college last fall has arranged to take correspondence courses in English, algebra, and trigonometry with the usual school supervision and help. When he enters the university in the fall of 1932 he will be so much the better prepared.

But the correspondence course has not only proved useful in enlarging the scope of day high-school work; it has provided a means of organizing evening high-school and elementary classes for boys and girls and men and women who, desirous of personal improvement, are able by this method to take a number of different courses, as many courses perhaps, as there are students, under the direction of one able and versatile teacher. It is this flexibility which makes correspondence courses most appealing in the evening school where economies of administration are very necessary and often limit the scope of subjects which can be made to meet the needs of persons with a wide variety of interests. Such classes are now being held in 12 towns and cities in Massachusetts and are under consideration in as many more.

Reports from these classes show that the teacher usually gives instruction and help at the beginning of each assignment. When the composition of the group permits, there can be some lesson development. The students then work independently, guided by the directions contained in the lesson material. The teacher supervises and helps at every possible opportunity. Class or group discussion is frequent. Often the teacher supplements the correspondence lesson with contributions of his own. Home study becomes a positive part of this program and it is undertaken with careful teacher direction and follow-up. Civil-Service preparatory courses, mathematics, and English appeal particularly to these groups, which are made up largely of ambitious people who have had limited educational advantages.

Keeping Ahead of Her Daughter

One member of an English class was a Belgian mother. "Up to now it did not make much difference," she said, "but my Mary is in the fifth grade. She will be asking for help in her school work, and what would she think if her mother did not know the English. I must be able to speak better English and know how to correct my mistakes."

In another class a young married man with the help of the course in arithmetic found himself able to take over certain features of his own work which he previously had surrendered to one of his associates in the factory.

This kind of directed learning has still another distinct use, in providing the isolated individual with escape from educational stagnation. Recent years have shown a steady increase in the demand for academic and cultural subjects Men and women are interested in seeking knowledge for better living and in securing a more liberal education. Arrangements can be made readily with the local school and a modification of the plans previously discussed worked out to assist such individuals to satisfy their wishes. For them the university extension offers more than 100 courses in a wide range of subjects—literature, music, art, drawing, English, foreign languages, history, economics, sociology, education, psychology, mathematics, science, law, etc.

A recent survey of the health habits of 600 teachers in a widely distributed area showed that nearly 63 per cent of them took no daily exercise other than that involved in getting to their classrooms.—*Baltimore Bulletin of Education.*

Fifty Notable Books of 1931

Selected by the American Library Association

AN ANNUAL SELECTION of what are regarded as the best American books is made from the suggestions and final ballots of distinguished librarians, literary critics, and university professors. Titles represent the output of scholarship in its varied field as well as outstanding volumes of fiction, poetry, and drama. The effort is made to include the books of most continuing value, those which belong on the shelves of American readers and which would most creditably represent us to foreign nations reading American literature. The following list of the A. L. A. selections should be useful to school administrators and teachers in preparing their reading lists for next year:

HISTORY

The Epic of America. By James Truslow Adams. Little, Brown & Co. $3.

Only Yesterday; An Informal History of the Nineteen-Twenties. By Frederick Lewis Allen. Harper. $3.

Forty-Niners. By Archer Butler Hulbert. Little, Brown. $3.50.

Martial Spirit; A Study of Our War With Spain. By Walter Millis. Houghton Mifflin. $4.

INTERNATIONAL RELATIONS

Survey of American Foreign Relations, 1931. Charles P. Howland. Yale University Press. $5.

Can Europe Keep The Peace. Frank Herbert Simonds. Harper Bros. $3.

SOCIAL SCIENCES

Dynamite; the Story of Class Violence in America. Louis Adamic. Viking Press. $3.50.

On Understanding Women. Mary (Ritter) Beard. Longmans, Green & Co. $3.50.

Law and Literature, and other Essays and Addresses. Benjamin Nathan Cardozo. Harcourt, Brace and Co. $2.75.

Representative Opinions of Mr. Justice Holmes. Oliver Wendell Holmes. Vanguard Press. $4.50.

Concentration of Control in American Industry. Harry Wellington Laidler. T. Y. Crowell Co. $3.75.

Making of Citizens; a Comparative Study of Methods of Civic Training. Charles Edward Merriam. University of Chicago Press. $3.

The Dry Decade. Charles Merz. Doubleday Doran. $3.

Life Among the Low-Brows. Eleanor Rowland Wembridge. Houghton Mifflin. $2.50.

ECONOMICS AND BUSINESS

Soviet Challenge to America. George S. Counts. John Day Co. $4.

The Problem of Unemployment. Paul H. Douglas and Aaron Director. Macmillan Co. $3.50.

The Economic Life of Soviet Russia. Calvin Bryce Hoover. Macmillan Co. $3.

America Weighs Her Gold. James Harvey Rogers. Yale University Press. $2.50.

Modern Economic Society. Sumner Huber Slichter. Henry Holt and Co. $5.

America's Way Out; a Program for Democracy. Norman Mattoon Thomas. Macmillan Co. $2.50.

SCIENCE

Reason and Nature; an Essay on the Meaning of Scientific Method. Morris Raphael Cohen. Harcourt, Brace and Co. $5.

Snakes of the World. Raymond Lee Ditmars. Macmillan Co. $6.

Biology in Human Affairs. Edward Murray East. Whittlesey House, McGraw Hill. $3.50.

Up from the Ape. Earnest Albert Hooton. Macmillan Co. $5.

The Insect Menace. Leland Ossian Howard. Century Co. $3.50.

PHILOSOPHY

Philosophy and Civilization. John Dewey. Minton, Balch and Co. $5.

The Contemporary and His Soul. Irwin Edman. Jonathan Cape and Harrison Smith (Inc.). $2.50.

Enduring Quest; a Search for a Philosophy of Life. Harry Allen Overstreet. W. W. Norton & Co. (Inc.). $3.

BIOGRAPHY

Noguchi. Gustav Eckstein. Harper Bros. $5.

Living My Life. Emma Goldman. Alfred A. Knopf. $7.50.

Jean-Jacques Rousseau. Matthew Josephson. Harcourt, Brace & Co. $5.

Newton D. Baker; America at War. Frederick Palmer. Dodd, Mead & Co. $7.50.

Theodore Roosevelt; a Biography. Henry Fowles Pringle. Harcourt, Brace & Co. $5.

Mère Marie of the Ursulines; a Study in Adventure. Agnes Repplier. Doubleday, Doran & Co. $2.50.

The Autobiography of Lincoln Steffens. Lincoln Steffens. Harcourt, Brace & Co. $7.50.

BELLES LETTRES AND ART

Classic Americans; a Study of Eminent American Writers from Irving to Whitman. Henry Seidel Canby. Harcourt, Brace & Co. $3.

Men of Art. Thomas Craven. Simon & Schuster. $3.

Fatal Interview. Edna St. Vincent Millay. Harper Bros. $2.50.

Brown Decades; a Study of the Arts in America. Lewis Mumford. Harcourt, Brace & Co. $3.

Mourning Becomes Electra. Eugene O'Neill. Horace Liveright (Inc.). $2.50.

American Humor; a Study of the National Character. Constance Mayfield Rourke. Harcourt, Brace & Co. $3.50.

Axel's Castle; a Study of the Imaginative Literature of 1870–1930. Edmund Wilson. Charles Scribner's Sons. $2.50.

Modern Architecture; Being the Kahn Lectures for 1930. Frank Lloyd Wright. Princeton University. $4.

TRAVEL

Mexican Maze. Carleton Beals. J. B. Lippincott Co. $3.

Mexico; a Study of Two Americas. Stuart Chase and Marian Tyler. Macmillan. $3.

Brown America; the Story of a New Race. Edwin Rogers Embree. Viking Press. $2.50.

Red Bread. Maurice Hindus. Jonathan Cape and Harrison Smith. $3.50.

Great Plains. Walter Prescott Webb. Ginn & Co. $4.

FICTION

Good Earth. Pearl Buck. John Day Co. $2.50.

Shadows on the Rock. Willa Cather. Alfred A. Knopf. $2.

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Home-Building Conference Publications

Three publications of the President's Conference on Home Building and Home Ownership are now available: Volume I, Planning for Residential Districts; Volume II, Home Finance and Taxation; and Volume III, Slums, Large-Scale Housing and Decentralization, $1.15 each. Make checks payable to J. M. Gries, executive secretary, and send orders to the President's Conference on Home Building and Home Ownership, Commerce Building, Washington, D. C. Forthcoming volumes in this series, to which more than 500 leading specialists are contributing, are: Home Ownership, Income and Types of Dwellings; House Design, Construction and Equipment; Negro Housing; and Farm and Village Housing.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Editor · · · · · WILLIAM DOW BOUTWELL
Assistant Editors · · · MARGARET F. RYAN, JOHN H. LLOYD

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals For the Small Library."

JUNE, 1932

An Authentic Hero for American Teachers

Elsewhere in this issue a former student of Mark Hopkins explodes the Mark Hopkins and the log myth. While most biographical myth-exploding bombs lay the proud subject low and leave him bleeding, Mark Hopkins rises unscathed. Without his log he is still a noble figure. In fact, Mark Hopkins deserves to be rescued from the marble mortuary of New York's Hall of Fame and presented as a real hero for American teachers. Horace Mann does well enough as a school administrator's hero, but attempts to make him the shining example for teachers fall short of success.

Teaching is the most perishable of arts. Thousands of teachers have won for a few years the admiration of students, but teaching, unlike sculpture, painting, or music, can not be preserved to awaken admiration in the next generation. Nor can teaching now hope for the life everlasting which talking motion pictures have recently given dramatic achievement. Splendid teaching flourishes briefly, then dies. Yet Mark Hopkins' reputation as a great teacher has lived 60 years after Garfield immortalized him with a happy phrase at a Williams College dinner in Delmonico's restaurant, January 18, 1872. His name appears frequently in scientific and popular educational writings. He was in the *Saturday Evening Post* only a few weeks ago.

Mark Hopkins has become patron saint of the conception that a close, intimate relation between the teacher and the student is the first essential of teaching. He is the teacher's and parent's phantom advocate against all proposals to apply mass production principles to American education.

Three sterling qualities distinguished Mark Hopkins' teaching. First, he had a pungent, earth-earthy, frankness of approach to life which was a direct outgrowth of his early medical career. Second, he believed that a teacher's chief task was to induce students to think for themselves. Third, he was convinced that a teacher should inspire students.

"When a teacher has advanced so far beyond his class," declared Mark Hopkins, "or has become so familiar with his subject as to feel no interest in its truths, then however well he may understand them, and however well he may state them, he is not all a teacher should be. He who carries the torchlight into the recesses of science and shows the gems that are sparkling there, must not be a mere hired conductor who is to bow in one company and bow out another, and show what is to be seen with a heartless indifference; but must have an ever-living fountain of emotion that will flow afresh as he contemplates anew the works of God and the great principles of truth and duty."

In Mark Hopkins we have an authentic ideal for American teachers. He served in all levels of education from a backwoods Virginia school to the presidency of Williams College. He taught more than 60 years. His students succeeded in life. From his classes scores of young men went out to positions of leadership in Congress, in the courts, in commerce, in the Army and Navy, in literature and one, James A. Garfield, reached the station every teacher secretly hopes one of his pupils will attain, the presidency of the United States.

Our Producing Schools

Two recent publications offer more convincing proof of progress in American education than hundreds of columns of statistics or scores of speeches. They are: "Younger Poets, an Anthology of High School Verse," collected by Miss Nellie B. Sergent of the Evander Childs High School, New York City, and the April issue of the *Scholastic*, which is devoted to prize-winning art, fiction, essays, poetry, and drama produced by high-school students.

Contributions in both of these publications would win the reader's enthusiasm just as fully if the source were unknown. In them will be found the startling freshness of youth untarnished by the crudities and imperfections which frequently mar student anthologies. Reading the verse and prose, studying the drawing and design, one's astonishment and pleasure mingle with the conviction that here is something new in education. Never before have American secondary school students produced creative work of such high quality as they are producing today. Nor is it limited to a few schools. Miss Sergent's book includes 273 contributors. The *Scholastic* received 16,000 manuscripts; 10,000 pieces of art.

Biographies of contributors to "Younger Poets" reveal that these boys and girls are continuing writing. Creative work has done more than history or geometry to give direction to their lives. From their ranks will come the Millays, the Sandburgs, and the Robert Frosts of the next generation.

May SCHOOL LIFE reproduced "Answer," by Harriet Fraser, Central High School, Charlotte, N. C., and this issue contains "Presumption," by Ruth Holt, Nashua High School, Nashua, N. H. We are very glad to announce that Miss Sergent has consented to collect school poetry for SCHOOL LIFE regularly next year. She will choose from the work of junior high school, senior high school, and college students. Teachers and students are invited to submit contributions to her.

Readers of SCHOOL LIFE have probably noticed the drawings which have enlivened the pages this year. These have come from students in art schools which have offered to aid the Office of Education in improving the appearance of its publications. Pratt Institute, the art department of the Carnegie Institute of Technology, Chicago Academy of Fine Arts, and New York School of Design have encouraged their students to work on covers and illustrations for Office of Education publications. Names of the student artist and his school appear with each design. A Cleveland high-school boy's cover, one of 53 submitted by West High School, 10B art class, under Miss Clara Deike, has been selected for covers on the score of monographs of the National Survey of Secondary Education report.

It is well that our schools are becoming producing schools as well as learning schools. Creative work lures students as mere learning never can. Creative endeavor, moreover, will do much to close the cavernous gap between school life and real life.

Jack Spratism Extends to Reading

What do people want to read and what do they actually read? A study by the Graduate Library School of the University of Chicago revealed that sex is the most important factor in the reading interest of the American people. Two groups of the same sex have more reading interests in common than any two groups of different sexes. Schooling and occupation are the next two most important factors influencing reading tastes. Teachers as a class are much less interested in basic human problems such as economics, politics, and science than many other groups, the study disclosed.

Some "Firsts" in Education

By Benjamin W. Frazier

Specialist in Teacher Training

National Survey of the Education of Teachers

WHO WAS THE FIRST to advocate professional preparation of teachers? Who was the first elementary schoolmaster in America, and where did he teach? What were the reasons for the establishment of the first college in this country? What manner of man was the first State normal school president, and what was the nature of his school?

Light is best thrown upon the answers to these questions by original records, the words of the chief characters in each event, or the observations of those close to it in time and place.

"First" Plea for Professional Education of Teachers

A contender for first place among those who have pleaded for the professional education of teachers is Richard Mulcaster, who spoke in 1581, about three and one-half centuries ago.

". . . Why should not teachers be well provided for, to continue their whole life in the school, as divines, lawyers, physicians do in their several professions? Thereby judgment, cunning, and discretion will grow in them; and masters would prove old men, and such as Xenophon setteth over children in the schooling of Cyrus. Whereas now, the school being used but for a shift, afterward to pass thence to the other professions, though it send out very sufficient men to them, itself remaineth too naked, considering the necessity of the thing. I conclude therefore that this trade requireth a particular college, for these four causes. 1. First, for the subject being the mean to make or mar the whole fry of our State. 2. Secondly, for the number, whether of them that are to learn, or of them that are to teach. 3. Thirdly, for the necessity of the profession which may not be spared. 4. Fourthly, for the matter of their study which is comparable to the greatest professions, for language, for judgment, for skill how to train, for variety in all points of learning, wherein the framing of the mind and the exercising of the body craveth exquisite consideration, beside the staidness of the person." [1]

ONE OF THE MARKS of education's coming of age as a profession is the growing interest in the history of education. "Firsts" in education, presented by Mr. Frazier, are an outgrowth of his forthcoming section in the report of the National Survey of the Education of Teachers. He is writing the history of professional education of teachers.—EDITOR.

"First" Schoolmaster in America

The checkered career of Adam Roelantsen, called by most historians the "first elementary schoolmaster" in this country, suggests the unsatisfactory professional status of many elementary teachers for two centuries or more after his time. Roelantsen came to the Dutch colony at New Netherland (New Amsterdam) in 1633. Commonly quoted sources state or imply that he began teaching during that year.[2] The true date, however, was probably 1638.[3] Other "teachers" are mentioned elsewhere about this time, but the records are vague or otherwise unsatisfactory. Most of our knowledge of the career of Roelantsen comes from authentic court records; he was engaged either as plaintiff or defendant in no less than 15 lawsuits. One of them is thus recorded:

"On Thursday being the 20th of September (1640), Adam Roelantsen, plaintiff against Gilles de Voocht, defendant, for a bill for washing. Plaintiff demands payment for washing defendant's linen. Defendant says the only objection he offers is that the year is not yet expired." [4]

At another time, Roelantsen was sued, together with his son, for passage money from Holland. He pleaded successfully that he worked his passage as a sailor, and that his son said the prayers. He was later convicted of adulterous conduct, and sentenced to be publicly flogged, but escaped. However, the last two episodes mentioned occurred after his period of teaching, and while it was a time of primitive living, it should be said that his career was not typical of those of most of his successors in New Amsterdam.[5]

The early fathers of New England, although poor in material things and faced with the necessity of using almost their entire strength and resources to maintain a bare existence, soon gave evidence of their interest in education:

First College in America

"After God had carried us safe to New England, and wee had builded our houses, provided necessaries for our livelihood, reared convenient places for God's worship, and settled the civill government: One of the next things we longed for and looked after was to advance learning and perpetuate it to posterity; dreading leave an illiterate ministery to the churches, when our present ministers shall lie in the dust . . .". [6]

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[1] Mulcaster, Richard. Positions wherein those primitive circumstances be examined, which are necessarie for the training vp of children, either for skill in their booke, or health in their bodie. London, T. Vautrollier for T. Chare, 1581. 303 p. Also in Reprint, edited by R. H. Quick, London and New York, Longmans, Green and company, 1888. 309 p. Brief extract in Commissioner of education report, 1904. Vol. 1. p. 654.

[2] Dunshee, Henry W. History of the school of the Collegiate Reformed Dutch Church, p. 15–17, citing Van der Kemp, Francis A. Albany records, i. 52 (MSS. translation of New York Col. MSS. (Dutch) in the State library.)

[3] Kilpatrick, William H. The Dutch Schools of New Netherlands and Colonial New York. p. 40–50. *In* Bureau of education bulletin, 1912, no. 12. Evidence based largely upon Ecclesiastical records of the State of New York. Albany. 1901–1906. 6 v., p. 122, and O'Callaghan's translation of Albany Records, i. 52.

[4] New York Col. MSS., iv, 17–18. Quoted in Kilpatrick, William H. Ibid., p. 52.

[5] Pratt, Daniel J. Annals of public education in the State of New York. *In* University of the State of New York Eighty-second Regents' Report, 1869. p. 870. Based upon Dr. Edward B. O'Callaghan's "Calendar of Dutch Manuscripts and Register of New Netherland"; the New Amsterdam Records and Valentine's Manual for 1863, p. 559–561. *See also* Dunshee, op. cit., pp. 15–17.

[6] New England's first fruits. *In* Massachusetts historical collection I. pp. 242–246. Quoted by Peirce, Benjamin. A history of Harvard University from its foundation, in the year 1636, to the period of the American Revolution. Cambridge, Brown, Shattuck and company, 1833. p. 3, appendix.

Oxford and Cambridge men were liberally sprinkled through the Massachusetts Bay Colony, and they soon made their influence felt. On September 8, 1636, only six years after the first settlement of Boston, the General Court of that city had entered in its proceedings this record: "The court agrees to give four hundred pounds towards a school or college, whereof two hundred pounds shall be paid the next year, and two hundred pounds when the work is finished, and the next court to appoint where and what building."[7]

However, this zealous action which involved the expenditure of a year's income of the whole colony, overreached the ability of the settlement to pay.

". . . And as wee were thinking and consulting how to effect this great work; it pleased God to stir up the heart of one Mr. Harvard (a godly gentleman, and lover of learning, there living amongst us), to give one half of his estate (it being in all about £1700) towards the erecting of a colledge, and all his library: After him another gave £300: others after him cast in more, and the publique hand of the State added the rest: The colledge was, by common consent, appointed to be at Cambridge (a place very pleasant and accommodate), and is called (according to the name of the first founder) Harvard Colledge."[8]

The First College President

In 1638, the regular course of academic studies at Harvard seems to have commenced, and degrees were conferred four years after. Nathaniel Eaton, with the title of "master" or "professor," was the first in charge. He was appointed in 1637, but two years later was dismissed from the institution, and was followed by Rev. Henry Dunster, the first college executive in the United States to bear the title of "president."[9] His administration was very successful, but he resigned after his indictment and conviction in 1653 for declaring his disbelief in infant baptism.

Harvard was conducted at first as a theological school or seminary. For many years, it was largely of secondary grade, judged by modern standards. Knowledge of Latin and Greek was the principal entrance requirement, and philosophy, Greek, and oriental languages constituted the larger part of the curriculum; a little Latin and mathematics was also taught. Students entered the institution typically at about 15 years of age, and were subject to close restrictions. They were placed in their classes according to the distinction

Courtsey Macmillan Company

When Education Was Very Young

or official rank which their families held in the colony.

Although the institution was patronized by the classes rather than the masses, the welfare of the struggling institution was close to the hearts of even the poorest among the people.

"In looking over the list of early benefactions to the college, we are amused, when we read of a number of sheep bequeathed by one man, a quantity of cotton cloth worth nine shillings presented by another, a pewter flagon worth ten shillings by a third, a fruit-dish, a sugar-spoon, a silver-tipt jug . . . all faithfully recorded with the names of their respective donors."[10]

Such gifts, small in amount, are immeasurably significant. It is not difficult to understand why an institution so deeply rooted in the affections of the whole community has persisted with such a distinguished record through the vicissitudes of nearly three centuries.

While a teacher-training school had been established at Rheims as early as 1685 by Abbé Jean de la Salle, the first private normal school in the United States, conducted by Rev. Samuel R. Hall at Concord, Vt., did not open until 1823. Sixteen years later, the first State normal school was established at Lexington, Mass.

The story of the opening of the first State normal school in America may be told in part in the words of Cyrus Peirce, the first principal, and of Mary Swift, one of his pupils. The day-by-day incidents recounted in their journals throw light upon conditions three generations ago.

Reverend Peirce wrote in his journal as follows:

"LEXINGTON, *July 3d 1839.*

"This day the normal school, the first in the country, commenced.

"Three pupils, Misses Hawkins, Smith & Damon were examined by the Board of Visitors . . . & admitted . . .

"July 8, Monday—School opened this day with 3 pupils . . . one Miss Rolph added during the day. Exercises, conversation, grammar & arithmetic. Three of the scholars promise well . . .

"(July) 10—This day Mary Swift of Nantucket joined the school—making 7 scholars in all. Our exercises thus far have been chiefly in grammar, reading, geography, and arithmetic. Some of the pupils not yet provided with books—Exercises consisting chiefly of conversation and interrogatories.

"July 15, 2d Week—This day held a session in the upper room. Hitherto the sessions have been in the sitting room—School visited by Mr. Sparks . . .

"Aug. 5—Some of the regulations of the school do not yet receive quite that attention and respect which satisfy me. This point must be attended to.

"(Aug.) 27—I think the scholars have not been much habituated to hard, close, and methodical studying. There is great deficiency among them in knowledge of the common branches—reading, spelling, grammar, arithmetic, geography, all need attention . . .

"(Sept.) 12—School this day visited by Mr. Mann who spent the day with us . . . This visit will make quite an epoch in our history."[11]

Mary Swift, a leader and trusted pupil in the first class of the school, thus gives a few of her impressions of early days in the new institution:

[7] Quoted by Quincy, Josiah. The history of Harvard university. Cambridge. John Owen, 1840. Vol. 1. p. 8.

[8] New England's first fruits. *In* Massachusetts historical collection I. pp. 242–46. Quoted by Peirce, Benjamin. A history of Harvard University from its foundation, in the year 1636, to the period of the American Revolution. Cambridge, Brown, Shattuck and company, 1833. p. 3, appendix.

[9] Peirce, Benjamin. Op. cit. p. 4–7.

[10] Ibid. p. 17.

[11] Norton, Arthur O. The first State normal school in America; the journals of Cyrus Peirce and Mary Swift. Boston, Harvard university press, 1926. 299 pp. 3 ff.

"Monday, 5th Aug.—This morn the natural philosophy lesson was unprepared, owing to a misunderstanding among the pupils. Accordingly, the time was occupied in a review of the part which we had gone over. . . . In the afternoon, our first lesson was in arithmetic. The subjects were the proof of multiplication, by casting out the nines and division. Both were satisfactorily explained, and the processes made perfectly intelligible.—We recited our first lesson in Wayland's Moral Philosophy. It was a new study and the class found it difficult to remember.

"Thursday (8th).—The lesson in physiology was very practical & he (Principal Peirce) made some remarks in connection with it, upon tightness of dress, apparently thinking that it was the fashion at the present time to dress tightly. He has not probably heard that the wisdom or some other good quality of the age has substituted the reverse fashion for the time present. . . .

"Saturday (10th).—After reading a portion in the scriptures, Mr. Peirce proceeded to give a second lecture to the pupils. . . . The two grand divisions of the teachers work, are 1st, the discipline of the faculties, 2nd, the communication of instruction. . . .

"Sunday (11th).—Left at one quarter before eight in the morn to go to West Cambridge . . . into the Sabbath school & from there to the church. At half after six we left to return, and at half after eight were in the academy, not feeling averse to taking a seat. The distance that we had walked was eleven miles." [12]

Information Wanted

The Office of Education would appreciate receiving information about any local histories, geographies, or comprehensive community studies compiled by students or teachers.

The Office of Education would also appreciate receiving information in regard to the construction or use by schools of trailside museums.

Material supplied will be used in School Life or other Office of Education publications. The Federal office wishes to make the outstanding achievements of a few communities in these, as well as other fields of school work known throughout the United States. Send information to: Editor, School Life, Office of Education, Department of the Interior, Washington, D. C.

[12] Ibid, p. 81 ff.

The Homemaking Conference in New England

By Emeline S. Whitcomb

Specialist in Home Economics, Office of Education

"WHEN HOMEMAKING EDUCATION ministers to boys as well as to girls, and to 100 per cent of them as work in which they must all participate, then it will be an indispensable school subject," declared United States Commissioner of Education Wm. John Cooper, in addressing the 300 or more persons attending the New England Homemaking Conference at Massachusetts State College, May 2 and 3. "Toward that day we are looking, and with that objective in mind we are holding these conferences to see what we can get from you who are working in the field, and who are anxious to bring this condition to pass. If homemaking is to justify its existence in the school curriculum, it must prepare young men and women to make homes. This at present it does not do fully for women, and it reaches hardly any of the men."

President Roscoe W. Thatcher of the State College welcomed the delegation. "Education in homemaking has a distinct place in the educational program of our country at every level from the short course of the trade school to the graduate school of a university," he said.

Dr. Bertram E. Packard, commissioner of education of Maine, traced the development of the New England home from its precolonial period to the present. "Times change, but principles endure," he said, "and the principles underlying the founding of New England are as fundamental and permanent as our granite hills and mountains."

Concluding a masterly paper on the present status of the American family, Prof. Andrew G. Truxal, Dartmouth College, told the conference attendants "to face squarely the ever-growing need for providing the necessary agencies for education and training leading to harmonious family life."

Dr. Walter E. Ranger, Rhode Island commissioner of education, charged the teachers of homemaking to make a conscious attempt to conserve the integrity of the home by bringing about a greater honor for the home.

College Cooperation Needed

"Training in homemaking should begin early and be continued through the college years and adult life," stated President James L. McConaughy, of Wesleyan University. "Very little is being done by colleges to definitely help college students to establish homes and families."

Director of Boy Scouts in Concord, N. H., J. Hamilton Lewis, stressed the need for an educational program for children that is without conflict in the home or in the community. He believes the home is a practice place for learning how to live. Homemaking education was defined by Agnes Houston Craig, supervisor of home economics in Springfield, Mass., as "a field of interest important to every person who must live within a limited income or in a restricted social environment."

No Training for Parenthood

"Those of us who came into teaching a long time ago were not even trained for parenthood. A new generation is coming which is thinking of the deeper and richer needs of training for education." With this statement Commissioner of Education Pringle, New Hampshire, opened the meeting on Education for Parenthood.

President C. C. McCracken, Connecticut Agricultural College, stressed the fact that despite excellent courses in parent education, the most potent factor in education for parenthood lay in the fine relationships expressed in home life. Sarah Louise Arnold, dean emerita of Simmons College, made an earnest plea for the recognition of religious training.

Homemaking Education for Every Student

Mary E. Parker, director of household administration of Western Reserve University, outlined the need of homemaking education on the college level for the entire student body.

In closing the conference, Dr. Payson Smith said, "No laboratory anywhere is as promising as the laboratory of the home. We ought to cultivate a faith in education as related to the home. We believe that education can change social conditions. It can make better human relationships provided we add to it confidence and hope. With these, there is nothing that we may not achieve."

"Lookit the Pitchur"

An Adventure in Introducing Backward Children to Books

By Olive E. Powers

Library Teacher, Greenfield School, Pittsburgh Pa.

HIGH ON A HILL overlooking the river, whose banks are lined with steel mills, stands our school, a well-equipped modern building, caring for about a thousand children, sons and daughters of the sturdy foreigners who labor in the blast furnaces and rolling mills. With a language handicap and generations of untutored peasant stock behind them, these children are slow to learn. Here and there, especially in the first three grades, were children who are unusually backward, and who were unable to grasp the work of the classroom. Some of them were shy little people who shrank from notice, others were troublesome and annoyed the rest of the class. Each teacher made an effort to encourage these children and to give them as much help as possible, but it was difficult to give each one the individual attention which we all knew was needed. We were very happy to learn that the extremely dull children were to be given an examination by a member of the psychological division of our hygiene department, and that special instruction was to be provided for them.

Thumbnail Sketches

Poor children! it would make one's heart ache to read their case histories and the results of the examinations. Here is little John, a ward of the court, with father, mother, and sister in institutions for the insane; bow-legged, undersized, and with poor vision which causes him to squint, he is a veritable little gnome from whom one would naturally recoil. An examination showed him to be pronouncedly defective in capacity to give attention, lacking sufficient vocabulary to express himself, a type which at the highest development would be capable of only unskilled manual work.

Here is Tony, a fiery little son of Italy (a future blackhander, we felt certain), one of a large family of boys, belligerent, tricky, shifty-eyed, an irritation in any classroom. He was found to have a mental age of 7½ years, although he was 11 when examined.

Josephine, physically and mentally a weakling, had been in grade 1B for five semesters. An examination bore out conviction that she is feeble-minded, with a mental level of 4½ years.

Andrew—one could tell at a glance that his mental power was extremely low—listened to instruction, but bewilderment was written on his face and his big brown eyes were troubled. He made no disturbance in his class and was quite content to sit quietly all day. His mental age was found to be 4 years below his chronological age of 12½.

And so the pathetic list grew: Philip, with a speech defect and a tendency toward epilepsy, who staggers when he walks; Helen, an unattractive, cross-eyed little Italian, found to be feeble-minded; Joseph, a feeble-minded, rather likable Slavic child; poor little Michael, in 1B three semesters and unable to recognize a word or write his name; Bertha, a dear little brown-eyed girl whose parents came from Czechoslovakia, pronounced severely backward; Henry, neglected at home, ragged and unkempt, severely backward; Peter, epileptic, violent at times (institutional care recommended, but parents object), lacking in normal learning capacity.

Such is the group that now makes up our special class. In order that no stigma of inferiority be fastened upon them, their room is called the "Opportunity room." This was fitted with a loom, a sewing machine, blackboards, bulletin boards, work-benches, tools, and movable desks and chairs. A capable, understanding teacher, trained for the work, was put in charge. Half of the time is devoted to academic subjects, half to handwork. To take these children in various stages of development, some of them sulky, some stubborn, some given to moments of insanity, some in whom it was almost impossible to find a likable trait, and work with them every day to try to fan some faint spark of intelligence into life, to awaken a pride in achievement, to make them into a social group, to overcome in many cases bad home influences, requires patience, tact, sympathy, firmness, and an abounding cheerfulness.

To many these children would prove irritating and depressing. Progress is slow; but the children are on the whole happy in their school life, and any ability in any line of handwork, such as carpentry, sewing, weaving, and drawing, is being developed in the hope that such ability may make them self-supporting later on. After all, they must be prepared to meet life and to compete with persons of average mental capacities. The boys take their turns at the work benches and make bread boards, book racks, airplanes, kites, small wagons, waste baskets, and other articles. To be sure, Tony, in a raging temper after making a mistake, has smashed his almost completed piece of work; Peter, upon accidently hitting his finger, will fling the hammer from him and scream violently; Helen, when made to finish an article sulks or swears. But how pleased little Julia is when she can control her scissors to cut out a paper doll fairly well; how patiently John traces his name on the blackboard; and with what pride and pleasure Joseph makes a border of Easter rabbits for the room.

Riot in the Library

For some time I had thought that these children should have the privilege of coming to the library and using the books, but with the rush of school work the days passed without any definite plans being made for them. Their teacher is very enthusiastic about the library and its place in the life of the school, and often came in to see the books and occasionally borrowed one to use with her class. One day, a little more than a year ago, I suggested that she bring the children to the library at a time when no class was scheduled to be there, to see what we could do in introducing them to the library and its books. She talked to them about the library, and told them that it is a place where children moved quietly, talked softly, and handled books carefully. She thought that she was being very impressive.

At the appointed time I greeted them at the door and stepped aside, expecting them to enter and take their seats quietly, to be, perhaps, a little awed by this unusual happening and the so-called library atmosphere. But not so; most of them dashed rudely to the tables, almost overturning the chairs, and literally grabbed the books which had been placed there.

My heart sank as I saw our Caldecott's Picture Book, our Jessie Wilcox Smith Mother Goose, our dainty Marigold Garden, our gay Picture Book of Flying, and other equally attractive and hitherto carefully handled books with pages fluttering rapidly as the children eagerly turned them. Fingers and thumbs were wet—we seldom have a child so Goopishly inclined—to hasten the process. Voices were shrill as they shoved books under their neighbors' noses and told them to "Lookit the pitchur!"

Even the naturally shy ones entered into the excitement of the moment and added their voices to the clamor. We shall never know what moved them to be so disorderly; perhaps it was the change from the room to which they were accustomed.

perhaps it was the spirit of embarking on an adventure hitherto unknown. Their teacher and I finally succeeded in quieting them to some extent, and in a few moments she led them back to their room. As the last child passed out of the door I breathed a sigh of relief and then straightened the tables, put the chairs in their places, and gently gathered together our much-abused books.

Another Chance

We held a conference and decided to try it again, more convinced than ever that these children needed the influence of the library and its books. Rather sadly, and not at all sure that I was doing the right thing, I picked out some of our more used books, those with bindings a little scuffed, with pages a trifle soiled, and with a few torn places mended, and placed them for the use of the special class the following week. In the meantime their teacher had talked again about the library, stressing the careful handling of books, and the children eagerly awaited the next visit. Improvement was noticeable; they were not so noisy this time, and some of them made an effort to read a few words and to look at a picture long enough to see what it meant. The next time they came there were some books on the table, and I asked different ones if there was something in particular that they would like to see. Some of the boys expressed a desire for airplane books, animals, and Indians; some of the girls wanted fairy tales; others were content with what they found on the tables. Their teacher and I tried to see that each child was interested, and to those who were rapidly turning pages we suggested that they tell us about a picture or we ourselves told them a story of a few sentences about it.

As time went on we tried to find books which linked up with their work. When they were talking about Indians in their room, and drawing and modeling canoes, tepees, and bowls, we placed on the tables books which told in simple words stories of Indian life and which were well illustrated. The children were delighted, and we were greeted with "See the papoose," "Here's a bow and arrow," and "See the canoe just like the one I made."

We felt then that the time had come when they should be permitted to take books to their room for supplementary reading, and very eagerly they brought them to me to be charged. They were placed in a rack in their room and very jealously guarded. Each day the children were given the opportunity to read or look at the pictures in their particular books. In case a book was too hard, the teacher read a portion to them. They lived in an atmosphere of Indian life for several weeks and produced many well-made articles. Of course, everything did not go as smoothly as it may sound. Books were torn; they showed the marks of grimy hands; Tony muttered as he entered the library one day that he did not want any old library book. I was deaf to his words, and holding out a book to his teacher, said, "Here's a book about Jimmy who walked off a train in his sleep and lived among the Indians for several months. Don't you want to see it?" Immediately Tony reached for the book; he was soon poring over the pictures, and when the class left The Magic Forest went with Tony.

After a time the children asked for what they wanted. Andrew requested a book with plans for a pigeon house; Bertha wanted a book with "sewing things"; Henry asked for a donkey book (Segur's Memoirs of a Donkey) which his brother had taken home and had read in part to the family; Sam demanded a book with trains in it, and his eyes sparkled as I put The Engineer in his hands and showed him the picture of the roundhouse. He was unable to remember "roundhouse," and asked about it several times. We heard him saying it over and over in a whisper, and during his next visit he chuckled gleefully as he pointed to the picture and said "roundhouse."

Their teacher had visited the homes of all the children, and I had been to several. Poverty, extreme in some cases, was present in every one; crowded quarters, with father, mother, and several children living in two or three rooms; the food was coarse and often insufficient in quantity. Poor overworked mothers, speaking little or no English, struggled to keep their children clothed and fed; poor ignorant fathers, "laid off" at the mill, shrugged their shoulders as they said, "No job. What to do?" It was into these homes that the children were beginning to ask to take books.

We thought of all that might happen to our books, intrusted to the care of these children who could not be expected to accept responsibility—soiled, grease-spotted, chewed by the dog, torn by the baby, thrown into the fire by a drink-crazed father—and inwardly groaned. But after all, are these not the very ones who should have the best that the school and the library can offer? Through the schools department of the Carnegie Library, bright, clean, attractive books within the range of the children's ability were procured and were placed on the tables for the children when they came to the library about a month ago. After each one had selected a book and was busy enjoying the pictures and reading the simple text, I said, "Would you like to take your books home to-day, children?" They looked at me unbelievingly for a moment and then at their teacher who knew all about it, and then began talking to each other.

I shall never forget poor little feeble-minded John as he clasped Toy Town, a book with a bright orange cover and many gay pictures, tightly to him and forgot his shyness to tell me that this was the book he wanted. A big Mother Goose book was proudly carried off by Charles who was sure that he could read some of it to his mother; Peter, aged 13, but still in the primer class, was delighted with Bryce's Short Stories for Little Folks, and smiled happily as he showed me a picture of Santa Claus; Bertha was happy with The Little Red Hen Picture Book; our little Michael had Mother Goose Primer; and Andrew was pleased with the pictures in Serl's In Animal Land.

The following week the children returned the books, and much to our surprise they were almost as spotless as when they left us. The children were anxious to have the books they had seen the other members of the class carry home, and so practically the same titles went out again with different pupils. It was a happy group of boys and girls that the principal saw as she entered the library that day, and some of them proudly showed her the books they were taking home. Michael, aged 9, but a baby in mentality, lisped, "Baa, baa, black s'eep" for our approval as he carefully pointed to each word.

As we look back over the year that has passed we feel that we have accomplished a little. A friendly contact with the library has been made by the children which we hope will carry over to their use of the public library after they have left school. Through their use of library books they now take an added interest in books and have an incentive to struggle a little harder to master the printed page; they now turn to books to help them in their various projects; and best of all, they have been given a bit of pleasure. A little thread of gay color has been woven into the drab stuff which cloaks the lives of these unfortunate children who can never be just like their fellows.

Drawing by Erwin H. Austin, Pratt Institute, Brooklyn, N. Y.

By SABRA W. VOUGHT
Librarian, Office of Education

The April issue of *The High School* is a "dean of girls number." Several of the articles discuss the work of the dean, showing her relation to the various activities of the school. These might well be used as guidance hints to girls who are interested in this work as a possible vocation. ☙ ☙ ☙ The need to develop in a child a true feeling of security out of which will spring inevitably an attitude of independence, is of fundamental importance in child training. This subject is interestingly discussed by Beatrice M. Hinkle in *Child Study* for April. The author believes that the child is too frequently deprived of the privilege of learning by experience, which alone can develop independence, because parents and teachers in their love for him wish to shield him from everything that is unpleasant. ☙ ☙ ☙ To combine adult education with welfare work in a manner described in *Journal of Adult Education* for April, presents a new and unusual phase of this worth-while activity. A social worker touched by the enforced idleness consequent upon the depression, which she found in homes for the aged, determined to find a way to counter this condition and give these old people a sense of achievement, to obliterate in them a feeling that they had outlived their usefulness, and to provide a small income to those without spending money. How the Dega (aged reversed) shop developed where all sorts of intriguing articles made by inmates of homes are displayed and sold, is delightfully told by Lola Jean Simpson under the title "A place in the sun." ☙ ☙ ☙ *Sight and Sound*, a quarterly review of modern aids to learning, has issued its first number. Published under the auspices of the British Institute of Adult Education, this journal concerns itself with the mechanical aids to education. Articles on school broadcasting, industry and the film, and television are features of the first issue. Excellent illustrations add much to the interest and value of the periodical. ☙ ☙ ☙ In *Education* for May, David Lawrence discusses the purposes of the recently organized "United States Society." Under the title "Youth to the Fore" he describes the plan fostered by some of America's most eminent citizens to bring to the school-age population a knowledge of our Government. A weekly news bulletin called "Uncle Sam's Diary" is published for use in schools. Debate material on current government problems is also assembled and other plans are being developed to educate the school children to become patriotic citizens able to fulfill their duties of citizenship. ☙ ☙ ☙ For the past 50 years the Association of Young Merchants has been giving to young business men of Denmark "an opportunity to broaden the scope of their general knowledge." Marius Vibak, director of the commercial high school in Copenhagen, discusses "Training the Danish merchant" in the *Journal of Business Education* for April. The plan has included first the professional training, then practical experience, after which came cultural training. No student is allowed to ignore the cultural claims because of professional narrow-mindedness. ☙ ☙ ☙ Recent issues of *Junior-Senior High School Clearing House*, beginning with the February number, have carried an interesting department called "Book notes," This department is in charge of Mildred Batchelder, librarian of Haven School, Evanston, Ill. After an interesting brief essay on a group of books which the writer wishes to popularize, there are brief notes on a number of books of general interest, followed by longer reviews of outstanding books on education. ☙ ☙ ☙ That college education does not fit the student to make a living is again emphasized in an article in the *Forum* for May. George Willison Condit in an article entitled "A. B. Unemployed" pictures the plight of the college graduate who has taken either professional or specialized work and finds that even this equipment does not enable him to procure the job for which he has been hoping. In conclusion he demands "that henceforth, whether the world becomes richer or poorer, in social sickness and in health, college training shall be such as to be no less helpful in getting a job than four years spent in any other endeavor."

Vocational Guidance

If you are a teacher, an administrator, an educational or vocational counselor, a placement officer, or a curriculum expert, you will be interested in a new publication of the White House Conference entitled, "Vocational Guidance." [1] It is a report of the subcommittee on vocational guidance among whose members are M. Edith Campbell, Edwin A. Lee, Mary Homes, Stevens Hayes, and W. Carson Ryan, jr.

In this study one may find answers to many problems which are met in everyday guidance work, suggestions for the improvement of guidance activities, facts on what other cities and school systems are doing in this field. One may also find recommendations for setting up guidance activities which function in times like these when we are beginning to realize that education after all is not entirely the training of an individual for a life work, but also the guidance of that individual into those activities for which he is best adapted in accordance with his own needs, interests, and abilities.

Tracing the vocational guidance movement in the United States since its inception about 20 years ago, the White House Conference study includes: Principles and present practices in vocational guidance, study of the individual, counseling, scholarships for children, occupational studies, curriculum work, individualized opportunities for occupational training, junior employment service, and a consideration of the special problems in vocational guidance such as those of the American Negro and the Indian. It contains also an extensive bibliography of all occupations in the industrial and commercial fields, and a list of most recent and useful references on vocational guidance. Data for the study were gathered from public and parochial schools in 150 cities, social agencies, State departments of labor, and employment agencies.

Those in any way concerned with guidance will find this book helpful.—*C. Elwood Drake, Specialist, National Survey of Secondary Education.*

Second Summer Seminar

Yale University's Second Summer Seminar in Education will be held July 5 to August 6, according to F. E. Spaulding, seminar director. Henry W. Holmes, Harvard University, V. A. C. Henmon, University of Wisconsin, and Frank W. Ballou, superintendent of Washington, D. C., schools, are included on the seminar faculty.

[1] White House Conference on Child Health and Protection. Vocational Guidance. New York, London, The Century Company. 1932. 385 pp. Royal 8vo.

The Summer School at Your Doorstep

By Mina M. Langvick

Specialist in Elementary School Curriculum, Office of Education

VACATION.—A varied number of possible plans and suggestions pass in review—travel, study, and recreation. This year, however, the economic depression will limit enjoyment in travel and study. Most teachers will likely spend their vacations in localities near their homes or schools. But their vacation activities need not be limited in scope.

To those who are interested in the natural sciences the out-of-doors close at hand offers a wealth of material for observation, study and investigation. Nearly every teacher can find within walking distance of her home a nature "laboratory" in which she can gather experiences and materials to enable her to improve her teaching next year.

She can survey the local neighborhood to discover forces of erosion, land and rock formations, and other surface features. She can observe plants and animals to discover life histories, evidences of beauty in structural form and adaptations to needs of life. She can study the teeming life of a pond, a garden, a swamp, or a forest to discover evidence of the struggle for existence and the forces determining the balances of natural life.

Selecting Problems for Study

Self-education lessons in science may be initiated in a number of ways. It matters not from what angle or from what aspect of life you begin observations and investigations. It matters more that a teacher realizes from her study some pleasurable satisfaction, an increasing range of interests, and better command of teaching problems through personal investigations.

"The happiest life," says Bailey,[1] "has the greatest number of points of contact with the world and it has the deepest sympathy with everything that is. Nature is one great inexhaustible storehouse of delight for all mankind. It yields perennial pleasures of the right kind. . . . Pleasures of the right kind are of such a character that, as one grows older and more sensitive, less and less is required to thrill the spirit."

So with a notebook in your pocket to make such notes as seem significant set out upon an exploratory ramble or excursion in the spirit of adventure as did the farmer in the Friendly Road.[2]

With your notes, sketched in your rambles across the field, along the brook, or through the wood lot before you, select those problems that appeal to you as of the greatest interest, as of the most potential value to children, and most accessible for study. It is well to note carefully in each case conditions that determine methods of getting food, moisture, air and sunlight, climatic factors, and other controlling forces. Observations can be checked against authentic sources, such as:

Comstock, Anna Botsford. Handbook of Nature Study. Ithaca, N. Y., Comstock Publishing Co., 1926.

Patch, E. M. Holiday Meadow. New York, the Macmillan Co., 1930.

Reed, William Maxwell. The Stars for Sam. New York, Harcourt, Brace & Co., 1931.

Home Geographic Monthly. Home Geographic Society, Worcester, Mass.

The National Geographic Magazine. National Geographic Society, Hubbard Memorial Hall, Washington, D. C.

Nature Magazine. 1214 Sixteenth Street, NW., Washington, D. C.

Popular Science. Popular Science Publishing Co., 381 Fourth Avenue, New York.

Science News Letter. Constitution Avenue at Twenty-first Street NW., Washington, D. C.

Natural History. Museum of Natural History, New York City.

In his volume on biology Kellogg[3] defines biology and briefly sketches possibilities for observation and study. He suggests among others "a study of the bills of birds as related to food-habits, and of their feet as regards such special uses as perching, climbing, holding and tearing prey, running, scratching, swimming, etc., readily reveal many simple but effective structural adaptations. . . . Life is still a mystery. But it is such a fascinating mystery that we all want to know as much about it as possible. The way to accomplish this is to study living things; to get acquainted with as many kinds as possible and to find out all we can about their make-up and behavior and their relations to the world they live in."

Camera and Nature Trail

If you have a kodak, turn your attention to the possibilities of taking photographs of natural life in action, such as a woodpecker quietly listening or actively boring into the limb of a tree, a butterfly gracefully poised on a leaf, a bee sucking the nectar from a plant, a bird feeding its young, or a spider's web sparkling with dew. Very commonplace material will reveal marvelous beauty in structure and form, but the value of these pictures will lie in the facts or principles of science that they illustrate and in the data that you assemble to explain them to children. As such they become valuable educational source materials.

As you continue your hikes and rambles through the summer, select points that may be of interest to yourself as well as others, mark them with brief statements in the form of a progressive story, as suggested in Nature Trails[4] or by other devices that you may invent. Make your own private trail as interesting and attractive as you can. But if you expect to have the children develop a trail in this area, select some other point of interest for your own trail and leave for the children the joy of adventure, the satisfaction of making discoveries and of developing and carrying out their own plans for nature trails.

If you are interested in the great scientists and the methods by which they work, the following books will prove good summer companions:

Cushing, H. W. The Life of Sir William Osler. Oxford Univ. Press, 1925.

Pupin, M. I. From Immigrant to Inventor. New York, Charles Scribner's Sons, 1923.

Vallery-Radot, Rene. The Life of Pasteur. Garden City, N. Y., Doubleday, Page & Co., 1927

If you desire to know how a child's conception of the universe may be developed, read "Child and Universe," by Bertha Stevens, New York City, John Day Co., 1931. "The Stars for Sam," by William Maxwell Reed, may supply you with a background of information for the adaptation of Stevens' method to the situation in your school. The October (1931) number of *Progressive Education*, "The Child and Science," contains valuable suggestions for the teaching of science in all grades of the elementary school.

Very valuable references may also be found in the Science Booklists issued by the American Association for the Advancement of Science, and in Office of Education Circular No. 48, "U. S. Government Publications Useful to Teachers of Science," which may be secured upon request to the Office of Education, Department of the Interior.

[1] Bailey, Henry Turner. Beauty in birds and flowers. *In* Journal of the National education association, Vol. 16, no. 3, March, 1927. Pp. 77–78.

[2] Baker, R. S. Friendly Road. Garden City, N. Y., Doubleday Page & Co., 1913.

[3] Kellogg, Vernon. Biology. Chicago, Ill., American Library Association, 1925. 40 pp.

[4] Lutz, F. E. Nature Trails. New York, American Museum of Natural History. 10¢.

PRESUMPTION

SEE—
The stars were near.
I reached out and drew one to my cheek,
Cool—soft pillow
Making dewy light
Around my head.
I drew the night,
Like a big warm cloak,
Around my chin
And snuggled down.
The Angels were amazed.
They stood around and wondered
At a bold young mortal
With light around her head
And the night
Drawn up around her chin.

—*Ruth Holt*
Nashua High School
Nashua, New Hampshire

After her graduation from high school, Ruth Holt for two years attended the University of New Hampshire, where her poetry won much favorable notice. She then entered training at Massachusetts General Hospital from which she has now graduated. "PRESUMPTION" was written during her freshman year at the University.—Younger Poets, D. Appleton & Co.

For the Morse Celebration

Through the courtesy of the Postal Telegraph Co., and the Western Union Telegraph Co., in cooperation with the Office of Education, school administrators and teachers throughout the United States were reminded of the one hundredth anniversary of the Morse telegraph invention in May, and a nation-wide celebration has resulted.

Reprints of "How the World Talks," a review of 15 communication methods including the Morse system, an article, by Florence C. Fox of the office of Education which appeared in April SCHOOL LIFE, are still available. Address: Commissioner of Education, Office of Education, Department of the Interior, Washington, D. C.

Dual-language problems, modern educational problems in the oriental setting, vocational education, health education, and adult education will be the main considerations at the World Federation of Education Associations' Regional Conference July 25 to 30 at Honolulu, Hawaii. Teachers who desire to attend the National Education Association meetings in Atlantic City will have ample time to reach Hawaii before the federation meetings begin.

The International Federation of University Women will hold a conference in Edinburgh from July 28 to August 4.

First College Course on Radio Broadcast Advertising

By Frank A. Arnold
Director of Development, National Broadcasting Co., Inc.

TO THE COLLEGE of the City of New York should be given the credit of inaugurating the first course on radio broadcast advertising given by a college in the United States and, as far as we have record, in the entire world.

This initial course consisted of 13 lectures delivered in the fall of 1930. Sixty-three students enrolled, one of the largest enrollments for a special course in the history of the college.

The following subjects were discussed in this initial course, the lecturer taking 1 hour and allowing 45 minutes for questions and answers: Historical background of radio; the development of broadcasting; the modern broadcasting studio; the making of programs; the fourth dimension of advertising; how the audience (or circulation) is obtained; commercial credits and their relation to good will; fitting the advertising program to the product; broadcast advertising an aid to distribution; resale of broadcast advertising through other media; does broadcast advertising pay (case examples); broadcasting as a social force and future of broadcasting predicated on past accomplishments.

The group which took the radio course was a very cosmopolitan one. It included school teachers desiring tobe better informed on the subject, radio editors, broadcasting station managers, advertising agency executives, advertising agency managers, and a sprinkling of the general public.

The lectures on advertising included not only broadcast advertising, but also the background of general advertising and other forms of media in order that the students might obtain the right perspective in considering broadcast advertising. Utmost freedom was allowed the class in the matter of questions, and the lecturer endeavored to answer every question in the spirit in which it was asked.

Foreign School Tours

The International Institute of Teachers College, Columbia University, announces educational tours to Germany, England, and France this summer. University credit will be granted to participants, if desired. Inspection trips to all types of schools and first-hand study of school administration and teaching in these countries are offered. For further information address: Dr. Thomas Alexander, Teachers College, Columbia University, New York City.

The first world congress on recreation will be held in Los Angeles, July 23 to 29, just prior to the Olympic Games, the National Recreation Association announces.

Sixth World Conference

Programs of special interest to teachers, parents, and to persons interested in international affairs, will feature the Sixth World Conference of the New Education Fellowship to be held in Nice, France, July 29 to August 12. The American Committee on International Education, Frances Fenton Park, secretary, 425 West One hundred and twenty-third Street, New York City, is making arrangements for an American delegation to attend the conference.

Delegates to International Commercial Education Meet

Twelve leaders in business education in the United States have been appointed by President Hoover as official delegates of the United States Government to the International Congress on Commercial Education which will be held in London, England, July 25 to 29. The delegates are: Dr. Thomas H. Healy, Georgetown University; Dr. Harry T. Collings, University of Pennsylvania; Dr. Everett W. Lord, Boston University; Dr. Henry B. Rathbone, New York University; Dr. Harold Stonier, American Institute of Banking; W. H. Leffingwell, National Office Management Association; Dr. John A. Stevenson, Penn Mutual Life Insurance Co.; Dr. L. S. Lyon, Brookings Institution; Miss Imogene Pilcher, Lincoln High School, Cleveland, Ohio; Mill E. Skimin, Northern High School, Detroit; Dr. John R. Gregg, American Society for Commercial Education; and W. L. Cooper, United States Embassy, London.

American university women will attend a special summer vacation course at Oxford, July 7 to 28. The course offered is "England in the Eighteenth Century." American teachers without university degrees will also be accepted for this course.

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

Infant Care. Rev. 1932. 138 p., illus. (Children's Bureau Publication No. 8.) 10¢.

Information as to how fast a baby should grow in weight, height, and understanding; how to feed him; how to clothe him; how to keep him well; and how to prevent or cure illness or bad habits. A sequel to "Parental Care" U. S. Children's Bureau Publication No. 4. (Home economics; Adult education; Parenthood education.)

Apprentice Training for Shipyard Trades. 1932. 37 p. (Federal Board for Vocational Education, Bulletin 160, Trade and Industrial Series No. 46.) 5¢.

Results of a study which was made to devise a method of selecting for apprenticeship, in a group of 19 trades allied to shipbuilding, candidates of optimum qualifications for training, thus reducing apprenticeship turnover. (Vocational education; Industrial education.)

The Iron Content of Vegetables and Fruits 1932. 20 p. (Department of Agriculture Circular No. 205.) 5¢.

Data presented on the iron content of 110 different forms, parts, or varieties of fruits and vegetables. (Home economics; Chemistry; Dietetics.)

Mineral Resources, 1930, Pt. 2. Cement, pp. 397–432, 5¢; Natural gasoline, pp. 433–456, 5¢. (Geography; Economics; Geology.)

Grape Propagation, Pruning, and Training. 1932. 25 p., illus. (Department of Agriculture, Farmers' Bulletin No. 471.) 5¢.

Describes three methods of propagating grapevines—cuttings, layers, or grafts. Presents principles, methods, and objects of pruning both the young and the bearing vines in winter and in summer. Various training systems are elaborated and illustrated in such a way that they may be intelligently selected and applied to various cases, from the growing of a few vines on a city lot to the care of an extensive vineyard. (Agriculture; Plant industry; School gardening.)

Temporary Shelter for Homeless or Transient Persons and Travelers Aid. 1932. 46 p. (Children's Bureau, Separate from Publication No. 209.) 10¢.

Results of monthly reports submitted to the Children's Bureau by missions, shelters, municipal lodging houses, and religious and other organizations caring for the homeless or transient during 1930 and 29 metropolitan areas. Returns were also received from 84 private agencies, 10 public agencies, including 4 police stations. The problem in the field was found to be primarily that of the homeless man, the number of women and children cared for being comparatively small. (Economics; Social service; Sociology.)

Gullies—How to Control and Reclaim Them. 1932. 36 p., illus. 1. (Department of Agriculture, Farmers' Bulletin No. 1234.) 10¢. (Agriculture.)

Wage-earning Women and the Industrial Conditions of 1930—A Survey of South Bend. 1932. 84 p., graphs. (Women's Bureau Bulletin No. 92.) 15¢.

Besides supplying information on their own employment status, the 3,245 women interviewed answered questions on the changing status of the wage earners in nearly 2,700 families in South Bend. (Sociology; Adult education.)

International Marketing of Surplus Wheat. 1932. 28 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 130.) 5¢. (Agriculture; Marketing; Geography; Economics.)

Price Lists. Laws—Federal and State Opinions of Attorney General Decisions of Courts, No. 10; American History and Biography, No. 59. Free.

Rose Diseases—Their Causes and Control. 1932, 21 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1547.) 5¢. (School gardening; Floriculture.)

Propagation of Trees and Shrubs. 1932. 52 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1567.) 10¢.

Propagation by seeds, cuttings, layers, grafting, and budding, and of specific kinds of ornamental trees and shrubs illustrated and described. (Horticulture; School gardening.)

Organization and Teaching Procedure to be Followed in Evening Agricultural Schools on the Marketing of Wool and Mohair. 1932. 11 p. (Federal Board for Vocational Education, Monograph No. 15.) 5¢.

Suggestions to teachers which should bring about a clearer understanding on the part of the farm population of the principles of marketing and of the value of selling agricultural products cooperatively. (Vocational education; Teacher training; Adult education.)

Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges and Experiment Stations, 1931–1932. 1932. 131 p. (Department of Agriculture, Miscellaneous Publication No. 134.) 25¢.

A directory of persons directly engaged in teaching, research, or demonstration in agriculture and home economics in State agricultural colleges and experiment stations. (Agriculture; Research; Library science.)

Summary of United States Trade with World, 1931. 1932. 23 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 791.) 10¢. (Economics; Geography.)

Social and Economic Character of Unemployment in Philadelphia, April, 1930. 1932. 64 p., graphs. (Bureau of Labor Statistics, Bulletin No. 555.) 5¢.

This survey included 171 selected school census blocks scattered throughout the 10 school districts of Philadelphia. The attendance officers of the Philadelphia School Bureau of Compulsory Education visited 36,665 families. (Sociology.)

Preparation of Cabbage for Market. 1932. 14 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1423.) 5¢.

Operations involved in preparing cabbage for market with recommendations as to various methods that have proven satisfactory. (Agriculture; Marketing.)

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OFFICE OF EDUCATION

DEPARTMENT OF THE INTERIOR

SUBSISTENCE GARDENS

THERE WILL BE more gardens in back yards and city lots this year than at any time since the World War, according to the United States Department of Agriculture. These gardens will furnish part of the food supply for thousands of families affected by the depression, and they will also provide work for many persons.

Numerous requests for information on such "subsistence gardens" have been reaching the Office of Education, and inquiries revealed the following publications on gardens, food, vegetable and fruit canning, etc., available from the Division of Publications, Department of Agriculture, Washington, D. C.

The City Home Garden. Farmers' Bulletin 1044 ..... 5c

Home Gardening in the South. Farmers' Bulletin 934 ..... 5c

Canning Fruits and Vegetables at Home. Farmers' Bulletin 1471 ..... Free

The Family's Food at Low Cost ..... Free

Adequate Diets For Families With Limited Incomes. Miscellaneous Publication 113 ..... 5c

The Farm Garden. Farmers' Bulletin 1673 (reprint available after July 15) 10c

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Subalpine flower fields on slopes of massive Mount Rainier

Beautiful scenic highways of Rocky Mountain National Park

Crater Lake—the beautiful body of water surrounded by an ancient volcano

Lassen Peak and its surrounding volcanic features—Devils Kitchen

Wind Cave—the cavern that whistles

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The Great Smokies—their magnificent botanic display

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More than 80 ranger naturalists—college men and women especially trained in the above subjects—will be on duty in these areas.

They will give talks in hotels, lodges, and around the camp fires which are a feature of life in the western parks. These talks will be carefully planned to give the traveler the maximum of worth while information about the area he is visiting.

They will also conduct parties afoot, horseback, or in automobiles to points of interest, and explain the natural features encountered along the roads and trails. There are also "self-conducting" trails.

This is a special invitation to every teacher who visits the national parks and monuments this year to get in touch upon arrival with our educational staff. Each member will gladly do what he can to make your trip a profitable educational as well as recreational outing.

HORACE M. ALBRIGHT,
Director National Park Service.

Around the camp fire in Yosemite National Park. These evening gatherings sometimes number 3,000 persons

Write The National Park Service, Washington, D. C., for circulars of information about the National Parks

U. S. GOVERNMENT PRINTING OFFICE: 1932